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**THE USE OF COGNITIVE APPRENTICESHIPS TO TEACH LEARNER-CENTERED
INSTRUCTIONAL STRATEGIES IN AN UNDERGRADUATE LEARNING
ENVIRONMENT**

by

JILL E. STEFANIAK

DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

in partial fulfillment of requirements

for the degree of

DOCTOR OF PHILOSOPHY

2013

MAJOR: INSTRUCTIONAL TECHNOLOGY

Approved by:

Advisor

Date

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DEDICATION

To my mother, Betty, whose unwavering support and guidance has taught me perseverance, dedication, and the strength to take the road less traveled. Your unflagging efforts have shaped me into the woman, scholar, and lifelong learner that I am today.

To my stepfather and dear friend, Marvin, whose support and encouragement has not gone unnoticed. Words cannot express how thankful and blessed I am to have you in my life. Thank you for being there when I needed you most.

Last but not least, to my husband, Neil. Thank you for being my best friend and soul mate. I am forever grateful to have had your love and support throughout this journey. Thank you for helping make my dreams a reality. I look forward to the next chapter of our lives together!

You're my guideposts for everything. This is just as much your accomplishment as it is mine!

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CHAPTER 1

INTRODUCTION

Background

Educators are in a never-ending search for identifying the best instructional strategies as technological resources and support for the classroom continue to evolve. The field of instructional design has looked to neuroscience and cognitive psychology to learn how the brain processes and retains information for the last three decades. Learning is an active process in which individuals utilize resources in their environment and build upon prior knowledge in order to create permanent changes in their knowledge or behavior (Mayer, 1982; Kozma, 1994). The processing of information entails the learner retrieving, organizing, and storing information in order to retain information in their long-term memory. Instructional strategies and learning environments can be guided by different approaches and design procedures (Molenda & Boling, 2008). In order to yield optimal learning results and mastery of the learning material, faculty must present instructional content in a manner that supports cognitive processing strategies and is sequenced in an order that enables the learner to build upon prior knowledge.

During the 1960s, researchers in instructional design presented a list of expectations that they believed the teacher of tomorrow should incorporate into their teaching strategy in order to meet the needs of their students and remain current with teaching practices and technological interventions (Finn, 1960). These expectations tasked educators:

- To be trained in and understand the process of communication;

- To demonstrate active social learning within the classroom by learning with their students;
- To be able to use and control instructional media within their classroom;
- To learn how to improve the quality of their own teaching by watching themselves teach; and
- To learn by watching master teachers that work in their own classroom.

The significance of this list is that 65 years later, educators are still experiencing challenges meeting these expectations.

This design-based research study, grounded in instructional epistemology, took an ethnographic approach to explore the relationship of content sequencing and student performance outcomes in an undergraduate learning environment. The role of the educator in higher education is to guide students through the acquisition of new skills and promote self-directed learning. Educators need to be able to identify areas for improvement in current teaching structures and work to identify instructional strategies that are learner-centered. Designing instruction that takes into consideration cognitive learning theory and how the brain processes information can assist in selecting strategies that are learner-centered for disseminating educational content to their learning audience.

Statement of the Problem

A challenge that many educators face is designing instruction that meets learner needs on an individual level. Learner analyses often show that while demographics of a particular learning audience may be similar, how they learn will be a variable reference. Understanding how the brain processes information to learn will assist educators with

designing instruction that will have a long-lasting impact. Jensen (2005) suggests that in order for a learner to achieve optimum performance there needs to be a balance between active learning, passive learning, and time to process information that has just been presented. Educators must be able to facilitate learning that is conducive to the needs of their learners.

Studies that have been conducted to examine instructional strategies used in higher education environments have placed focus on educators' perceptions of their teaching styles; there is limited empirical research reporting quantitative measures between educators' perceptions of teaching and actual performance (Chan & Elliott, 2004; Samuelowicz & Bain, 1992). The majority of empirical studies that have examined the use of cognitive apprenticeships where individuals learn through guided experience in an educational environment have been conducted in primary and secondary education settings. The literature review did not find any studies where a cognitive apprenticeship framework had been used to improve teaching strategies among educators in a higher education setting. It could be assumed that this is because implementing such an approach within a course in a post-secondary environment requires instructors to change the way they present and organize their course material; a task for which they may have little time to allocate due to other prioritized competing interests such as tenure and scholarship (Gordon & Palmon, 2010).

Purpose of the Study

The purpose of this study was to take an ethnographic approach to observe what instructional strategies educators currently use in undergraduate classroom settings. Instructional strategies that were observed through direct observation included the

sequencing of course materials, interactions between educators and students, and opportunities for students to engage in active learning. Interviews were conducted with educators to discuss the various challenges that they encounter while teaching. Students were interviewed to provide information pertaining to challenges that they encountered while learning. Educators participated in a cognitive apprenticeship that provided them with tools to incorporate instructional strategies aligned with the premises associated with cognitive learning and conditions-based theories.

This study attempted to answer the following four research questions:

- How do undergraduate students experience learning in a learner-centered teaching environment?
- What challenges do educators experience while implementing learner-centered instructional strategies within a course?
- What is the difference in perception of motivation, if any, between students enrolled in a course where the educator is participating in a cognitive apprenticeship as compared to students enrolled in a course where the educator is not participating in a cognitive apprenticeship?
- What is the difference in perception of motivation to teach using learner-centered instructional strategies, if any, between educators participating in a cognitive apprenticeship when compared to educators who are not participating in a cognitive apprenticeship?

Independent variables included instructional strategies, and educator participation in a cognitive apprenticeship. Dependent variables of this study included student performance outcomes, any challenges educators encounter or self-identify, use of

instructional strategies during class, and perceptions of motivation on behalf of the educator.

Research Question One examined instructional strategies educators used to teach in an undergraduate learning environment. An ethnographic approach was taken to observe which instructional strategies were used as well as how they were sequenced. Research Question Two examined the challenges that educators experienced while implementing various instructional techniques. Observations and extensive field notes were made documenting how faculty members initially taught at the beginning of the cognitive apprenticeship and during the cognitive apprenticeship intervention to determine whether a change occurred with their teaching strategies. Research Question Three examined whether there was a difference in students' perceptions of motivation to complete coursework where the educator had participated in a cognitive apprenticeship as compared to courses where the educator has not participated in a cognitive apprenticeship. Research Question Four examined whether there was a difference in the educators' perceptions of motivation towards teaching after they participated in a cognitive apprenticeship and implemented new instructional strategies within their course.

In summary, the intent of this study was to explore whether the use of a cognitive apprenticeship to assist educators with implementing learner-centered instructional strategies in the classroom improved students' levels of motivation towards learning the course material.

Theoretical Context

This research study was influenced by three theoretical contexts. These included cognitive learning theory, conditions-based theory, and constructivism.

Cognitive Learning Theory. Cognitive learning theory focuses on how individuals retrieve, process, and retain information. Cognitive learning theory, used synonymously with brain-based learning for purposes of this study, takes into account information pertaining to how the brain learns, processes information, and constructs instruction having regard for these brain rules (Caine & Caine, 1994; Gagne & Medsker, 1996; Slavkin, 2004; Tokuhama-Espinosa, 2011).

Cognitive learning theorists believe that the brain must undergo a process that entails gaining attention, activating prior knowledge, participating in elaborate rehearsal, encoding, and retrieving information in order to reinforce learning (Clark, Nguyen & Sweller, 2010). Neuroscientist Paula Tallal suggests that the following principles must be incorporated within instructional design in order to assist the learner with making connections within the brain and retaining information:

1. Give the brain something it is able to do.
2. Provide repetition to get neurons firing repeatedly and enable them to become more efficient at firing for that information.
3. Give timely feedback, either positive or negative.
4. Adapt the learning to each [learner] (Sprenger, 2002, p 127).

After initial observations of how they were teaching their students and educators participating in the cognitive apprenticeship were provided with instructional tools that took the principles noted above into consideration. These instructional strategies

included advanced organizers, modeling, collaborative active learning, sequencing of instruction, rehearsal, repetition, and the use of mental models. These instructional strategies focused on cognitive load and promoted active learning within the classroom and interactions between educators and students.

Conditions-Based Theory. Proponents of conditions-based theory purport that there are three premises that influence learning. These premises are:

- “There are different types of learning outcomes, and each type of learning calls for different types of instruction.
- Instructional sequencing relies upon relationships among the various learning outcomes.
- Instructional strategies should facilitate the internal processes of learning” (Richey, Klein & Tracey, 2011, p. 105).

Instructional strategies that were provided to educators during their cognitive apprenticeship looked to align the intended learning outcome with an appropriate instructional strategy. These strategies included modeling, coaching, scaffolding, articulation, reflection, and exploration. Learner-centered strategies were implemented to provide opportunities for both supplantive and generative learning opportunities within the classroom as needed.

Constructivism. Constructivist in nature, “making connections refers to seeing how new ideas, skills, and experiences are related either personally or academically to what we currently know or believe” (Caine, Caine, McClintic & Klimek, 2005, p. 72). As learners retain new knowledge, concepts and principles, they must construct mental models in order to make sense of the information that is being presented to them. As

schema are constructed with the introduction of new knowledge “mental models facilitate reasoning because they reflect how content is organized” (Richey et al., 2011, p. 118) supporting the premise of conditions-based theory that instructional strategies facilitate the internal process of learning.

There are three characteristics of constructivism:

- “all knowledge is constructed, at least in part, through a process of reflection
- There exist cognitive structures that activated in the process of construction, and
- Cognitive structures are under continual development (purposive activity induces transformation of those structures, and the environment presses the organism to adapt)” (Kinsella, 2009, p. 267).

Perkins (1992) suggests that constructivist learning environments demand three things from a learner: cognitive complexity, task management and buy-in. Brooks and Brooks (1993) summarize that the role of a teacher within a constructivist learning environment should be able to:

- Encourage and accept student autonomy and initiative;
- Use a wide variety of materials and resources and will encourage students to use them;
- Inquire about students’ understanding of concepts before sharing their own thoughts and interpretations;
- Encourage student inquiry by asking questions and seeking elaboration of student responses to promote learning within the classroom environment;

- Promote discussion between the student and the teacher and among one another;
- Provide time for students to construct meaning pertaining to construct relationships.

The principles of constructivism have several implications for instructional design. Proponents of constructivism promote learning as a participatory process in which the student is engaged and works closely with the instructor. Learning is not passive; it requires the learner to be active and demonstrate their acquisition of knowledge within a situated learning context. Guidance is provided to the learner through modeling, coaching and scaffolding. As a learner becomes more familiar with the instructional content, the instructor will gradually diminish their coaching until the learner is able to perform on their own. Reflective practice is another key characteristic of constructivism. Reflecting upon one's performance will allow learners to self-assess their performance and progress towards achieving learning goals that they have set up with their instructor. These principles of constructivism provide a framework for learner-centered instructional design.

Definitions and Key Terms Used in the Study

Articulation. In cognitive apprenticeship, verbalizing the results of reflective acts (Dennen & Burner, 2007, p. 426).

Coaching. In cognitive apprenticeship, assisting and supporting learners' cognitive activities (Dennen & Burner, 2007, p. 426).

Cognitive Apprenticeship. The term, cognitive apprenticeship, “refers to the focus of the learning-through-guided-experience on cognitive and metacognitive, rather than physical skills and processes” (Collins, Brown & Newman, 1989, p. 457).

Cognitive Load Theory. A universal set of instructional principles and evidence-based guidelines that offer the most efficient methods to design and deliver instructional environments in ways that best utilize the limited capacity of working memory (Clark et al., 2010).

Ethnography. “An approach to learning about the social and cultural life of communities, institutions, and other settings that:

- Is scientific
- Is investigative
- Uses the researcher as the primary tool of data collection
- Uses rigorous research methods and data collection techniques to avoid bias and ensure accuracy of data
- Emphasizes and builds on the perspectives of the people in the research setting
- Is inductive, building local theories for testing and adapting them for use both locally and elsewhere” (LeCompte & Schensul, 1999, p. 1).

Exploration. In cognitive apprenticeship, forming and testing a personal hypothesis in pursuit of learning (Dennen & Burner, 2007, p. 426).

Instructional Design. The science and art of creating detailed specifications for the development, evaluation, and maintenance of situations which facilitate learning and performance (Richey, Klein, & Tracey, 2011).

Instructional Media. The physical means via which instruction is presented to learners (Reiser, 2007, p.18).

Instructional Strategy. The instructional strategy entails the medium that will be used to deliver instruction to the learners.

Modeling. In cognitive apprenticeship, demonstrating thought processes (Dennen & Burner, 2007, p. 426).

Reflection. In cognitive apprenticeship, self-analysis and self-assessment (Dennen & Burner, 2007, p. 426).

Scaffolding. Support that is provided to assist learners in reaching skill levels beyond their current abilities; essential to scaffolding is fading the support inversely to the learners' acquisition of the skill that is being supported (Dennen & Burner, 2007, p. 426).

Sequencing. The ordering of instructional events.

Significance of Study

Creating a systematic approach to delivering and sequencing instruction while still enabling the flexibility of design could assist the field of instructional design in addressing several challenges that currently exist relating to performance outcomes, learning curves, and the development of learner-centered curriculum. The use of a cognitive apprenticeship model as a training tool to assist with faculty development pertaining to teaching assisted faculty with enhancing their skills as reflective educators and select more learner-centered instructional strategies.

Summary

This study intended to take an ethnographic approach to observe instructional strategies currently being used in undergraduate classroom settings and the implications that a cognitive apprenticeship can have for an educator on implementing learner-centered instructional strategies in their classroom. In this section, the problem was introduced and the four research questions which were posed. Subsequently, the theoretical contexts were introduced and the key terms that were used in this study were defined.

The literature review section, which follows, describes a learner-centered learning environment. Research studies using instructional strategies to support cognitive learning theory and conditions-based theory are reviewed. The framework for cognitive apprenticeships is described and research studies where cognitive apprenticeships have been used as a teaching strategy are reviewed.

CHAPTER 2

LITERATURE REVIEW

The literature review chapter describes a learner-centered learning environment. Research studies using instructional strategies to support cognitive learning theory and conditions-based theory are reviewed. The framework for cognitive apprenticeships is described and research studies where cognitive apprenticeships have been used as a teaching strategy are reviewed. The first part of the literature review explores the incorporation of brain-based learning strategies that take into account principles of cognitive learning theory as well as educational studies that have explored the impact that different instructional strategies may have on educational outcomes. The literature review follows with studies that have been conducted in higher education settings using cognitive apprenticeships as a means for teaching.

Cognitive Learning Theory

Cognitive learning theories focus on how individuals retrieve, process, and retain information. Cognitive learning theorists believe that the brain must undergo a process that entails gaining attention, activating prior knowledge, participating in elaborate rehearsal, encoding, and retrieving information in order to reinforce learning (Clark et al., 2010).

When a learner is presented with new information it is automatically placed in sensory memory. This information has been presented in either a visual or auditory format. Information that is stored in the sensory memory is only stored for a brief amount of time. Through the use of rehearsal, information is passed onto the working memory. Within the working memory, the learner will either organize the information in order to retain it in long-term memory, or do nothing with it and forget the information

after a short period of time. Cognitive scientist George Miller found in the 1950s that the working memory was able to process seven items, plus or minus two. Ways in which information can be organized within working memory and transferred to long-term memory include chunking and rehearsal.

Instructional Strategies

Semantic Strategies. Educators must be aware that the brain uses five memory pathways in order to store information. Semantic memory stores information taken from words. Episodic memory stores information retained from physical location. Procedural memory deals with process. Automatic memory accounts for conditioned responses that a learner has developed over an extended period of time. Emotional memory, the most powerful pathway, takes into account a learner's feelings (Tilson, 2000).

Taking into consideration that words are used in almost every teaching setting, educators can incorporate instructional strategies to assist their learners with remembering semantic information. Sprenger (1999) suggests the following strategies to assist learners with remembering semantic information: graphic organizers, peer teaching, questioning strategies, role-playing, practice tests, paraphrasing, and mnemonic devices. Graphic organizers such as mind maps and concept maps allow students to connect vocabulary, processes, and themes throughout all course material enabling synthesis of information, information recall, and rehearsal of content.

Advanced Organizers. Previewing is an instructional strategy in which instructors prime their learners to prepare them for upcoming educational activities and content that they will be focusing on within the classroom by providing them with an advanced organizer. Jensen (2005) describes previewing as taking the form of:

- “A hand-out
- A simple explanation
- A set of student-generated questions or brainstorming activities
- A detailed teacher- or student-led overview” (p.39).

“Advanced organizers are introductory materials that are presented at a higher level of generalization, simplification, and comprehensiveness than the learning content itself” (Richey et al., 2011, p. 60). Incorporating preview strategies within a classroom allows the instructor to provide learners with advanced organizers that can assist learners with setting expectations for the educational content, to retain material previously taught that will be expanded upon and the opportunity to prepare for upcoming topics.

A study by Nugent, Tipton and Brooks (1980) examined the effectiveness of incorporating advanced organizers through television within an undergraduate course. Students were assigned to either a control or experimental group. Students within the experimental group were provided with an advanced organizer at the beginning of each laboratory session of their undergraduate course. “The narration consisted of generalizations about the value issue and conceptual questions intended to precipitate a cognitive framework” in order to relate to the course material to be presented (Nugent et al., 1980, p. 446). Student reactions to the use of advanced organizers revealed that it was useful as a cuing technique and significantly increased comprehension. The results of this study also revealed that the use of advanced organizers decreased affective response among the students (Nugent et al., 1980). The results of this study suggest that instructors choosing to use advanced organizers in their class must be cognizant of the reality that they have the potential to direct the learner’s ability to retain

information. Depending on the questions or statements included in the advanced organizers, students' level of affect may decrease if they are unable to internalize the information. Students may feel discouraged if they are unable to make sense of the course material because they are trying to categorize the information according to the advanced organizer.

Modeling. Modeling consists of “demonstrating to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task” (Tokuhamo-Espinosa, 2011, p. 283). Instructional strategies that model instruction for students can consist of having learners re-enact an event such as an exhibit or a presentation to introduce them to using the content and becoming more familiar and comfortable with the vocabulary and material. Providing opportunities for learners to practice will increase the level of transfer of learning and storage of information in long-term memory. Caine et al. (2005) state that “memory that is called upon in the moment of acting is at the core of adaptive decision making because the facts are continuously being assessed and used in context” (p. 190).

Collaborative Active Learning. Active learning is considered to be learning that is not passive. Learning is active when the learner is able to manipulate content and apply it to a variety of different applications such as role-playing, games, simulations, case studies, problem-solving, and guided teaching. Roberts (2002) posits that utilizing an experiential methodology for learning new concepts contributes to a rich learning environment in which learners and educators are interactive with one another, social interaction is increased, and feedback is provided in relation to performance with active

learning activities. “Like social constructivists, brain-based educators believe that knowledge is constructed based on social experience and community interaction” (Slavkin, 2004, p. 44).

Sequencing. The sequencing of instruction is the arrangement of presenting instructional material. Van Patten, Chao and Reigeluth (1986) suggest that when designing any piece of instruction, the instructional design must ask two questions:

- “How should the instructional events be sequenced over time?”
 - How should the interrelationship among these ideas be taught to the students?”
- (p. 438).

Rehearsal. When the brain is introduced to new information, practicing and reviewing the information helps with storing the information in long-term memory. “Rehearsal or practice allows us to organize, analyze, make sense of, and remember the information” (Gregory & Chapman, 2002, p. 80). Instructional strategies that elaborate rehearsal techniques include mnemonics, graphic organizers, role-playing, problem-solving, and presentations. Providing learners with opportunities to practice and rehearse new information better enables them to store the information in their long-term memory and retrieve in the future.

Repetition. Intentional sequencing of information aids a student in the learning process by building upon the information that they already know. Early instructional design theorists have identified that there are several implications to the learning process if content is not sequenced in an appropriate manner. Different forms of repetition that can be incorporated within a learning environment include pre-exposure and presenting information to the learners days, weeks, or even months in advance.

Other forms of repetition include previewing, priming, and reviewing. Previewing and priming are strategies used by educators to provide covert exposure to the learners as to what to expect within the next class, unit, or semester. Covert exposure is not meant to share the details of everything to which the learner will be introduced, but to set the tone for organizing material and bracing oneself for what is to come. Jensen (2005) and Sprenger (1999) posit that cognitive research has shown that repetition of instructional activities assists learners with making connections in the brain.

The Use of Mental Models. Proponents of cognitive learning theory suggest that providing learners with opportunities to make connections with content within a rich learning environment promotes active learning and enables learners to internalize their learning experience. This also aligns with constructivism in that “making connections refers to seeing how new ideas, skills, and experiences are related either personally or academically to what we currently know or believe” (Caine et al., 2005, p. 72). As students retain new knowledge, concepts and principles, they must learn to construct mental models in order to make sense of the information that is being presented to them. As schema are constructed with the introduction of new knowledge, “mental models facilitate reasoning because they reflect how content is organized” (Richey et. al., 2011, p. 118).

Brain-based Teaching Model

Jensen (2005) suggests to educators that there needs to be a balance among active learning, passive learning and general settling time in order for a learner to achieve optimum performance. A “brain-based teaching model” (Jensen, 2005, p. 145), aligning instructional strategies within time intervals, was created as a guide for educators to

organize their lesson plans in such a way that it provided balance within the learning process. The model suggests a framework to assist educators with dividing their lesson plan into three components: before, during and after.

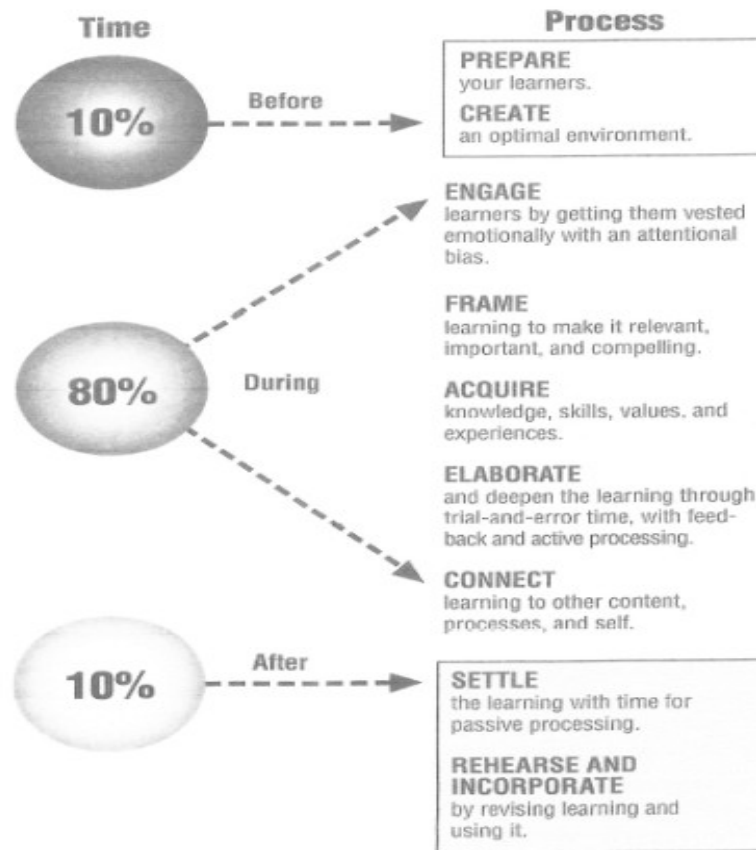


Figure 2.1 Brain-based Teaching Model (Jensen, 2005, p. 145). Graphic used and obtained with permission from the publisher.

The brain-based teaching model is sequential for face-to-face instruction in the classroom, suggesting that the first 10% of time is spent before the class session in order to prepare the learners of what is to occur during class and to create an optimal learning environment. The majority of the time, 80%, is spent during the actual class time where the instructor is engaged with the learners. During this time, instructional

activities are continuously built upon one another starting with engaging the learners, framing the instructor to make it relevant, acquiring the necessary knowledge, skills, and attitudes required to transfer learning, elaborating the learning experience through the use of active learning and feedback, and connecting the content to previous content and learning processes. The remaining 10% of the time is left for the learner to settle and reflect upon the information in order to allow for an adequate amount of time to process information and to rehearse the information by revisiting it and identifying ways in which to apply the concepts in a real-life setting.

Saleh (2011) conducted a study to determine whether the use of a brain-based teaching approach would be of benefit in addressing issues pertaining to motivating students enrolled in a high-school physics course. The researchers developed a brain-based teaching approach model, inspired by Jensen's (2005) brain-based teaching model. The BBTA model implemented a seven-step strategy for incorporating brain-based strategies within the physics curriculum:

- Activation
- Clarifying the outcome
- Making connections
- Doing the learning activity
- Demonstrating student understanding
- Reviewing for student recall and retention
- Previewing for upcoming topics (Saleh, 2011).

Students from two different high schools were randomly assigned to a control or experimental group. The experimental group received the BBTA instruction while the

control group received the traditional instruction. Each student was asked to record in a journal throughout the course how comfortable they felt with learning the material and whether or not the instruction motivated them to continue on within the area of physics. The BBTA implementation strategy was used with the experimental group for each class. Findings yielded increased satisfaction and efficacy among students who were enrolled in the experimental group. There were no changes among students who were enrolled in the control group. The results of this study suggest that perhaps students who are participating in conventional teaching environments are unable to accurately determine whether or not they will be able to apply information obtained in a course to a realistic environment. Additional research is needed to address whether the results of this study could be duplicated in a higher education environment.

Limitations to the study of brain-based learning and cognitive learning theory are that the majority of empirical studies implementing this approach have been in primary and secondary education environments. Very little research has been found on the implementation of brain-based teaching strategies in the higher education environment.

A second observation that was made while conducting a review of the current literature is that there are many educators in elementary, secondary and higher education environments that are implementing various aspects of brain-based learning within their classes. Empirical studies have been conducted examining individual components such as working within groups (collaborative learning), active learning techniques versus passive learning techniques, and the use of role-play and simulation. While many of the studies have been conducted implementing one or two of these

concepts related to brain-based learning and cognitive learning theory, they are not necessarily being classified among the literature as such.

Conditions-Based Learning Theory

Different learning outcomes warrant different learning strategies. Instructional sequencing is dependent upon the various learning outcomes that are intended for a particular course or instructional unit. Instructors in higher education are beginning to shift their focus from traditional lecture strategies to a more decentralized learner-centered approach that places greater emphasis on the students (Kahl & Venette, 2010). The differences between traditional instructional strategies and learner-centered instructional strategies are summarized in Table 2.1 (Doyle, 2008).

Table 2.1

Traditional Lecture Strategies Compared to Learner-Centered Strategies

Traditional Strategies	Learner-Centered Strategies
Take lecture notes	Self-teach
Listen in class	Collaborate with others
Read the textbook	Work in teams/groups
Read other assigned reading	Take part in discovery learning
Take tests and quizzes	Teach others
Take part in recitation	Evaluate own learning
	Evaluate other's learning
	Perform/present learning publicly
	Solve authentic problems
	Engage in reflection
	Demonstrate use of teacher feedback to improve performance
	Take learning risks
	Take class notes
	Listen in class
	Read the text book
	Read other assigned reading
	Take tests and quizzes
	Take part in recitation

Instructional Strategies Used in Speech Courses

A study conducted by Chou (2011) sought to explore the influence of learner strategies on oral presentations. Participants were French major college students who were enrolled in a Professional English course. The findings revealed that the learner-centered strategies that had been used throughout the course proved to have a positive impact on the students' performance in the course. Retrieval strategies were used to assist students with recalling information to help with memorization and rehearsal strategies were used to promote practicing oral presentations. Additionally, communication strategies were also used to present course material to students to better equip them to engage in conversation with their audience during presentations (Chou, 2011).

Bruner (1960) suggests that educators should design instruction around the concept of a spiral curriculum in which instruction is developed to continuously build upon basic ideas repeatedly until a learner has fully mastered the content. The instruction gradually increases with complexity over time. The Elaboration Theory (Reigeluth & Stein, 1983) provides a framework for teaching instruction using simple-to-complex sequencing. Within this framework an overview of the instructional content is presented to the learners that epitomizes rather than summarizes the subject. Once the learners gain the fundamental principles and concepts of the subject material, they are then introduced to application. Particular aspects of the subject that were initially presented in the first phase of instruction are now elaborated upon in more detail. Instructors must be purposeful in their selection of instructional strategies when teaching new course material to students. Doyle (2008) suggests that instructors must be able to illustrate

how the knowledge and skills that students are required to master are intricately linked to their learning goals.

In a study of instructional strategies that were used in an advanced public speaking course, Levasseur, Dean and Pfaff (2004) interviewed public speaking instructors to identify what instructional strategies they have found to be most useful to their students. Interviews conducted with 23 college instructors of public speaking revealed that instructors found it to be beneficial to the student to receive frequent feedback, exposure to a variety of speech genres, modeling of good presentations, and the opportunity for reflective practice. This study recommends that future research is needed to further explore the relationship between instructional strategies and student outcomes in public speaking courses.

A study conducted by Kahl and Venette (2010) compared student speech outlines that were taught in both teacher-centered and learner-centered environments in three Midwestern universities. Instructors who were enrolled in the learner-centered group participated in a training session where they were “provided with sample lesson plans, activities, group discussion topics, and assignments that could be used or modified” To promote learner-centered classroom experiences (p. 182). Results of the analysis found significant differences between the qualities of outlines that were prepared by students in the learner-centered group as compared to the teacher-centered group. Students in the learner-centered group received higher grades for their speech outlines and overall higher grades in the course. Kahl and Venette (2010) suggest that with training sessions on how to incorporate learner-centered strategies in the classroom, student performance in speech courses can be improved. They also recommend that further

research in the area of learner-centered strategies and its impact on speech delivery is necessary.

The use of discussion as an instructional strategy is one that can engage student participation during class. In a pilot study conducted by Dallimore, Hertenstein, and Platt (2008) looking at the implications classroom discussions can have on students' oral and written communication skills, researchers found that students' comfort levels with participating in classroom discussions can have an impact on their perceptions of how well they will be able to present a speech. Graded participation and calling on students to answer questions in class was not only a means to increase participation in the class, it also provided students with an opportunity to practice and rehearse oral communication skills prior to presenting their speeches.

Constructivism

Conceptions held by instructors about teaching can often be associated with two learning philosophies: traditional/teaching-centered and progressive/constructivist (Chan & Elliott, 2004; Samuelowicz & Bain; 1992; Samuellowiz & Bain, 2001). The traditional/teaching-centered philosophy places focus on the teacher as being solely responsible for delivering instruction to the students, typically in the form of lecture. The progress/constructivist philosophy suggests a learner-centered approach where students are given more responsibility for their learning by participating in an active learning environment that promotes critical thinking, discovery, and collaboration (Chan & Elliott, 2004). Wu and Tsai (2005) reported that the use of multiple constructivist teaching strategies can "lead to the advanced use of higher order information processing strategies" (p. 132).

Traditional Apprenticeships in Education

Traditional apprenticeships are instructional methods that were commonly used in vocational programs to train tailors, electricians and other trades people. Learners were paired with an expert who would serve as their teacher and guide them to mastery of the tasks required for their field. The teacher would guide the learners by providing them with demonstrations, examples, and would often work alongside the learners until they could eventually perform on their own. The role of the teacher is to “provide just enough help and guidance, but not too much” (Perkins, 1992, p. 163). The learner will progress based on their performance and mastery of the material. Learners are taught through modeling of performance and coaching. A majority of tasks that were taught with the apprenticeship model were simple, physical skills that could be performed by observation.

Cognitive Apprenticeships

The term, ‘cognitive apprenticeship’, “refers to the focus of the learning-through-guided-experience on cognitive and metacognitive, rather than physical skills and processes” (Collins, Brown & Newman, 1989, p. 457), and is used to describe classroom instruction combined with apprenticeship characteristics. The differences between traditional apprenticeship and cognitive apprenticeship are summarized in Table 2.2 (Collins et al., 1989; Cash, Behrmann, Stadt, & Daniels, 1997).

Table 2.2

Traditional Apprenticeship Compared to Cognitive Apprenticeship

Traditional Apprenticeship	Cognitive Apprenticeship
Simple tasks	Complex tasks
Physical skills and processes	Cognitive and metacognitive processes
One-on-one learning in the workplace	Learning with several students
Tasks performed by observation	Tasks and processes performed by reasoning
Learning by doing physical tasks	Learning by externalizing thought processes in diagnosing problems
Learning from modeling, coaching, and fading of performance	Learning from modeling, coaching, fading, articulation, reflection, and exploration of ideas
Jobs determined by tasks	Learning determined by goals

The use of a cognitive apprenticeship teaching model implies that the learning relationship between the student and the teacher will last longer as compared to more traditional relationships within today's classroom environment. It also implies that the teacher is an expert in the field in which the student is learning (Carver, 1995). In order to utilize the cognitive apprenticeship model as an instructional technique, Collins, Brown & Holum (1991) recommend that teachers must:

- "Identify the processes of the task and make them visible to students;
- Situate abstract tasks in authentic contexts, so that students understand the relevance of the work; and
- Vary the diversity of situations and articulate the common aspects so that students can transfer what they learn" (p.8).

A Framework for Cognitive Apprenticeships

Collins, Hawkins & Carver (1991) suggest that the framework for a cognitive apprenticeship learning environment must address content, method, sequencing, and

sociology. Design principles for these four dimensions of the framework are included in Table 2.3.

Table 2.3

Contents of a Cognitive Apprenticeship Framework (Collins, Hawkins & Carver, 1991, p. 228)

Content
<ul style="list-style-type: none"> ▪ Domain knowledge: Subject-matter-specific concepts, facts, and procedures ▪ Heuristic strategies: Generally applicable techniques for accomplishing tasks ▪ Control strategies: General approaches for directing one's solution process ▪ Learning strategies: Knowledge about how to learn new concepts, facts, and procedures
Method
<ul style="list-style-type: none"> ▪ Modeling: Teacher performs a task so students can observe ▪ Coaching: Teacher observes and facilitates while students perform a task ▪ Scaffolding: Teacher provides support to help the student perform a task ▪ Articulation: Teacher encourages students to verbalize their knowledge and thinking ▪ Reflection: Teacher enables students to compare their performance with that of others ▪ Exploration: Teacher invites students to pose and solve their own problems
Sequencing
<ul style="list-style-type: none"> ▪ Increasing complexity: Meaningful tasks gradually increasing in difficulty ▪ Increasing diversity: Practice in a variety of situations to emphasize broad application ▪ Global to local skills: Focus on conceptualizing the whole task before executing the parts
Sociology
<ul style="list-style-type: none"> ▪ Situated learning: Students learn in the context of working on realistic tasks ▪ Community of practice: Communication about different ways to accomplish meaningful tasks ▪ Intrinsic motivation: Students set personal goals to seek skills and solutions ▪ Cooperation: Students work together to accomplish their goals

Content. Within the dimension of content there are four types of knowledge as described by Collins et al. (1989): domain knowledge, heuristic strategies, control strategies, and learning strategies. Domain knowledge encompasses conceptual and factual knowledge pertaining to a specific content area. While it is often necessary for a

learner to possess this knowledge, it will not predict whether the learner will be able to apply this knowledge solely to solve problems. Heuristic strategies can be used to provide learners with tips on how to perform a specific task. While these strategies will not work in every given situation, they are useful examples of how particular strategies have been used in other situations. “Most heuristics are tacitly acquired by experts through the practice of solving problems” (Collins et al., 1989, p. 478).

Control strategies are used to direct the learner’s solution process. These strategies incorporate reflection and self-monitoring. As the learner becomes more familiar with the domain knowledge and the utilization of heuristic strategies, they can begin to use content strategies to monitor their process of solving problems. An example of this could entail a student who does not understand a particular step within a process, to analyze the process and determine where/why they are confused.

Learning strategies pertain to how the student builds off of previous knowledge and acquires and incorporates new information.

Jonassen (1992) suggests that a learning environment promoting constructivism is most appropriate for advanced knowledge acquisition. The use of a cognitive apprenticeship model enables learners to build off of their domain knowledge that they would have initially acquired and develop the necessary skills to apply their knowledge to relevant situations.

Methods. “Instruction is the act of providing students with these tasks and providing them with the tools needed to develop the skills of constructing an informed response and form evaluating alternative responses” (Bednar, Cunningham, Duffy & Perry, 1992, p. 29). Within the cognitive apprenticeship framework, there are six instructional

methods that are employed: modeling, coaching, scaffolding, articulation, reflection, and exploration. Modeling consists of the teacher performing a task so that their students can watch and observe. This is often done at the beginning of the instructional relationship so that the student can preview what they should be able to achieve upon completion of instruction.

Coaching as an instructional method entails the teacher observing students while they are performing a task and interjecting to correct any errors that they may make. “Coaching involves the teacher keeping tabs on students as they work independently, so that guidance, redirection, and correction can be provided as necessary” (Carver, 1995, p. 207). Coaching consists of two phases: scaffolding and fading. Collins et al. (1989) describe scaffolding as being “the support, in the form of reminders and help that the apprentice requires to approximate the execution of the entire composite of skills” (456). The second phase, fading, is described by Kolikant, Gatchell, Hirsch and Linsenmeier (2006) as “the gradual removal of the scaffolding supports until the students are performing their tasks without supervision or support” (p. 1363). The combination of modeling, coaching and scaffolding “aids apprentices both in developing self-monitoring and correction skills and in integrating the skills and conceptual knowledge needed to advance toward expertise” (Collins et al., 1989, p. 456).

Articulation consists of the process of having students verbalize their thinking as they perform a particular task. This instructional method involves the teacher encouraging students to vocalize what they are doing so that they can provide evidence to the teacher that they understand the material and are intentionally applying content knowledge to the task that they are completing. Reflection provides students with an

opportunity to reflect on their performance and compare their performance with others. During this phase of instruction, the learners are self-assessing their performance and identifying areas of strength and weakness.

Exploration is an instructional strategy that is used within the cognitive apprenticeship model after the student has acquired some basic knowledge. This is where the teacher encourages the students to set goals that are of a particular interest to them and explore different topics on their own (Collins et al., 1989). "Exploration involves pushing students into a mode of problem solving on their own" (Collins et al., 1991, p. 224).

Sequencing. Duncan (1996) suggests that the ideal instructional strategy is one that "incorporates both (a) realistic presentation of knowledge, procedures, and skill and (b) opportunities for students to apply the knowledge and practice the procedures and skills in a realistic context" (Duncan, 1996, p. 67). The sequencing of instruction, as described by Collins et al. (1991) must include increasing complexity, increasing diversity and global to local skills. The complexity of tasks must be presented to students gradually. The instructor will continue to increase the level of difficulty as the learner demonstrates proficiency in performance.

As the learner begins to master the more difficult content, the instructor should increase the diversity of the task by having the students practice their skills in a variety of different situations and contexts (Collins et al., 1989). When sequencing instruction, the teacher must take a macro approach by presenting students with a global view of understanding the entire process. As the student progresses through the instruction,

they can then take a micro approach to focusing in specific skills that are a part of the process.

Sociology. The sociological dimension within the cognitive apprenticeship model focuses on providing students with an opportunity to engage in situated learning where they can learn and work on realistic tasks within a relevant environment. Depending upon the number of students receiving instruction at the same time, as they reflect upon their individual performances in relation to others, they can ultimately form a community of practice where they are exposed to a variety of different ways to solve particular problems depending upon the environment in which they are employed. This dimension takes into account individual goal setting within the learning environment where the students identify areas in which they want to improve. The incorporation of goal setting along with the opportunity to practice their newly acquired skills in a variety of different contexts will enhance the students' ability to transfer knowledge to other problems and learning situations.

Assessment of Performance within a Cognitive Apprenticeship Model

Aligning with its roots of constructivism, assessments within a cognitive apprenticeship are goal free (Jonassen, 1992) and focus on mastery learning (Carver, 1995). Assessment is not based on whether the learner has mastered knowledge content, but rather, have they learned the necessary skills required to solve similar problems and apply concepts previously taught to new situations and environments. Bednar, Cunningham, Duffy & Perry (1992) suggest that there are two ways to evaluate learner performance within a cognitive apprenticeship framework:

- “That the perspective that each student develops in the content area is effective in working in that area
- The student can defend his/her judgments” (p. 29).

Bednar et al. (1992) suggests that the learner’s “reflexive awareness of one’s own thinking implies monitoring both the development of the structure of knowledge being studied and the process of constructing that knowledge representation” (p. 30). This self-assessment enables students to compare their performances to others and determine whether or not they believe that they have mastered learning.

Cognitive Apprenticeships in Educational Environments

Research has been done exploring the use of modeling, coaching, scaffolding and the use of reflection as instructional strategies; however, little has been done focusing on the cognitive apprenticeship model in its entirety.

A quasi-experimental design study conducted by Cash et.al (1997) sought to compare whether cognitive apprenticeship instructional methods were better than traditional lectures in an automotive technology college course. Each learning activity that was designed for the experimental group utilizing the cognitive apprenticeship methods integrated the use of modeling, coaching and fading, instructional methods suggested by Collins et al. (1991) to disseminate the information to the students. Students in the experimental group were also encouraged to regularly engage in articulation and reflection following each class session (Cash et. al., 1997).

Results of this study found that the cognitive apprenticeship method proved to be more effective during the length of the course as compared to tradition lecture. While limitations of this study include that within the small sample size three students in the

control group had received previous training and that assessment of outcomes was mainly a multiple choice examination, its implications suggest that cognitive apprenticeships could yield more effective outcomes in other technical content areas.

A qualitative study by Boling and Beatty (2010) sought to explore whether a cognitive apprenticeship model could be applied to providing feedback through online discussions in an advanced placement high school English class. Students were required to submit individual blogs regularly through the course learning management system. Following the four dimensions of the cognitive apprenticeship framework as described by Collins et al. (1991), Boling and Beatty explored how feedback was provided to the students using each dimension.

According to the content dimension, when looking at feedback with regard to students' abilities to acquire both domain and strategic knowledge, Boling and Beatty (2010) found "numerous examples of feedback that came from both students' and the teacher's online discussions" (p. 54). The methodology used by the teacher within the discussion boards portrayed examples of modeling, coaching, and scaffolding (Boling & Beatty, 2010). Throughout the course, the instructor provided feedback to the students regarding their posts and modeled a desired approach in her response to the students. Students gradually began to display changes in their performance in accordance to the writing principles that the instructor was demonstrating. Sequencing was integrated within the cognitive apprenticeship model by increasing complexity of the expectations for the writing assignments. The goal was that by the end of the course, the students would be able to write more critically. Students gained insight from reviewing and responding to one another's postings, eventually creating a community of practice.

This study is limited in that the cognitive apprenticeship model was only applied to the online writing assignment. The researchers “did not have a great deal of data related to how students were supported in giving feedback during classroom interactions” (Boling & Beatty, 2010, p. 65). This study demonstrates how student performance was improved during the online writing assignment with the incorporation of the cognitive apprenticeship model.

A study conducted by Ding (2008) examined how writing instructors could use a cognitive apprenticeship model to teach graduate students how to write NIH grants. The implementation of a cognitive apprenticeship model “enables systematic and consistent incorporation of learning resources inside and outside writing classrooms and greatly facilitates novice writers’ enculturation into their disciplinary discourse communities” (Ding, 2008, p. 4). Instructors of the course incorporated modeling and demonstrations along with providing task overviews as a means to introduce the students to the entire grant writing process. Scaffolding and coaching were employed through mock study sections to assist the students with evaluating their peers’ proposals and to simulate how proposals would be reviewed within an actual NIH review panel. The instructors provided support at the earlier sessions with the intent of diminishing their coaching as student performance continued to improve.

Kolikant et al. (2006) explored the usefulness of a cognitive apprenticeship model for teaching novice students how to read and write scientifically. The majority of their students had never taken a science course before that had a substantial writing component to it. The instructors surveyed the students at the beginning of the class to

determine their level of expertise and their need for scaffolding. Scaffolding and guided instruction was used as the primary instructional methodology for the course.

Results of the study revealed that students valued the scaffolding approach within classroom and discussion. Despite their limited experience with scientific writing, the use of the cognitive apprenticeship model, with particular focus on scaffolding, enabled the students to perform at a high level. A major limitation to this study was that the cognitive approach was used for a short period of time for purposes of teaching a literature review writing assignment. While results demonstrate that the cognitive apprenticeship model was successful for the interim of the assignment, it is not certain what the long-term effects of the scaffolding process were on the learner (Kolikant et al., 2006).

Cognitive Apprenticeships as a Means for Teacher Education

The majority of studies pertaining to the use of cognitive apprenticeship in higher education focus on teacher education programs (Dennen & Burner, 2007; Liu, 2005; Stewart & Lagowski, 2003). In a design-based research study, Bond-Robinson and Rodriques (2006) applied an apprenticeship model to teaching graduate teaching assistants on how to manage and teach chemistry labs. Through the use of modeling, scaffolding, and coaching and a series of course iterations that were made based on the level of skill of the graduate assistants, the researchers final iteration of the teaching course provided an intensive focus in four ways: "(1) Examples were utilized earlier and often; (2) a handout was produced to give explicit guidance in using directed and generic questioning; (3) teaching assistants were reminded to illustrate good

interactions; and (4) higher responsibility was reinforced for graduate teaching assistants to analyze their own teaching” (Bond-Robinson & Rodrigues, 2006, p. 320).

A qualitative study by Glazer (2004) sought to use a cognitive apprenticeship model to provide instructional support to a mathematics teacher who was interested in incorporating technology within her classroom. Through the use of a cognitive apprenticeship model, Glazer (2004) identified four factors that influenced the teacher’s success of incorporating technology within her classroom: needs awareness, autonomy, confidence, and reflection. This study is noteworthy in that it provides a few implications for instructional designers seeking to use the cognitive apprenticeship model. Working with the apprentice in identifying needs will promote confidence and autonomy. Coaching the apprentice on how to perform particular tasks providing guidance will assist in building upon the apprentice’s level of self-efficacy pertaining to completing the task. The incorporation of reflective practice after each instructional session within this study assisted the apprentice to become “more aware of her upcoming reflections and consequently become more conscious of her actions in the classroom” (Glazer, 2004, p. 128).

There is a paucity of empirical research that examines the use of cognitive apprenticeships as an instructional model for teaching educators in higher education how to teach. If studies have demonstrated that the methodology (modeling, coaching, scaffolding, articulation, reflection and exploration) used within cognitive apprenticeships have demonstrated positive learning outcomes, there is a possibility that these instructional methods can be successfully applied to training faculty within an undergraduate teaching environment.

Summary

This literature review posits that there are instructional strategies that have been viewed to be beneficial to the learning process. The field of instructional technology could benefit from further research being conducted looking at expanding upon Jensen's (2005) brain-based teaching model to divide instructional periods into three phases: (1) before; (2) during; and 3) after. Creating a systematic approach to delivering and sequencing instruction while still enabling the flexibility of design could assist the field of instructional technology in addressing several challenges that currently exist relating to performance outcomes, learning curves, and the development of learner-centered curriculum.

CHAPTER 3

METHODOLOGY

This section describes the methodology that was used during this study through the discussion of the research design, setting, population sample, data sources, data collection methods and data analysis.

Purpose of the Study

The purpose of this study was to take an ethnographic approach to observe what instructional strategies educators currently use in undergraduate classroom settings. A cognitive apprenticeship model was used to train educators on how to incorporate instructional strategies that aligned with the premises associated with cognitive learning and conditions-based theories.

The research questions for this study were:

- How do undergraduate students experience learning in a learner-centered teaching environment?
- What challenges do educators experience with implementing learner-centered instructional strategies within a course?
- What is the difference in perception of motivation, if any, between students enrolled in a course where the educator is participating in a cognitive apprenticeship as compared to students enrolled in a course where the educator is not participating in a cognitive apprenticeship?
- What is the difference in perception of motivation to teach using learner-centered instructional strategies, if any, between educators participating in a cognitive

apprenticeship as compared to educators who are not participating in a cognitive apprenticeship?

Prior to conducting this study, permission was obtained from Wayne State University's Internal Review Board (Appendix A).

Research Design

This design-based research study, grounded in instructional epistemology, took an ethnographic approach to exploring the relationship of instructional sequencing and student performance outcomes in an undergraduate learning environment. Principles of ethnography were applied throughout all phases of the study. "Ethnography is the approach to learning about the social and cultural life of communities, institutions, and other settings that:

- Is scientific
- Is investigative
- Uses the researcher as the primary tool of data collection
- Uses rigorous research methods and data collection techniques to avoid bias and ensure accuracy of data
- Emphasizes and builds on the perspectives of the people in the research setting
- Is inductive, building local theories for testing and adapting them for use both locally and elsewhere" (LeCompte & Schensul, 1997, p. 1).

A design-based methodology was employed as instructional interventions were customized to meet the needs of the faculty participants throughout the course of the study. A fundamental characteristic of design-based research is that it places focus on "designing and exploring the whole range of designed innovations: artifacts, as well as

less concrete aspects such as activity structures, institutions, scaffolds, and curricula” (The Design-Based Research Collective, 2003, p. 5).

Six faculty participants were randomly placed in either a control group or experimental group. This study consisted of observing faculty throughout a semester to see what instructional strategies they used during class. Surveys were administered to students enrolled in their course to measure their motivation and perceptions of motivation with regards to learning the course material. Surveys were administered to the faculty to measure their perceptions of motivation with regards to teaching the course material. Interviews were held with the faculty and a sample of their students (approximately four or five) inquiring to the instructional strategies used in class, the sequencing of content, and the overall learning environment.

Faculty participants enrolled in the experimental group participated in a semester-long cognitive apprenticeship. I worked closely with faculty participants on an individual basis by following a cognitive apprenticeship framework to train them on how to incorporate more learner-centered instructional methods into their course. Surveys were administered to students enrolled in both the control and experimental courses to measure their perceptions of motivation as it pertained to learning the course material. Surveys were administered to faculty participants in both the control and experimental groups to measure their perceptions of motivation with regards to teaching the course material. Interviews were held with each faculty participant and a sample of their students (approximately four or five) inquiring to the instructional strategies used in class, the sequencing of content, and the overall learning environment.

Figure 3.1 outlines the cognitive apprenticeship framework that was used with the experimental group of faculty participants during the study.

Cognitive Apprenticeship Framework (Collins, Hawkins & Carver, 1991, p. 228)	
Content	<ul style="list-style-type: none"> • Domain knowledge • Heuristic strategies • Control strategies • Learning strategies
Method	<ul style="list-style-type: none"> • Modeling • Coaching • Scaffolding • Articulation • Reflection • Exploration
Sequencing	<ul style="list-style-type: none"> • Global to local skills • Increasing complexity • Increasing diversity
Sociology	<ul style="list-style-type: none"> • Situated learning • Community of practice • Cooperation

Figure 3.1 Cognitive Apprenticeship Framework

Setting

This study took place at a public university located in a metropolitan city. The university is comprised of 13 schools and colleges offering more than 400 academic programs. Each college offers both undergraduate and graduate programs. This study took place in six freshman-level speech courses within the department of communication over the course of one semester. All undergraduate students are

required to enroll in an introductory speech course taught within the department of communication.

COM 1010: Oral Communication: Basic Speech is a freshman-level communication course that fulfills a general education oral competency requirement for undergraduate students enrolled at the public university where this study took place. There are approximately 50 sections of COM 1010 offered each semester. The purpose of the course is to teach students the fundamentals of delivering a speech, the relationship between communication and culture, and an understanding of the role of communication in everyday life.

Methods of assessment are standardized across all sections of COM 1010. Students are required to deliver five speeches throughout the semester. The five speech assignments consist of a narrative speech, an informative speech, a group speech, an impromptu speech, and a persuasive speech. Instructions and guidelines for the speeches as well as rubrics for assessing speech performance are provided to students in a course supplement to ensure consistency of grading standards among all sections. A final comprehensive exam, consisting of multiple-choice questions, is administered to students online at the end of the semester and focuses on material that is covered within the course textbook. Attendance during class sessions is expected and severe repercussions for repeated absences have been built into the course syllabus.

While course assessments and grading measures have been standardized among the various course sections, instructors are enabled to organize the content and schedule from week to week as they choose. Instructional sequencing, classroom activities, and assignment deadlines fall within the individual instructor's purview. It is

also up to the instructor to decide how much content from the textbook will be covered during class sessions; however, students are required to be familiar with the textbook as the final exam is based entirely off of the textbook material.

Participants

Participants for this study were comprised of faculty members in the department of communication and undergraduate students enrolled in an introductory speech communication course.

Faculty Participants. A recruitment e-mail was sent to all instructors teaching COM 1010 requesting their participation in the study. Six faculty members volunteered to participate and were enrolled in this study for a period of one semester. Inclusion criteria for the faculty members included the following:

- Must be a faculty member teaching a section of the Oral Communication: Basic Speech course.
- Must be teaching a course that provides face-to-face instruction.

Exclusion criteria for the faculty members included the following criteria:

- Possession of an advanced degree in educational technology or instructional design.
- Currently teaching an undergraduate course in instructional design.
- Teaching an online section of the Oral Communication: Basic Speech course.

Student Participants. The student participants for this study were enrolled in one of the faculty participants' sections of the Oral Communication: Basic Speech course.

Exclusion criteria for the students included the following criteria:

- Previously enrolled in the course.

- Failure of the course during a previous semester.

Data Collection Methods

This design-based research study, grounded in instructional epistemology, took an ethnographic approach to exploring the relationship of instructional sequencing and student performance outcomes in an undergraduate learning environment. Table 3.1 outlines how the design of this research study aligned with characteristics of an ethnographic study.

Table 3.1

Research Study Alignment with Ethnographic Characteristics

Characteristics of Ethnography (LeCompte & Schensul, 1997, p. 9)	The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies in an Undergraduate Learning Environment
It is carried out in a natural setting, not in a laboratory.	The study was carried out in undergraduate classrooms at a local university.
It involves intimate, face-to-face interaction with participants.	Interviews were conducted with both faculty and student participants.
It presents an accurate reflection of participants' perspectives and behaviors.	Field notes were made to describe the learning environment and the types of interactions during each class session that was observed.
It uses inductive, interactive, and recursive data collection and analytic strategies to build local cultural theories.	Participant-observations were ongoing throughout the duration of the study. The training intervention that was presented in the form of a cognitive apprenticeship to faculty participants was assigned to an experimental group. Instruction presented during the cognitive apprenticeship was customized to meet the needs of the faculty.
It uses multiple data sources, including both quantitative and qualitative data.	Interviews with faculty and students, participant observations, faculty participant reflections and surveys administered to both faculty and staff were used to collect data during the study.

It frames all human behavior and belief within a sociopolitical and historical context.	Domain analysis was used to identify themes within the data collected during the study.
It uses the concept of culture as a lens through which to interpret results.	This study sought to explore the culture of an undergraduate classroom.

The research study occurred during one semester, lasting 15 weeks, and included the following data collection methods:

- Participant-observation;
- Open-ended interviews;
- Surveys; and
- Participant reflections.

Faculty participants were randomly assigned to either a control or experimental group by pulling participants names from a hat. Faculty members assigned to the experimental group participated in a cognitive apprenticeship throughout the 15-week semester. I worked with each faculty participant in the experimental group on an individual basis to teach them how to incorporate learner-centered strategies into their course. I worked very closely with faculty in the experimental group for the first five weeks of the semester and gradually provided less support as the semester progressed. By the end of the semester, faculty participants were able to select and implement learner-centered strategies on their own without the assistance of the researcher. Table 3.2 explains the cognitive apprenticeship schedule for faculty participants in the experimental group.

Table 3.2

Cognitive Apprenticeship Schedule

Week	Experimental Group (n=3)
1	<ul style="list-style-type: none"> I worked with faculty participants on identifying and selecting learner-centered strategies to be used in their classes.
2	
3	
4	
5	
6	<ul style="list-style-type: none"> I decreased the amount of assistance provided to faculty participants with identifying learner-centered strategies for their classes.
7	
8	
9	
10	<ul style="list-style-type: none"> Faculty participants shared the learner-centered strategies that they identified for their classes. I provided feedback to the faculty participants on their selection of learner-centered strategies.
11	
12	
13	
14	
15	<ul style="list-style-type: none"> Faculty participants identified and selected learner-centered strategies without my assistance.
12	
13	
14	
15	

Research questions were mapped to corresponding data collection and analysis methods as illustrated in Table 3.3, which identifies the research questions and the corresponding instrumentation and data collection tools that were used to gather the data. Primary and secondary sources for analysis were also identified to fulfill requirements for triangulation and to corroborate findings (Wolcott, 2008). "Triangulation involves confirming or cross-checking the accuracy of data from one source with data collected from other, different sources" (LeCompte & Schensul, 1999, p. 131).

Table 3.3

Research Questions and Data Collection Methods

	Data Source	Data Collection Method	Instrument	Triangulation	Data Analysis
<u>Research Question # 1</u> How do undergraduate students experience learning in a learner-centered teaching environment ?	Faculty Students	Participant observation	Observation Field notes	Primary Method	<ul style="list-style-type: none"> • Domain analysis • Taxonomic analysis
	Faculty	Interviews	Interview guide	Secondary	<ul style="list-style-type: none"> • Domain analysis • Taxonomic analysis
	Students	Interviews	Interview guide	Secondary Method	<ul style="list-style-type: none"> • Domain analysis • Taxonomic analysis
<u>Research Question # 2</u> What challenges do educators experience with implementing learner-centered instructional strategies within a course?	Faculty	Interviews	Interview guide	Primary Method	<ul style="list-style-type: none"> • Domain analysis • Taxonomic analysis
	Faculty	Participant reflections	Reflection guide	Secondary Method	<ul style="list-style-type: none"> • Domain analysis • Taxonomic analysis
	Faculty Students	Participant observations	Observation Field notes	Tertiary Method	<ul style="list-style-type: none"> • Domain analysis • Taxonomic analysis

	Data Source	Data Collection Method	Instrument	Triangulation	Data Analysis
<u>Research Question # 3</u> What is the difference in perception of motivation, if any, between students enrolled in a course where the educator is participating in a cognitive apprenticeship as compared to students enrolled in a course where the educator is not participating in a cognitive apprenticeship?	Students	Survey	Course Interest and Instructional Materials Motivation Survey Instrument	Primary Method	<ul style="list-style-type: none"> • Descriptive statistics • Frequency • 2-independent sample t-test
	Students	Interviews	Interview guide	Secondary Method	<ul style="list-style-type: none"> • Domain analysis • Taxonomic analysis
	Faculty Students	Participant observation	Observation Field notes	Tertiary Method	<ul style="list-style-type: none"> • Domain analysis • Taxonomic analysis
<u>Research Question # 4</u> What is the difference in perception of motivation to teach using learner-centered instructional strategies, if any, between educators participating in a cognitive apprenticeship as compared to educators	Faculty	Survey	Course Interest and Instructional Materials Motivation Survey Instrument	Primary Method	<ul style="list-style-type: none"> • Descriptive statistics • Frequency • Paired-t-test
	Faculty	Interviews	Interview guide	Secondary Method	<ul style="list-style-type: none"> • Domain analysis • Taxonomic analysis
	Faculty	Participant reflections	Reflection guide	Secondary Method	<ul style="list-style-type: none"> • Domain analysis • Taxonomic analysis
	Faculty	Participant	Observation	Tertiary	<ul style="list-style-type: none"> • Domain

who are not participating in a cognitive apprenticeship ?	Students	observation	n Field notes	Method	analysis • Taxonomic analysis
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The data collection methods that were used for this study included participant-observations, open-ended interviews, surveys, and participant reflections. Participants were assigned to either a control group or experimental group by pulling participants names out of a hat. Faculty participants were briefed on the study using the research consent form (Appendix B) and received a copy of the consent file for their records. All faculty participants were consented at the beginning of the semester.

Participant-observation. Participant-observation (Spradley, 1980) was used to serve two purposes for the study: “(i) to engage in activities appropriate to the situation and (ii) to observe the activities, people, and physical aspects of the situation” (p. 54). I randomly evaluated different class sessions being taught by faculty members enrolled in the control group and the experimental group. Faculty participants were not provided with confirmation of any dates or times that I came to their class to observe. This was done to ensure that the faculty participants did not change what they were planning on teaching and which instructional strategies would be used based on knowing that they would have an observer. Table 3.4 explains the observation schedule for faculty participants of both the control and the experimental groups that had been utilized during the study.

Table 3.4

Participant-observation Schedule

Week	Control	Experimental
1	3 faculty participants	3 faculty participants
2	3 faculty participants	3 faculty participants
3		
4		
5		
6		
7	3 faculty participants	3 faculty participants
8		
9		
10	3 faculty participants	3 faculty participants
11		
12		
13	3 faculty participants	3 faculty participants
14		
15		

I used an observation chart (Appendix C) to evaluate how the faculty participant taught along with a fieldwork journal. During observations of faculty participants in the control group, my role while observing the class was passive. During the observations of faculty participants in the experimental group, my role while conducting participant-observations was more of a moderate participant (Spradley, 1980).

Semi-structured Interviews. 3 semi-structured interviews (O'Reilly, 2009) were conducted with faculty in the control group and 6 semi-structured interviews were conducted with faculty in the experimental group during the course of this study. Faculty members in the control group were interviewed during the first week of the semester. Faculty members in the experimental group were interviewed during the first week of the semester and the last week of the semester. Semi-structured interviews were used because it provided structure and consistency to the interview but also provided the

researcher with the opportunity to explore more in -depth answers provided by the participants. Appendix D provides an outline of the questions asked during the faculty participant interviews at the beginning of the research study. Appendix E provides an outline of the questions to be asked at the end of the research study of faculty participant interviews in the experimental group. Semi-structured interviews were also conducted with students enrolled in each faculty participants' class during the semester. Interviews were conducted towards the end of the semester. The purpose of these interviews was to explore student feedback pertaining to the instructional strategies that were being used within the course. Appendix F provides an outline of the questions to be asked during the student participant interviews. A digital voice recorder was used to record all interviews. Student participants who volunteered to participate in an interview during the study were briefed on the study using the research consent form (Appendix G) and received a copy of the consent file for their records.

Surveys. A survey was developed and administered to faculty participants in the control and experimental groups as one of the data collection methods to address Research Question Four. Participating faculty were given a survey adapted from Keller's (2010) Course Interest Survey and Instructional Materials Motivation Survey (Appendix H). The survey consisted of two parts.

Part one was designed to collect demographic information about the participant including: gender, age, academic level, years of teaching experience, and number of times they have taught the particular course being observed by the researcher.

Part two consisted of a 66-item survey using a five-point Likert-type scale: (1) not true, (2) slightly true, (3) moderately true, (4) mostly true, and (5) very true. Items within

the survey were categorized within each of the four ARCS categories: attention, relevance, confidence, and significance (Keller, 2007). The survey was intended to measure the faculty members' level of motivation and confidence towards teaching the class.

A pilot study was conducted to validate the faculty survey. A survey was administered to four faculty members who were teaching COM 1010 during the 2012 Spring/Summer semester. Faculty reviewed the survey tool and provided feedback as to what questions they found to be difficult to answer, and the survey was adjusted to reflect questions that were relevant to the COM 1010 course. Faculty participants in the control and experiment groups completed this validated survey towards the end of the semester. Prior to conducting the pilot study, permission was obtained from Wayne State University's Internal Review Board (Appendix I). Prior to completing the pilot survey, faculty participants were briefed on the purpose of the pilot study using a research information sheet (Appendix J) and received a copy of the documentation for their records.

A second survey (Appendix K) was developed and administered to student participants as one of the data collection methods to address Research Question Three. Student participants were briefed on the purpose of the study using a research information sheet (Appendix M) and received a copy of the documentation for their records. Surveys were administered to students at the end of the semester during a scheduled class session in a manila envelope with a copy of the research study information sheet (Appendix O). Students were instructed to complete the anonymous survey and place the completed survey inside the envelope for the researcher to collect

at the end of the class session. Students who were not interested in participating in the study were instructed to leave the materials in the envelope for the researcher to collect at the end of the class section. This was done to protect the anonymity of the student participants.

Students were given a survey adapted from Keller's (2010) Course Interest Survey and Instructional Materials Motivation Survey (Appendix K) The survey consisted of two parts. Part one was designed to collect demographic information about the participant including: gender, age, level of student (freshman, sophomore, junior, senior), major, whether the course is required or an elective, and the number of times they had enrolled in a course being taught by the faculty member.

Part two consisted of a 70-item survey using a five-point Likert-type scale: (1) not true, (2) slightly true, (3) moderately true, (4) mostly true, 5 (very true). Items within the survey were categorized within each of the four ARCS categories: attention, relevance, confidence, and significance (Keller, 2007). The survey was intended to measure the students' level of motivation with respect to COM 1010. Student participants were briefed on the purpose of the pilot study using a research information sheet (Appendix L) and received a copy of the documentation for their records.

A pilot study was conducted to validate the student survey in relation to the speech communication course. Student participants were briefed on the purpose of the pilot study using a research information sheet (Appendix M) and received a copy of the documentation for their records. A survey was administered in four speech communication courses during the 2012 Spring/Summer semester to 63 students. Students reviewed the survey tool and provided feedback as to what questions were

difficult to answer, and the survey was adjusted to reflect questions that were relevant to the speech communication course. Students enrolled in the faculty participant's speech communication course completed the validated survey towards the end of the semester. Data collected from this pilot study revealed that students were confused with how they should distinguish between the words "lesson" and "course" while answering the survey questions. Students also revealed that they were confused on how to distinguish between the words "class" and "course" while answering the survey questions. Questions that contained the word "class" or "lesson" were changed to "course" to make it easier for the student participants to understand.

Participant Reflections

Reflection is a critical piece of the cognitive apprenticeship framework. Faculty participants in the experimental group were asked to complete a guided reflection on three different occasions during the beginning, middle and end of the semester. Table 3.5 explains the reflection schedule for faculty participants in the experimental group.

Table 3.5

Participant-reflection Schedule

Week	Experimental
1	
2	
3	3 faculty participants
4	
5	
6	
7	
8	3 faculty participants
9	
10	
11	
12	
13	3 faculty participants

14	
15	

Appendix N outlines the questions that were provided to the faculty for each of the guided reflections. The reflections were emailed to the faculty participants with a deadline of one week to respond, allowing the faculty time to reflect and answer the questions thoughtfully.

Data analysis

Research Question One. How do undergraduate students experience learning in a learner-centered environment?

Analysis. Data obtained through participant-observations, open-ended interviews with faculty and students, and faculty participant reflections were analyzed using ethnographic analysis methods consisting of domain analysis, taxonomic analysis, componential analysis, and theme analysis (Spradley, 1980). Domain analysis was conducted by reviewing my field notes and interview transcripts and identifying semantic relationships. Table 3.6 provides an example of a domain analysis worksheet that was used to analyze field notes during this study.

Table 3.6

Domain Analysis Worksheet

<p><i>Domain Analysis Worksheet</i></p> <hr/> <p><i>Semantic Relationship:</i> <i>Form:</i> <i>Example:</i></p>

<i>Included Terms</i>	<i>Semantic Relationship</i>	<i>Cover Term</i>
<i>Structural Questions:</i>		

Research Question Two. What challenges do educators experience with implementing learner-centered instructional strategies within a course?

Analysis. Data obtained through participant-observations, open-ended interviews with faculty and faculty participant reflections was analyzed using ethnographic analysis methods consisting of domain analysis, taxonomic analysis, componential analysis, and theme analysis (Spradley, 1980). Domain analysis was conducted by reviewing my field notes and interview transcripts and identifying semantic relationships. Examples of semantic relationships could include strict inclusion, spatial, cause-effect, rationale, location-for-action, function, means-end, sequence, and attribution (Spradley, 1980). Table 3.6 provides an example of a domain analysis worksheet that was used to analyze field notes during this study.

Research Question Three. What is the difference in perception of motivation, if any, between students enrolled in a course where the educator is participating in a cognitive apprenticeship when compared to students enrolled in a course where the educator is not participating in a cognitive apprenticeship?

Analysis. The survey administered to student participants consisted of 70 items on a five-item Likert Scale. Results from the surveys completed by the student participants were tested for parametric assumptions for a 2-independent sample t-test for student

groups (control group and experimental group) for each faculty participant. In addition, overall scores for all students in the control group were compared to overall scores for all students in the experimental group. Descriptive statistics (mean, median, mode, standard deviation) of the responses were also analyzed. Frequency distribution of responses for each item was also reviewed. According to scoring instructions (Keller, 2010), “scores are determined by summing the responses for each subscale (attention, relevance, confidence, and satisfaction) and the total scale (p. 284).

Data obtained through participant-observations and open-ended interviews with students were analyzed using ethnographic analysis methods consisting of domain analysis, taxonomic analysis, componential analysis, and theme analysis (Spradley, 1980). Domain analysis was conducted by reviewing my field notes and interview transcripts and identifying semantic relationships. Examples of semantic relationships could include strict inclusion, spatial, cause-effect, rationale, location-for-action, function, means-end, sequence, and attribution (Spradley, 1980). Table 3.6 provides an example of a domain analysis worksheet that was used to analyze field notes during this study.

Research Question Four. What is the difference in perception of motivation to teach using learner-centered instructional strategies, if any, between educators participating in a cognitive apprenticeship as compared to educators who are not participating in a cognitive apprenticeship?

Analysis. The survey administered to faculty participants consisted of 66 items on a five-item Likert Scale. Results from the surveys completed by the faculty participants were tested for parametric assumptions for a paired t-test. Descriptive statistics (mean,

median, mode, standard deviation) of the responses were also analyzed. Frequency distribution of responses for each item was also reviewed. According to scoring instructions (Keller, 2010), “scores are determined by summing the responses for each subscale (attention, relevance, confidence, and satisfaction) and the total scale (p. 284).

Data obtained through participant-observations, open-ended interviews with faculty and faculty participant reflections were analyzed using ethnographic analysis methods consisting of domain analysis, taxonomic analysis, componential analysis, and theme analysis (Spradley, 1980). Domain analysis was conducted by reviewing my field notes and interview transcripts and identifying semantic relationships. Examples of semantic relationships could include strict inclusion, spatial, cause-effect, rationale, location-for-action, function, means-end, sequence, and attribution (Spradley, 1980). Table 3.6 provides an example of a domain analysis worksheet that was used to analyze field notes during this study.

Validity and Reliability

All interviews that were conducted with faculty and student participants were audio-recorded and transcribed. Each faculty and student participant was assigned a unique participant code to be used for encoding the interview data. The audio transcripts included line numbering down the left-hand margin of the page in order to provide reference for comments included in the final report of this study. An Excel spreadsheet was used to analyze the interview transcripts for themes. Each interview question was listed in a separate column with participant responses underneath. A separate column was reserved beside each interview question column to include my notes and assigned codes. I read through the data and began making notes in the code columns.

In order to ensure reliability of codes that were interpreted from the interview transcriptions, a second researcher who was not involved in data collection reviewed the transcripts and verified whether or not they agreed on the transcription notes and codes assigned to the responses. A third researcher was brought in to make a final decision when there was any perceived discrepancy with the coding.

Upon completion of coding the interview transcripts, codes were chunked into categories based on similarity. Through this process, overarching themes of the entire study were identified.

Triangulation methods (Wolcott, 2008; Fetterman, 2010) were used to ensure reliability of corroborating results from various data collection methods and sources. Figure 3.2 outlines the triangulation methods that were used to answer Research Question One: How do undergraduate students experience learning in a learner-centered teaching environment?

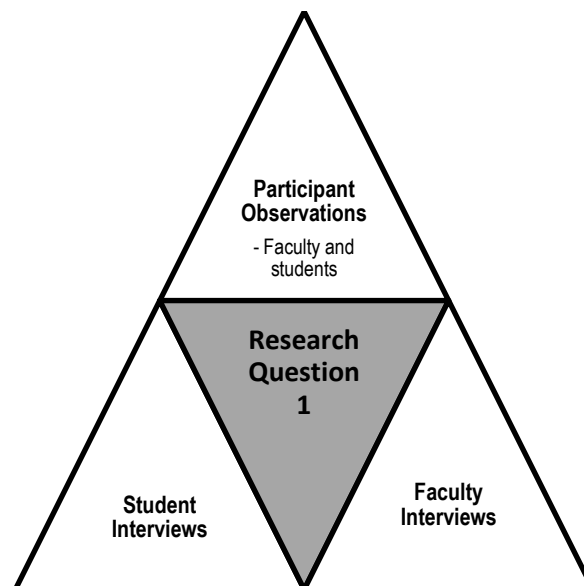


Figure 3.2 Triangulation of Methods for Research Question One

Figure 3.3 outlines the triangulation methods that were used to answer Research Question Two: What challenges do educators experience with implementing learner-centered instructional strategies within a course?

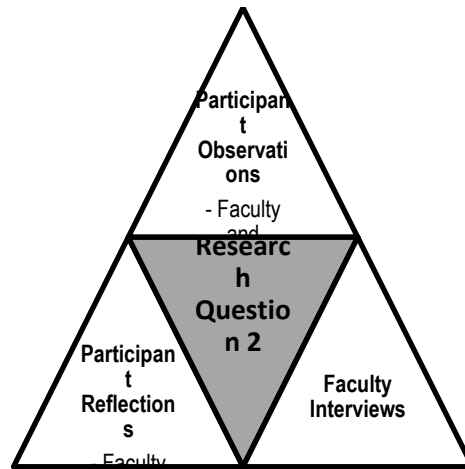


Figure 3.3 Triangulation of Methods for Research Question Two

Figure 3.4 outlines the triangulation methods that were used to answer Research Question Three: What is the difference in perception of motivation, if any, between students enrolled in a course where the educator is participating in a cognitive apprenticeship as compared to students enrolled in a course where the educator is not participating in a cognitive apprenticeship?

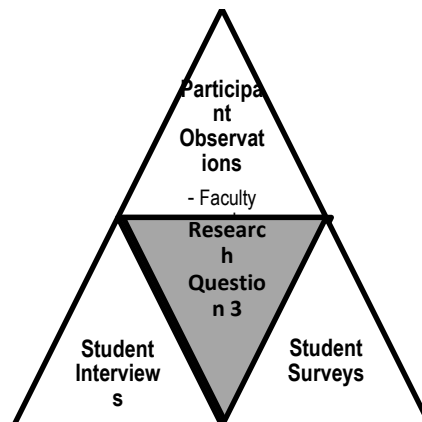


Figure 3.4 Triangulation of Methods for Research Question Three

Figure 3.5 outlines the triangulation methods that were used to answer research question Four: What is the difference in perception of motivation to teach using learner-centered instructional strategies, if any, between educators participating in a cognitive apprenticeship as compared to educators who are not participating in a cognitive apprenticeship?

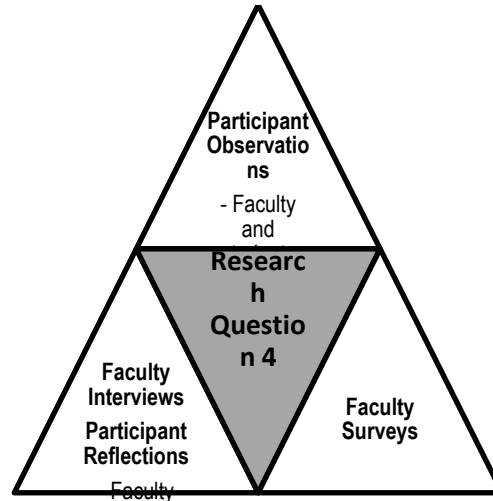


Figure 3.5 Triangulation of Methods for Research Question Four

Summary

This section concludes the discussion of the research design, setting, population, sample, data sources, data collection and data analysis that were used during this ethnographic design-study. It is the intent that this research design allowed for the exploration of the relationship between instructional sequencing and student performance outcomes in an undergraduate learning environment.

Chapter 4 discusses the summary of the research study results. The findings are categorized into four sections, each corresponding to the research questions that were posed.

CHAPTER 4

RESULTS

The purpose of this study was to take an ethnographic approach to observe what instructional strategies educators currently use in undergraduate classroom settings. Quantitative and qualitative data were collected to examine how undergraduate students and faculty experience a learner-centered learning environment. This chapter provides the completed analyses of the surveys, interviews, reflections, and observations that were collected as part of this qualitative research study. The purpose of this analysis is to provide insight into answering the following research questions:

- How do undergraduate students experience learning in a learner-centered teaching environment?
- What challenges do educators experience with implementing learner-centered instructional strategies within a course?
- What is the difference in perception of motivation, if any, between students enrolled in a course where the educator is participating in a cognitive apprenticeship and students enrolled in a course where the educator is not participating in a cognitive apprenticeship?
- What is the difference in perception of motivation to teach using learner-centered instructional strategies, if any, between educators participating in a cognitive apprenticeship and educators who are not participating in a cognitive apprenticeship?

Sample Description

Six instructors teaching COM 1010 volunteered to be faculty participants in this research study. Faculty participants were randomly assigned to either a control group or an experimental group. Table 4.1 outlines demographic information pertaining to the faculty participants in this study.

Table 4.1

Faculty Participants' Demographic Information

Group	Study ID	Gender	Age Range	Approximate Years of Teaching Experience	Approximate Number of Times They Have Taught COM 1010
Control Group	CONF1	Male	30-39	1	2
	CONF2	Female	30-39	10	20
	CONF3	Male	50-59	3	6
Experimental Group	EXPF1	Female	50-59	10+	11
	EXPF2	Male	30-39	4	4
	EXPF3	Female	30-39	7	17

The three faculty participants who were enrolled in the control group were instructed to teach the way they typically do without any insight or direction from the researcher. The three faculty participants who were enrolled in the experimental group participated in a cognitive apprenticeship throughout the duration of the study (15 weeks) to incorporate learner-centered instructional strategies within their classes.

Student participants in this study were enrolled in one of the faculty participants' classes. Table 4.2 shows the number of students enrolled in each class section.

Table 4.2

Number of Students Enrolled in Each COM 1010 Section

Group	COM 1010 Section	Number of Students Enrolled in Class
Control Group	CON1	27
	CON2	27
	CON3	27
Experimental Group	EXP1	27
	EXP2	27
	EXP3	27

I administered a survey (Appendix K) during a class session towards the end of the semester. A total of 109 students completed the survey. Student participants were also invited to participate in an interview to discuss instructional strategies that were used throughout the semester in their COM 1010 class. A total of 36 students participated in student interviews.

Students' Experiences in a Learner-Centered Teaching Environment

The purpose of the first research question was to examine how students experience learning in a learner-centered teaching environment. Participant observation data was used to collect data at various times throughout the duration of the study. Additional data was also collected from interviews with faculty and student participants to address emerging findings.

During the course of the study, I observed each faculty participant teaching five class sessions. Faculty participants were not provided with any notice in order to ensure that changes were not made to lesson plans due to a spectator being present. The type of data collected during the class observation sessions consisted of observation field notes.

Faculty participants in both the control and the experimental groups participated in an interview during the first week of the study, discussing their individual teaching philosophies, experience teaching COM 1010, and teaching strategies that they commonly use. All interviews were conducted prior to the faculty participants assigned to the experimental group participating in the cognitive apprenticeship. I used a structured interview guide (Appendix D) to pose the same questions to all faculty participants. Interviews were audio recorded and transcribed (Appendix O). I read through the interview transcripts and created a list of summary statements for each of the responses. A second researcher reviewed the summary statements and synopses to verify the thematic analysis.

Table 4.3 consists of the summary of faculty participant responses for Interview Question 1.

Table 4.3

Faculty Responses to Interview Question 1

Interview Question 1: How would you describe your teaching style?	
Control Group	Experimental Group
<p><u>CONF1</u></p> <ul style="list-style-type: none"> • uses a participatory style • encourages group discussion • elaborates on examples • relates to practical life 	<p><u>EXPF1</u></p> <ul style="list-style-type: none"> • student-centered • minimizes on lecture • engages students with hands-on activities
<p><u>CONF2</u></p> <ul style="list-style-type: none"> • laid back • strict with policies • avoids lecturing for too long 	<p><u>EXPF2</u></p> <ul style="list-style-type: none"> • not looking for answers- looking for developed thoughts • open communication • break down the barriers • learn with students
<p><u>CONF3</u></p> <ul style="list-style-type: none"> • interactive with students • engage in class discussion • old school 	<p><u>EXPF3</u></p> <ul style="list-style-type: none"> • casual

<ul style="list-style-type: none"> • laid back 	<ul style="list-style-type: none"> • organized • fun • try to create a comfortable learning environment
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Table 4.4 consists of the summary of faculty participant responses for Interview Question 2.

Table 4.4

Faculty Responses to Interview Question 2

Interview Question 2: On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?	
Control Group	Experimental Group
<p><u>CONF1</u></p> <ul style="list-style-type: none"> • confident with material • not confident in organizing class discussion 	<p><u>EXPF1</u></p> <ul style="list-style-type: none"> • very confident • recognizes that there is always room for improvement
<p><u>CONF2</u></p> <ul style="list-style-type: none"> • really confident • recognizes that there is always room for improvement 	<p><u>EXPF2</u></p> <ul style="list-style-type: none"> • recognizes that he's not an expert • confident that he can break down concepts to help students
<p><u>CONF3</u></p> <ul style="list-style-type: none"> • confident • recognizes there is always room for improvement 	<p><u>EXPF3</u></p> <ul style="list-style-type: none"> • recognizes that there is always room for improvement • continues to read to stay current

Table 4.5 consists of the summary of faculty participant responses for Interview Question 3.

Table 4.5

Faculty Responses to Interview Question 3

Interview Question 3: Have you ever participated in any professional development workshops pertaining to teaching?	
Control Group	Experimental Group
<u>CONF1</u> <ul style="list-style-type: none"> • yes 	<u>EXPF1</u> <ul style="list-style-type: none"> • yes •
<u>CONF2</u> <ul style="list-style-type: none"> • yes 	<u>EXPF2</u> <ul style="list-style-type: none"> • yes
<u>CONF3</u> <ul style="list-style-type: none"> • yes 	<u>EXPF3</u> <ul style="list-style-type: none"> • no

Table 4.6 consists of the summary of faculty participant responses for Interview Question 4.

Table 4.6

Faculty Responses to Interview Question 4

Interview Question 4: Can you give me an overview of your COM 1010?	
Control Group	Experimental Group
<u>CONF1</u> <ul style="list-style-type: none"> • strategies for public speaking • communication theory 	<u>EXPF1</u> <ul style="list-style-type: none"> • making students comfortable with public speaking
<u>CONF2</u> <ul style="list-style-type: none"> • public speaking skills 	<u>EXPF2</u> <ul style="list-style-type: none"> • introduction of communication • fundamentals of public speaking
<u>CONF3</u> <ul style="list-style-type: none"> • public speaking skills 	<u>EXPF3</u> <ul style="list-style-type: none"> • basics of communication • fundamentals of public speaking

Table 4.7 consists of the summary of faculty participant responses for Interview Question 5.

Table 4.7

Faculty Responses to Interview Question 5

Interview Question 5: Can you walk me through what a typical class is like? What activities do you do?	
Control Group	Experimental Group
<u>CONF1</u> <ul style="list-style-type: none"> • Conversation • straight forward teaching • show videos • explain concepts • discussion 	<u>EXPF1</u> <ul style="list-style-type: none"> • in class writing activities in the past • uses group work
<u>CONF2</u> <ul style="list-style-type: none"> • announcements • 5-10 minute lecture on book • group discussion • summarize activities at the end 	<u>EXPF2</u> <ul style="list-style-type: none"> • in class writing activities • highlight the book and breakdown into terms • relate to their own world
<u>CONF3</u> <ul style="list-style-type: none"> • discuss public speaking in the news • lecture of the chapter using PPT • break students into group activities 	<u>EXPF3</u> <ul style="list-style-type: none"> • review what class did during the previous week • uses PPTs for lectures but doesn't include a lot of information on them so students will listen • incorporates questions during lecture • discussions in class

Table 4.8 consists of the summary of faculty participant responses for Interview Question 6.

Table 4.8

Faculty Responses to Interview Question 6

Interview Question 6: What challenges have you encountered while teaching this course?	
Control Group	Experimental Group
<u>CONF1</u> <ul style="list-style-type: none"> • ESL • challenges with the book 	<u>EXPF1</u> <ul style="list-style-type: none"> • required course that students postpone • students are afraid of public speaking
<u>CONF2</u> <ul style="list-style-type: none"> • helping students with high anxiety feel comfortable with public speaking 	<u>EXPF2</u> <ol style="list-style-type: none"> 1. instructor felt like an imposter first time teaching 2. class size is too large to be engaging

<ul style="list-style-type: none"> students do not look forward to taking the class <p><u>CONF3</u></p> <ol style="list-style-type: none"> students are afraid of public speaking creating a culture of excellence where students want to improve 	<ol style="list-style-type: none"> student engagement is a challenge <p><u>EXPF3</u></p> <ul style="list-style-type: none"> students are apprehensive lots of assignments to keep students on task students don't want to participate
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Table 4.9 consists of the summary of faculty participant responses for Interview Question 7.

Table 4.9

Faculty Responses to Interview Question 7

Interview Question 7: How do you maintain your students' attention during class?	
Control Group	Experimental Group
<p><u>CONF1</u></p> <ul style="list-style-type: none"> use videos current facts <p><u>CONF2</u></p> <ul style="list-style-type: none"> avoids lecturing class activities shows videos <p><u>CONF3</u></p> <ul style="list-style-type: none"> try to be conversational use humor challenge them to be creative 	<p><u>EXPF1</u></p> <ul style="list-style-type: none"> avoids lecture thinks paying attention in class is overrated requires students to treat each other with respect <p><u>EXPF2</u></p> <ul style="list-style-type: none"> uses videos incorporates a variety of activities <p><u>EXPF3</u></p> <ul style="list-style-type: none"> ask students questions remind students that it's ok to have different opinions

Table 4.10 consists of the summary of faculty participant responses for Interview Question 8.

Table 4.10

Faculty Responses to Interview Question 8

Interview Question 8: How would you describe your students' motivation in regards to this class?	
Control Group	Experimental Group
<u>CONF1</u> <ul style="list-style-type: none"> • some students are not motivated • some students are not interested in culture <u>CONF2</u> <ul style="list-style-type: none"> • pretty low • students are often happy they took the class at the end <u>CONF3</u> <ul style="list-style-type: none"> • students are motivated by grades • group speeches are competitive 	<u>EXPF1</u> <ul style="list-style-type: none"> • (Did not answer question) <u>EXPF2</u> <ul style="list-style-type: none"> • mixture of students • some engaged • some not <u>EXPF3</u> <ul style="list-style-type: none"> • students are motivated by grades • others want to please the instructor • students who don't care

Table 4.11 consists of the summary of faculty participant responses for Interview Question 9.

Table 4.11

Faculty Responses to Interview Question 9

Interview Question 9: How do students know what materials/content will be covered in each class?	
Control Group	Experimental Group
<u>CONF1</u> <ul style="list-style-type: none"> • Blackboard • syllabus <u>CONF2</u> <ul style="list-style-type: none"> • syllabus • course calendar <u>CONF3</u> <ul style="list-style-type: none"> • course calendar 	<u>EXPF1</u> <ul style="list-style-type: none"> • (Did not answer question) <u>EXPF2</u> <ul style="list-style-type: none"> • syllabus • remind them in class <u>EXPF3</u> <ul style="list-style-type: none"> • course calendar • Blackboard • class discussion

Table 4.12 consists of the summary of faculty participant responses for Interview Question 10.

Table 4.12

Faculty Responses to Interview Question 10

Interview Question 10: Would you say that your students come to class prepared?	
Control Group	Experimental Group
<p><u>CONF1</u></p> <ul style="list-style-type: none"> • most of the time students are not prepared <p><u>CONF2</u></p> <ul style="list-style-type: none"> • most of the time • some forget their assignments <p><u>CONF3</u></p> <ul style="list-style-type: none"> • no • students do not do readings • students are prepared during speech delivery days 	<p><u>EXPF1</u></p> <ul style="list-style-type: none"> • majority of students do not do the readings • students do come prepared for the speech delivery day <p><u>EXPF2</u></p> <ul style="list-style-type: none"> • no • students do not do readings • students do come prepared on speech delivery days <p><u>EXPF3</u></p> <ul style="list-style-type: none"> • no • students do not do readings

Table 4.13 consists of the summary of faculty participant responses for Interview Question 11.

Table 4.13

Faculty Responses to Interview Question 11

Interview Question 11: How do you assess learner performance in this class?	
Control Group	Experimental Group
<p><u>CONF1</u></p> <ul style="list-style-type: none"> • detailed evaluation criteria <p><u>CONF2</u></p> <ul style="list-style-type: none"> • speeches demonstrate whether students are learning the material or not 	<p><u>EXPF1</u></p> <ul style="list-style-type: none"> • assessment is standard across all sections of COM 1010 <p><u>EXPF2</u></p> <ul style="list-style-type: none"> • speeches and written assignments

<u>CONF3</u> <ul style="list-style-type: none"> • structured rubrics (course supplement) • attendance • there is flexibility with participation grades 	<u>EXPF3</u> <ul style="list-style-type: none"> • speeches • looking to see if students are learning the material
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Table 4.14 consists of the summary of faculty participant responses for Interview Question 12.

Table 4.14

Faculty Responses to Interview Question 12

Interview Question 12: How do you provide feedback to students in your class?	
Control Group	Experimental Group
<u>CONF1</u> <ul style="list-style-type: none"> • email students • office hours • feedback on speeches 	<u>EXPF1</u> <ul style="list-style-type: none"> • email students • provide instructions before class activities • goal setting exercise
<u>CONF2</u> <ul style="list-style-type: none"> • in class work day where students can meet one on one with instructor 	<u>EXPF2</u> <ul style="list-style-type: none"> • rubrics (worksheets) • provide overall feedback after speeches to class as a group
<u>CONF3</u> <ul style="list-style-type: none"> • available to students during office hours 	<u>EXPF3</u> <ul style="list-style-type: none"> • written and verbal • available to contact outside of class

Table 4.15 consists of the summary of faculty participant responses for Interview Question 13.

Table 4.15

Faculty Responses to Interview Question 13

Interview Question 13: If you had to give advice to someone who was beginning to teach at the undergraduate level, what advice would you impart to him or her?	
Control Group	Experimental Group
<p><u>CONF1</u></p> <ul style="list-style-type: none"> • try to make the class engaging and interesting to the students • avoid being one-directional <p><u>CONF2</u></p> <ul style="list-style-type: none"> • be organized • be prepared to make mistakes and learn from them • remember that students are at different levels <p><u>CONF3</u></p> <ul style="list-style-type: none"> • be yourself and try to relate to students • be prepared 	<p><u>EXPF1</u></p> <ul style="list-style-type: none"> • stick with what the students find engaging • give guidance on assignments • try to focus on things that they're interested in <p><u>EXPF2</u></p> <ul style="list-style-type: none"> • get to know your students • try to remember what it's like to be a student <p><u>EXPF3</u></p> <ul style="list-style-type: none"> • stay organized • don't spoon feed students • empower them to think through solutions

Table 4.16 consists of the summary of faculty participant responses for Interview Question 14.

Table 4.16

Faculty Responses to Interview Question 14

Interview Question 14: How do you prepare for classes that you're teaching? How much time do you spend?	
Control Group	Experimental Group
<p><u>CONF1</u></p> <ul style="list-style-type: none"> • review the material the day before • read the concepts • make a lecture plan <p><u>CONF2</u></p> <ul style="list-style-type: none"> • post-it note with 3-4 bullet points 	<p><u>EXPF1</u></p> <ul style="list-style-type: none"> • (doesn't really answer the question) <p><u>EXPF2</u></p> <ul style="list-style-type: none"> • read the materials, develop PPT • find relevant videos • practice to take time into account

<p><u>CONF3</u></p> <ul style="list-style-type: none"> • a couple of hours • read the materials 	<p><u>EXPF3</u></p> <ul style="list-style-type: none"> • review the materials in the book • refresh previous PPT presentations • tie in current events
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Table 4.17 consists of the summary of faculty participant responses for Interview Question 15.

Table 4.17

Faculty Responses to Interview Question 15

Interview Question 15: What do you perceive your role to be as the instructor in the class?	
Control Group	Experimental Group
<p><u>CONF1</u></p> <ul style="list-style-type: none"> • a guide • help students learn different concepts <p><u>CONF2</u></p> <ul style="list-style-type: none"> • guide and a resource • provide students with tools to help later <p><u>CONF3</u></p> <ul style="list-style-type: none"> • ringmaster • to facilitate and encourage confidence 	<p><u>EXPF1</u></p> <ul style="list-style-type: none"> • a facilitator • encourage students through feedback to help improve their performance <p><u>EXPF2</u></p> <ul style="list-style-type: none"> • the leader • mentor • learn from the students • collaborative relationship <p><u>EXPF3</u></p> <ul style="list-style-type: none"> • leader, co-learner • learning with students

Table 4.18 consists of the summary of faculty participant responses for Interview Question 16.

Table 4.18

Faculty Responses to Interview Question 16

Interview Question 16: How would you define a learner-centered teaching environment?	
Control Group	Experimental Group
<u>CONF1</u> <ul style="list-style-type: none"> balancing the liberty between the teacher and student judging the class on how much students learn versus number of topics 	<u>EXPF1</u> <ul style="list-style-type: none"> students are actively engaged
<u>CONF2</u> <ul style="list-style-type: none"> focus on what the students need to get out of the class consider your students needs customize for students special needs 	<u>EXPF2</u> <ul style="list-style-type: none"> doing different activities keeping the learners in mind with everything you do
<u>CONF3</u> <ul style="list-style-type: none"> students are actively engaged with the instructor bottom-up model 	<u>EXPF3</u> <ul style="list-style-type: none"> focusing on students' needs modifying as you go based on their performance

Table 4.19 consists of the summary of faculty participant responses for Interview Question 17.

Table 4.19

Faculty Responses to Interview Question 17

Interview Question 17: Would you consider yourself to be a learner-centered instructor?	
Control Group	Experimental Group
<u>CONF1</u> <ul style="list-style-type: none"> yes 	<u>EXPF1</u> <ul style="list-style-type: none"> yes
<u>CONF2</u> <ul style="list-style-type: none"> yes 	<u>EXPF2</u> <ul style="list-style-type: none"> I try
<u>CONF3</u> <ul style="list-style-type: none"> yes 	<u>EXPF3</u> <ul style="list-style-type: none"> I think so

Table 4.20 consists of the summary of faculty participant responses for Interview Question 18.

Table 4.20

Faculty Responses to Interview Question 18

Interview Question 18: If you could change anything about the course you are teaching, what would it be?	
Control Group	Experimental Group
<p><u>CONF1</u></p> <ul style="list-style-type: none"> change the textbook more audio-visual materials 	<p><u>EXPF1</u></p> <ul style="list-style-type: none"> would prefer essay exams versus multiple choice
<p><u>CONF2</u></p> <ul style="list-style-type: none"> provide instructors with more flexibility 	<p><u>EXPF2</u></p> <ul style="list-style-type: none"> change the book eliminate the number of impromptu speeches
<p><u>CONF3</u></p> <ul style="list-style-type: none"> change the textbook remove the final multiple choice exam 	<p><u>EXPF3</u></p> <ul style="list-style-type: none"> change the textbook

Students enrolled in each faculty section were invited to participate in an interview to discuss instructional strategies that were used in their COM 1010 class throughout the semester. Interviews took place between April 3rd and April 11th, 2013. A total of 36 students agreed to participate in an interview with the researcher. Table 4.21 shows basic demographic information pertaining to the students who chose to participant.

Table 4.21

Demographic Information of Students who Participated in an Interview

Instructor	Male Students Interviewed				Female Students Interviewed				Total
	Freshman	Sophomore	Junior	Senior	Freshman	Sophomore	Junior	Senior	
CONF1		1			2		1	1	5
CONF2	2	4	3	1		2		1	13
CONF3							1		1
EXP1		2				1			3
EXP2	4		2			1			7
EXP3	2			1	1		2	1	7

I used a structured interview guide (Appendix F) to pose the same questions to all student participants. Interviews were audio recorded and transcribed (Appendix P). Each student participant was assigned a unique participant code to be used for encoding the interview data. I read through the interview transcripts and began making a list of summary statements of each of the responses. An additional step included synthesizing responses and identifying themes. A second researcher reviewed the summary statements and synopses to verify the thematic analysis. A third researcher reviewed the themes in the event that there was a discrepancy.

Table 4.22 consists of the summary of student participant responses for Interview Question 1.

Table 4.22

Student Responses to Interview Question 1

Interview Question 1: Can you give me an overview of your course?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • speaking in front of people • basic speech skills • communicating in different ways • preparation for the future 	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • how to communicate • public speaking • functions of communication
<p><u>CON2</u></p> <ul style="list-style-type: none"> • required course • delivering speeches • background on public speaking • speaking techniques • writing a speech • improving communication skills • stressful class 	<p><u>EXP2</u></p> <ul style="list-style-type: none"> • preparation for the future • delivering speeches • different ways to communicate with people • a lot of participation • speaking in front of people • how to communicate • improving communication skills
<p><u>CON3</u></p> <ul style="list-style-type: none"> • communicating in different ways • delivering speeches 	<p><u>EXP3</u></p> <ul style="list-style-type: none"> • history and breakdown of communication • impact of communication • delivering speeches • communication theory

- public advocacy

Table 4.23 consists of the summary of student participant responses for Interview Question 2.

Table 4.23

Student Responses to Interview Question 2

Interview Question 2: How would you describe your instructor's teaching style?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • encouraged students • provided examples • shows different types of speeches • mostly lecture • reads from the slides and the book <p><u>CON2</u></p> <ul style="list-style-type: none"> • tries to relate to the students • provided examples • laid back • critiquing students, • does not turn down questions • very open to students. • Could use more visual aids • Enthusiastic • Not a push-over • Didn't really teach • No presentation of book content • unstructured <p><u>CON3</u></p> <ul style="list-style-type: none"> • relaxed, conversational • encourages feedback from students 	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • laid back but tries to interact with the students • Style is around the book • Motivating • provided examples • tried to relate to students' lives, videos • a little dry • get's her point across <p><u>EXP2</u></p> <ul style="list-style-type: none"> • engaging, • interactive • informal • encourages group discussion • provides examples • aid back and informative • very open to students • makes a comfortable learning environment for students to speak aloud • having fun learning helps you remember information <p><u>EXP3</u></p> <ul style="list-style-type: none"> • more relaxed than most, informal • rapport is open • very familiar with the literature, • uses a lot of in class group activities, • encourages feedback • encourages class discussion

Table 4.24 consists of the summary of student participant responses for Interview Question 3.

Table 4.24

Student Responses to Interview Question 3

Interview Question 3: Can you walk me through what a typical class is like? What activities do you do?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • tries to establish a rapport with students • uses PPT • students can ask questions at the end • goes through the book, asks students discussion questions in book • students take notes from slides • just lecture <p><u>CON2</u></p> <ul style="list-style-type: none"> • reviews upcoming assignments • review terminology students are having challenges with • asks if students have questions • provide examples of videos • discuss speech ideas individually with instructor • lecture once in a while • mostly showed online videos of examples of speeches <p><u>CON3</u></p> <ul style="list-style-type: none"> • discuss public speaking in the news • show video examples • sometimes will go through lecture notes briefly 	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • starts class with attendance activity to get students talking • video examples • exercise at the end of class • review upcoming assignments • review concepts from the book • lecture <p><u>EXP2</u></p> <ul style="list-style-type: none"> • provides a briefing of class that day • little assignments during class • PPT presentation • Watch video example of speech • Group discussion • Review upcoming assignments • Relates to the book • Critique speeches <p><u>EXP3</u></p> <ul style="list-style-type: none"> • Lecture • Provides handouts • Open discussion • Small group activities presenting content to class • Encourages students to make up their own examples • Reviews content from the book • Asks if students have questions • A lot of group participation • Review speeches

Table 4.25 consists of the summary of student participant responses for Interview Question 4.

Table 4.25

Student Responses to Interview Question 4

Interview Question 4: Have you encountered any challenges with learning the material in this course?	
Control Group	Experimental Group
<u>CON1</u> <ul style="list-style-type: none"> • Need to read the book before class • No challenges identified • Have to learn material on your own • Instructor does not make it relatable 	<u>EXP1</u> <ul style="list-style-type: none"> • No challenges identified • Instructor book is horrible
<u>CON2</u> <ul style="list-style-type: none"> • No challenges identified • Writing speeches with the outlines • Does not like public speaking • Difficulty to synthesize content in the book • A lot of reading • Lack of guidance on content in the book 	<u>EXP2</u> <ul style="list-style-type: none"> • No challenges identified
<u>CON3</u> <ul style="list-style-type: none"> • Challenges understanding definitions in the book • Instructor lectures fast 	<u>EXP3</u> <ul style="list-style-type: none"> • Book is difficult to understand • No challenges identified

Table 4.26 consists of the summary of student participant responses for Interview Question 5.

Table 4.26

Student Responses to Interview Question 5

Interview Question 5: What teaching strategies does your instructor use in class? Are there any in particular that you liked?	
Control Group	Experimental Group
<u>CON1</u> <ul style="list-style-type: none"> • Likes group speech assignment • Two-way communication/discussion 	<u>EXP1</u> <ul style="list-style-type: none"> • Speeches • Self-reflection papers • Asks students a lot of personal questions to

<p><u>CON2</u></p> <ul style="list-style-type: none"> • All materials are online • Nothing in particular stood out • Examples • Videos • Liked that quizzes were online • Instructor asks students to discuss their speech ideas with instructor • Scrambled speech activity • Asks if students have questions • Enjoys activities when they did do them <p><u>CON3</u></p> <ul style="list-style-type: none"> • Videos • Examples 	<p>try to relate to them</p> <ul style="list-style-type: none"> • Classroom activities <p><u>EXP2</u></p> <ul style="list-style-type: none"> • Videos • Examples • Group discussions during PPT • Interaction with students <p><u>EXP3</u></p> <ul style="list-style-type: none"> • Group activities helped with content in book • Encouraged class discussion • Encouraged quiet students to speak too • Instructor provided own real-life examples to relate to students • Group participation • Organizers in class
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Table 4.27 consists of the summary of student participant responses for Interview Question 6.

Table 4.27

Student Responses to Interview Question 6

Interview Question 6: Are there strategies that you didn't like?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • Instructor reading from the book • Instructor just lectured • Student wished they had group participation • Hard to understand the content • Doesn't provide handouts <p><u>CON2</u></p> <ul style="list-style-type: none"> • Group speech • Not fond of watching videos • Instructor doesn't really teach <p><u>CON3</u></p>	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • Anything related to the book • Awkward moments of silence during class • Instructor says 'ummm' a lot <p><u>EXP2</u></p> <ul style="list-style-type: none"> • Had to do speeches <p><u>EXP3</u></p> <ul style="list-style-type: none"> • The book • Taking notes • Course is too reliant on the book • Group speech

Table 4.28 consists of the summary of student participant responses for Interview Question 7.

Table 4.28

Student Responses to Interview Question 7

Interview Question 7: Are you bored in this class?	
Control Group	Experimental Group
<u>CON1</u> <ul style="list-style-type: none"> • No • Yes • Irrelevant class • Not interested 	<u>EXP1</u> <ul style="list-style-type: none"> • No • Yes • Sometimes
<u>CON2</u> <ul style="list-style-type: none"> • No • Bored during speech days • Sometimes • Looks forward to class • Yes 	<u>EXP2</u> <ul style="list-style-type: none"> • No
<u>CON3</u> <ul style="list-style-type: none"> • Sometimes 	<u>EXP3</u> <ul style="list-style-type: none"> • No • Sometimes

Table 4.29 consists of the summary of student participant responses for Interview Question 8.

Table 4.29

Student Responses to Interview Question 8

Interview Question 8: Does your instructor do a good job at keeping your attention?	
Control Group	Experimental Group
<u>CON1</u> <ul style="list-style-type: none"> • Provides feedback after speeches • No, there is no participation during class • Student wishes instructor would do activities (there are none) 	<u>EXP1</u> <ul style="list-style-type: none"> • Directs questions and statements to individual students to get their opinions • Instructor tries to. Content is too dry to keep anyone's attention • Asks students questions
<u>CON2</u> <ul style="list-style-type: none"> • Instructor is funny • Instructor tries to relate to students 	<u>EXP2</u> <ul style="list-style-type: none"> • Visual aids

<ul style="list-style-type: none"> • Showing videos helps • Instructor is engaging • Instructor interacts with students • Instructor asks students a lot of questions • Instructor talks to students • Very enthusiastic • Does not rely solely on lecture <p><u>CON3</u></p> <ul style="list-style-type: none"> • Videos were helpful • Lectures were too fast and confusing 	<ul style="list-style-type: none"> • Uses current and relevant examples • Instructor relates to students • Students can share their opinions during class • Balance between being funny and serious with students <p><u>EXP3</u></p> <ul style="list-style-type: none"> • Instructor is knowledgeable and passionate about what instructor is talking about • Asks students questions and waits for them to answer • Encourages students to speak in class • Brings in examples and breaks them down • Helps with understanding what the book is talking about
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Table 4.30 consists of the summary of student participant responses for Interview Question 9.

Table 4.30

Student Responses to Interview Question 9

Interview Question 9: How would you describe your motivation in regards to this class?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • Student does not feel nervous • Student has an opportunity to speak in class • Required class • Student is nervous about speaking in front of others • Student is focused on the grade <p><u>CON2</u></p> <ul style="list-style-type: none"> • Required course • Instructor is friendly and that motivates the student • Student enjoys public speaking • Student excited to take the class • Student likes that they get to choose their own speech topics 	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • Wanted to get the class out of the way • Student is focused on the grade <p><u>EXP2</u></p> <ul style="list-style-type: none"> • Course is not as bad as student anticipated • Looking forward to class because it'll help prepare for the future • Enjoys public speaking • Student has seen improvement throughout the semester on speeches • Required course • Not looking forward to class • Very nervous • Student does not like speaking in front of others

<ul style="list-style-type: none"> • Motivation is low • Public speaking is important and will be useful for the future • Student is focused on the grade • Student does not see the need for a speech class <p><u>CON3</u></p> <ul style="list-style-type: none"> • Very motivated- it's a break from other courses 	<p><u>EXP3</u></p> <ul style="list-style-type: none"> • Required course • Began to enjoy the class after recognizing it'll help with the future • Course is not as bad as student anticipated • Student is focused on the grade • Motivation is high • Nervous at the beginning but glad that they took the class
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Table 4.31 consists of the summary of student participant responses for Interview Question 10.

Table 4.31

Student Responses to Interview Question 10

Interview Question 10: Would you say that students come to class prepared?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • Not all students • Students can't answer questions • Students do not pay attention in class • During speech day, it's a free for all • Students don't read • Instructor doesn't enforce anything • Students don't come prepared for speech day • Most do- Students type on computers and bring books to class • The book is interesting <p><u>CON2</u></p> <ul style="list-style-type: none"> • For the most part • No • Instructor didn't check to see if students were prepared • Preparation wasn't a priority • Sometimes students forget their speech outlines • Students don't pay attention during class • Students prepare for quizzes • Students scramble and avoid eye contact 	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • Students do not read the book • Students bring book to class • A majority do • No <p><u>EXP2</u></p> <ul style="list-style-type: none"> • Some do • Students get nervous when asked questions • Students do not need to read the book because the instructor covers it in class • Yes, students enjoy the class • As prepared as you can be for a group discussion • Instructor doesn't give a lot of reading • Students do not need to take notes <p><u>EXP3</u></p> <ul style="list-style-type: none"> • Students do not read but come prepared for group discussions • Students do not read but bring the chapter outline to go through during class • Activities during class force students to read

during class <ul style="list-style-type: none"> • Students don't show up for class to deliver speech on assigned day • Students don't read the book • Students don't participate in class 	book in class <ul style="list-style-type: none"> • Half and half- students admit to not reading the book before class • No
<u>CON3</u> <ul style="list-style-type: none"> • No • Students do not take notes 	

Table 4.32 consists of the summary of student participant responses for Interview Question 11.

Table 4.32

Student Responses to Interview Question 11

Interview Question 11: How do you prepare for classes? How much time do you spend? What challenges do you experience while preparing for class?	
Control Group	Experimental Group
<u>CON1</u> <ul style="list-style-type: none"> • Reads before class • Does not prepare, syllabus has changed and student does not know where the class is at • Writes notes during class • Skims chapter before class 	<u>EXP1</u> <ul style="list-style-type: none"> • No preparation
<u>CON2</u> <ul style="list-style-type: none"> • Not much time • Reads for quizzes • Not much because there's not much room for participation • Doesn't review anything until the day of quiz • Reviews materials the day before class • Student does the bare minimum; can't learn from the class • Looks at the syllabus and upcoming assignments • No preparation 	<u>EXP2</u> <ul style="list-style-type: none"> • A couple of hours • Just prepares for speech days • Checks email for class announcements • Goes through the course organizer the instructor provides • Reviews slides on Blackboard before class • Not a lot of preparation • Spends 10 minutes glancing at chapter
<u>CON3</u> <ul style="list-style-type: none"> • No preparation 	<u>EXP3</u> <ul style="list-style-type: none"> • Reviews class calendar • Skims readings • A few hours each week • Goes through the course organizer the instructor provides

Table 4.33 consists of the summary of student participant responses for Interview Question 12.

Table 4.33

Student Responses to Interview Question 12

Interview Question 12: Does your instructor provide guidance to you in class?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • After speeches • Instructor responds to emails • Provides suggestions on how to improve papers • Instructor leaves comments on Blackboard when assignments are turned in <p><u>CON2</u></p> <ul style="list-style-type: none"> • Emails students after speeches explaining where points were lost • Very honest but non-critical • Tells students that instructor is available if they need help • After speeches • Papers are graded on time • Instructor helps students come up with speech ideas • Uses rubric for feedback after speeches • Instructor does not hand back grades for paper assignments (students do not know their grades) <p><u>CON3</u></p> <ul style="list-style-type: none"> • Feedback is not provided in a timely manner • Instructor doesn't critique speeches • Students have not received any grades all semester 	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • Provides rubric to students ahead of time • Emails students their grades with comments • Not specific feedback- students have to follow up with instructor to get specifics <p><u>EXP2</u></p> <ul style="list-style-type: none"> • Instructor walks around room to answer questions (Student did not perceive this to be feedback) • Written feedback after speeches and assignments • Gives a lot of feedback helping students prepare for speeches • Gives feedback in a timely manner <p><u>EXP3</u></p> <ul style="list-style-type: none"> • After speeches with rubric • Provides detailed comments and suggestions on Blackboard • Asked students to complete a mid-semester evaluation of the instructor • Provided feedback to students during the goal-setting assignment to help them prepare • Written feedback after speeches

Table 4.34 consists of the summary of student participant responses for Interview Question 13.

Table 4.34

Student Responses to Interview Question 13

Interview Question 13: What are your expectations of someone teaching at an undergraduate level?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • Should be prepared • Provide examples • Someone who can relate to students but can still teach the material • Passionate about the subject • Knowledgeable about the subject • Available to answer questions • Incorporates activities during class <p><u>CON2</u></p> <ul style="list-style-type: none"> • Educated on subject • Can actually teach the material • Available to students • Adaptable • Expects a lot out of students • Passionate about what they're doing • Explain the information needed for exams • Friendly and respectful • Teach the material without making it overly complicated • Avoid busy work • Provide examples • Have control over the class • Enthusiastic about the material • Adjust the curriculum to what the students are interested in • Present the material in an interesting format • Provide guidance and criticism to help students learn from their mistakes <p><u>CON3</u></p> <ul style="list-style-type: none"> • Knowledgeable about subject matter • Personable and available • Have control of the classroom 	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • Set clear expectations of performance • Provide feedback • Have interest in the subject • Expound on information • Enjoy teaching • Engaged <p><u>EXP2</u></p> <ul style="list-style-type: none"> • Engages students • Someone who is a teacher and a guide • Work with the students • Provide suggestions for students who are struggling • Organized and focused • Knowledgeable about subject matter • Care about what they're teaching • Go above and beyond • Do not be the sage on the stage • Engage students and make the class fun • Relate to students • Talk to the audience <p><u>EXP3</u></p> <ul style="list-style-type: none"> • Provide timely feedback • Provide clear, concise instructions • Set clear expectations • Knowledgeable about the subject matter • Embodies what they're teaching • Comes to class prepared • Holds students' attention • Someone who doesn't hold the students' hands but still provides assistance • Open to conflicting opinions • Direct • Interacts with students

Table 4.35 consists of the summary of student participant responses for Interview Question 14.

Table 4.35

Student Responses to Interview Question 14

Interview Question 14: How would you define a learner-centered teaching environment?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • Ask students more questions • Group activities • Walk around and see if groups need help • Promote class participation • Ask the students how they feel about the material • Involve students in the class • Be friendly with the students • Ask questions or surveys in class to help get students to talk • Connect with students by talking with them <p><u>CON2</u></p> <ul style="list-style-type: none"> • Do a variety of demonstrations in class • Provide worksheets • Group discussions • Constantly ask questions • Use relevant examples to relate to students • Instructor should like what they're teaching • Instructor should be more one-on-one with students • Be personable • Ask students if they are having challenges • Review content that is in the textbook • Make sure students are prepared • Activities in class • Group activities in class to help learn the material • Work with students if they are losing focus • Provide feedback • Talk with students • Be excited about the topic • Be available to students • Interact with class and ask for student 	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • Relate content in book to real world events occurring • Build off of what students say in class • Help students understand the material in their own way • Students should be present • Instructor should be walking around the room asking if students have any questions <p><u>EXP2</u></p> <ul style="list-style-type: none"> • Engage students in conversations • Instructor should walk around the classroom • Class activities • Let your students know about you as a person • Get to know your students • Approach students directly rather than as a whole group • Interact with students • Focus on helping students improve on their weaknesses • Customize instruction to how students learn best • Know who your students are • Be familiar with your students strengths and weaknesses • Less PPT <p><u>EXP3</u></p> <ul style="list-style-type: none"> • Do not be dismissive towards student questions • Be engaged and passionate about the subject matter • Group activities in class

<p>feedback</p> <ul style="list-style-type: none"> • Do a mid-semester evaluation from the students • Show passion for the subject-matter • Put responsibility on the students; don't award points just for showing up <p><u>CON3</u></p> <ul style="list-style-type: none"> • Provide examples • Have a balance between lectures 	<ul style="list-style-type: none"> • Eliminate group work outside of class • Share personal stories • Be open to the students • Everyone shares in class • Have students sit in a circle to promote discussion • Promote student opinions • Ask a lot of questions • Encourage student participation • Smaller class sizes • Break down the concepts and explain content • Tell students when they are doing a good job • Address problems students are having with the material • Be flexible with assignments if the class is struggling • Using PPT and group activities • Ensure everyone understands the material
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Table 4.36 consists of the summary of student participant responses for Interview Question 15.

Table 4.36

Student Responses to Interview Question 15

Interview Question 15: Would you consider your instructor to be a learner-centered instructor?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • Yes • Instructor answers student questions • No • Instructor doesn't get to know the students <p><u>CON2</u></p> <ul style="list-style-type: none"> • Yes • Describes what is needed for assignments • Shows videos of good and bad examples of speeches • Instructor could be more interested in the subject • Instructor asks if students have questions 	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • Yes. • Instructor hasn't done anything worth complaining about. • Understanding of students • Tries to connect with students <p><u>EXP2</u></p> <ul style="list-style-type: none"> • Yes • Provides detailed feedback to students • Instructor likes teaching the class • Instructor poses group discussions and walks around during class activities • Instructor connects with the students

<ul style="list-style-type: none"> • Instructor is there to help • No • Instructor did not cover material in the class • I feel the intent was there <p><u>CON3</u></p> <ul style="list-style-type: none"> • Instructor is focused on wanting the students to like the instructor • Instructor gives students the vibe that the instructor is an easy teacher 	<ul style="list-style-type: none"> • Instructor shares information about the instructor • Uses a variety of instructional strategies • <p><u>EXP3</u></p> <ul style="list-style-type: none"> • Yes • Asks students to share opinions • Doesn't judge students • Very student-centered during speech days • Instructor is very open and calm
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Table 4.37 consists of the summary of student participant responses for Interview Question 16.

Table 4.37

Student Responses to Interview Question 16

Interview Question 16: If you could change anything about the course you are currently enrolled in, what would it be?	
Control Group	Experimental Group
<p><u>CON1</u></p> <ul style="list-style-type: none"> • Focus more on the book • Make the class more exciting • Incorporate things outside of the book • Make the course more learner-centered • Ask students how they feel about the material; don't tell them • Change the type of speeches <p><u>CON2</u></p> <ul style="list-style-type: none"> • I wouldn't change anything • Spend more time reviewing the content in the book • Change the topics of speeches • Eliminate the final exam • Have a final speech instead of a final exam • More variety for speeches • More speeches • Do not have all of the coursework online • Do quizzes during class time • Provide feedback to help students 	<p><u>EXP1</u></p> <ul style="list-style-type: none"> • I wouldn't change anything • Eliminate the book • Do more assignments in class that relate to the book <p><u>EXP2</u></p> <ul style="list-style-type: none"> • I wouldn't change anything • Have more discussion topics • Slow the class down • Call out more on students who are not engaged • Make the class longer • Time restrictions on speeches (give a window) <p><u>EXP3</u></p> <ul style="list-style-type: none"> • Eliminate the book • More speeches • I wouldn't change anything • Less focus on theories • Have students provide examples on

<p>CON3</p> <ul style="list-style-type: none"> Eliminate the group speech 	<p>quizzes instead of multiple-choice definitions</p> <ul style="list-style-type: none"> More speeches Cut down on the number of speeches
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Similar questions were posed to both faculty and student participants during the structured interviews. At times faculty and students provided conflicting responses as to how they perceived the learning environment to be. Table 4.39 demonstrates the similarities and differences between faculty participant CONF1 and the students enrolled in the instructor's section of COM 1010.

Table 4.38

CONF1 and Student Perceptions of Learning Environment

	Instructor's Perceptions	Students' Perceptions
Instructor's Teaching Style	<p>"I teach communication to undergrads and I make it participatory. I try to elaborate concepts through examples so that students can relate it to practical life. I try to emphasize the practicality of the concepts." - CONF1 [11-14]</p>	<p>"I think he tried to encourage students how to speak in the public confidently and he tried to give us ideas how to deliver our speech. He also tries to give examples how to speak up and I think that's the idea." – CON1-S-AS [31-33]</p> <p>"Very simple. Like, if we're doing from the book he does a lecture and there's a PowerPoint and then there's other days we're giving speeches or it's a practice day for speeches." – CON1-S-SKS [830-832]</p>
Guidance Feedback Provided by Instructor	<p>"I try to email them. They email me back. And so besides that, they meet me after the class, meet me in office if they have problems, some like that." – CONF1 [106-107]</p>	<p>"Yeah I mean, like if you want really good feedback, you want to email because then you know he will get back to you with feedback but other than that, I mean he'll like, he'll like tell us what we are doing with our speeches and how he wants them done. And when we are doing our practice speeches, that's when he will critique us and say like yeah this is what you a kind of doing wrong and what you need to change, you are going too fast, using too many hand movements, or kind of like stating all that basic things that people do when they are starting to learn how to do speeches." -CON1-S-D1 [362-368]</p> <p>"Yes. On our speeches, he'll write what we need to work on just so that we can do better on the next speech and he tells us things to work on." – CON1-S-JE [731-732]</p>
Expectations of an Instructor's Role within the Classroom	<p>"I try to act like a guide in their learning process to guide them through their learning of many different concepts and maintain a link between different ideas." – CONF1 [124-125]</p>	<p>"Kind of someone that you can look up to and be able to teach with kind of a level where it's like you kind of can relate because it's like a college level and you should still be professional but you still can have the ability to have fun with it kind of, because like, it's something that they</p>

		<p><i>like to do.” - CON1-S-D1- [376-379]</i></p> <p><i>“I want them to be passionate about the subject and able to kind of pass that passion on to me because that makes it more interesting. Somebody who definitely knows about their subject and is able to then use that knowledge to help us learn about it. Some people are really book smart and can’t dictate it. Somebody who is available to us if we have questions we shouldn’t be afraid to approach them or go their office hours or what not.” - CON1-S-EL [561-566]</i></p>
Definition of Learner-Centered Teaching Environment	<p><i>“I think that it’s more of a concept like balancing the liberty between the teacher and the student and treating the student as equally important and more participatory in the learning process. Like emphasizing more on the effectiveness and the fruitfulness of the learning process and like judging their status of the class based on how much information the students learned and now how many topics are covered.” – CONF1 [130-134]</i></p>	<p><i>“Definitely class participation, asking how we feel about the subject. Even when lecturing, stopping every few minutes, “Does everyone understand? Does anyone have any questions? Anybody have examples of this?”. Really engaging the students so they feel more involved in the actual class instead of just coming in and sitting down getting the words kind of like that whole banking concept of education, they just keep making deposits and we don’t get anything out of it.” - CON-S-EL [579-584]</i></p> <p><i>“If you want to be focused on the learners, I guess, in the large group it is hard to do all the one on one so it’d pry be easier to break them all up into groups to work together and then you can focus on the groups, because in the groups the students can help each other and then if everyone has a question, then the instructor can come over and help them with their question.” –CON1-S-DI [392-396].</i></p> <p><i>“So, basically gear it more toward the student. I’ve had teachers who connect well with students just because they talk, like act like students kind of and there’s some instructors like distance themselves. They’re just like here’s your assignment. Everyone sits by themselves, just very cold.” – CON1-S-SKS [972-976]</i></p>
Is the instructor learner-centered?	<p><i>“For the COM 1010 class, we try to follow that kind of environment.” – CONF1 [139]</i></p>	<p><i>“Umm, kind of not really. He doesn’t try to get to know us. He just tries to give us the information so we’ll pass the class.” – CON1-S-JE [780-781]</i></p> <p><i>“Yeah, I mean, if we have a question he will answer and we always will ask other people around us before we ask the instructor so...” - CON1-S-DI [409-410]</i></p>

Table 4.39 demonstrates the similarities and differences between faculty participant CONF2 and the students enrolled in the instructor’s section of COM 1010.

Table 4.39

CONF2 and Student Perceptions of Learning Environment

	Instructor's Perceptions	Students' Perceptions
Instructor's Teaching Style	<p>"I'd say I'm a little bit more laid back in the class. When teaching, if I'm lecture, a lot of times it's not even a really long lecture. It's typically somewhat short because I don't really care for lecturing. So, within the classroom, I feel a little more laid back. I think the things I'm a little bit more strict with are like some policies and things for the class, but my overall teaching style, I think I'm pretty laid back." – CONF2 [174-178]</p>	<p>"I think I like CONF2'S style because CONF2's very happy all the time. CONF2's not one of those people who turns down questions or anything like that. And you can tell that she's done what she's teaching. CONF2's very open." – CON2-S-ER [2256-2258]</p> <p>"I would describe it as kind of, I don't know what the word I am looking for is, not as in depth as you would want, it's kind of more, a, you go over some things in class and then it's kind of up to you to read your own and do your own information." – CON2-S-FM [2469-2471]</p> <p>"Very enthusiastic about what CONF2's teaching, which is a good thing because it shows she really cares about the student learning about the topic. CONF2's very organized and CONF2 makes that sure that CONF2 will give insight on things that we're having trouble on or any questions that need to be answered." – CON2-S-KJ [3486-3489]</p> <p>"It's sort of laid back, she didn't really I guess teach much, it was more of, like, just like preparing for future assignments I guess, she would always tell us when the next assignment was going to occur and then just getting ready for, but she wasn't like, I wouldn't say she taught much about public speaking in front of a class." – CON2-S-NR [3643-3646]</p>
Guidance Feedback Provided by Instructor	<p>"Well I know for the informative speech and the persuasive speech that I assign in my class, we have a day where I call it the informative speech workshop or persuasive speech workshop and have they come up to me and speak with me individually. I try to give 3 to 5 minutes for each student and sometimes that will spill over to the next class session. But I try to give them that individual time where I can help work with them on their topics or if they haven't found a topic, just brainstorm with that." – CONF2 [368-373]</p>	<p>"Yeah, like after every speech, she gives us like a detailed description of you know like what we did wrong, how we can fix it, and even like after we turn in a paper, she emails us personally, you know this is why you lost 2 points, this is how you can fix it." – CON2-S-AA [1188-1190]</p> <p>"Yes, for every speech, she just, you know, of course, tell you what you need to work on, but for the papers, we don't get them back so I don't really know exactly why you know, I got an A or B or what not, I don't, as a matter of fact, I don't even know, from all my papers if I got 100%'s or not. I didn't memorize it. I guess my paper grade is ok, because if it wasn't I would have had to talk to her. Yeah we don't get those papers back with feedback, like a hard copy of it, I don't know if there is anywhere on the website where you can go on and look at her comments but as far as the speeches, we get plenty of feedback." – CON2-S-KD [3400-3407]</p> <p>"Definitely. Yes. She gives us basically a paper that tells us how we did. Basically, what our strengths are and also what our weaknesses are so that we can improve on those." – CON2-S-KJ [3568-3569]</p>
Expectations	<p>"I think I just think of myself as a guide and a</p>	<p>"I guess just be comfortable with talking in the class I</p>

<p>of an Instructor's Role within the Classroom</p>	<p>resourcewith this class, you're teaching them something that they are going to be using for life and can use for life. So I'm hoping that they improve even if it's a small amount so that when they get a job, or interview, or whatever they're doing, that they feel confident or comfortable or at least to a point where they know, "ok, I still have improvement to do but I have these tools now to kind of help me with that later, if I need to." – CONF2 [395-402]</p>	<p>guess. There wasn't a lot of talking from the instructor, I guess it is kind of hard to teach someone about communication." – CON2-S-NR [3746-3749]</p> <p>"From an instructor, I would expect, at a college level I would expect them to really know and understand everything about their subject and to really be able to like teach the students like what they need to know rather than just everything. Like, teaching them like the most important things, rather than just a ton of busy work and like actually being able to like talk about these subjects and know what they are talking about is the most helpful thing in an instructor for me." – CON2-S-FM [2584-2589]</p> <p>"Well like, I expect from a professor stand-point I expect a very like...I like independent professors. Professors that are like unique and I think and I think that's why they like make it into a school because of their teaching style and they kind of like shape you more than any other teacher because it's like really intense information usually in college as opposed to high school." – CON2-S-CR [1681-1685]</p>
<p>Definition of Learner-Centered Teaching Environment</p>	<p>I think that really considering your students and their needs specifically. But I think that just maintaining that focus of what it is that the students are needing to get out of the class to help prepare they for the rest of the classes that they take here at Wayne and then afterwards. I guess keeping that in mind; I think it's easier to be learner-centered in public speaking because we are teaching them a skill because it's something that they need. – CONF2 [407-414]</p>	<p>"Constantly asking questions and asking like to make sure like they're like really involved in the lecture and like keep things relevant to them too because sometimes it's like hard to relate a course to a student's life so like keep it relevant to their life like that'll help." – CON2-S-BB [1435-1437]</p> <p>"With a smaller class, I'd expect the instructor if she or he sees that I'm slacking behind that they'll contact them and say "what's going on? What can we do about this? What can we help you with?" Just focusing on the student and trying to help them." – CON2-S-DC [2190-2194]</p> <p>"Well to be focused on a students learning, that is setting you up to not be the students favorite teacher because a lot of what students need is the things that they don't like, it's not gonna be the group activities that are fun and engaging, and sometimes you have to lecture and you have to make sure that people understand the vocabulary and the concepts that are coming out of the text, I mean we pay for these books, we expect to use them, not a lot of places use them, but they, there is a lot of useful information in them and it's really important that that is emphasized because that's why they are there. And it's not the, it's not the easiest way to teach, and it's not the most fun way, but it's the most important thing to do is make sure that people are learning." –CON2-S-TM [4022-4037]</p>
<p>Is the instructor learner-centered?</p>	<p>"I think so. I'm trying to think because I feel like...well...let me think... I think that sometimes...I don't know if this is a good example...but when I give them feedback especially with delivery, I'm super lenient only because I think that everyone starts at their own</p>	<p>"I feel like the intent is there. However, I did not feel her to be learner centered." – CON2-S-TM [4044]</p> <p>"I think so, yeah. Because she like gives us examples that will like help in our jobs or in life stuff like that so yeah." CON2-S-BB [1444-1445]</p>

	<p>level and you have to take that into consideration. Some people have had more experience than others. So I'm pretty lenient with that, but I'll still make notes saying "here's some things you need to work on in terms of delivery. Just so you're aware, you tend to shift around a lot" and I try to give them a lot of advice there. And then the next speech, if they've improved, I'll mention that. I'll say "good job. I see you've improved here." So really trying to keep it at what that specific individual needs and going from there." – CONF2 [430-438]</p>	<p>"I guess I have to say no in terms of the fact that we didn't cover all of the material in class, we only cover some of it in class." – CON2-S-KD [3442-3443]</p> <p>"Ya, I would. I mean she teaches us the material and she talks about other things. You kind of feel like she's there to help you rather than, here's this, do this, and go home." – CON2-S-ER [2416-2417]</p>
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Table 4.40 demonstrates the similarities and differences between faculty participant CONF3 and the students enrolled in the instructor's section of COM 1010.

Table 4.40

CONF3 and Student Perceptions of Learning Environment

	Instructor's Perceptions	Students' Perceptions
Instructor's Teaching Style	<p>"I try to be interactive with the students. I try to engage the students in dialogue as much as we can, through dialogue. I would say that I'm both old school and laid back. They do things like mandatory attendance. Things like that I'm relatively stringent on but I'm also one to give the students the opportunity to express themselves in any way possible. And I try to encourage dialogue within the class." – CONF3 [501-505]</p>	<p>"It's very relaxed. I would say he comes in, he likes to strike up conversations. He's more of a conversationalist teacher...he doesn't like to lecture a lot. He likes a lot of feedback from the students so I'd say he's very relaxed." – CON3-S-AD [4097-4099]</p>
Guidance Feedback Provided by Instructor	<p>I've had several students who had said, "I'm scared to death. In this case, I refer them to the public speaking resource center. They do an excellent job there. I'm available to students whenever they want to see me in the office or by email." – CONF3 [744-751]</p>	<p>"Not in a timely manner...he is a very nice person but that might be one of his downfalls... the real point of COM1010 is learning how to speak. So I kind of wished he critiqued us, like instead of saying "that was good", say "that was a good speech but you should have done this, this, and this". Really we haven't gotten any feedback yet for any of the speeches, we haven't gotten grades for any of the speeches so I can't really say that he's giving us feedback." – CON3-S-AD [4219-4227]</p>
Expectations of an Instructor's Role within the Classroom	<p>"Kind of like the ringmaster. To kind of facilitate and to be...I don't want to be the sage or the person who tells you these things because I don't know if I'm any wiser than the students are. Hopefully I will be because I've done it more often but I think to facilitate the learning and to be able to just make the students comfortable about speaking. To give them poise and confidence and if they walk out with a little</p>	<p>"First of all I want him or her to be very, very knowledgeable. Like some kind of arrogance coming out of them like they know this. That's one of things I definitely look for in an professor. Another thing, I want them to be very personable. I want them to be the kind of teacher I can walk up to ask them a question without feeling this wall like "oh you're a doctor, I can't come talk to you". Otherwise, I just like to</p>

	<i>more than they started with, then I think that I've done my job." – CONF3 [781-786]</i>	<i>know the teacher is very knowledgeable, nice, personable, and kind of has a good balance of being nice and having control. So those are the kinds of things I look for." –CON3-S-AD [4235-4241]</i>
Definition of Learner-Centered Teaching Environment	<i>"I would say that it's one where students are engaged...actively engaged with the instructor. Instead of being a top-down type model, it's a bottom-up model." – CONF3 [792-794]</i>	<i>"There really has to be a balance in teaching because you could so easily lose a student. I mean even in a fifteen minute presentation you could lose a student. There needs to be something where you can keep students focused. So in the COM1010 class, give me a PowerPoint, have these points listed but when you come up to something like, inflection, show me an example of an inflection." – CON3-S-AD [4253-4258]</i>
Is the instructor learner-centered?	<i>I think so. I try to engage the students in a lot of conversation and dialogue throughout the lectures. I try to make them interactive. I'd kind of have to look at see what the definition of that would be." – CONF3 [814-816]</i>	<i>"I think he's learner centered but he's really focused on getting the students to like him and that's not a bad thing. But he really doesn't focus on the material as much as I would like him to. See this ten to fifteen minute lectures that he only puts bullet points on the slides and you barely can follow them...that's going to be good for students who don't really care, who know that, "listen it's the end of the semester he's easy teacher, as long as I give a speech he's going to give me an A". So maybe because he gave us this vibe of being an easy teacher everyone doesn't really care about the ten minute PowerPoint's. So I wouldn't say he's there yet. I really don't, but I think he's really trying to gain the acceptance of the students." – CON3-S-AD [4274-4282]</i>

Table 4.41 demonstrates the similarities and differences between faculty participant EXPF1 and the students enrolled in the instructor's section of COM 1010.

Table 4.41

EXPF1 and Student Perceptions of Learning Environment

	Instructor's Perceptions	Students' Perceptions
Instructor's Teaching Style	<i>I would describe my teaching style as well we've been talking about student-centered learning and I think my style is basically student-centered. I've tried to keep lecturing to a minimal. I don't use PowerPoints. And I've tried to get the students engaged in every class period doing something hands-on." – EXPF1 860-863</i>	<p><i>"I think that she's actually pretty motivating. She tries to use examples in the class. It's just a shame that the class is so unmotivated. I don't exactly understand what the correlation is. She is lecturing from the book and then she pulls it back kind of into our lives I guess. She does use a lot of examples. She tries to help us also with YouTube videos."- EXP1-S-JNM [4584-4588]</i></p> <p><i>"It's a little dry at times, but other than that, no she is a great professor, she is not harsh in any way, she is just really calm, she gets her point acEXPF3, which is what you want, so."- EXP1-S-SB [4815-4817]</i></p>
Guidance Feedback Provided by Instructor	<i>"I prep, I provide guidance, a lot of the guidance I provide I think happens outside of class because they, they frequently email me with very specific questions that they're uncertain about. In, during group work, I go around and see what kind of questions the groups have as they work on their projects. So, and as we said, I set out certain guidelines before turning them loose to work in groups. So it comes in various forms. I'm not sure how I would characterize it overall and feedback. Feedback is extremely important in the speech courses so they're encouraged, the students are encouraged to evaluate themselves. There are a couple of self-evaluation projects and peer evaluation projects. So they're peer evaluations, they're self-evaluations, they're goal-setting exercises, and then they're audience analyses. So it's very, conscious approach to the speeches." –EXPF1 [1059-1070]</i>	<p><i>"Yeah she does. She actually emailed all of us. Well, I assume she emailed all of us. She emailed me and said like here's your grade. Here are my comments on your grade for the speech so that was nice. Yeah, yeah that was nice. That was really helpful." – EXP1-S-JNM [4703-4705]</i></p> <p><i>"She does, but I don't think its specific enough, she's a little brief so sometimes you have to ask her questions in order to get the right answer. She won't tell you." – EXP1-S-SB [4934-4935]</i></p>
Expectations of an Instructor's Role within the Classroom	<i>"A facilitator... But I think letting them know they're not going to suffer dire consequences if they screw up is important for this kind of class because it's overcoming that fear. And you don't want to make them more fearful and you don't want to be the kind of instructor who says you know, you really did a terrible job and rips them apart. I try to encourage what they do right and give them feedback on that as well as talking what they still need to work on." – EXPF1 [1129-1138]</i>	<p><i>"Really to have open office hours, to give us a clear idea of what's expected from us in the class and if we're getting marked down on papers to explain why and how to improve it the next time. That's really it."- EXP1-S-AS [4515-4517]</i></p> <p><i>"I want to see that they enjoy teaching and class, you know, it, the instructor makes all the difference in the classroom setting so, pretty much, you, we would want to see the instructor be engaged and kind of make us like the class because sometimes that's all it takes, so."- EXP1-S-SB [4942-4945]</i></p> <p><i>"I expect a level of interest in the subject. I expect a degree of professionalism, like seriousness, but I also expect a degree of new information, you know, an extrapolation of kind of be building upon it. I expect – it's an academic environment and maybe it's just me, but I</i></p>

		<p>have this personal expectation that they're willing to expound on information like build on things instead of like no this is what the book says and we're going to stick to this. She doesn't do that, but other teachers do."- EXP1-S-JNM [4714-4719]</p>
Definition of Learner-Centered Teaching Environment	<p>"I would describe as the opposite of the banking model. One where students need to be actively engaged every class period and not simply passively absorbing or not absorbing what we're calling the words from on high."- EXPF1 [1144-1146]</p>	<p>"I guess try to relate all the examples in the book to real world things and things happening on a week to week basis instead of what was written two years ago."- EXP1-S-AS [[4524-4525]</p> <p>"When I think of teaching styles that really work with the student I think of like building on student ideas and actually trying to understand the students. I'm a philosophy major and with my teachers when I start talking they are like well, yeah, no and they just kind of like keep going, but I would like really like for them to try to understand me"- EXP1-S-JNM [4736-4745]</p>
Is the instructor learner-centered?	<p>"I would." – EXPF1 [1158]</p>	<p>"Yeah, I would. I mean, she's very understanding. She's very mindful that I've kind of had a few situations where I missed the test and I was like aw, I missed the test and she let me go back and let me work on it. She opened it up again for 3 hours. She's really been pretty great at like connecting with the students and then like trying to make the material as understandable to us as she can."- EXP1-S-JNM [4758-4762]</p> <p>"Yeah, definitely. I mean, I am not going to say she's my favorite teacher I've ever had, but she hasn't really done anything wrong worth complaining about. It's just she's good at her job."-EXP1-S-AS [4549-4551]</p>

Table 4.42 demonstrates the similarities and differences between faculty participant EXPF2 and the students enrolled in the instructor's section of COM 1010.

Table 4.42

EXPF2 and Student Perceptions of Learning Environment

	Instructor's Perceptions	Students' Perceptions
Instructor's Teaching Style	<p>"I don't expect them to come to me for a right or wrong answer, a black or white. So I guess it's a very participatory method and I think it relies on the Socratic method from my understanding of it where I'm hoping for them to ask questions and form their own opinions. And as part of that, I also want to break down the barriers that traditionally exist between a professor and a student. I'm their leader...I'm the person they come to. It's a two way street. I'm going to learn from them. They're going to learn from me. And they're going to learn from each other."- EXP2 [1214-1238]</p>	<p>"His style is really laid back. It's, it's like very informative, you know he always has a lot of facts, I'd say that as far as his style it's, it's engaging like when he, he doesn't just like talk at you, he talks with you and he has you participate also and like, and any feedback he wants from you, you can just give him, so he is real open."- EXP2-S-EJ [5028-5031]</p> <p>"I love it, EXPF2 is one of the best teachers I have ever had, had, I talk to him about anything and then he can be fun and take it serious and so you actually learn and you're having fun then you are going to remember the information a lot better."- EXP2-S-JP [5349-5351]</p>

		<p>"I think he's more laid back. He keeps it interesting because he throws in video clips and he keeps it informal with the class which makes it more comfortable for students that aren't comfortable with speaking out loud."- EXP2-S-HG [6722-6724]</p>
Guidance Feedback Provided by Instructor	<p>"The worksheets. It's hard to grade speeches. I have to do them all live. I try to make as many notes on their speech as I can and then I will have a discussion after every speech with trends that I see from the class as a whole so not naming any names but "a lot of people didn't get this concept so let's talk a little bit about this concept."- EXP2 [1461-1467]</p>	<p>"Yes. Unlike most teachers, he doesn't just give you the grade. He'll break down your entire speech. What he liked and what you should do next time and that really helps a lot."- EXP2-S-HG [6806-6808]</p> <p>"Yeah after each speech or any written assignments he will definitely critique it and all of those things are helpful and I have gotten a lot better with my speaking over the course of the term."- EXP2-S-IH [5273-5275]</p> <p>"Ya. I mean when we submit all of our analysis papers and assignments, he writes back to us and comments on it and says please see my comments. He writes a lot in our rubrics when he grades us on our speaking. He doesn't give us feedback during class. Okay, well today, he said he'd come around and help us if we had questions."- EXP2-S-AA [6487-6490]</p>
Expectations of an Instructor's Role within the Classroom	<p>"The leader. The mentor. You know, advice. Again, I want it to be a collaborative working relationship so we can go back and forth and not this person that can't be wrong. I want it to be a two way street so I'm not seen as knowing everything. Again, the role, somebody for feedback, but it's a very collaborative relationship as opposed to a top-down relationship."- EXP2 [1489-1494]</p>	<p>"To teach me...I have a lot of classes that I don't ever learn anything in because their teaching styles, I really don't, don't learn, I have to teach myself, like and it's just out of a book, so I think that in order to become a professor you should be more like EXPF2 or you know, up to his standard about relating and actually talking to the audience."- EXP2-S-KH [5669-5673]</p> <p>"Keep the students engaged. A teacher and a guide."- EXP2-S-AA [6504]</p>
Definition of Learner-Centered Teaching Environment	<p>"So I think it's keeping the learners in mind with everything you do. Part of that for me is doing a lot of different activities. Making sure it's not three hours of lecture. Making sure we're varying up the activities so that they get different voices and that things move. Also trying to teach different styles. I realize not everyone is going to be comfortable speaking. Some assignments, I try to have them do writing so that those who are more comfortable can do writing can do. Other people are not so comfortable with writing so it's offering them a variety of options on a variety of levels so hopefully I can find that one out of three activities appeals to everyone. Maybe three out of three. But realistically one out of three will appeal to everybody and that's the best I can do with bringing 27 people on the same page."- EXP2 [1499-1508]</p>	<p>"Well student focused, you wouldn't be sitting behind the desk the whole day, or standing behind the podium, you would walk around the class, engage them, if you give them an assignment you walk around and see how they are progressing, stuff like that."- EXP2-S-EJ [5139-5141]</p> <p>"Well I could just go with the obvious answer of focusing of the students, but, interaction is really the big thing. Make sure you know what your students are good at, make sure you know what they are bad at and just focus, focus on what they are bad at so that they become good at it."- EXP2-S-IH [5295-5298]</p> <p>"Well I personally think that at the beginning of the semester you should open yourself up and let the students know who you are so it's more of like an informal...it's somewhat like you know them personally and the students understand where you're coming from. So it's not like you just go to class and you take tests and give speeches and you don't know who the students are. You should spend time to get to know your students as well."- EXP2-S-</p>

		HG [6823-6828]
Is the instructor learner-centered?	<i>"I try. And I don't know. Again, I'd be curious for more feedback on that. You know, it's definitely one of my goals."- EXP2 [1513-1514]</i>	<i>"Because usually, he gives us our group discussions instead of just sitting back on his laptop, he will tell us we will get about 5-10 minutes to talk in our groups and he will come around, and then after that, then he will come around and engage us all in the overall class."- EXP2-S-EJ [5159-5162]</i> <i>"I really think so. I really think he cares about how we speak. He definitely pays detailed attention because when we have to do speeches, he has to sit there and pay attention to write down his different comments. And sometimes, you'll be like, "man, he's writing like that in less in a minute." I think he really helps because that's what he likes, and that's his field. I really think he's concerned. I don't think he just comes there to come there. You can tell when teachers just come there to come there because they just put work on you without explaining it. He'll put work on us but he'll explain it detail by detail."- EXP2-S-AA-S2 [6672-6680]</i>

Table 4.43 demonstrates the similarities and differences between faculty participant EXPF3 and the students enrolled in the instructor's section of COM 1010.

Table 4.43

EXPF3 and Student Perceptions of Learning Environment

	Instructor's Perceptions	Students' Perceptions
Instructor's Teaching Style	<i>"I try to be as causal as possible just in the sense that I want them to feel comfortable because that type of class that is and I feel that if I'm too stringent, if I'm too cold or I try to build any walls between the students and myself then they're not going to be as comfortable opening up. I try to as thorough and organized as possible also, and still professional but fun."- EXPF3 [1557-1562]</i>	<i>"She's, she knows her stuff, she knows what she is talking about, she is very helpful, she usually went over the chapters and then she had us work in groups, do little group activities and stuff... Yeah, yeah, she asks a lot of questions, she's wants our feedback. If someone, if we don't answer she asks more questions until we answer." -EXP3-S-LA [5736-5740]</i> <i>"She definitely has a warm and welcoming attitude towards the class which I really appreciate. She makes it interesting because of her more relaxed and comfortable attitude during the class. I enjoy her class mostly because she makes it fun and more lighthearted instead of being really strict about things. She still wants us to do the work diligently but she definitely wants the class to be more friendly rather than teacher at the front, students at the back."- EXP3-S-JP [7139-7144]</i> <i>"She always calls on us and she makes us do a lecture sometimes, which at first I thought was a little weird but now it's actually like helpful."- EXP3-S-MK [5993-5994]</i>
Guidance Feedback	<i>"Lots of feedback, lots of detailed feedback. Whether it's written or</i>	<i>"Ya, and definitely even the occasions when she took aside class time to have us do mid-semester</i>

Provided by Instructor	verbally. And then I'm always available for them to reach out to me one on one too."- EXPF3 [1685-1686]	<p>evaluations on her as a teacher which I thought was really nice. Most instructors I've had haven't done that. They always wait till the end of the semester which doesn't make sense because it doesn't help you at all."- EXP3-S-LO [7422-7425]</p> <p>"Yes, especially when we have that, that goal setting assignment, and the other, when you were supposed to evaluate yourself. At the end she gives you a lot of feedback on what you were supposed to, you know, prepare for next time, what you are supposed to do."- EXP3-S-LA [5856-5859]</p>
Expectations of an Instructor's Role within the Classroom	"The leader and a co-learner. I always tell them that I'm learning with them and so I never take the position as a controlling person or anything like that."- EXPF3 [1704-05]	<p>"I definitely expect them to know the materials themselves obviously. You can't teach something that you don't know yourself and you don't know well. I definitely expected her coming into class to know what she's talking about and she definitely does. And beyond knowing what she's talking about she also embodies it and lives the communication aspects that she wants us to learn about. So it helps that she not only knows the material really well, but she also lives it I guess to the class...like shows it off like how it should be used in everyday life. So preparation is something I expect out of a professor."- EXP3-S-JP [4275-7283]</p> <p>"Like overall? Well first of all, I expect a schedule because I am a very organized person. I want to know what I'm doing in the class. Second, I think I kind of expect teachers to know what they're talking about. When I ask a question, I don't want them to look confused. Another very important quality is organization. I don't like a class where there is no class plan for the day."- EXP3-S-TL [7600-7604]</p>
Definition of Learner-Centered Teaching Environment	"Really staying in tuned with what their needs are, really listening to the feedback they're providing whether it's verbally or nonverbally. Really looking at the grades and the performance aspect and then paying attention and modifying it as you go."- EXPF3 [1711-13]	<p>"With our class specially, we were all kind of quiet first when she came in and she was like "oh no one is going to talk" and we were all kind of chuckling a little bit. She lightened the attitude a little bit and beyond that she played a few little games with us to make us more comfortable and get us to know each other better and also to help us know her better because she shared a few things herself. And I think that over the course of the semester how she shared personal stories, that helped a lot. So as a teacher planning to be a student-centered teaching, you just have to open yourself up to the students to where they feel comfortable opening up to you. It's more of a level ground where everybody shares the same amount of information and friendship in the class." - EXP3-S-JP [7293-7306]</p> <p>"Well I mean there are a few factors. One of them I don't think you can control is the class size, the lower the better. But then, pretty much, do what Ms. EXPF3 is doing, she's like direct on everything, she breaks everything down, and explains some of the stuff is too</p>

		<i>confusing, and on her PowerPoints, she would like go in depth like on everything and what else...Basically tell people like you did a good job on this, that's it."</i> - EXP3-S-MK [6135-6139]
Is the instructor learner-centered?	<i>"For the most part I would think so."</i> - EXPF3 [1719]	<i>"Well, she asks us for our opinion on she doesn't say you are right or wrong, you just give her your opinion pretty much and she never judges you on, you shouldn't say that or that, you know, that's your opinion."</i> - EXP3-S-LA [5929-5931] <i>"I think my professor tried to make the class student-centered. During speech day, very student-centered but during regular class periods, I think maybe only 40% student-centered."</i> - EXP3-S-TL [7636-7638] <i>"Yeah. I would say high."</i> - EXP3-S-MK [6151]

This study sought to explore how students experienced learning in a learner-centered teaching environment. My observations of the classes and interviews with the students suggest that students enjoy being provided with opportunities to interact with their instructors and participate in active learning. Students in both groups struggled with seeing the relevance and need for a public speaking course. Many communicated that they experienced a lot of difficulty with navigating through the textbook and thought that there was a disconnect between the textbook and the speech assignments. Students in the experimental group that were presented with learner-centered instructional strategies had an easier time understanding the relevance of the course and were able to see how a public speaking course would assist them on personal and academic levels.

I observed differences between the student perceptions with the faculty perceptions. All of the faculty members had identified themselves as being learner-centered at the beginning of the study and they discussed ways that they promoted a participatory learning environment. During my observation sessions, I did not find the faculty

members in the control group to be learner-centered and I did not see them demonstrate the instructional strategies that they told me that they incorporated into their classes during my five observation sessions.

Two of the three faculty participants (EXPF2 and EXPF3) in my experimental group were very enthusiastic and eager to try to new instructional strategies during class. They often emailed me updates on days that I had not attended their class to let me know when a particular strategy worked well for them. Both instructors sent me copies of their lesson plans ahead of time and asked for my feedback on different activities that they were going to try and implement. EXPF1 appeared to be more eager at the beginning of the semester and did incorporate some of the instructional strategies that I had suggested. EXPF1 did not email me her lesson plan prior to class sessions and never asked for feedback regarding implementing learner-centered instructional strategies.

During the student interviews, students who were in the experimental faculty classes described their instructors as being learner-centered and were able to provide me with examples. Several students in the control classes told me that their instructor were not learner-centered. Other students told me that they thought their instructor was learner-centered but they were unable to provide me with any examples that would support their statement. Many students in the control group expressed that they would have liked to have had more interaction with their instructor and an opportunity to spend more time reviewing the contents of the textbook in class.

Challenges Educators Experience Implementing Learner-Centered Instructional Strategies

The purpose of the second research question was to examine whether educators experienced any challenges while implementing learner-centered instructional strategies. Three faculty participants were assigned to an experimental group for the study where they participated in a 15-week long cognitive apprenticeship with me. Additional data was also collected from interviews with experimental faculty and through faculty reflections throughout the study.

The cognitive apprenticeship was designed to take place over the course of 15 weeks as outlined in Table 3.2. I spent five weeks at the beginning of the semester working regularly with experimental faculty participants on an individual basis to incorporate more learner-centered instructional strategies. During those five weeks, I used a cognitive apprenticeship framework focusing on the methods dimension. There are six aspects within the methods dimension of the cognitive apprenticeship framework. These include modeling, coaching, scaffolding, reflection, and exploration (Collins, Hawkins, & Carver, 1991).

I demonstrated modeling to the experimental faculty participants by providing them with examples and instructional tools that could be immediately implemented in their class. During weeks 1-5 of the study, I provided the faculty participants with one to two learner-centered instructional strategies that could be incorporated to review coursework with students. I noticed that many students were not coming prepared prior to class. Students and faculty both stated in interviews that the majority of students did not read the assigned readings. This made it difficult to engage students in active

learning activities when they did not have the foundational knowledge to participate in the class.

I developed advanced organizers for the students to use as they navigated through the textbook. The instructors spent more time covering material in the textbook and students were able to use the advanced organizers to take their own notes. An example of an advanced organizer is included in Appendix S. The advanced organizers helped the students organize their notes and provided them with fundamental information that they could refer back to while participating in other learner-centered class activities.

Additional activities were created to provide students with an opportunity to work together in small groups. The following are examples of group exercises that were implemented into the experimental classes:

- Students were divided into small groups and each group was assigned a portion of a chapter in the textbook. The students in each group would work together to review the course materials and highlight what they thought were the most important sections. They would then take turns teaching the class their assigned portion. The instructor was able to contribute further information and insight if the small groups left any information out. This was done to provide students with an opportunity to read the materials in class and actually interact with the course material.
- Students were divided into small groups and were tasked with developing their own examples to explain different theories that were covered in the textbook. This was done so that students in the class were provided with multiple examples in addition to what was provided in the textbook and they were able to develop

examples that were more relevant to the students in the class on a personal and academic level.

- I encouraged the instructors to present the course content as an interactive lecture during the times that they were going to use lecture to present new content to their students. I suggested that the instructors should ask their students questions frequently during the lecture so that it was a more active process and students could contribute to the conversations. I observed that when the instructors asked more questions of the students, more students were paying attention in class and were spending less time on their cell phones or laptop computers.
- I worked with the instructors to incorporate briefing and debriefing sessions for every class session. Briefings were presented to the students at the beginning of class and would consist of the instructor highlighting important information that the students had learned the previous class and what activities they would be participating in during the current session. The debriefings were presented to students at the end of class and consisted of the instructor reviewing with the students what they had recently covered during the class session , reminding students of upcoming assignments,
- I also worked with the instructors to provide students with an opportunity to individually reflect on the information that had been presented to them in class. Students were tasked with writing down one new thing that they had learned in class and submitting it to their instructor prior to leaving class. Other times,

students were tasked with writing about how they were going to incorporate the material from the textbook into their upcoming public speaking assignment.

Weeks 6-15 provided faculty participants with an opportunity to explore and attempt to identify learner-centered instructional strategies to incorporate in their class. I provided feedback to the participants during the second phase of the cognitive apprenticeship (weeks 6-10) and provided no feedback during the third phase of the cognitive apprenticeship (weeks 11-15). This gradual fading of coaching continued as participants began to identify more strategies on their own.

Articulation and reflection are two important components within the cognitive apprenticeship framework. Faculty participants were encouraged to articulate their thoughts while meeting with me throughout the semester as they discussed different instructional strategies. They also engaged in several email conversations with me as they planned out how to implement different instructional strategies and relate them to the content of the course. These meetings and conversations provided faculty participants with the opportunity to verbalize their thinking process as it pertained to lesson planning.

Reflection was incorporated into the study by having the three faculty participants in the cognitive apprenticeship reflect three times during the study. These structured reflective exercises were completed once during each of the three phases of the apprenticeship. Reflective practice provided the faculty participants with an opportunity to review and communicate what worked well during class, what did not work well, and ways in which they could make improvements during future classes.

Faculty participants in the experimental group participated in an interview at the end of the cognitive apprenticeship to discuss their overall experience participating in the apprenticeship as well as any challenges they may have experienced. I used a structured interview guide (Appendix E) to pose the same questions to all faculty participants. Interviews were audio recorded and transcribed (Appendix Q). I read through the interview transcripts and created a list of summary statements for each of the responses. A second researcher reviewed the summary statements and synopses to verify the thematic analysis.

Table 4.44 consists of the summary of the experimental faculty participant responses for Interview Question 1.

Table 4.44

Faculty Responses to Interview Question 1

Interview Question 1: How would you say your teaching style has changed? Has it at all?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • incorporating more of the textbook in class • instructor doesn't plan on continuing with that 	<ul style="list-style-type: none"> • more structure • expand on more options for instructional activities 	<ul style="list-style-type: none"> • more focused on using more variety for engagement • incorporating more group work

Table 4.45 consists of the summary of the experimental faculty participant responses for Interview Question 2.

Table 4.45

Faculty Responses to Interview Question 2

Interview Question 2: Were you apprehensive about participating in the cognitive apprenticeship?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • a little 	<ul style="list-style-type: none"> • No 	<ul style="list-style-type: none"> • No

Table 4.46 consists of the summary of the experimental faculty participant responses for Interview Question 3.

Table 4.46

Faculty Responses to Interview Question 3

Interview Question 3: What did you like about participating in the cognitive apprenticeship?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • organization of class • model for previewing and debriefing 	<ul style="list-style-type: none"> • have names for instructional activities • more tools to teach concepts 	<ul style="list-style-type: none"> • learning different techniques, chapter organizers were helpful • being more rigorous about the briefing and debriefing

Table 4.47 consists of the summary of the experimental faculty participant responses for Interview Question 4.

Table 4.47

Faculty Responses to Interview Question 4

Interview Question 4: What challenges did you face with participating in the cognitive apprenticeship?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> instructor prefers to be more spontaneous 	<ul style="list-style-type: none"> amount of time spent on some of the group activities 	<ul style="list-style-type: none"> remembering to send researcher lesson plans

Table 4.48 consists of the summary of the experimental faculty participant responses for Interview Question 5.

Table 4.48

Faculty Responses to Interview Question 5

Interview Question 5: How confident are you with your teaching capabilities?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> Above average 	<ul style="list-style-type: none"> can break down concepts easily 	<ul style="list-style-type: none"> based off of feedback

Table 4.49 consists of the summary of the experimental faculty participant responses for Interview Question 6.

Table 4.49

Faculty Responses to Interview Question 6

Interview Question 6: Can you walk me through what a typical class is like? What activities do you do?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • announcements • split between covering the content in the book as a lecture • doing hands-on activities 	<ul style="list-style-type: none"> • lecture to go over reading • watching a speech of the day • a class discussion (group activity) • an individual student activity • discussing upcoming assignments 	<ul style="list-style-type: none"> • debriefing • PPT to cover content with questions • group activity • debriefing • upcoming activities

Table 4.50 consists of the summary of the experimental faculty participant responses for Interview Question 7.

Table 4.50

Faculty Responses to Interview Question 7

Interview Question 7: Were there any particular teaching strategies that were shown to you during the cognitive apprenticeship that you thought were helpful and easy to implement in your course?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • debriefing with students 	<ul style="list-style-type: none"> • think-pair-share • breaking concepts into small groups for discussion 	<ul style="list-style-type: none"> • briefing and debriefing • asking more questions • more group work in class • advanced organizer (see question 8)

Table 4.51 consists of the summary of the experimental faculty participant responses for Interview Question 8.

Table 4.51

Faculty Responses to Interview Question 8

Interview Question 8: Were there any teaching strategies or activities that you found to be a little more difficult to implement, especially with it being the COM 1010?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> advanced organizers instructor does not want to cover content from the book in class- wants students to come prepared 	<ul style="list-style-type: none"> timing of group discussions (students were sometimes too engaged)- good problem 	<ul style="list-style-type: none"> getting students to remember to bring chapter organizers instructor is going to assign participation points to bringing them in next semester

Table 4.52 consists of the summary of the experimental faculty participant responses for Interview Question 9.

Table 4.52

Faculty Responses to Interview Question 9

Interview Question 9: How do you maintain your students' attention during class?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> difficult to maintain attention, show videos try to wrap things up and move to new subject if they look bored 	<ul style="list-style-type: none"> show enthusiasm no more than 20 minutes per activity using relevant examples 	<ul style="list-style-type: none"> ask a lot of questions ask students to relate concepts to their own lives call out on students who are not as engaged

Table 4.53 consists of the summary of the experimental faculty participant responses for Interview Question 10.

Table 4.53

Faculty Responses to Interview Question 10

Interview Question 10: How would you describe your students' motivation in regards to this class?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • there are quite a few highly motivated students in the class 	<ul style="list-style-type: none"> • reluctantly engaged • required course 	<ul style="list-style-type: none"> • starts off low and improves throughout the semester

Table 4.54 consists of the summary of the experimental faculty participant responses for Interview Question 11.

Table 4.54

Faculty Responses to Interview Question 11

Interview Question 11: Would you say that your students come to class prepared?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • some do • thinks that there is cramming before quizzes • students are prepared for speech delivery days • not sure who has done reading 	<ul style="list-style-type: none"> • students come late to class • students admit to not reading the book 	<ul style="list-style-type: none"> • some do • if students can't answer questions, instructor directs them to look in their books

Attendance during class was a recurring challenge for all six faculty participants with several students arriving late for class. Attendance was documented during the five

direct observation sessions when I visited each participant without notice during the study. Table 4.55 outlines attendance for each of the six faculty participants during the five observation sessions.

Table 4.55

Class Attendance During Observation Sessions

CON1 (Figure 4.1)			
Observation Session	Beginning of Class Session	Midpoint of Class Session	Absent
1	20	21	6
2	17	22	5
3	14	17	10
4	13	20	7
5	12	19	8
CON2 (Figure 4.2)			
Observation Session	Beginning of Class Session	Midpoint of Class Session	Absent
1	18	21	6
2	20	5	2
3	16	21	6
4	11	19	8
5	16	19	8
CON3 (Figure 4.3)			
Observation Session	Beginning of Class Session	Midpoint of Class Session	Absent
1	23	23	4
2	25	25	2
3	22	23	4
4	18	19	8

5	23	25	2
EXP1 (Figure 4.4)			
Observation Session	Beginning of Class Session	Midpoint of Class Session	Absent
1	21	24	3
2	23	25	2
3	21	22	5
4	16	20	7
5	16	18	9
EXP2 (Figure 4.5)			
Observation Session	Beginning of Class Session	Midpoint of Class Session	Absent
1	19	23	4
2	20	22	5
3	15	19	8
4	13	21	6
5	12	17	10
EXP3 (Figure 4.6)			
Observation Session	Beginning of Class Session	Midpoint of Class Session	Absent
1	22	23	4
2	22	23	4
3	19	22	5
4	16	19	8
5	20	21	6

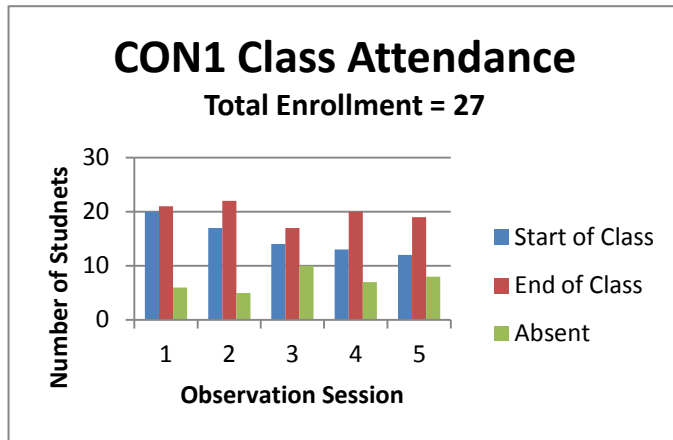


Figure 4.1. CON1 Class Attendance

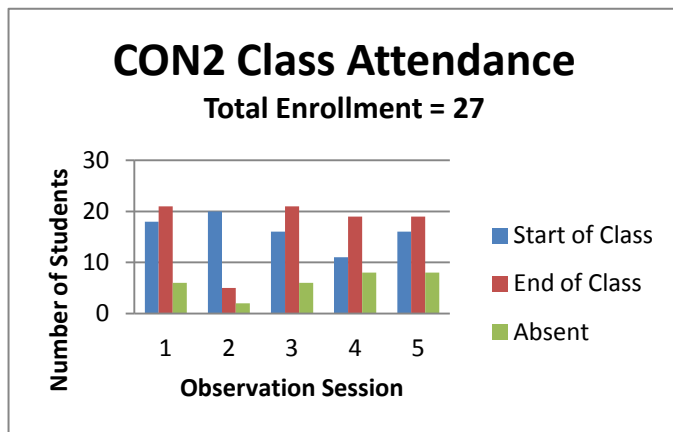


Figure 4.2. CON2 Class Attendance

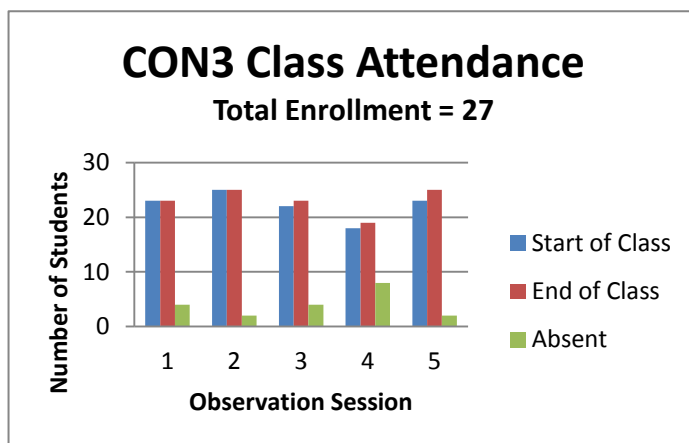


Figure 4.3. CON3 Class Attendance

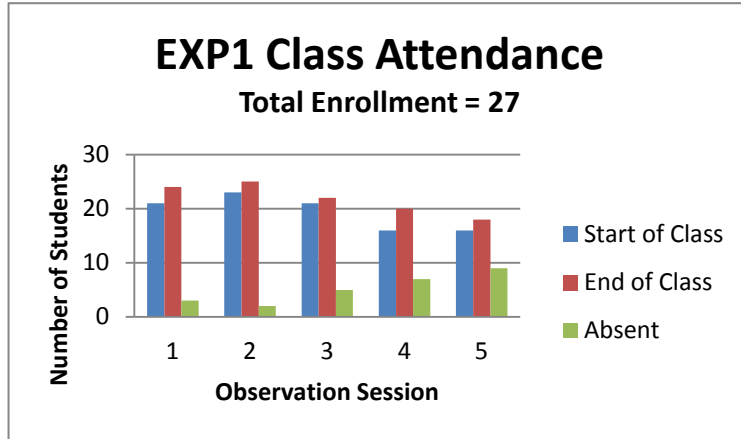


Figure 4.4. EXP1 Class Attendance

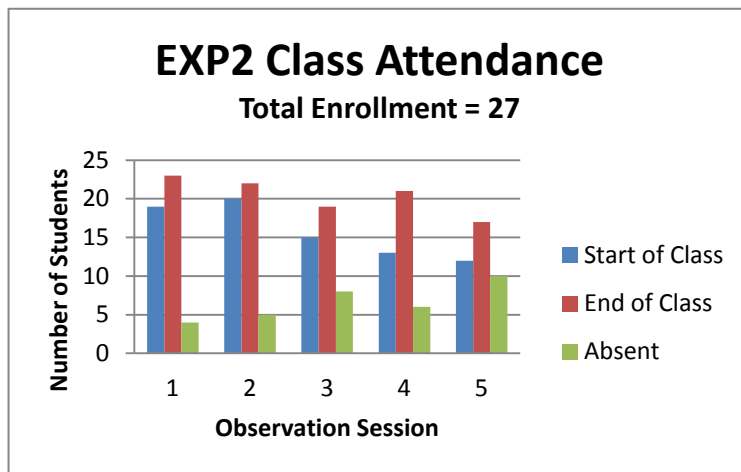


Figure 4.5. EXP2 Class Attendance

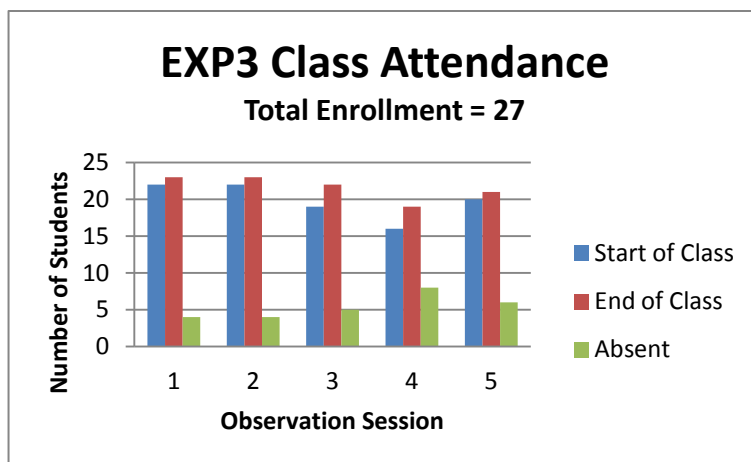


Figure 4.6. EXP3 Class Attendance

Table 4.56 consists of the summary of the experimental faculty participant responses for Interview Question 12.

Table 4.56

Faculty Responses to Interview Question 12

Interview Question 12: What feedback have you received from your students in response to your teaching?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • some students mention the group activities were fun • instructor can't recall offhand what comments have been made 	<ul style="list-style-type: none"> • students appreciate the breadth of material being covered in the class 	<ul style="list-style-type: none"> • instructor did a mid-semester evaluation • students commented on liking the advanced organizers

Table 4.57 consists of the summary of the experimental faculty participant responses for Interview Question 13.

Table 4.57

Faculty Responses to Interview Question 13

Interview Question 13: How do you prepare for classes that you're teaching? How much time do you spend?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • doesn't really answer the question 	<ul style="list-style-type: none"> • prepares a week in advance • reviews content in the book • creates a lecture • finds real life examples • review and practice • do a run-through the day of 	<ul style="list-style-type: none"> • creates a lesson plan • try to recap what students have covered in previous weeks • update PPTs • find current events/videos

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Table 4.58 consists of the summary of the experimental faculty participant responses for Interview Question 14.

Table 4.58

Faculty Responses to Interview Question 14

Interview Question 14: What do you perceive your role to be as the instructor in the class?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • show students how to be better public speakers • how to overcome communication anxiety 	<ul style="list-style-type: none"> • shepherd of learning • working together to learn new concepts and learn from each other 	<ul style="list-style-type: none"> • co-learner • leader in assisting students with their development of thought processes • help students improve through positive reinforcement, constructive criticism, and feedback

Table 4.59 consists of the summary of the experimental faculty participant responses for Interview Question 15.

Table 4.59

Faculty Responses to Interview Question 15

Interview Question 15: How would you define a learner-centered teaching environment?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • students are responsible for a large part of their own learning 	<ul style="list-style-type: none"> • it's about being reflexive • relating course content to students • removing learning barriers 	<ul style="list-style-type: none"> • one that is focused on different methods to engage students, focused on feedback • trying to understand what learners need

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Table 4.60 consists of the summary of the experimental faculty participant responses for Interview Question 16.

Table 4.60

Faculty Responses to Interview Question 16

Interview Question 16: Do you think it makes a difference?		
EXP1	EXP2	EXP3
• Yes	• Yes	• Yes

Table 4.61 consists of the summary of the experimental faculty participant responses for Interview Question 17.

Table 4.61

Faculty Responses to Interview Question 17

Interview Question 17: Would you consider yourself to be a learner-centered instructor?		
EXP1	EXP2	EXP3
• Thinks that she was less learner-centered participating in the study	• Yes	• Yes

Table 4.62 consists of the summary of the experimental faculty participant responses for Interview Question 18.

Table 4.62

Faculty Responses to Interview Question 18

Interview Question 18: If you could change anything about the cognitive apprenticeship that you participated in, what would it be? What suggestions do you have?		
EXP1	EXP2	EXP3
<ul style="list-style-type: none"> • sit in on classroom and watch someone teaching • video a class and watch someone teaching 	<ul style="list-style-type: none"> • have teachers practice teaching topics that they are not familiar with so they focus more on a teaching strategy and focus on the concepts and tools 	<ul style="list-style-type: none"> • provide a menu of options • expand on the length of the apprenticeship

Experimental faculty participants were also asked to complete reflections (Appendix R) following a class session at three different points throughout the fifteen-week period. The reflections consisted of five structured questions (Appendix N). I read through the interview transcripts and created a list of summary statements for each of the responses. A second researcher reviewed the summary statements and synopses to verify the thematic analysis.

Table 4.63 shows a summary of Faculty Participant EXPF1's responses during the reflective activities. Table 4.64 shows a summary of Faculty Participant EXP2's responses during the reflective activities. Table 4.65 shows a summary of Faculty Participant EXPF3's responses during the reflective activities.

Table 4.63

Faculty Participant EXPF1's Reflective Activities

Reflection	Students Present During Class	Question 1: What topics were covered in today's session?	Question 2: What instructional strategies were used to teach?	Question 3: What challenges did you encounter teaching during this session?	Question 4: What instructional strategies worked well during this session?	Question 5: How do you think the students did learning the material for this session?
#1 (Week 3)	27	preparation for upcoming speech, constructing effect stories	lecture, group work, active learning	group activities took longer, did not have enough time to show examples of speeches	group activity, additional opportunity to practice speaking to a crowd	students found exercise helpful, students used Twitter to communicate
#2 (Week 8)	25	delivery of speeches, critiquing content of speeches	group work, individual activity, videos and discussion	challenge with technology in classroom	lyric exercise, class discussion	practice for upcoming speeches
#3 (Week 13)	<i>Faculty participant did not complete reflection # 3.</i>					

Table 4.64

Faculty Participant EXPF2's Reflective Activities

Reflection	Students Present During Class	Question 1: What topics were covered in today's session?	Question 2: What instructional strategies were used to teach?	Question 3: What challenges did you encounter teaching during this session?	Question 4: What instructional strategies worked well during this session?	Question 5: How do you think the students did learning the material for this session?
# 1 (Week 4)	8 at the beginning of class. By the end of class, 18 students were present.	Tactics for Social Action, Speech Introductions, Research topics & Worldviews	Lecture, Student discussion groups & presentation, Write your own exam question, Class discussion	Having only 8 students at the beginning of class was troubling. I had a group activity with six groups coming up shortly. This did unnerve me for a bit. I lectured on social action tactics then tasked them to define it in their own words and give examples. They gave different examples than my lecture, but did reuse many of my words in their definitions.	I think the small discussion still worked well as their examples showed they were processing the content. We had a good class discussion with some disagreement on the speech we watched. Also the write your own exam revealed there were picking out the main points of the day.	I think they did very well with picking up the tactics for social action and how many of them already use the tactic, but can also try to appeal them more frequently and in different situations. I'm not sure about the research topics or introductions yet as those will be measured later in the semester.
# 2 (Week 8)	18	In today's class we covered the history of media studies, the media's influence on society, and the benefits of impromptu speaking.	I used lecture, small group discussion, large group discussion, and student presentation.	The one area that didn't go well was my pre planned grouping of them into student presentation groups. The categories I devised ahead of time were not properly weighted and most students fell into two, removing some of the diversity I wanted from the student presentations. Next time I'll do the categories organically in class, rather than pre planned.	Overall I think this session when really well. Media studies are my personal area of interest and I feel like I delivered a strong lecture on the subject. The subject also provides for an easy discussion point as everyone has a relationship with the media, so the small group and large group discussion worked well.	I think based on the discussion; the influence of the media in our lives came across very clearly. I also think they picked up the importance of impromptu speaking. I'm not sure they will remember the specifics of the history of media studies, but I think they will remember some of the areas studied, which satisfies my secondary goal for the lecture.
# 3 (Week 13)	16	I wrapped up the semester by reviewing the context surrounding public speaking from this course as well as my secondary goal of this course, media education.	I use lecture and large group discussion.	None, I thought the session went well.	I think both strategies worked well in class.	I think they grasped the large concepts. I've been covering them for the entire course, so nothing new was introduced. It was just a review of the entire semester through a slightly different lens.

Table 4.65 Faculty Participant EXPF3's Reflective Activities

Reflection	Students Present During Class	Question 1: What topics were covered in today's session?	Question 2: What instructional strategies were used to teach?	Question 3: What challenges did you encounter teaching during this session?	Question 4: What instructional strategies worked well during this session?	Question 5: How do you think the students did learning the material for this session?
# 1 (Week 3)	19	Chapter 3: Logic, reasoning, fallacies; Delivery; Anxiety	I previewed the evening on a PPT slide, I incorporated the Four Corners activity to cover fallacies, the Anxiety article included a group activity, I debriefed at the end of the class by asking students to anonymously respond to the question "what was one thing from tonight's class that you want more clarification on?" and then I followed up with their requests by providing the information via blackboard the next day.	Students still struggled with understanding the fallacies and wanted more information.	The Four Corners activity still worked well because it got students involved and engaged in the concepts. The debriefing question worked very well so I could provide more info where students needed it.	In comparison to having taught this material during previous semesters, I honestly believe this is the strongest students have ever grasped the material. The activities combined with the detailed PPT's and questions throughout really aided student learning and hopefully student retention!
# 2 (Week 9)	22	Chapter 7 and upcoming speech assignment: Invitational/Group speech	Briefing, review, and also incorporated a group activity: students were assigned a section of Chapter 7 and were required to present the respective material to the class. When placed into the second group activity, it was to get them acquainted with their groups for the group speech. They were instructed to exchange contact info, select a speech topic, and then decide on a topic. Additionally, they were required to come up with 5	Most students did not read the material prior to coming to class.	Group presentations on the Chapter 7 material and the group rules	It seemed clearer by the end of class, and their understanding of the upcoming assignment seemed to be satisfactory also.

			rules for their group regarding communication and expectations.			
# 3 (Week 13)	21	Chapter 10 and Invitational Speaking	Briefing, Debriefing, Group activity to present Chapter 10	Lack of preparation on behalf of the students – they did not read before class	Group activity – students were forced to read the material and the presentations helped them prepare for the upcoming speeches.	Pretty well – requiring them to present the material instead of listening to me allowed them to become very engaged and interactive.

All three instructors reported in their reflections that they had incorporated learner-centered strategies into their classes and that they thought they went well. The two common challenges that the instructors mentioned were that the students had not prepared prior to coming to class and many students did not attend class which posed some challenges when attempting to implement group activities. I did not receive any complaints or comments from the instructors stating that they the learner-centered strategies were unsuccessful.

Students' Perceptions of Motivation in a Learner-Centered Teaching Environment

The purpose of the third research question was to determine whether a difference in perception of motivation existed between students enrolled in a course where the educator is participating in a cognitive apprenticeship and students who are enrolled in a course where the educator is not participating in a cognitive apprenticeship. A survey (Appendix K) that adapted from Keller's (2010) Course Interest Survey and Instructional Materials Motivation survey was administered to students enrolled in each of the six faculty participant's classes at the end of the semester. Secondary data was also collected through student interviews and participant observations.

The results of the survey have been divided between the Course Interest Survey questions and the Instructional Materials Motivation Survey questions. Basic demographic information was collected from students to determine gender, age, and level of enrollment within their respective undergraduate programs (freshman, sophomore, junior, or senior). Every student who completed the survey indicated that COM 1010 was a required course for their program and that they had never participated in a class taught by their current instructor prior to enrolling in the COM 1010 course.

Table 4.66 shows the codes that were assigned to the demographic questions that were posed to the student participants completing the survey.

Table 4.66

Summary of Codes Used for Demographic Data Analysis

Question	Responses
What is your gender?	1 = Male 2 = Female
What is your age?	Type Response
What is your current level of schooling?	1 = Freshman 2 = Sophomore 3 = Junior 4 = Senior

Student responses to the demographic information resulted in the analysis of the following description statistics. Table 4.67 summarizes the response to “what is your gender?” The control group had a total of 53 valid responses, and the mode gender for the control group was primarily female (50.9%). The experimental group had a total of 56 valid responses, and the mode gender for the experimental group was primarily female (53.6%).

Table 4.67

Frequencies of Student Gender by Groups

Group	N	Mean	Mode	Standard Deviation	Minimum	Maximum
Control Group	53	1.5	2	0.5	1	2
Experimental Group	56	1.5	2	0.5	1.	2

Table 4.68 summarizes the response to “what is your gender?” among the control groups. Control Group 1 had a total of 17 valid responses, and the mode gender was primarily female (64.7%). Control Group 2 had a total of 19 valid responses, and the mode gender was primarily male (68.4%). Control Group 3 had a total of 17 valid responses, and the mode gender was primarily female (58.8%).

Table 4.68

Frequencies of Student Gender by Control Groups

Group	N	Mean	Mode	Standard Deviation	Minimum	Maximum
CON1	17	1.6	2	0.5	1	2
CON2	19	1.3	1	0.5	1	2
CON3	17	1.6	2	0.5	1	2

Table 4.69 summarizes the response to “what is your gender?” among the experimental groups. Experimental Group 1 had a total of 18 valid responses, and the mode gender was primarily female (55.6%). Experimental Group 2 had a total of 17 valid responses, and the mode gender was primarily male (58.8%). Experimental Group 3 had a total of 21 valid responses, and the mode gender was primarily female (61.9%).

Table 4.69

Frequencies of Student Gender by Experimental Groups

Group	N	Mean	Mode	Standard Deviation	Minimum	Maximum
EXP1	18	1.6	2	0.5	1	2
EXP2	17	1.4	1	0.5	1	2
EXP3	21	1.6	2	0.5	1	2

Table 4.70 summarizes the response to “what is your age?” The control group had a total of 53 valid responses with a mean (average) age of 20.8 years, and the

experimental group had a total of 56 valid responses with a mean (average) age of 21.6 years.

Table 4.70

Frequencies of Student Age by Groups

Group	N	Mean	Mode	Standard Deviation	Minimum	Maximum
Control Group	53	20.8	18	4.2	17	40
Experimental Group	56	21.6	20	6.2	18	61

Table 4.71 summarizes the response to “what is your age?” among the control groups. Control Group 1 had a total of 17 valid responses with a mean (average) age of 21.5 years. Control Group 2 had a total of 19 valid responses with a mean (average) age of 20.9 years. Control Group 3 had a total of 17 valid responses with a mean (average) age of 19.9 years.

Table 4.71

Frequencies of Student Age by Control Groups

Group	N	Mean	Mode	Standard Deviation	Minimum	Maximum
CON1	17	21.5	18	5.5	17	40
CON2	19	20.9	20	3.2	18	32
CON3	17	19.9	18	3.7	17	33

Table 4.72 summarizes the response to “what is your age?” among the experimental groups. Experimental Group 1 had a total of 18 valid responses with a mean (average) age of 20.3 years. Experimental Group 2 had a total of 17 valid responses with a mean (average) age of 20.1 years. Experimental Group 3 had a total of 21 valid responses with a mean (average) age of 24 years.

Table 4.72

Frequencies of Student Age by Experimental Groups

Group	N	Mean	Mode	Standard Deviation	Minimum	Maximum
EXP1	18	20.3	20	2.0	18	26
EXP2	17	20.1	19	2.1	18	25
EXP3	21	24	23	9.5	18	61

Table 4.73 summarizes the response to “what is your current education level?” The control group had a total of 53 valid responses, and the mode education level was primarily freshman (37.7%). The experimental group had a total of 56 valid responses, and the mode education level for the experimental group was primarily sophomore (35.7%).

Table 4.73

Frequencies of Student Level of Education by Groups

Group	N	Mean	Mode	Standard Deviation	Minimum	Maximum
Control Group	53	2.0	1.0	1.0	1	4
Experimental Group	56	2.2	2.0	1.1	1	4

Table 4.74 summarizes the response to “what is your current education level?” among the control groups. Control Group 1 had a total of 17 valid responses, and the mode education level was primarily freshman (41.2%). Control Group 2 had a total of 19 valid responses, and the mode education level was primarily sophomore (52.6%). Control Group 3 had a total of 17 valid responses, and the mode education level was primarily freshman (52.9%).

Table 4.74

Frequencies of Student Level of Education by Control Groups

Group	N	Mean	Mode	Standard Deviation	Minimum	Maximum
CON1	17	2.1	1	1.2	1	4
CON2	19	2.2	2	0.9	1	4
CON3	17	1.8	1	0.9	1	3

Table 4.75 summarizes the response to “what is your current education level?” among the experimental groups. Experimental Group 1 had a total of 18 valid responses, and the mode education level was primarily sophomore (50%). Experimental Group 2 had a total of 17 valid responses, and the mode education level was primarily freshman (47.1%). Experimental Group 3 had a total of 21 valid responses, and the mode education level was primarily senior (33.3%).

Table 4.75

Frequencies of Student Level of Education by Experimental Groups

Group	N	Mean	Mode	Standard Deviation	Minimum	Maximum
EXP1	18	2.2	2	0.9	1	4
EXP2	17	1.8	1	0.8	1	3
EXP3	21	2.6	4	1.2	1	4

Analysis of the Course Interest Survey. The Course Interest Survey (Appendix K), validated by Keller (2010) consisted of 34 questions with response scales ranging from 1 to 5 (1= Not True, 2 = Slightly True, 3 = Moderately True, 4 = Mostly True, 5 = Very True). Questions are categorized according to attention, relevance, confidence, and satisfaction. The Course Interest Survey consists of a combination of positive and

negative statements. For coding reverse statements, scores had to be adjusted based on the scoring guide outlined in Table 4.76.

Table 4.76

Scoring Guide for Course Interest Survey Administered to Students

Attention	Relevance	Confidence	Satisfaction
1	2	3	7 (reverse)
4 (reverse)	5	6 (reverse)	12
10	8 (reverse)	9	14
15	13	11 (reverse)	16
21	20	17 (reverse)	18
24	22	27	19
26 (reverse)	23	30	31(reverse)
29	25 (reverse)	34	32
	28		33

Table 4.77 outlines the maximum score that a student could achieve on the course interest survey.

Table 4.77

Maximum Overall Score and Subscale Scores for the Course Interest Survey

Scale	Number of Questions	Score
Overall ARCS	34	170
Attention	8	40
Relevance	9	45

Confidence	8	40
Satisfaction	9	45

The data for the Course Interest Survey was recorded in Excel and loaded into SAS 9.3 for analysis. Table 4.78 summarizes the frequency of scores for students assigned to Instructor CONF1.

Table 4.78

Frequencies of student scores for the Course Interest Survey Assigned to Instructor Control F1

N	Variable	Mean	Standard Deviation	Lower 95% Confidence Limit for Mean	Upper 95% Confidence Limit for Mean
17	ARCS Score	119.7	20.7	109.1	130.3
	Attention Score	20.6	7.1	16.9	24.2
	Relevance Score	32.8	6.2	29.6	35.9
	Confidence Score	33.6	3.1	32.0	35.2
	Satisfaction Score	32.8	7.5	28.9	36.6

Table 4.79 summarizes the frequency of scores for students assigned to Instructor CONF2.

Table 4.79

Frequencies of student scores for the Course Interest Survey Assigned to Instructor Control F2.

N	Variable	Mean	Standard Deviation	Lower Confidence Limit for Mean	95% for	Upper Confidence Limit for Mean	95% for
19	ARCS Score	126.6	21.8	116.1		137.1	
	Attention Score	2500	5.8	22.2		27.8	
	Relevance Score	34.3	6.0	31.4		37.2	
	Confidence Score	33.4	5.7	30.6		36.1	
	Satisfaction Score	33.9	7.1	30.5		37.3	

Table 4.80 summarizes the frequency of scores for students assigned to Instructor CONF3.

Table 4.80

Frequencies of student scores for the Course Interest Survey Assigned to Instructor Control F3.

N	Variable	Mean	Standard Deviation	Lower Confidence Limit for Mean	95% for	Upper Confidence Limit for Mean	95% for
17	ARCS Score	146.1	9.7	141.1		151.0	
	Attention Score	30.8	5.4	28.0		33.6	
	Relevance Score	40.0	2.7	38.6		41.4	
	Confidence Score	36.1	3.6	34.2		37.9	

Satisfaction Score	39.2	4.1	37.1	41.3
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Table 4.81 summarizes the frequency of scores for students assigned to Instructor EXPF1.

Table 4.81

Frequencies of student scores for the Course Interest Survey Assigned to Instructor Experimental F1.

N	Variable	Mean	Standard Deviation	Lower Confidence Limit for Mean	95% for	Upper Confidence Limit for Mean	95% for
18	ARCS Score	129.4	16.8	121.1		137.8	
	Attention Score	24.1	5.7	21.3		27.0	
	Relevance Score	35.3	6.4	32.2		38.5	
	Confidence Score	34.9	2.7	33.6		36.2	
	Satisfaction Score	35.1	4.6	32.8		37.4	

Table 4.82 summarizes the frequency of scores for students assigned to Instructor EXPF2.

Table 4.842

Frequencies of student scores for the Course Interest Survey Assigned to Instructor Experimental F2.

N	Variable	Mean	Standard Deviation	Lower Confidence Limit for Mean	95% for	Upper Confidence Limit for Mean	95% for
17	ARCS Score	147.1	13.6	140.1		154.1	

Attention Score	31.6	4.3	29.5	33.8
Relevance Score	40.6	4.5	38.3	42.9
Confidence Score	35.7	4.6	33.3	38.0
Satisfaction Score	39.2	3.7	37.3	41.3

Table 4.83 summarizes the frequency of scores for students assigned to Instructor EXPF3.

Table 4.83

Frequencies of student scores for the Course Interest Survey Assigned to Instructor Experimental F3.

N	Variable	Mean	Standard Deviation	Lower 95% Confidence Limit for Mean	Upper 95% Confidence Limit for Mean
21	ARCS Score	141.5	18.6	133.1	150.0
	Attention Score	30.3	5.8	27.7	33.0
	Relevance Score	39.2	5.9	36.5	41.9
	Confidence Score	35.1	3.8	33.4	36.9
	Satisfaction Score	36.9	6.4	34.0	39.8

The box and whisker plots in Figure 4.7 highlight the range of observations for the students' ARCS Score with regard to the experimental and control groups with the assigned faculty member. The blue diamond is the median or middle value, and the blue line within the box is the mean. The large box is referred to as the interquartile range and 50% of observations are contained within this box. Whiskers are the two tails

on the box. The end of the upper tail is the maximum value and the end of the lower tail is the minimum. Each whisker contains 25% of the observations. Due to the size of the box and whisker plots for control groups 1 and 2, it can be said that there was a great deal of variation in the responses for assigned faculty members 1 and 2.

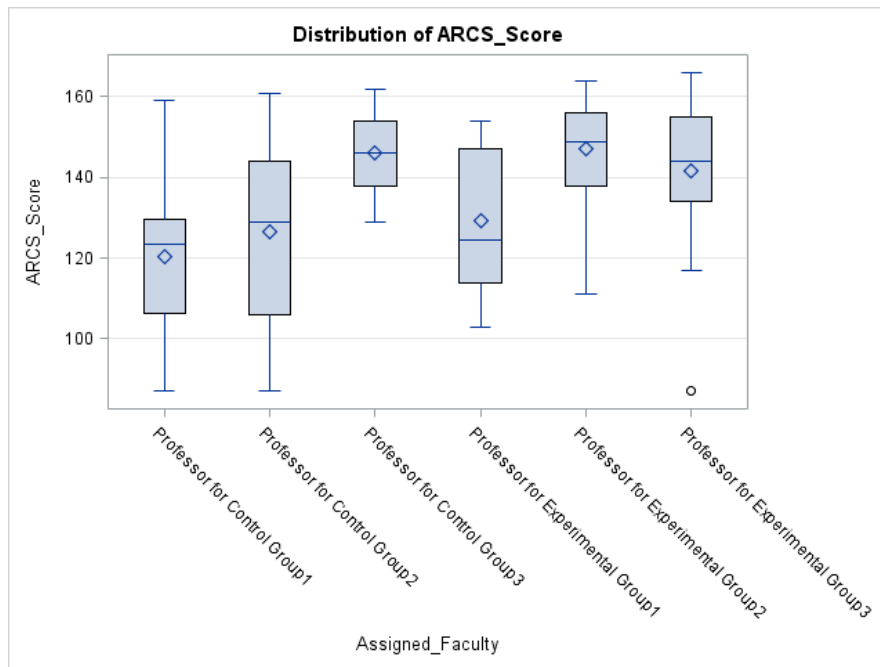


Figure 4.7. Distribution of ARCS Score

A test for an overall difference between the control groups and experimental groups with ARCS Score was done with a two-tailed t-test. The results of the test were statistically significant $t(\alpha = 0.05, 107) = 2.33$ with a p -value = 0.0218. Thus it can be said that students in the experimental groups had higher ARCS Scores than the students in the control groups. Table 4.84 shows the distribution of ARCS scores.

Table 4.84

Distribution of ARCS Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	53	130.6	21.2	87.0	162.0
Experimental Groups	56	139.3	17.9	87.0	166.0

Attention. The box and whisker plots in Figure 4.8 highlight the range of observations for the students' Attention Score with regard to the experimental and control groups with the assigned faculty member.

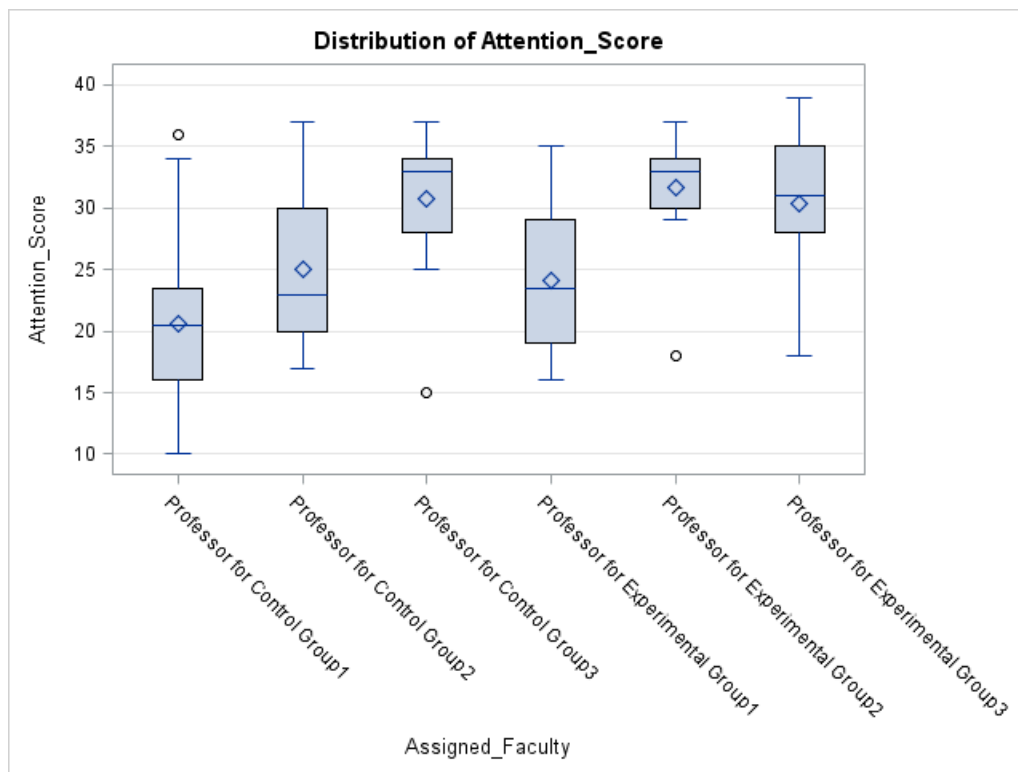


Figure 4.8. Distribution of Attention Scores

An overall difference between the three control groups and the three experimental was tested with a two-tailed t-test. This generated statistically significant results $t(\alpha = 0.05, 107) = 2.55$ with a $p\text{-value} = 0.0123$. Table 4.85 shows the distribution of Attention scores.

Table 4.85

Distribution of Attention Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	53	25.4	7.3	10.0	37.0
Experimental Groups	56	28.7	6.2	16.0	39.0

Table 4.86 shows the distribution of Attention Scores among the individual control and experimental groups.

Table 4.86

Distribution of Attention Scores among Individual Groups

Group	N	Mean	Standard Deviation	Minimum	Maximum
CON1	17	20.6	7.1	10	36
CON2	19	25	5.8	17	37
CON3	17	30.8	5.4	15	37
EXP1	18	24.1	5.7	16	35
EXP2	17	31.6	4.3	18	37
EXP3	21	30.3	5.8	18	39

Table 4.87 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Control Group 1.

Table 4.87

Item Analysis of Attention Questions for Students Assigned to Control Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q1. The instructor knows how to make us feel enthusiastic about the subject matter of the course.	17	3	1	1	5
Q4. This course has very little in it that captures my attention.*	17	2.6	1.2	1	5
Q10. The instructor creates suspense when building up to a point during a class.	17	2.4	1.1	1	5
Q15. The students in this course seem curious about the subject matter.	17	2.7	1.2	1	5
Q21. The instructor does unusual or surprising things that are interesting.	17	2.1	1.4	1	5
Q24. The instructor uses an interesting variety of teaching techniques.	17	2.6	1.4	1	5
Q26. I often daydream while in this course.*	17	2.2	1.1	1	4
Q29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.	17	3.1	1.1	1	5

*Questions required reverse coding as per the survey coding guide.

Table 4.88 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.88

Item Analysis of Attention Questions for Students Assigned to Control Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q1. The instructor knows how to make us feel enthusiastic about the subject matter of the course.	19	3.9	1.0	2	5
Q4. This course has very little in it that captures my attention.*	19	3.5	1.2	1	5
Q10. The instructor creates suspense when building up to a point during a class.	19	2.5	0.9	1	4
Q15. The students in this course seem curious about the subject matter.	19	2.8	0.9	1	4
Q21. The instructor does unusual or surprising things that are interesting.	19	2.8	1.2	1	5
Q24. The instructor uses an interesting variety of teaching techniques.	19	3.4	1.0	1	5
Q26. I often daydream while in this course.*	19	2.8	1.3	1	5
Q29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.	19	3.2	1.0	2	5

*Questions required reverse coding as per the survey coding guide.

Table 4.89 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Control Group 3.

Table 4.89

Item Analysis of Attention Questions for Students Assigned to Control Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q1. The instructor knows how to make us feel enthusiastic about the subject matter of the course.	17	4.5	0.7	3	5
Q4. This course has very little in it that captures my attention.*	17	4.4	0.9	2	5
Q10. The instructor creates	17	3.1	1.0	1	5

suspense when building up to a point during a class.					
Q15. The students in this course seem curious about the subject matter.	17	3.6	1.0	1	5
Q21. The instructor does unusual or surprising things that are interesting.	17	3.9	1.2	1	5
Q24. The instructor uses an interesting variety of teaching techniques.	17	3.8	1.3	1	5
Q26. I often daydream while in this course.*	17	3.8	1.0	1	5
Q29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.	17	3.6	0.8	2	5

*Questions required reverse coding as per the survey coding guide.

Table 4.90 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Experimental Group 1.

Table 4.90

Item Analysis of Attention Questions for Students Assigned to Experimental Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q1. The instructor knows how to make us feel enthusiastic about the subject matter of the course.	18	3.5	1.0	1	5
Q4. This course has very little in it that captures my attention.*	18	3.1	1.1	1	5
Q10. The instructor creates suspense when building up to a point during a class.	18	2.7	0.8	1	4
Q15. The students in this course seem curious about the subject matter.	18	2.7	1.3	1	5
Q21. The instructor does unusual or surprising things that are interesting.	18	2.5	1.0	1	5
Q24. The instructor uses an interesting variety of teaching techniques.	18	3.4	1.0	2	5
Q26. I often daydream while in this course.*	18	2.8	1.1	1	5

Q29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.	18	3.3	1.1	2	5
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*Questions required reverse coding as per the survey coding guide.

Table 4.91 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Experimental Group 2.

Table 4.91

Item Analysis of Attention Questions for Students Assigned to Experimental Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q1. The instructor knows how to make us feel enthusiastic about the subject matter of the course.	17	4.5	0.6	3	5
Q4. This course has very little in it that captures my attention.*	17	4.2	1	2	5
Q10. The instructor creates suspense when building up to a point during a class.	17	2.8	1	1	5
Q15. The students in this course seem curious about the subject matter.	17	4.1	1.1	1	5
Q21. The instructor does unusual or surprising things that are interesting.	17	3.8	1	1	5
Q24. The instructor uses an interesting variety of teaching techniques.	17	4.2	0.9	3	5
Q26. I often daydream while in this course.*	17	4.1	1	1	5
Q29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.	17	4	0.9	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.92 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Experimental Group 3.

Table 4.92

Item Analysis of Attention Questions for Students Assigned to Experimental Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q1. The instructor knows how to make us feel enthusiastic about the subject matter of the course.	21	4.5	0.5	4	5
Q4. This course has very little in it that captures my attention.*	21	3.5	1.2	1	5
Q10. The instructor creates suspense when building up to a point during a class.	21	3.6	1.2	1	5
Q15. The students in this course seem curious about the subject matter.	21	3.5	1.3	1	5
Q21. The instructor does unusual or surprising things that are interesting.	21	3.6	1.2	1	5
Q24. The instructor uses an interesting variety of teaching techniques.	21	4	1	2	5
Q26. I often daydream while in this course.*	21	3.8	1.2	1	5
Q29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.	21	3.9	1.2	1	5

*Questions required reverse coding as per the survey coding guide.

Relevance. With the box and whiskers plot in Figure 4.9, there is a great deal of variation in the students' relevance scores for assigned faculty 1 in control group 1. Again the distribution of students' relevance scores toward the assigned faculty member is compacted for control group 3 and experimental group 2.

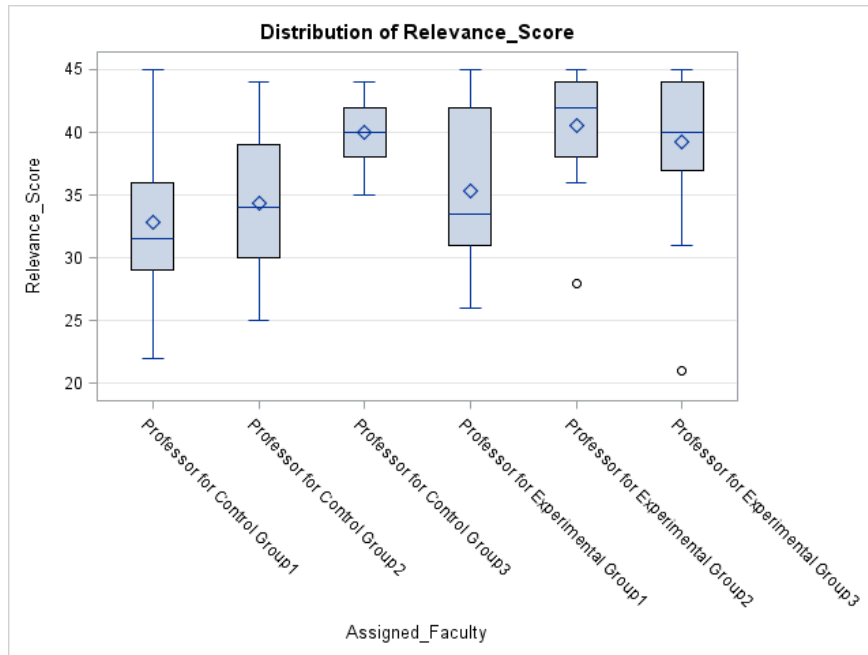


Figure 4.9. Distribution of Relevance Scores

A paired t-test between the three control groups and the three experimental groups revealed a statistically significant difference $t(\alpha = 0.05, 107) = 2.38$ with a $p\text{-value} = 0.0191$ that favored the responses for relevance scores by students in the experimental groups. Table 4.93 shows the distribution of Relevance scores.

Table 4.93

Distribution of Relevance Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	53	35.6	6.0	22.0	45.0
Experimental Groups	56	38.4	6.0	21.0	45.0

Table 4.94 shows the distribution of Relevance Scores among the individual control and experimental groups.

Table 4.94

Distribution of Relevance Scores among Individual Groups

Group	N	Mean	Standard Deviation	Minimum	Maximum
CON1	17	32.8	6.2	22	45
CON2	19	34.3	6.0	25	44
CON3	17	40	2.7	35	44
EXP1	18	35.3	6.4	26	45
EXP2	17	40.6	4.5	28	45
EXP3	21	39.2	5.9	21	45

Table 4.95 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Control Group 1.

Table 4.95

Item Analysis of Relevance Questions for Students Assigned to Control Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q2. The things I am learning in this course will be useful to me.	17	3.9	1.4	1	5
Q5. The instructor makes the subject matter of this course seem important.	17	3.4	1.1	1	5
Q8. I do NOT see how the content of this course relates to anything I already know.*	17	4	1.4	1	5
Q13. In this course, I can try to set and achieve high standards of excellence.	17	3.8	1	2	5
Q20. The content of this course relates to my expectations and goals.	17	3.5	1.1	1	5
Q22. The students actively participate in this course.	17	2.6	1.4	1	5
Q23. To accomplish my goals, it is important that I do well in this course.	17	3.6	1.3	1	5
Q25. I do NOT think I will benefit much from this course.*	17	3.8	1.2	1	5
Q28. The personal benefits of this course are clear to me.	17	4.2	1	2	5

*Questions required reverse coding as per the survey coding guide.

Table 4.96 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.96

Item Analysis of Relevance Questions for Students Assigned to Control Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q2. The things I am learning in this course will be useful to me.	19	3.8	1.2	2	5
Q5. The instructor makes the subject matter of this course seem important.	19	3.8	1	2	5
Q8. I do NOT see how the content of this course relates to anything I already know.*	19	4	0.9	2	5
Q13. In this course, I can try to set and achieve high standards of excellence.	19	3.8	1.1	1	5
Q20. The content of this course relates to my expectations and goals.	19	3.3	1	2	5
Q22. The students actively participate in this course.	19	3.5	1	2	5
Q23. To accomplish my goals, it is important that I do well in this course.	19	3.9	1.2	1	5
Q25. I do NOT think I will benefit much from this course.*	19	3.9	1.1	2	5
Q28. The personal benefits of this course are clear to me.	19	4.3	0.9	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.97 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Control Group 3.

Table 4.97

Item Analysis of Relevance Questions for Students Assigned to Control Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q2. The things I am learning in this course will be useful to me.	17	4.2	0.9	2	5
Q5. The instructor makes the subject matter of this course seem important.	17	4.2	0.6	3	5

Q8. I do NOT see how the content of this course relates to anything I already know.*	17	4.5	0.6	3	5
Q13. In this course, I can try to set and achieve high standards of excellence.	17	4.4	0.7	3	5
Q20. The content of this course relates to my expectations and goals.	17	4.2	0.8	3	5
Q22. The students actively participate in this course.	17	4.5	0.6	3	5
Q23. To accomplish my goals, it is important that I do well in this course.	17	4.6	0.8	2	5
Q25. I do NOT think I will benefit much from this course.*	17	4.5	0.6	3	5
Q28. The personal benefits of this course are clear to me.	17	4.7	0.6	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.98 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Experimental Group 1.

Table 4.98

Item Analysis of Relevance Questions for Students Assigned to Experimental Group 1.

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q2. The things I am learning in this course will be useful to me.	18	4.0	0.8	3	5
Q5. The instructor makes the subject matter of this course seem important.	18	3.8	1.0	2	5
Q8. I do NOT see how the content of this course relates to anything I already know.*	18	4.4	0.9	3	5
Q13. In this course, I can try to set and achieve high standards of excellence.	18	3.7	1.0	2	5
Q20. The content of this course relates to my expectations and goals.	18	3.9	1.0	2	5
Q22. The students actively participate in this course.	18	3.1	1.4	1	5
Q23. To accomplish my goals, it is important that I do well in this course.	18	4.2	0.9	2	5
Q25. I do NOT think I will benefit much from this course.*	18	3.9	1.1	2	5

Q28. The personal benefits of this course are clear to me.	18	4.1	0.8	3	5
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*Questions required reverse coding as per the survey coding guide.

Table 4.99 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Experimental Group 2.

Table 4.99

Item Analysis of Relevance Questions for Students Assigned to Experimental Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q2. The things I am learning in this course will be useful to me.	17	4.5	0.7	3	5
Q5. The instructor makes the subject matter of this course seem important.	17	4.5	0.6	3	5
Q8. I do NOT see how the content of this course relates to anything I already know.*	17	4.9	0.3	4	5
Q13. In this course, I can try to set and achieve high standards of excellence.	17	4.5	0.7	3	5
Q20. The content of this course relates to my expectations and goals.	17	3.9	1.0	2	5
Q22. The students actively participate in this course.	17	4.5	0.7	3	5
Q23. To accomplish my goals, it is important that I do well in this course.	17	4.4	0.9	2	5
Q25. I do NOT think I will benefit much from this course.*	17	4.8	0.6	3	5
Q28. The personal benefits of this course are clear to me.	17	4.5	0.6	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.100 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Experimental Group 3.

Table 4.100

Item Analysis of Relevance Questions for Students Assigned to Experimental Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q2. The things I am learning in this course will be useful to me.	21	4.3	1.1	2	5
Q5. The instructor makes the subject matter of this course seem important.	21	4.6	0.7	3	5
Q8. I do NOT see how the content of this course relates to anything I already know.*	21	4.5	0.9	3	5
Q13. In this course, I can try to set and achieve high standards of excellence.	21	4.5	0.7	3	5
Q20. The content of this course relates to my expectations and goals.	21	3.8	1.2	1	5
Q22. The students actively participate in this course.	21	4.1	1.1	2	5
Q23. To accomplish my goals, it is important that I do well in this course.	21	4.4	1.0	2	5
Q25. I do NOT think I will benefit much from this course.*	21	4.5	0.8	2	5
Q28. The personal benefits of this course are clear to me.	21	4.5	1.1	1	5

*Questions required reverse coding as per the survey coding guide.

Confidence. There is not enough variation in the confidence scores. This is further reflected in the interaction and box and whiskers plots in Figure 4.10. It should be noted that the students had a uniformly high level of confidence in all control groups and experimental groups.

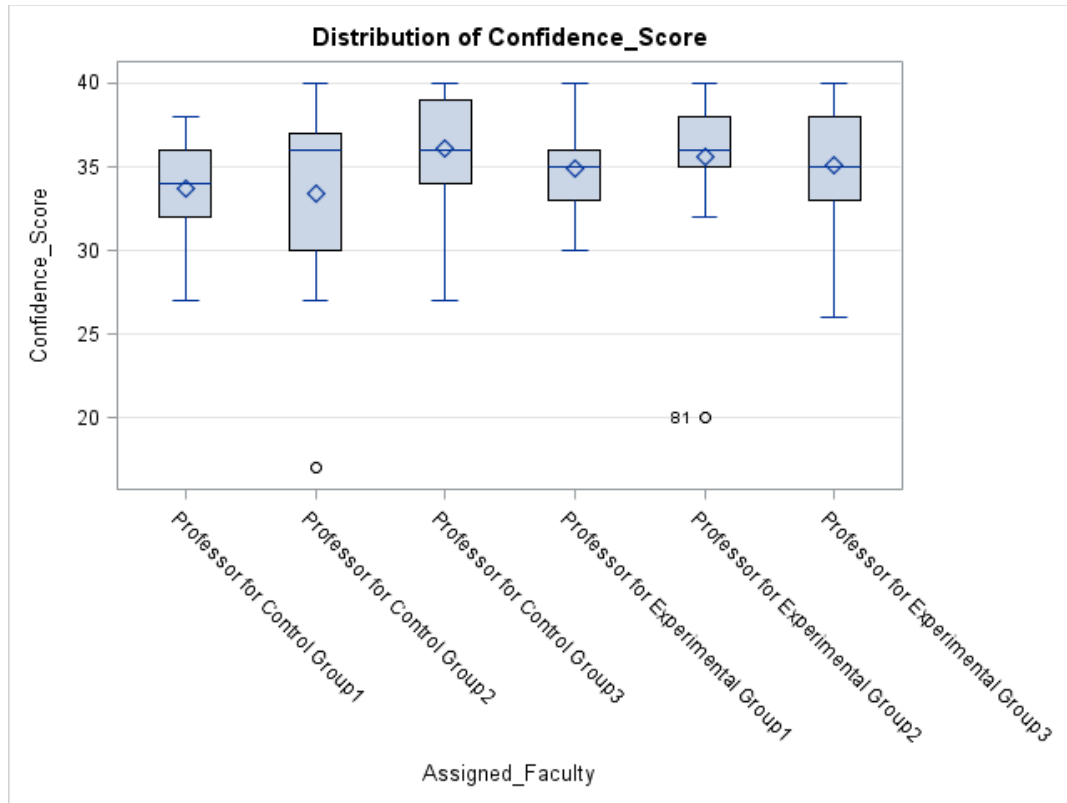


Figure 4.10. Distribution of Confidence Scores

Table 4.101 shows the distribution of Confidence scores.

Table 4.101

Distribution of Confidence Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	53	34.3	4.4	17.0	40.0
Experimental Groups	56	35.2	3.7	20.0	40.0

Table 4.102 shows the distribution of Confidence Scores among the individual control and experimental groups.

Table 4.102

Distribution of Confidence Scores among Individual Groups

Group	N	Mean	Standard Deviation	Minimum	Maximum
CON1	17	33.6	3.1	27	38
CON2	19	33.4	5.7	17	40
CON3	17	36.1	3.6	27	40
EXP1	18	34.9	2.7	30	40
EXP2	17	35.6	4.6	20	40
EXP3	21	35.1	3.8	26	40

Table 4.103 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Control Group 1.

Table 4.103

Item Analysis of Confidence Questions for Students Assigned to Control Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q3. I feel confident that I will do well in this course.	17	4.4	0.8	2	5
Q6. You have to be lucky to get good grades in this course.*	17	4.6	1.1	1	5
Q9. Whether or not I succeed in this course is up to me.	17	4.6	0.6	3	5
Q11. The subject matter of this course is just too difficult for me.*	17	4.9	0.2	4	5
Q17. It is difficult to predict what grade the instructor will give my assignments.*	17	3.4	1.1	1	5
Q27. As I am taking this course, I believe that I can succeed if I try hard enough.	17	4.6	0.8	2	5
Q30. I find the challenge level in this course to be about right: neither too easy and not too hard.	17	3.4	1.3	1	5
Q34. I get enough feedback to know how well I'm doing.	17	3.8	1.0	2	5

*Questions required reverse coding as per the survey coding guide.

Table 4.104 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.104

Item Analysis of Confidence Questions for Students Assigned to Control Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q3. I feel confident that I will do well in this course.	19	4.1	0.9	2	5
Q6. You have to be lucky to get good grades in this course.*	19	3.9	1.4	1	5
Q9. Whether or not I succeed in this course is up to me.	19	4.4	1.0	1	5
Q11. The subject matter of this course is just too difficult for me.*	19	4.8	0.4	4	5
Q17. It is difficult to predict what grade the instructor will give my assignments.*	19	3.6	1.3	1	5
Q27. As I am taking this course, I believe that I can succeed if I try hard enough.	19	4.4	0.8	2	5
Q30. I find the challenge level in this course to be about right: neither too easy and not too hard.	19	3.8	1.1	2	5
Q34. I get enough feedback to know how well I'm doing.	19	4.4	0.8	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.105 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Control Group 3.

Table 4.105

Item Analysis of Confidence Questions for Students Assigned to Control Group 3.

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q3. I feel confident that I will do well in this course.	17	4.6	0.6	3	5
Q6. You have to be lucky to get good grades in this course.*	17	4.6	0.7	3	5
Q9. Whether or not I succeed in this course is up to me.	17	4.6	0.7	3	5
Q11. The subject matter of this course is just too difficult for me.*	17	4.6	0.6	3	5
Q17. It is difficult to predict what grade the instructor will give my assignments.*	17	4.2	0.9	2	5
Q27. As I am taking this course, I believe that I can succeed if I try hard enough.	17	4.8	0.4	4	5
Q30. I find the challenge level in this course to be about right: neither too easy and not too hard.	17	4.1	1.0	2	5
Q34. I get enough feedback to know how well I'm doing.	17	4.4	0.7	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.106 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Experimental Group 1.

Table 4.106

Item Analysis of Confidence Questions for Students Assigned to Experimental Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q3. I feel confident that I will do well in this course.	18	4.6	0.6	3	5
Q6. You have to be lucky to get good grades in this course.*	18	4.1	1.5	1	5
Q9. Whether or not I succeed in this course is up to me.	18	4.8	0.4	4	5
Q11. The subject matter of this	18	4.9	0.2	4	5

course is just too difficult for me.*					
Q17. It is difficult to predict what grade the instructor will give my assignments.*	18	3.4	1.0	2	5
Q27. As I am taking this course, I believe that I can succeed if I try hard enough.	18	4.7	0.5	4	5
Q30. I find the challenge level in this course to be about right: neither too easy and not too hard.	18	3.9	1.2	1	5
Q34. I get enough feedback to know how well I'm doing.	18	4.3	0.8	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.107 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Experimental Group 2.

Table 4.107

Item Analysis of Confidence Questions for Students Assigned to Experimental Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q3. I feel confident that I will do well in this course.	17	4.5	0.6	3	5
Q6. You have to be lucky to get good grades in this course.*	17	4.6	1.0	1	5
Q9. Whether or not I succeed in this course is up to me.	17	4.7	0.8	2	5
Q11. The subject matter of this course is just too difficult for me.*	17	4.7	1.0	1	5
Q17. It is difficult to predict what grade the instructor will give my assignments.*	17	4.1	1.1	1	5
Q27. As I am taking this course, I believe that I can succeed if I try hard enough.	17	4.5	0.8	2	5
Q30. I find the challenge level in this course to be about right: neither too easy and not too hard.	17	3.8	1.2	2	5
Q34. I get enough feedback to know how well I'm doing.	17	4.7	0.5	4	5

*Questions required reverse coding as per the survey coding guide.

Table 4.108 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Experimental Group 3.

Table 4.108

Item Analysis of Confidence Questions for Students Assigned to Experimental Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q3. I feel confident that I will do well in this course.	21	4.1	0.8	2	5
Q6. You have to be lucky to get good grades in this course.*	21	4.6	0.7	3	5
Q9. Whether or not I succeed in this course is up to me.	21	4.9	0.4	4	5
Q11. The subject matter of this course is just too difficult for me.*	21	4.5	0.9	2	5
Q17. It is difficult to predict what grade the instructor will give my assignments.*	21	3.8	1.2	1	5
Q27. As I am taking this course, I believe that I can succeed if I try hard enough.	21	4.8	0.5	3	5
Q30. I find the challenge level in this course to be about right: neither too easy and not too hard.	21	3.7	1.3	1	5
Q34. I get enough feedback to know how well I'm doing.	21	4.8	0.5	3	5

*Questions required reverse coding as per the survey coding guide.

Satisfaction. The box and whiskers plot in Figure 4.11 distribution for the control group 1 with assigned faculty member 1 contains a great deal of variability. Conversely, the distributions for experimental group 2 and control group 3 are more compact, indicating lower variability and a higher concentration of satisfaction scores around the mean.

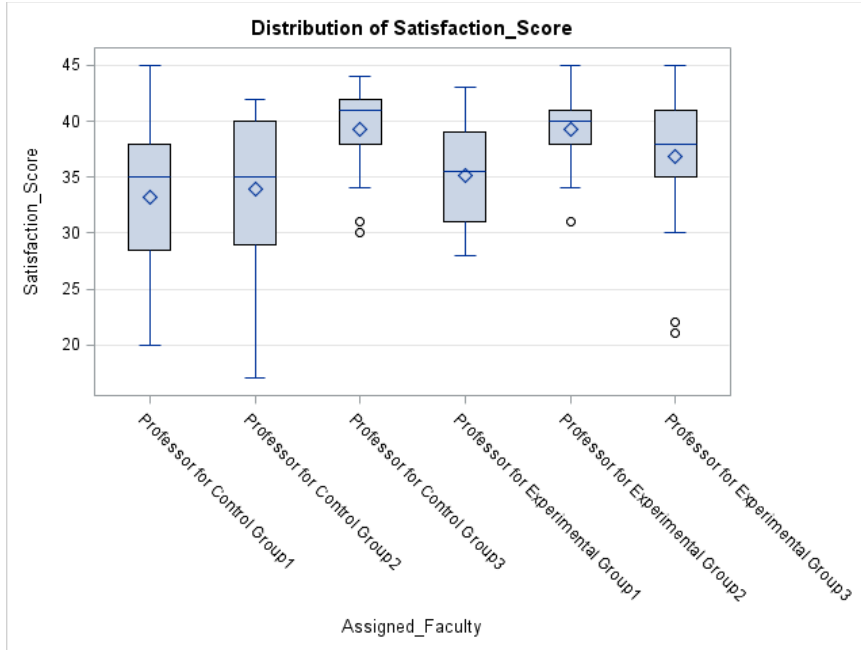


Figure 4.11. Distribution of Satisfaction Scores

However, a two-tailed students' t-test between the three control groups and three experimental groups was not statistically significant. Table 4.109 shows the distribution of Relevance scores.

Table 4.109

Distribution of Satisfaction Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	53	35.2	6.9	17.0	45.0
Experimental Groups	56	37.0	5.3	21.0	45.0

Table 4.110 shows the distribution of Confidence Scores among the individual control and experimental groups.

Table 4.110

Distribution of Confidence Scores among Individual Groups

Group	N	Mean	Standard Deviation	Minimum	Maximum
CON1	17	32.8	7.5	20	45
CON2	19	33.9	7.1	17	42
CON3	17	39.2	4.1	30	44
EXP1	18	35.1	4.6	28	43
EXP2	17	39.2	3.7	31	45
EXP3	21	36.9	6.4	21	45

Table 4.111 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Control Group 1.

Table 4.111

Item Analysis of Satisfaction Questions for Students Assigned to Control Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q7. I have to work hard to succeed in this course.*	17	3.6	1.2	1	5
Q12. I feel that this course gives me a lot of satisfaction.	17	2.7	1.3	1	5
Q14. I feel that the grades or other recognition I receive are fair compared to other students.	17	4.1	1.1	1	5
Q16. I enjoy working for this class.	17	3.1	1.1	1	5
Q18. I am pleased with the instructor's evaluations of my work compared to how well I think I have done.	17	3.9	1.0	2	5
Q19. I feel satisfied with what I am getting from this course.	17	3.6	1.2	1	5
Q31. I feel rather disappointed with this course.*	17	3.8	1.6	1	5
Q32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback.	17	3.7	1.6	2	5
Q33. The amount of work I have to	17	4.2	1.1	1	5

do is appropriate for this type of course.					
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*Questions required reverse coding as per the survey coding guide.

Table 4.112 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.112

Item Analysis of Satisfaction Questions for Students Assigned to Control Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q7. I have to work hard to succeed in this course.*	19	3.6	1.1	1	5
Q12. I feel that this course gives me a lot of satisfaction.	19	2.9	1.0	1	5
Q14. I feel that the grades or other recognition I receive are fair compared to other students.	19	4.3	1.0	1	5
Q16. I enjoy working for this class.	19	2.8	1.3	1	5
Q18. I am pleased with the instructor's evaluations of my work compared to how well I think I have done.	19	3.7	1.2	1	5
Q19. I feel satisfied with what I am getting from this course.	19	4.1	1.0	2	5
Q31. I feel rather disappointed with this course.*	19	4.3	1.3	1	5
Q32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback.	19	4.3	0.9	2	5
Q33. The amount of work I have to do is appropriate for this type of course.	19	4.1	1.0	1	5

*Questions required reverse coding as per the survey coding guide.

Table 4.113 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Control Group 3.

Table 4.113

Item Analysis of Satisfaction Questions for Students Assigned to Control Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q7. I have to work hard to succeed in this course.*	17	3.7	1.4	1	5
Q12. I feel that this course gives me a lot of satisfaction.	17	4	0.9	2	5
Q14. I feel that the grades or other recognition I receive are fair compared to other students.	17	4.3	0.8	3	5
Q16. I enjoy working for this class.	17	4.1	1.0	2	5
Q18. I am pleased with the instructor's evaluations of my work compared to how well I think I have done.	17	4.6	0.6	3	5
Q19. I feel satisfied with what I am getting from this course.	17	4.7	0.6	3	5
Q31. I feel rather disappointed with this course.*	17	4.9	0.3	4	5
Q32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback.	17	4.5	0.9	2	5
Q33. The amount of work I have to do is appropriate for this type of course.	17	4.5	0.9	2	5

*Questions required reverse coding as per the survey coding guide.

Table 4.114 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Experimental Group 1.

Table 4.114

Item Analysis of Satisfaction Questions for Students Assigned to Experimental Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q7. I have to work hard to succeed in this course.*	18	3.7	1.5	1	5

Q12. I feel that this course gives me a lot of satisfaction.	18	2.8	1.2	1	5
Q14. I feel that the grades or other recognition I receive are fair compared to other students.	18	4.3	0.7	3	5
Q16. I enjoy working for this class.	18	3.1	1.2	1	5
Q18. I am pleased with the instructor's evaluations of my work compared to how well I think I have done.	18	4.4	0.7	3	5
Q19. I feel satisfied with what I am getting from this course.	18	3.9	1.3	1	5
Q31. I feel rather disappointed with this course.*	18	4.4	0.8	3	5
Q32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback.	18	4.3	0.8	2	5
Q33. The amount of work I have to do is appropriate for this type of course.	18	4.2	0.7	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.115 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Experimental Group 2.

Table 4.115

Item Analysis of Satisfaction Questions for Students Assigned to Experimental Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q7. I have to work hard to succeed in this course.*	17	3.6	1.2	1	5
Q12. I feel that this course gives me a lot of satisfaction.	17	4.1	1.2	1	5
Q14. I feel that the grades or other recognition I receive are fair compared to other students.	17	4.8	0.6	3	5
Q16. I enjoy working for this class.	17	4.4	0.9	3	5
Q18. I am pleased with the	17	4	1.1	1	5

instructor's evaluations of my work compared to how well I think I have done.					
Q19. I feel satisfied with what I am getting from this course.	17	4.2	0.8	3	5
Q31. I feel rather disappointed with this course.*	17	4.9	0.3	4	5
Q32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback.	17	4.8	0.4	4	5
Q33. The amount of work I have to do is appropriate for this type of course.	17	4.5	0.7	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.116 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Experimental Group 3.

Table 4.116

Item Analysis of Satisfaction Questions for Students Assigned to Experimental Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q7. I have to work hard to succeed in this course.*	21	4.0	1.2	1	5
Q12. I feel that this course gives me a lot of satisfaction.	21	3.2	1.1	1	5
Q14. I feel that the grades or other recognition I receive are fair compared to other students.	21	4.6	1.0	2	5
Q16. I enjoy working for this class.	21	3.5	1.2	1	5
Q18. I am pleased with the instructor's evaluations of my work compared to how well I think I have done.	21	4.2	1.0	2	5
Q19. I feel satisfied with what I am getting from this course.	21	4.1	1.1	1	5
Q31. I feel rather disappointed with this course.*	21	4.6	0.8	2	5
Q32. I feel that I get enough	21	4.7	0.6	3	5

recognition of my work in this course by means of grades, comments, or other feedback.					
Q33. The amount of work I have to do is appropriate for this type of course.	21	4.2	1.3	1	5

*Questions required reverse coding as per the survey coding guide.

In summary, there was statistical significance revealing that students in the three experimental classes achieved higher scores on the Course Interest Survey overall. There was statistical significant that favored the responses for attention scores and relevance scores by students in the experimental groups. There was not statistical significant between the students in the experimental and control classes in terms of their responses to the confidence scores. All students' confidence scores were very high. There was also no statistical significance between the students' responses to the satisfaction scores.

Analysis of Instructional Materials Motivation Survey. The Instructional Materials Motivation Survey (Appendix K), validated by Keller (2010) consisted of 36 questions with response scales ranging from 1 to 5 (1= Not True, 2 = Slightly True, 3 = Moderately True, 4 = Mostly True, 5 = Very True). Questions are categorized according to attention, relevance, confidence, and satisfaction. The Instructional Materials Motivation Survey consists of a combination of positive and negative statements. For coding reverse statements, scores had to be adjusted based on the scoring guide outlined in Table 4.117.

Table 4.117

Scoring Guide for Instructional Materials Motivation Survey Administered to Students

Attention	Relevance	Confidence	Satisfaction
36	40	35	39
42	43	37 (reverse)	48
45	44	38	55
46 (reverse)	50	41 (reverse)	66
49 (reverse)	52	47	70
51	57	53 (reverse)	
54	60 (reverse)	59	
56 (reverse)	64	68 (reverse)	
58	67	69	
62			
63 (reverse)			
65 (reverse)			

Table 4.118 outlines the maximum score that a student could achieve on the instructional materials motivation survey.

Table 4.118

Maximum Overall Score and Subscale Scores for the Instructional Materials Motivation Survey

Scale	Number of Questions	Score
Overall ARCS	36	180
Attention	12	60
Relevance	9	45
Confidence	9	45
Satisfaction	6	30

The data for the Instructional Materials Motivation Survey was recorded in Excel and loaded into SAS 9.3 for analysis. Table 4.119 summarizes the frequency of scores for students assigned to Instructor CONF1.

Table 4.119

Frequencies of student scores for the Instructional Materials Motivation Survey Assigned to Instructor Control F1

N	Variable	Mean	Standard Deviation	Lower 95% Confidence Limit for Mean	Upper 95% Confidence Limit for Mean
17	ARCS Score	118.3	24.3	105.8	130.8
	Attention Score	34.4	10.0	29.3	39.5
	Relevance Score	30.2	6.3	27.0	33.5
	Confidence Score	34.5	5.6	31.7	37.4
	Satisfaction Score	19.1	6.0	16.1	22.2

Table 4.120 summarizes the frequency of scores for students assigned to Instructor Control F2.

Table 4.120

Frequencies of student scores for the Instructional Materials Motivation Survey Assigned to Instructor Control F2

N	Variable	Mean	Standard Deviation	Lower Confidence Limit for Mean	95% for	Upper Confidence Limit for Mean	95% for
19	ARCS Score	119.2	21.8	108.7		129.7	
	Attention Score	35.5	7.9	31.7		39.3	
	Relevance Score	30.3	6.1	27.4		33.3	
	Confidence Score	33.3	6.1	30.4		36.3	
	Satisfaction Score	20.1	5.7	17.3		22.8	

Table 4.121 summarizes the frequency of scores for students assigned to Instructor Control F 3.

Table 4.121

Frequencies of student scores for the Instructional Materials Motivation Survey Assigned to Instructor Control F3.

N	Variable	Mean	Standard Deviation	Lower Confidence Limit for Mean	95% for	Upper Confidence Limit for Mean	95% for
17	ARCS Score	139.1	12.2	132.8		145.3	
	Attention Score	42.5	5.9	39.4		45.5	
	Relevance Score	36.5	4.5	34.1		38.8	

Confidence Score	36.2	3.3	34.5	37.9
Satisfaction Score	23.9	3.4	22.1	25.6

Table 4.122 summarizes the frequency of scores for students assigned to Instructor Experimental F1.

Table 4.122

Frequencies of student scores for the Instructional Materials Motivation Survey Assigned to Instructor Experimental F1.

N	Variable	Mean	Standard Deviation	Lower Confidence Limit for Mean	95% for	Upper Confidence Limit for Mean	95% for
18	ARCS Score	131.7	19.8	121.8		141.5	
	Attention Score	38.4	8.3	34.3		42.5	
	Relevance Score	34.9	5.1	32.4		37.5	
	Confidence Score	36.4	4.2	34.4		38.5	
	Satisfaction Score	21.9	4.8	19.5		24.3	

Table 4.123 summarizes the frequency of scores for students assigned to Instructor Experimental F2.

Table 4.123

Frequencies of student scores for the Instructional Materials Motivation Survey Assigned to Instructor Experimental F2

N	Variable	Mean	Standard Deviation	Lower Confidence Limit for Mean	95% for	Upper Confidence Limit for Mean	95% for
17	ARCS Score	144.1	15.7	136.0		152.1	
	Attention Score	43.0	6.9	39.4		46.6	
	Relevance Score	37.7	4.3	35.5		39.9	
	Confidence Score	37.6	3.4	35.9		39.4	
	Satisfaction Score	25.7	3.7	23.8		27.6	

Table 4.124 summarizes the frequency of scores for students assigned to Instructor Experimental F3.

Table 4.124

Frequencies of student scores for the Instructional Materials Motivation Survey Assigned to Instructor Experimental F3

N	Variable	Mean	Standard Deviation	Lower Confidence Limit for Mean	95% for	Upper Confidence Limit for Mean	95% for
21	ARCS Score	129.4	32.0	114.8		144.0	
	Attention Score	37.5	13.4	31.4		43.6	
	Relevance Score	36.1	8.2	32.4		39.9	
	Confidence Score	33.6	7.3	30.3		37.0	
	Satisfaction	22.1	6.1	19.3		24.9	

Score

The box and whisker plots in Figure 4.12 highlight the variation for experimental group 3 and assigned faculty member 6 are high.

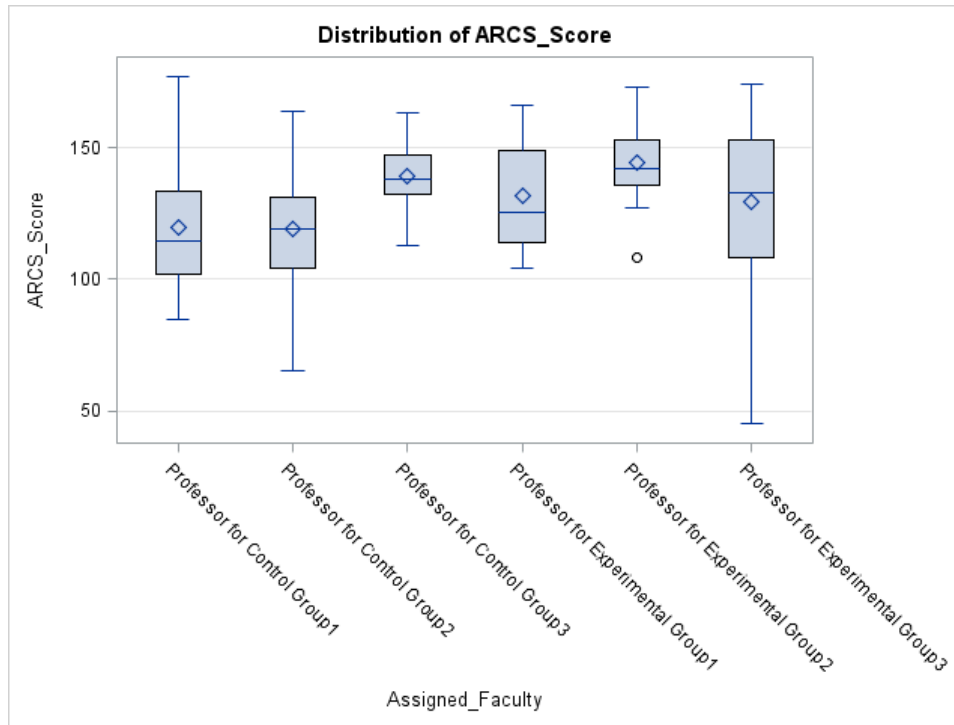


Figure 4.12. Distribution of ARCS Score

A test for an overall difference between the control groups and experimental groups with ARCS Score was done with a two-tailed t-test. The results of the test were statistically significant $t(\alpha = 0.05, 107) = 2.08$ with a $p\text{-value} = 0.0402$. Thus it can be said that students in the experimental groups had higher ARCS Scores than the students in the control groups. Table 4.125 shows the distribution of ARCS scores.

Table 4.125

Distribution of ARCS Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	53	125.3	22.0	65.0	177.0
Experimental Groups	56	134.6	24.6	45.0	174.0

The box and whisker plots in Figure 4.13 show that there was not a significant difference between the control groups and experimental groups with regard to Attention Score in the Instructional Materials Survey.

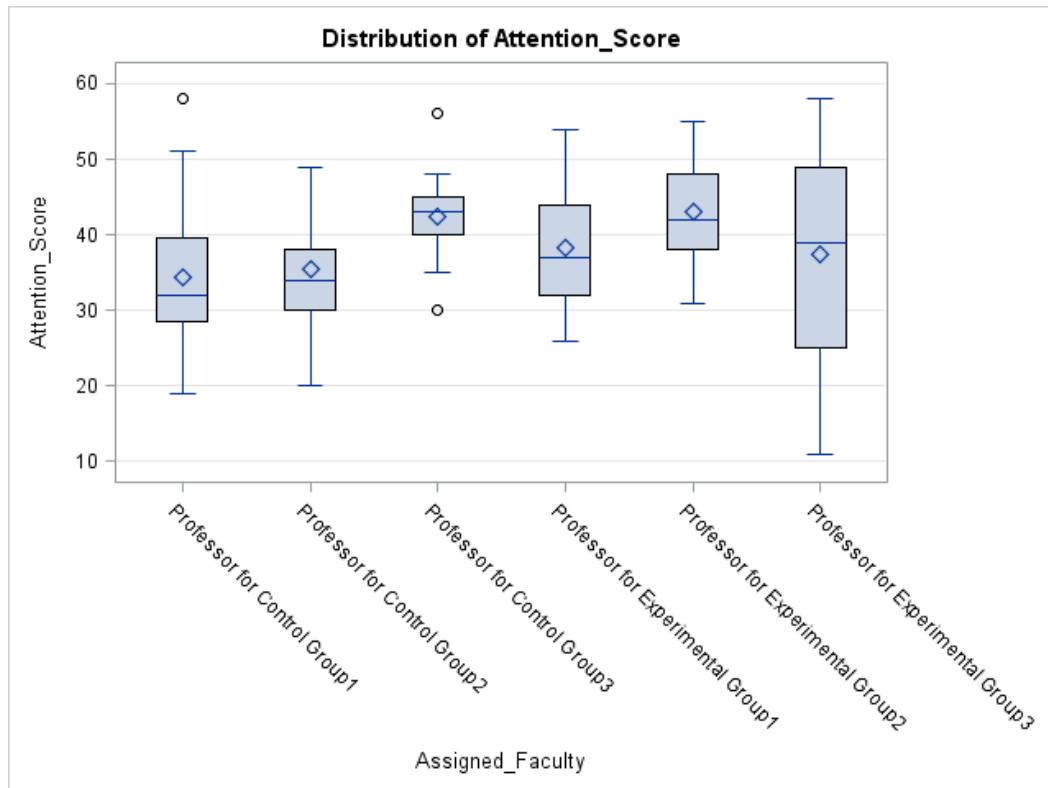


Figure 4.13. Distribution of Attention Scores

Table 4.126 shows the distribution of Attention scores.

Table 4.126

Distribution of Attention Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	53	37.4	8.7	19.0	58.0
Experimental Groups	56	39.5	10.3	11.0	58.0

Table 4.127 shows the distribution of Attention Scores among the individual control and experimental groups.

Table 4.127

Distribution of Attention Scores among Individual Groups

Group	N	Mean	Standard Deviation	Minimum	Maximum
CON1	17	34.4	10	19	58
CON2	19	35.5	7.9	20	49
CON3	17	42.5	5.9	30	56
EXP1	18	38.4	8.3	26	54
EXP2	17	43	6.9	31	55
EXP3	21	37.5	13.4	11	58

Table 4.128 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Control Group 1.

Table 4.128

Item Analysis of Attention Questions for Students Assigned to Control Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q36. There was something interesting at the beginning of this course that got my attention.	17	2.4	1.3	1	5
Q42. These course materials are eye-catching.	17	2.5	1.1	1	5

Q45. The quality of writing in the book helped to hold my attention.	17	3	1.5	1	5
Q46. This course is so abstract that it was hard to keep my attention.*	17	3.2	1.5	1	5
Q49. The pages of this book look dry and unappealing.*	17	3.1	1.4	1	5
Q51. The way the information is arranged on the pages helped keep my attention.	17	2.8	1.4	1	5
Q54. This course has things that stimulate my curiosity.	17	2.6	1.5	1	5
Q56. The amount of repetition in this course caused me to get bored sometimes.*	17	3	1.5	1	5
Q58. I learned some things that were surprising or unexpected.	17	3.2	1.6	1	5
Q62. The variety of reading passages, exercises, or other comments in the course, helped me feel rewarded for my effort.	17	2.5	1.2	1	5
Q63. The style of writing in the book is boring.*	17	2.6	1.6	1	5
Q65. There are so many words on each page of the book that it is irritating.*	17	3.5	1.4	1	5

*Questions required reverse coding as per the survey coding guide.

Table 4.129 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.129

Item Analysis of Attention Questions for Students Assigned to Control Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q36. There was something interesting at the beginning of this course that got my attention.	19	2.8	1.0	1	4
Q42. These course materials are eye-catching.	19	2.5	0.9	1	4
Q45. The quality of writing in the book helped to hold my attention.	19	2.7	1.3	1	5
Q46. This course is so abstract that it	19	4.5	0.6	3	5

was hard to keep my attention.*					
Q49. The pages of this book look dry and unappealing.*	19	3.2	1.3	1	5
Q51. The way the information is arranged on the pages helped keep my attention.	19	2.6	0.9	1	4
Q54. This course has things that stimulate my curiosity.	18	2.7	0.9	1	4
Q56. The amount of repetition in this course caused me to get bored sometimes.*	18	3.4	1.1	2	5
Q58. I learned some things that were surprising or unexpected.	18	2.9	1.1	1	5
Q62. The variety of reading passages, exercises, or other comments in the course, helped me feel rewarded for my effort.	18	2.8	1.0	2	5
Q63. The style of writing in the book is boring.*	18	2.9	1.3	1	5
Q65. There are so many words on each page of the book that it is irritating.*	18	3.3	1.4	1	5

*Questions required reverse coding as per the survey coding guide.

Table 4.130 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Control Group 3.

Table 4.130

Item Analysis of Attention Questions for Students Assigned to Control Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q36. There was something interesting at the beginning of this course that got my attention.	17	2.8	1.0	1	4
Q42. These course materials are eye-catching.	17	2.5	0.9	1	4
Q45. The quality of writing in the book helped to hold my attention.	17	2.7	1.3	1	5
Q46. This course is so abstract that it was hard to keep my attention.*	17	4.5	0.6	3	5
Q49. The pages of this book look dry	17	3.2	1.3	1	5

and unappealing.*					
Q51. The way the information is arranged on the pages helped keep my attention.	17	2.6	0.9	1	4
Q54. This course has things that stimulate my curiosity.	17	2.7	0.9	1	4
Q56. The amount of repetition in this course caused me to get bored sometimes.*	17	3.4	1.1	2	5
Q58. I learned some things that were surprising or unexpected.	17	2.9	1.1	1	5
Q62. The variety of reading passages, exercises, or other comments in the course, helped me feel rewarded for my effort.	17	2.8	1.0	2	5
Q63. The style of writing in the book is boring.*	17	2.9	1.3	1	5
Q65. There are so many words on each page of the book that it is irritating.*	17	3.3	1.4	1	5

*Questions required reverse coding as per the survey coding guide.

Table 4.131 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Experimental Group 1.

Table 4.131

Item Analysis of Attention Questions for Students Assigned to Experimental Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q36. There was something interesting at the beginning of this course that got my attention.	18	3	1	2	5
Q42. These course materials are eye-catching.	18	2.8	0.9	2	5
Q45. The quality of writing in the book helped to hold my attention.	18	2.5	1.5	1	5
Q46. This course is so abstract that it was hard to keep my attention.*	18	4.2	1.1	1	5
Q49. The pages of this book look dry and unappealing.*	18	2.8	1.2	1	5
Q51. The way the information is arranged on the pages helped keep	18	3.4	0.9	2	5

my attention.					
Q54. This course has things that stimulate my curiosity.	18	3.4	1	2	5
Q56. The amount of repetition in this course caused me to get bored sometimes.*	18	3.5	1.1	1	5
Q58. I learned some things that were surprising or unexpected.	18	3.7	1.2	2	5
Q62. The variety of reading passages, exercises, or other comments in the course, helped me feel rewarded for my effort.	18	3.2	1.4	1	5
Q63. The style of writing in the book is boring.*	18	2.8	1.1	1	5
Q65. There are so many words on each page of the book that it is irritating.*	18	3.1	1	1	5

*Questions required reverse coding as per the survey coding guide.

Table 4.132 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Experimental Group 2.

Table 4.132

Item Analysis of Attention Questions for Students Assigned to Experimental Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q36. There was something interesting at the beginning of this course that got my attention.	17	3.8	1.1	1	5
Q42. These course materials are eye-catching.	17	3.5	1.5	1	5
Q45. The quality of writing in the book helped to hold my attention.	17	2.4	1.2	1	5
Q46. This course is so abstract that it was hard to keep my attention.*	17	4.4	0.9	2	5
Q49. The pages of this book look dry and unappealing.*	17	2.7	1.4	1	5
Q51. The way the information is arranged on the pages helped keep my attention.	17	3.1	1.4	1	5
Q54. This course has things that	17	4.2	0.8	3	5

stimulate my curiosity.					
Q56. The amount of repetition in this course caused me to get bored sometimes.*	17	4.2	0.8	2	5
Q58. I learned some things that were surprising or unexpected.	17	4.2	1	2	5
Q62. The variety of reading passages, exercises, or other comments in the course, helped me feel rewarded for my effort.	17	3.9	0.9	3	5
Q63. The style of writing in the book is boring.*	17	2.7	1.4	1	5
Q65. There are so many words on each page of the book that it is irritating.*	17	3.9	1.3	1	5

*Questions required reverse coding as per the survey coding guide.

Table 4.133 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Experimental Group 3.

Table 4.133

Item Analysis of Attention Questions for Students Assigned to Experimental Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q36. There was something interesting at the beginning of this course that got my attention.	21	3.2	1.6	1	5
Q42. These course materials are eye-catching.	21	3.3	1.3	1	5
Q45. The quality of writing in the book helped to hold my attention.	21	2.7	1.5	1	5
Q46. This course is so abstract that it was hard to keep my attention.*	21	4	1.1	1	5
Q49. The pages of this book look dry and unappealing.*	21	2.7	1.4	1	5
Q51. The way the information is arranged on the pages helped keep my attention.	21	3	1.5	1	5
Q54. This course has things that stimulate my curiosity.	21	3.8	1.4	1	5
Q56. The amount of repetition in this course caused me to get bored	21	3.9	1	1	5

sometimes.*					
Q58. I learned some things that were surprising or unexpected.	21	3.9	0.9	2	5
Q62. The variety of reading passages, exercises, or other comments in the course, helped me feel rewarded for my effort.	21	3.6	1.5	1	5
Q63. The style of writing in the book is boring.*	21	2.7	1.6	1	5
Q65. There are so many words on each page of the book that it is irritating.*	21	3.1	1.7	1	5

*Questions required reverse coding as per the survey coding guide.

Figure 4.14 shows the distribution of Relevance Scores.

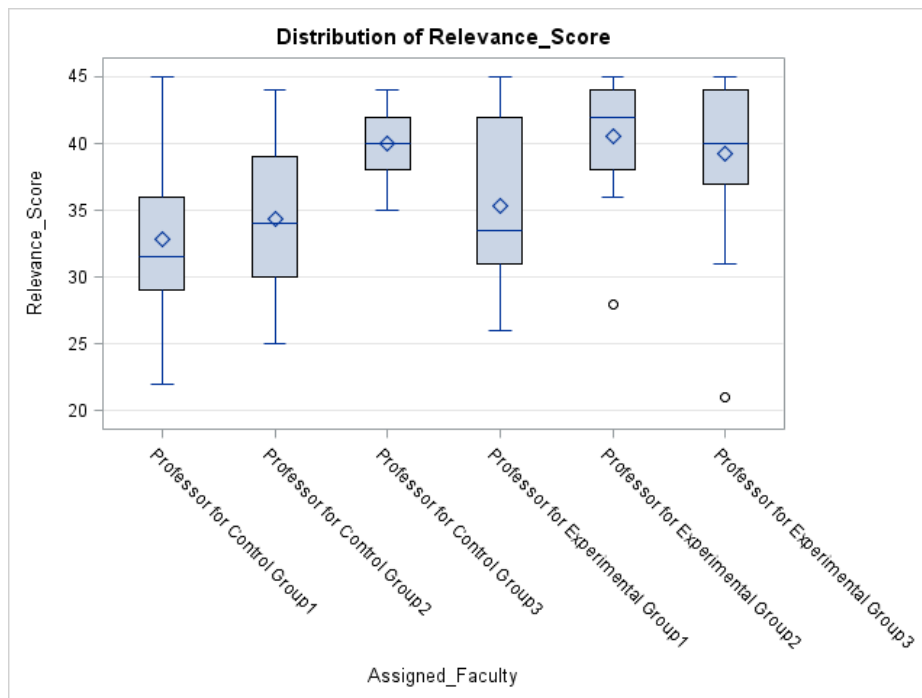


Figure 4.14. Distribution of Relevance Scores

A paired t-test between the three control groups and the three experimental groups revealed a statistically significant difference $t(\alpha = 0.05, 107) = 3.29$ with a $p\text{-value} = 0.0014$ that favored the responses for relevance scores by students in the

experimental groups. In other words the students in the experimental groups felt the instructional materials had more relevance.

Table 4.134

Distribution of Relevance Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	53	32.3	6.3	18.0	45.0
Experimental Groups	56	36.2	6.2	15.0	45.0

Table 4.135 shows the distribution of Relevance Scores among the individual control and experimental groups.

Table 4.135

Distribution of Relevance Scores among Individual Groups

Group	N	Mean	Standard Deviation	Minimum	Maximum
CON1	17	30.2	6.3	20	45
CON2	19	30.3	6.1	18	43
CON3	17	36.5	4.5	27	45
EXP1	18	34.9	5.1	26	45
EXP2	17	37.7	4.3	29	45
EXP3	21	36.1	8.2	15	45

Table 4.136 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Control Group 1.

Table 4.136

Item Analysis of Relevance Questions for Students Assigned to Control Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q40. It is clear to me how the content of this material is related to things I already know.	17	4.1	1.1	2	5
Q43. There were stories, pictures, or examples that showed me how this material could be important to some people.	17	2.9	1.1	1	5
Q44. Completing this course successfully was important to me.	17	4.1	1	2	5
Q50. The content of this material is relevant to my interests.	17	2.9	1.4	1	5
Q52. There are explanations or examples of how people use the knowledge in the course.	17	3.4	1.2	1	5
Q57. The content and style of writing in this lesson convey the impression that its content is worth knowing.	17	2.8	1.5	1	5
Q60. This lesson was not relevant to my needs because I already knew most of it.*	17	3.4	1.3	1	5
Q64. I could relate the content of this course to things I have seen, done, or thought about in my own life.	17	3.4	1.1	1	5
Q67. The content of this course will be useful to me.	16	3.6	1.3	2	5

*Questions required reverse coding as per the survey coding guide.

Table 4.137 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.137

Item Analysis of Relevance Questions for Students Assigned to Control Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q40.It is clear to me how the content of this material is related to things I already know.	19	3.6	1.1	1	5
Q43. There were stories, pictures, or examples that showed me how this material could be important to some people.	19	3.3	1.1	1	5
Q44. Completing this course successfully was important to me.	19	4.3	0.9	2	5
Q50. The content of this material is relevant to my interests.	19	3.2	1.2	1	5
Q52. There are explanations or examples of how people use the knowledge in the course.	18	3.3	1.1	1	5
Q57. The content and style of writing in this lesson convey the impression that its content is worth knowing.	18	2.8	0.9	1	4
Q60. This lesson was not relevant to my needs because I already knew most of it.*	18	3.4	0.7	3	5
Q64. I could relate the content of this course to things I have seen, done, or thought about in my own life.	18	3.5	1	2	5
Q67. The content of this course will be useful to me.	18	3.7	1.1	2	5

*Questions required reverse coding as per the survey coding guide.

Table 4.138 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Control Group 3.

Table 4.138

Item Analysis of Relevance Questions for Students Assigned to Control Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q40. It is clear to me how the content of this material is related to things I already know.	17	3.8	1	2	5
Q43. There were stories, pictures, or examples that showed me how this material could be important to some people.	17	3.5	1.4	1	5
Q44. Completing this course successfully was important to me.	17	4.9	0.3	4	5
Q50. The content of this material is relevant to my interests.	17	3.6	1	2	5
Q52. There are explanations or examples of how people use the knowledge in the course.	17	3.9	0.9	2	5
Q57. The content and style of writing in this lesson convey the impression that its content is worth knowing.	17	3.8	0.8	2	5
Q60. This lesson was not relevant to my needs because I already knew most of it.*	17	4.2	1	2	5
Q64. I could relate the content of this course to things I have seen, done, or thought about in my own life.	17	4.2	0.7	3	5
Q67. The content of this course will be useful to me.	17	4.6	0.5	4	5

*Questions required reverse coding as per the survey coding guide.

Table 4.139 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Experimental Group 1.

Table 4.139

Item Analysis of Relevance Questions for Students Assigned to Experimental Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q40. It is clear to me how the content of this material is related to things I already know.	18	4	0.8	3	5
Q43. There were stories, pictures, or examples that showed me how this material could be important to some people.	18	3.4	0.9	1	5
Q44. Completing this course successfully was important to me.	18	4.5	0.6	3	5
Q50. The content of this material is relevant to my interests.	18	3.6	1	2	5
Q52. There are explanations or examples of how people use the knowledge in the course.	18	3.8	0.7	3	5
Q57. The content and style of writing in this lesson convey the impression that its content is worth knowing.	18	3.7	1	2	5
Q60. This lesson was not relevant to my needs because I already knew most of it.*	18	3.7	1.1	2	5
Q64. I could relate the content of this course to things I have seen, done, or thought about in my own life.	18	4.1	1	2	5
Q67. The content of this course will be useful to me.	18	4.1	0.8	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.140 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Experimental Group 2.

Table 4.140

Item Analysis of Relevance Questions for Students Assigned to Experimental Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q40. It is clear to me how the content of this material is related to things I already know.	17	4.2	0.7	3	5
Q43. There were stories, pictures, or examples that showed me how this material could be important to some people.	17	3.8	1.3	1	5
Q44. Completing this course successfully was important to me.	17	4.8	0.6	3	5
Q50. The content of this material is relevant to my interests.	17	4.2	1.1	2	5
Q52. There are explanations or examples of how people use the knowledge in the course.	17	3.8	1.1	1	5
Q57. The content and style of writing in this lesson convey the impression that its content is worth knowing.	17	4.2	0.6	3	5
Q60. This lesson was not relevant to my needs because I already knew most of it.*	17	3.8	1.1	1	5
Q64. I could relate the content of this course to things I have seen, done, or thought about in my own life.	17	4.4	0.8	3	5
Q67. The content of this course will be useful to me.	17	4.5	0.7	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.141 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Experimental Group 3.

Table 4.141

Item Analysis of Relevance Questions for Students Assigned to Experimental Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q40. It is clear to me how the content of this material is related to things I already know.	21	4.3	0.8	3	5
Q43. There were stories, pictures, or examples that showed me how this material could be important to some people.	21	4	1.2	1	5
Q44. Completing this course successfully was important to me.	21	4.7	0.6	3	5
Q50. The content of this material is relevant to my interests.	21	3.8	1.4	1	5
Q52. There are explanations or examples of how people use the knowledge in the course.	21	4.1	1.1	1	5
Q57. The content and style of writing in this lesson convey the impression that its content is worth knowing.	21	3.9	1.2	1	5
Q60. This lesson was not relevant to my needs because I already knew most of it.*	21	4	1.1	1	5
Q64. I could relate the content of this course to things I have seen, done, or thought about in my own life.	21	4.4	0.9	2	5
Q67. The content of this course will be useful to me.	21	4.3	1	2	5

*Questions required reverse coding as per the survey coding guide.

As with the confidence score in the Course Interest Survey, Figure 4.15 shows there is a uniform distribution present with the data for this model.

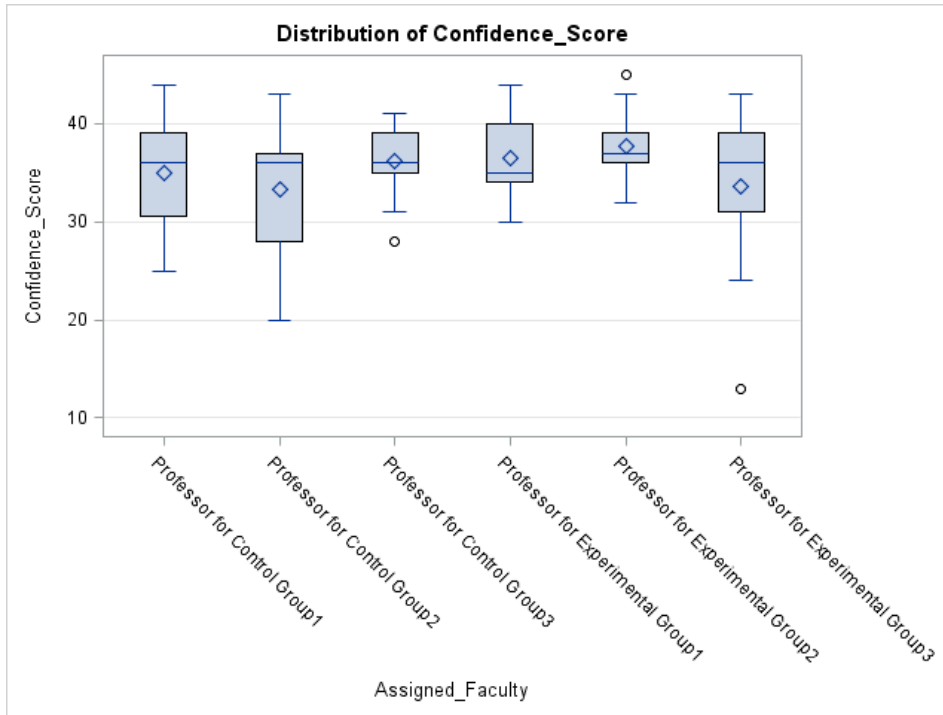


Figure 4.15 Distribution of Confidence Scores

Table 4.142 shows the distribution of Confidence scores.

Table 4.142

Distribution of Confidence Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	53	34.6	5.2	20.0	44.0
Experimental Groups	56	35.8	5.6	13.0	45.0

Table 4.143 shows the distribution of Confidence Scores among the individual control and experimental groups.

Table 4.143

Distribution of Confidence Scores among Individual Groups

Group	N	Mean	Standard Deviation	Minimum	Maximum
CON1	17	34.5	5.6	25	44
CON2	19	33.3	6.1	20	43
CON3	17	36.2	3.3	28	41
EXP1	18	36.4	4.2	30	44
EXP2	17	37.6	3.4	32	45
EXP3	21	33.6	7.3	13	43

Table 4.144 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Control Group 1.

Table 4.144

Item Analysis of Confidence Questions for Students Assigned to Control Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q35. When I first looked at this course, I had the impression that it would be easy for me.	17	3.5	1.3	1	5
Q37. This material was more difficult to understand than I would like for it to be.*	17	4.5	0.7	3	5
Q38. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.	17	3.9	1	2	5
Q41. Many of the pages had so much information that it was hard to pick out and remember the important points.*	17	3.7	1.3	1	5
Q47. As I worked on this course, I was confident that I could learn the content.	17	3.9	1.1	2	5
Q53. The exercises in this course were too difficult.*	17	4.6	0.6	3	5
Q59. After working on this lesson for awhile, I was confident that I would be able to pass a test on it.	17	3.7	1.3	1	5
Q68. I could not really understand	16	4.2	0.8	3	5

quite a bit of the material in this course.*					
Q69. The good organization of the content helped me be confident that I would learn this material.	16	3	1.4	1	5

*Questions required reverse coding as per the survey coding guide.

Table 4.145 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.145

Item Analysis of Confidence Questions for Students Assigned to Control Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q35. When I first looked at this course, I had the impression that it would be easy for me.	19	3.7	1.3	1	5
Q37. This material was more difficult to understand than I would like for it to be.*	19	3.9	1.1	1	5
Q38. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.	19	3.7	1.2	1	5
Q41. Many of the pages had so much information that it was hard to pick out and remember the important points.*	19	3.5	1.3	1	5
Q47. As I worked on this course, I was confident that I could learn the content.	19	3.9	0.8	3	5
Q53. The exercises in this course were too difficult.*	18	3.9	1.3	1	5
Q59. After working on this lesson for awhile, I was confident that I would be able to pass a test on it.	18	3.8	1.1	2	5
Q68. I could not really understand quite a bit of the material in this course.*	18	4.3	1	2	5
Q69. The good organization of the content helped me be confident that I would learn this material.	18	3.3	1.1	2	5

*Questions required reverse coding as per the survey coding guide.

Table 4.146 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Control Group 3.

Table 4.146

Item Analysis of Confidence Questions for Students Assigned to Control Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q35. When I first looked at this course, I had the impression that it would be easy for me.	17	2.5	1.3	1	5
Q37. This material was more difficult to understand than I would like for it to be.*	17	4.4	0.9	2	5
Q38. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.	17	4	0.8	2	5
Q41. Many of the pages had so much information that it was hard to pick out and remember the important points.*	17	3.6	1.2	1	5
Q47. As I worked on this course, I was confident that I could learn the content.	17	4.6	0.6	3	5
Q53. The exercises in this course were too difficult.*	17	4.6	0.6	3	5
Q59. After working on this lesson for awhile, I was confident that I would be able to pass a test on it.	17	4.1	0.9	2	5
Q68. I could not really understand quite a bit of the material in this course.*	17	4.3	1	2	5
Q69. The good organization of the content helped me be confident that I would learn this material.	17	4.1	0.9	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.147 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Experimental Group 1.

Table 4.147

Item Analysis of Confidence Questions for Students Assigned to Experimental Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q35. When I first looked at this course, I had the impression that it would be easy for me.	18	3.2	1.4	1	5
Q37. This material was more difficult to understand than I would like for it to be.*	18	4.6	0.5	4	5
Q38. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.	18	4.1	0.9	2	5
Q41. Many of the pages had so much information that it was hard to pick out and remember the important points.*	18	3.6	1	2	5
Q47. As I worked on this course, I was confident that I could learn the content.	18	4.1	0.8	2	5
Q53. The exercises in this course were too difficult.*	18	4.7	0.5	4	5
Q59. After working on this lesson for awhile, I was confident that I would be able to pass a test on it.	18	4.2	0.9	2	5
Q68. I could not really understand quite a bit of the material in this course.*	18	4.2	1.1	1	5
Q69. The good organization of the content helped me be confident that I would learn this material.	18	3.7	1.1	2	5

*Questions required reverse coding as per the survey coding guide.

Table 4.148 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Experimental Group 2.

Table 4.148

Item Analysis of Confidence Questions for Students Assigned to Experimental Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q35. When I first looked at this course, I had the impression that it would be easy for me.	17	2.8	1.6	1	5
Q37. This material was more difficult to understand than I would like for it to be.*	17	4.5	0.7	3	5
Q38. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.	17	3.8	1.1	1	5
Q41. Many of the pages had so much information that it was hard to pick out and remember the important points.*	17	3.6	1.4	1	5
Q47. As I worked on this course, I was confident that I could learn the content.	17	4.4	1.1	1	5
Q53. The exercises in this course were too difficult.*	17	4.9	0.3	4	5
Q59. After working on this lesson for awhile, I was confident that I would be able to pass a test on it.	17	4.6	0.6	3	5
Q68. I could not really understand quite a bit of the material in this course.*	17	4.6	0.7	3	5
Q69. The good organization of the content helped me be confident that I would learn this material.	17	4.4	0.7	3	5

*Questions required reverse coding as per the survey coding guide.

Table 4.149 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Experimental Group 3.

Table 4.149

Item Analysis of Confidence Questions for Students Assigned to Experimental Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q35. When I first looked at this course, I had the impression that it would be easy for me.	21	3.2	1.6	1	5
Q37. This material was more difficult to understand than I would like for it to be.*	21	4	1.2	1	5
Q38. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.	21	4	1.2	1	5
Q41. Many of the pages had so much information that it was hard to pick out and remember the important points.*	21	2.7	1.3	1	5
Q47. As I worked on this course, I was confident that I could learn the content.	21	4.5	0.8	2	5
Q53. The exercises in this course were too difficult.*	21	4.2	1	2	5
Q59. After working on this lesson for awhile, I was confident that I would be able to pass a test on it.	21	4.3	0.7	3	5
Q68. I could not really understand quite a bit of the material in this course.*	21	4.2	1.1	1	5
Q69. The good organization of the content helped me be confident that I would learn this material.	21	3.9	1.1	2	5

*Questions required reverse coding as per the survey coding guide.

Figure 4.16 shows the distribution of Satisfaction Scores.

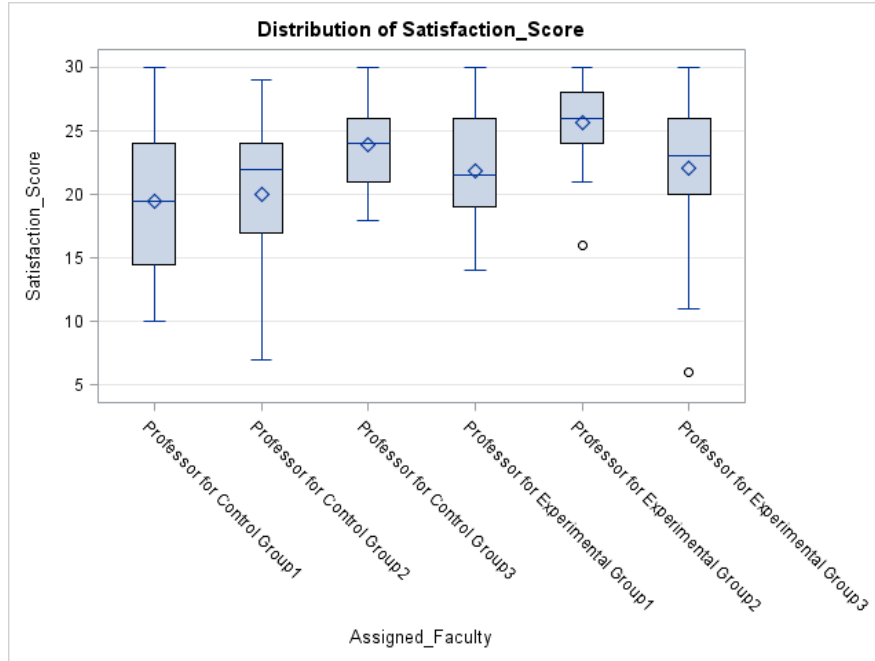


Figure 4.16. Distribution of Satisfaction Scores.

The t-test between the control groups and the experimental groups is statistically significant $t(\alpha = 0.05, 107) = 2.09$ with a $p\text{-value} = 0.0390$. Thus students in the experimental groups were more satisfied with the instructional materials presented to them (Table 4.150).

Table 4.150

Distribution of Satisfaction Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	53	21.0	5.5	7.0	30.0
Experimental Groups	56	23.1	5.2	6.0	30.0

Table 4.151 shows the distribution of Satisfaction Scores among the individual control and experimental groups.

Table 4.151

Distribution of Satisfaction Scores among Individual Groups

Group	N	Mean	Standard Deviation	Minimum	Maximum
CON1	17	19.1	5.6	10	30
CON2	19	20.1	5.7	7	29
CON3	17	23.9	3.4	18	30
EXP1	18	21.9	4.8	14	30
EXP2	17	25.7	3.7	16	30
EXP3	21	22.1	6.1	6	30

Table 4.152 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Control Group 1.

Table 4.152

Item Analysis of Satisfaction Questions for Students Assigned to Control Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q39. Completing the exercises in this course gave me a satisfying feeling of accomplishment.	17	3.5	1.3	1	5
Q48. I enjoyed this course so much that I would like to know more about this topic.	17	2.5	1.4	1	5
Q55. I really enjoyed studying this course.	17	2.7	1.3	1	5
Q61. The wording of feedback after the exercises or other comments in the course, helped me feel rewarded for my effort.	17	3.2	1.3	1	5
Q66. It felt good to successfully complete the course.	16	4.4	0.9	2	5
Q70. It was a pleasure to work on such a well-designed course.	16	3.3	1.4	1	5

Table 4.153 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.153

Item Analysis of Satisfaction Questions for Students Assigned to Control Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q39. Completing the exercises in this course gave me a satisfying feeling of accomplishment.	19	3.5	1.2	1	5
Q48. I enjoyed this course so much that I would like to know more about this topic.	19	2.6	1.2	1	5
Q55. I really enjoyed studying this course.	18	2.7	0.9	1	5
Q61. The wording of feedback after the exercises or other comments in the course, helped me feel rewarded for my effort.	18	3.8	1.0	2	5
Q66. It felt good to successfully complete the course.	18	4.4	0.8	3	5
Q70. It was a pleasure to work on such a well-designed course.	18	3.8	1.1	2	5

Table 4.154 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Control Group 3.

Table 4.154

Item Analysis of Satisfaction Questions for Students Assigned to Control Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q39. Completing the exercises in this course gave me a satisfying feeling of accomplishment.	17	3.9	0.8	3	5
Q48. I enjoyed this course so much that I would like to know more about this topic.	17	3	1.5	1	5
Q55. I really enjoyed studying this course.	17	3.6	1.1	2	5
Q61. The wording of feedback after the exercises or other comments in the course, helped me feel rewarded for my effort.	17	4.1	0.9	3	5

Q66. It felt good to successfully complete the course.	17	4.8	0.4	4	5
Q70. It was a pleasure to work on such a well-designed course.	17	4.5	0.8	3	5

Table 4.155 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Experimental Group 1.

Table 4.155

Item Analysis of Satisfaction Questions for Students Assigned to Experimental Group 1

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q39. Completing the exercises in this course gave me a satisfying feeling of accomplishment.	18	3.8	1	2	5
Q48. I enjoyed this course so much that I would like to know more about this topic.	18	2.7	1.3	1	5
Q55. I really enjoyed studying this course.	18	3.1	1.1	1	5
Q61. The wording of feedback after the exercises or other comments in the course, helped me feel rewarded for my effort.	18	4.1	0.9	2	5
Q66. It felt good to successfully complete the course.	18	4.6	0.5	4	5
Q70. It was a pleasure to work on such a well-designed course.	18	3.6	1.1	2	5

Table 4.156 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Experimental Group 2.

Table 4.156

Item Analysis of Satisfaction Questions for Students Assigned to Experimental Group 2

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q39. Completing the exercises in this course gave me a satisfying feeling of accomplishment.	17	4.1	1.1	1	5
Q48. I enjoyed this course so much that I would like to know more about this topic.	17	4	1.2	1	5
Q55. I really enjoyed studying this course.	17	4.2	0.9	3	5
Q61. The wording of feedback after the exercises or other comments in the course helped me feel rewarded for my effort.	17	4.2	0.8	3	5
Q66. It felt good to successfully complete the course.	17	4.6	0.7	3	5
Q70. It was a pleasure to work on such a well-designed course.	17	4.6	0.6	3	5

Table 4.157 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Experimental Group 3.

Table 4.157

Item Analysis of Satisfaction Questions for Students Assigned to Experimental Group 3

Question	N	Mean	Standard Deviation	Minimum	Maximum
Q39. Completing the exercises in this course gave me a satisfying feeling of accomplishment.	21	3.9	1	2	5
Q48. I enjoyed this course so much that I would like to know more about this topic.	21	2.9	1.4	1	5
Q55. I really enjoyed studying this course.	21	3.3	1.3	1	5
Q61. The wording of feedback after the exercises or other comments in the course, helped me feel rewarded for my effort.	21	4.3	1	2	5

Q66. It felt good to successfully complete the course.	21	4.5	1.1	1	5
Q70. It was a pleasure to work on such a well-designed course.	21	4.3	1.2	1	5

In summary, there was statistical significance revealing that students in the three experimental classes achieved higher scores on the Instructional Materials Motivation Survey overall. There was statistical significant that favored the responses for relevance scores and satisfaction scores by students in the experimental groups. There was not statistical significant between the students in the experimental and control classes in terms of their responses to the confidence scores as there was uniform distribution between all classes. There was also no statistical significance between the students responses to the attention scores.

Educators' Perceptions of Motivation in a Learner-Centered Teaching Environment

The purpose of the fourth research question was to determine whether a difference in perception of motivation to teach using learner-centered instructional strategies existed between educators enrolled in a cognitive apprenticeship and educators who are not. A survey (Appendix H) that adapted from Keller's (2010) Instructional Materials Motivation survey was administered to the six faculty participants. Secondary data was also collected through faculty participant interviews and participant observations. The results of the survey have been divided between the Course Interest Survey questions and the Instructional Materials Motivation Survey questions.

Analysis of the Course Interest Survey. The Course Interest Survey (Appendix H), validated by Keller (2010) consisted of 31 questions with response scales ranging from

1 to 5 (1= Not True, 2 = Slightly True, 3 = Moderately True, 4 = Mostly True, 5 = Very True). Questions are categorized according to attention, relevance, confidence, and satisfaction. The Course Interest Survey consists of a combination of positive and negative statements. For coding reverse statements, scores had to be adjusted based on the scoring guide outlined in Table 4.158.

Table 4.158

Scoring Guide for Course Interest Survey Administered to Faculty Participants

Attention	Relevance	Confidence	Satisfaction
1	2	3	7 (reverse)
4 (reverse)	5	6 (reverse)	12
10	8 (reverse)	9	14
15	13	11 (reverse)	16
19	20	17 (reverse)	18
22	21	24	28 (reverse)
26	23 (reverse)	27	29
	25	31	30

Table 4.159 outlines the maximum score that a faculty participant could achieve on the course interest survey.

Table 4.159

Maximum Overall Score and Subscale Scores for the Course Interest Survey

Scale	Number of Questions	Score
Overall ARCS	31	155
Attention	7	35
Relevance	8	40
Confidence	8	40
Satisfaction	8	40

The data for the Course Interest Survey was recorded in Excel and loaded into SAS 9.3 for analysis. Table 4.160 shows the distribution of ARCS scores.

Table 4.160

Distribution of ARCS Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	3	124.3	20.4	102	142
Experimental Groups	3	124.3	15.5	107	137

Unfortunately with the comparison of faculty ARCS Scores between the responses in the control and experimental groups did not yield statistically significant results. This could be attributed to the low sample of professors in this study.

Table 4.161 provides the questions that comprised the Attention subscale of the Course Interest Survey for faculty participants.

Table 4.161

Questions Classified Under the Attention Subscale

Q1.	I know how to make students feel enthusiastic about the subject matter of this course.
Q4.	This course/subject has very little in it that captures my attention.*
Q10.	I create suspense when building up to a point.
Q15.	The students in this class seem curious about the subject matter.
Q19.	I do unusual or surprising things that are interesting.
Q22.	I use an interesting variety of teaching techniques.
Q26.	My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.

*Questions required reverse coding as per the survey coding guide.

Table 4.162 shows the distribution of Attention scores.

Table 4.162

Distribution of Attention Scores

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
<i>Control Groups</i>	3	27.7	6.4	23	35
<i>Experimental Groups</i>	3	3.5	2.0	23	30

Table 4.163 provides the questions that comprised the Relevance subscale of the Course Interest Survey for faculty participants.

Table 4.163

Questions Classified Under the Relevance Subscale

Q2.	The things I am teaching in this course will be useful to my students.
Q5.	I make the subject matter of this course seem important.

Q8.	I do NOT see how the content of this course relates to anything I already know.*
Q13.	In this class, I can try to set and achieve high standards of excellence.
Q20.	The students actively participate in this course.
Q21.	To accomplish my goals, it is important that I do well in this course.
Q23.	I do NOT think students will benefit much from this course.*
Q25.	The personal benefits of this course for students are clear to me.

*Questions required reverse coding as per the survey coding guide.

Table 4.164 shows the distribution of Relevance scores.

Table 4.164

Distribution of Relevance Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	3	28.7	7.8	20	35
Experimental Groups	3	30.3	4.7	25	34

Table 4.165 provides the questions that comprised the Confidence subscale of the Course Interest Survey for faculty participants.

Table 4.165

Questions Classified Under the Confidence Subscale

Q3.	I feel confident that I teach well in this course.
Q6.	Students have to be lucky to get good grades in this course.*
Q9.	Whether or not I succeed in teaching in this course is up to me.
Q11.	The subject matter of this course is just too difficult for me.*
Q17.	It is difficult to predict what grade students should receive on assignments.*

Q24.	As I am teaching this class, I believe that I can succeed if I try hard enough.
Q27.	I find the challenge level in this course to be about right: neither too easy nor not too hard.
Q31.	I give enough feedback for my students to know how well they're doing.

*Questions required reverse coding as per the survey coding guide.

Table 4.166 shows the distribution of Confidence scores.

Table 4.166

Distribution of Confidence Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	3	34	3.5	30	36
Experimental Groups	3	34.6	3.1	32	38

Table 4.167 provides the questions that comprised the Satisfaction subscale of the Course Interest Survey for faculty participants.

Table 4.167

Questions Classified Under the Satisfaction Subscale

Q7.	I have to work hard to succeed at teaching in this course.*
Q12.	I feel that teaching this course gives me a lot of satisfaction.
Q14.	I feel that the grades or other recognition I give are fair compared to other instructors.
Q16.	I enjoy working for this course.
Q18.	I feel satisfied with what I am getting from teaching this course.
Q28.	I feel rather disappointed with this course.*
Q29.	I feel that I give enough recognition of students' work in this course by means of grades, comments, or other feedback.
Q30.	The amount of work students have to do is appropriate for this type of course.

*Questions required reverse coding as per the survey coding guide.

Table 4.168 shows the distribution of Satisfaction scores.

Table 4.168

Distribution of Satisfaction Scores

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
<i>Control</i>	3	34	4.5	29	37
<i>Groups</i>					
37	3	33	5.3	27	37

Analysis of the Instructional Materials Motivation Survey. The Instructional Materials Motivation Survey (Appendix H), validated by Keller (2010) consisted of 35 questions with response scales ranging from 1 to 5 (1= Not True, 2 = Slightly True, 3 = Moderately True, 4 = Mostly True, 5 = Very True). Questions are categorized according to attention, relevance, confidence, and satisfaction. The Instructional Materials Motivation Survey consists of a combination of positive and negative statements. For coding reverse statements, scores had to be adjusted based on the scoring guide outlined in Table 4.169.

Table 4.169

Scoring Guide for Instructional Materials Motivation Survey Administered to Faculty Participants

<i>Attention</i>	<i>Relevance</i>	<i>Confidence</i>	<i>Satisfaction</i>
33	37	32	36
39	40	34 (reversed)	45
42	44	35	52

43 (reverse)	47	38 (reverse)	62
46 (reverse)	49	44	66
48	54	50 (reverse)	
51	57 (reverse)	57	
53 (reverse)	60	64 (reverse)	
55	63	65	
58			
59 (reverse)			
61 (reverse)			

Table 4.170 outlines the maximum score that a faculty participant could achieve on the course interest survey.

Table 4.170

Maximum Overall Score and Subscale Scores for the Instructional Materials Motivation Survey

Scale	Number of Questions	Score
Overall ARCS	35	175
Attention	12	60
Relevance	9	45
Confidence	9	45
Satisfaction	5	25

The data for the Course Interest Survey was recorded in Excel and loaded into SAS 9.3 for analysis. Table 4.171 shows the distribution of ARCS scores.

Table 4.171

Distribution of ARCS Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	3	140	35.9	112	163
Experimental Groups	3	136	14.4	120	148

Unfortunately with the comparison of faculty ARCS Scores between the responses in the control and experimental groups did not yield statistically significant results. This could be attributed to the low sample of professors in this study.

Table 4.172 provides the questions that comprised the Attention subscale of the Course Interest Survey for faculty participants.

Table 4.172

Questions Classified Under the Attention Subscale

Q33.	There was something interesting at the beginning of this course that got my students' attention.
Q39.	These materials are eye-catching.
Q42.	The quality of the writing helped to hold my students' attention.
Q43.	This course is so abstract that it was hard to keep my students' attention on it.*
Q46.	The materials for this course look dry and unappealing.*
Q48.	The way the information is arranged in the course materials helped keep my students' attention.
Q51.	This course has things that stimulate my students' curiosity.
Q53.	The amount of repetition in this course caused my students to get bored sometimes.*
Q55.	After working on this course for awhile, I was confident that my students would

	be able to pass a test on it.
Q58.	The variety of reading passages, exercises, illustrations, etc., helped keep my students' attention on the course material.
Q59.	The style of writing in the book is boring.*
Q61.	There are so many words on each page of the book that it is irritating.*

*Questions required reverse coding as per the survey coding guide.

Table 4.173 shows the distribution of Attention scores.

Table 4.173

Distribution of Attention Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	3	41.7	11.4	29	51
Experimental Groups	3	41	4.6	37	46

Table 4.174 provides the questions that comprised the Relevance subscale of the Course Interest Survey for faculty participants.

Table 4.174

Questions Classified Under the Relevance Subscale

Q37.	It is clear to me how the content of this course is related to things my students already know.
Q40.	There were stories, pictures, or examples that showed my students how this material could be important to some people.
Q41.	Having my students complete this lesson successfully was important to me.
Q47.	The content of this course is relevant to my students' interests.
Q49.	There are explanations or examples of how people use the knowledge in the course materials.
Q54.	The content and style of writing in this course convey the impression that its content is worth knowing.
Q57.	The wording of feedback after the exercises, or other comments in the course, helped me feel rewarded for my effort.*
Q60.	Students could relate the content of this course to things they have seen, done, or thought about in their own life.

Q63.	The content of this course will be useful to my students.
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*Questions required reverse coding as per the survey coding guide.

Table 4.175 shows the distribution of Relevance scores.

Table 4.175

Distribution of Relevance Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	3	38.7	5.7	34	45
Experimental Groups	3	37	7	29	42

Table 4.176 provides the questions that comprised the Confidence subscale of the Course Interest Survey for faculty participants.

Table 4.176

Questions Classified Under the Confidence Subscale

Q32.	When I first looked at this course, I had the impression that it would be easy for my students.
Q34.	This material was more difficult to understand than I would like for it to be for my students.*
Q35.	After reading the introductory information, I felt confident that my students knew what they were supposed to learn from this course.
Q38.	Many of the pages had so much information that it was hard for students to pick out and remember the important points.*
Q44.	As I worked on this course, I was confident that my students could learn the content.
Q50.	The exercises in this course were too difficult.*
Q57.	The wording of feedback after the exercises, or other comments in the course, helped me feel rewarded for my effort.
Q64.	My students could not really understand quite a bit of the material in this course.*
Q65.	The good organization of the content helped my students be confident that they would learn this material.

*Questions required reverse coding as per the survey coding guide.

Table 4.177 shows the distribution of Confidence scores.

Table 4.177

Distribution of Confidence Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	3	34.7	5.9	28	39
Experimental Groups	3	35.7	2.9	34	39

Table 4.178 provides the questions that comprised the Satisfaction subscale of the Course Interest Survey for faculty participants.

Table 4.178

Questions Classified Under the Satisfaction Subscale

Q36.	My students had a satisfying feeling of accomplishment completing the exercises in this course.
Q45.	Students enjoyed this course so much that they expressed that they would like to know more about this topic.
Q52.	I really enjoyed teaching this course.
Q62.	It felt good to successfully complete this course.
Q66.	It was a pleasure to work on such a well-designed course.

*Questions required reverse coding as per the survey coding guide.

Table 4.179 shows the distribution of Satisfaction scores.

Table 4.179

Distribution of Satisfaction Scores

Group	N	Mean	Standard Deviation	Minimum	Maximum
Control Groups	3	25	4.6	21	30
Experimental Groups	3	22.3	4.7	17	26

Due to the small sample size, I anticipated that I would not find statistical significance comparing the faculty participants' survey results. I did want to run an analysis to see where the faculty members scored in terms of attention, relevance, confidence, and satisfaction to see if their responses aligned with what they had communicated during interviews with me and what I observed during class sessions.

Thematic Analysis

This study attempted to explore undergraduate learning environments and the use of different instructional strategies throughout the semester. Faculty participants in the experimental group participated in a cognitive apprenticeship to learn how to incorporate learner-centered instructional strategies into their teaching repertoires. Data was collected throughout in the study in the form of student interviews, faculty interviews, faculty reflections, surveys, and direct observations. The following overarching themes emerged from the data that was collected.

Student Preparation. It became very apparent through interviews with the six faculty participants as well as direct observation of their classes throughout the semester that the majority of students do not come to class prepared. Students confirmed this observation during the student interviews. While most of the students came prepared to present their speeches or submit their speech outlines, they did not come prepared to participate in class during non-speech days. The following are excerpts from faculty participants when asked how prepared their students were on a non-speech day:

1. *"That's unfair. That's unfair. Depending on what they're supposed to have prepared. The speeches, a good number of them are well prepared although not as well as they may think they are sometimes. The readings, I would say the*

majority do not do the reading before the class when we're supposed to discuss it." – EXPF1_I1 [1030-1035]

2. *"Most of the time they are not prepared. Most of the time I have to remind them and recall the lessons and discuss the concepts."* – CONF1_I1 [93-94]
3. *"They usually come well prepared for speeches. The majority. There's a few that don't but the majority come prepared for speeches, do well on speeches but they just don't read the book. And you can tell when you're giving the lecture and you say, "oh you read the book, this example" and they just give you blank looks. Or you ask them, "What does this mean?" and you get nothing. You can tell they haven't read the book."* – EXPF2_I1 [1437-1444]

Lack of student preparation posed challenges for faculty members during the cognitive apprenticeship as students were unfamiliar with the content in the book.

Challenges with Course Content. While both faculty and students discussed that students do not come prepared for class on non-speech days, students shared during interviews that several of them struggle with understanding the material covered in the textbook. One of the instructors did not cover book material during class time and students conveyed that they wish the faculty participant had. The following are answers provided by students when asked during their interview what they would have liked to have changed during the course:

1. *"Maybe more like because we had quizzes that we did from the reading. Maybe just like more in-depth of the reading like we went over the reading, but not as much like I feel like I bought this book and I use it for quizzes, but I didn't use it for anything else. I wish we would've done more with the course book we bought."* – CON2-S-BB [1459-1462]
2. *"Having a little bit more brief touch up on the book in class."* – CON2-S-CS [2046]
3. *"Unfortunately I would put a lot more stress on the actual textbook things because there are a lot of important points and concepts that come from the book, and they weren't really emphasized in the class."* – CON2-S-TM [4079-4080]

During the cognitive apprenticeship, emphasis was placed on reviewing materials in the book during actual class time and utilizing learner-centered activities to provide students with an opportunity to interact and brainstorm with the content. This helped students better understand the content in the textbook and ensured that everyone who had attended class that day had reviewed the materials. This also provided instructors with a better idea as to what parts of the assigned readings the students were struggling with the most and they could provide additional examples to their students.

Feedback. During student interviews I observed that students struggled with recognizing informal feedback that was provided to them. The majority of the students recognized feedback that their instructor had provided to them immediately following their speeches or written assignments but did not recognize informal feedback during class activities. I observed faculty participants in both the control and experimental groups ask their students throughout the semester if they had any questions regarding course assignments or materials. Students did not recognize the instructor answering their questions as providing feedback or guidance to them throughout the semester.

It did become clear during the student interviews that students valued receiving feedback and believed it to be integral for their learning development. The following are examples of students expressing their appreciation for the feedback that was provided to them throughout the semester:

1. *“Yes. Unlike most teachers, he doesn’t just give you the grade. He’ll break down your entire speech. What he liked and what you should do next time and that really helps a lot.”- EXP2-S-HG [6806-6808]*

2. *“Yeah after each speech or any written assignments he will definitely critique it and all of those things are helpful and I have gotten a lot better with my speaking over the course of the term.”- EXP2-S-IH [5273-5275]*
3. *“Ya, and definitely even the occasions when she took aside class time to have us do mid-semester evaluations on her as a teacher which I thought was really nice. Most instructors I’ve had haven’t done that. They always wait till the end of the semester which doesn’t make sense because it doesn’t help you at all.”- EXP3-S-LO [7422-7425]*
4. *“Yes, especially when we have that, that goal setting assignment, and the other, when you were supposed to evaluate yourself. At the end she gives you a lot of feedback on what you were supposed to, you know, prepare for next time, what you are supposed to do.”- EXP3-S-LA [5856-5859]*

Other students expressed that they did not find their instructor to provide them with sufficient feedback as to their performance. The following are comments provided by students describing as such:

1. *“Yes, for every speech, she just, you know, of course, tell you what you need to work on, but for the papers, we don’t get them back so I don’t really know exactly why you know, I got an A or B or what not, I don’t, as a matter of fact, I don’t even know, from all my papers if I got 100%’s or not. I didn’t memorize it. I guess my paper grade is ok, because if it wasn’t I would have had to talk to her. Yeah we don’t get those papers back with feedback, like a hard copy of it, I don’t know if there is anywhere on the website where you can go on and look at her comments but as far as the speeches, we get plenty of feedback.”- CON2-S-KD [3400-3407]*
2. *“Not in a timely manner...he is a very nice person but that might be one of his downfalls.... the real point of COM1010 is learning how to speak. So I kind of wished he critiqued us, like instead of saying “that was good”, say “that was a good speech but you should have done this, this, and this”. Really we haven’t gotten any feedback yet for any of the speeches, we haven’t gotten grades for any of the speeches so I can’t really say that he’s giving us feedback.”- CON3-S-AD [4219-4227]*
3. *“She does, but I don’t think its specific enough, she’s a little brief so sometimes you have to ask her questions in order to get the right answer. She won’t tell you.” – EXP1-S-SB [4934-4935]*

Instructional Strategies. The types of instructional strategies used during class also emerged as a theme throughout this study. Students in the experimental group classes

conveyed during their interviews that they found the learner-centered instructional strategies to be helpful in learning the course materials. Students expressed that they found video examples of speeches to be helpful in outlining both good and bad practices for delivering speeches, and found that the group activities and organizers were of help to cover the content in the textbook. The following is an example of student discussing the group activities that were incorporated throughout the semester:

1. *“I found the group activities helpful. We get to work with each other and some people...a lot of people don't read the book so when she gives us 10 minutes or so to do it with our group we kind of read the book and present our information to each other, which helps us understand it.” – EXP-S-TS [6218-6221]*

Students that were in the control group classes articulated that they appreciated when their instructors provided them with video examples or met with them one-on-one during class to discuss their upcoming speech topics, but wished that they had more activities embedded within the course to cover the content in the book. The following are comments that were shared by a student discussing the desire for more activities within the classroom:

2. *“To be honest, I wish he'd do more. Like right now you just asked me if there are any activities. There's none.... I'd like to see a little bit more variable in the class. Like, all classes just lecture, keep on talking. I'd like a little more activity in the class.” – CON1-S-SKS [865-949]*

Learner Needs. One theme that emerged after reviewing the transcripts of the student participants was that of learner needs. During the student interviews, participants were asked to share their expectations of someone teaching at an undergraduate level, their thoughts on what encompasses a learner-centered teaching environment, and what they need from an instructor. Faculty participants were offered similar questions during their interviews, and while they all agreed that instructors need

to be knowledgeable about the subject matter they are teaching, the faculty failed to recognize the importance of understanding their learners as people. The following is an explanation provided by a student as to the importance of understanding your learners:

1. *“When I think of teaching styles that really work with the student I think of like building on student ideas and actually trying to understand the students. I’m a philosophy major and with my teachers when I start talking they are like well, yeah, no and they just kind of like keep going, but I would like really like for them to try to understand me.” – EXP1-S-JNM [4736-4745]*

Summary

The purpose of this study was to take an ethnographic approach to determine whether or not the incorporation of learner-centered instructional strategies had an impact on students’ perceptions of learning. This study explored what instructional strategies are most often used within an undergraduate speech class and sought to incorporate more learner-centered instructional strategies. Qualitative and quantitative forms of data were collected in order to examine whether faculty members were successful participating in a cognitive apprenticeship and whether learner-centered instructional strategies increased students’ perceptions of motivation. The purpose of this chapter was to present the results of all of the data collection methods used during this study.

The results of the study suggest that students prefer learning in an environment where learner-centered instructional strategies are implemented. The instructional strategies that were used assisted students with navigating through their assigned readings and provided them with opportunities to interact with materials in the textbook in a collaborative effort with their peers and their instructor. Students enrolled in the experimental group classes achieved statistically significant scores on the Course

Interest and Instructional Materials Motivation surveys as compared to students who were enrolled in the control group classes.

This study also revealed that learner-centered instructional strategies could be implemented in an undergraduate learning environment and that a cognitive apprenticeship framework could be used to train instructors on how to implement such strategies in their classrooms. The next chapter provides a discussion of the results.

CHAPTER 5

DISCUSSION AND CONCLUSION

The overarching goal of this study was to determine whether the implementation of learner-centered instructional strategies would positively impact the learning environment for both students and instructors. Using a design-based research approach, selected experimental faculty members participated in a cognitive apprenticeship where they collaborated with me on how to incorporate various learner-centered instructional activities into their coursework throughout a semester. The intent for utilizing learner-centered instructional strategies during the delivery of an undergraduate course was to provide students with a variety of examples and opportunities for learners to engage in a combination of active learning, passive learning and time to process information in order to yield optimum results (Jensen, 2005).

The first chapter in this dissertation identified the challenges associated with teaching at an undergraduate level as well as the potential that learner-centered instructional strategies could have to improve learning in higher education. The literature review provided an overview of the role that learner-centered instructional strategies can have in terms of assisting students with processing information. Additional information was provided regarding how cognitive apprenticeship frameworks have been utilized to train individuals in educational settings. The third chapter provided an overview of the methodology that was used to collect data for this study. A detailed explanation was provided as to how quantitative and qualitative methods were used and triangulated to answer the research questions posed in this study. The fourth chapter presented the results of the quantitative and qualitative data collection methods that

were used. The purpose of the fifth chapter is to provide a summary and discussion of the results reported in the previous chapter. Limitations of the study, implications for the field of instructional design, and recommendations for future research will also be discussed.

This study attempted to answer the following four research questions:

5. How do undergraduate students experience learning in a learner-centered teaching environment?
6. What challenges do educators experience while implementing learner-centered instructional strategies within a course?
7. What is the difference in perception of motivation, if any, between students enrolled in a course where the educator is participating in a cognitive apprenticeship as compared to students enrolled in a course where the educator is not participating in a cognitive apprenticeship?
8. What is the difference in perception of motivation to teach using learner-centered instructional strategies, if any, between educators participating in a cognitive apprenticeship when compared to educators who are not participating in a cognitive apprenticeship?

Six faculty participants were enrolled in this study and were assigned to either a control group or an experimental group. Faculty participants in the experimental group participated in a 15-week cognitive apprenticeship to incorporate learner-centered instructional strategies into the classes that they were teaching. I worked with the experimental faculty participants to identify ways in which to incorporate active learning activities that were more conducive to students' learning needs. I observed each of the

faculty participants in both the control and experimental groups a total of five times throughout the semester. The observation sessions were unannounced in order to prevent the faculty participants from altering their instructional lesson plans on days when they may have a visitor.

During the observations, I documented the number of students present during class, the content being covered by the instructor, the types of instructional methods and activities being used and the number of opportunities for students to participate actively in the class. Direct observations of the experimental faculty provided me with an opportunity to see how the participants were incorporating the learner-centered instructional activities that were presented within the cognitive apprenticeship.

Faculty participants in both the control group and the experimental group were interviewed at the beginning of the semester and the experimental faculty participants also participated in a second interview at the end of the study. Students in each of the faculty participant's classes were also interviewed to discuss the types of activities that were used during the semester as well as their opinion and perceptions of the teaching environment. The experimental faculty participants also participated in three reflective exercises over the course of the semester after teaching sessions to identify which instructional strategies worked well and any challenges that they may have encountered while implementing the learner-centered strategies. Surveys were administered to both faculty and students in the control and experimental groups to measure their perceptions of motivation in relation to learning in a learner-centered teaching environment versus a non-learner-centered teaching environment.

Research Question 1: How do undergraduate students experience learning in a learner-centered teaching environment?

The students' experience in a learner-centered environment was shared with me through the collection of surveys, participant interviews, and direct observations. Several themes emerged throughout the course of this study.

Student Preparation. The majority of students did not come prepared for class during non-speech days, and many who participated in interviews at the end of the semester openly admitted to not being prepared for their class. This lack of preparation was not unique to the three experimental group classes during this study as this behavior was observed in the control group classes as well. The lack of reading prior to attending class posed some challenges for instructors, which are discussed in Research Question 2. Students enrolled in the experimental group classes were introduced to a variety of learner-centered instructional strategies throughout the course of the study.

Briefings and debriefings were incorporated into every class session. I provided the instructors with a lesson plan template that demonstrated how a class session could be held that incorporated briefings and debriefings as instructional strategies. Instructors briefed students at the beginning of every class with what the goals were for the class session and what they were building upon from prior class meetings. I provided the instructors in the experimental group with a PPT template where they could list the goals and objectives and discuss with their students at the beginning of the class session. This was done to ensure that the students and the instructor were aware of what course materials and activities they would be responsible for reviewing that day. Two of the experimental faculty participants (EXPF2 and EXPF3) incorporated briefing

strategies into every class and emailed me their briefing materials ahead of class in order for me to provide them with feedback. Both faculty participants followed the lesson plan template that I had provided them and shared with me their templates for upcoming sessions and asked me for feedback. EXPF1 told me in the final interview that she tried to incorporate briefings during all of her class sessions but this was only observed two times during my five observation sessions. The instructor never sent me a lesson plan ahead of class time and I had to rely on the course syllabus in order to know what course topics would be covered during each class session.

I also shared with the instructors throughout the cognitive apprenticeship the importance of debriefing students at the end of class sessions. Debriefing materials often consisted of a PowerPoint slide that included a list of key topics that were discussed during the class, any class activities that were aligned with the reading materials, and upcoming assignments. This helped communicate to the students the progress that was made in understanding content from the textbook as well as reviewing connections made throughout the session. The briefing and debriefing strategies were incorporated to prime the students and provide them with covert exposure to the course materials. The debriefings were used as a form of routine repetition to assist learners with making connections and better understanding the course material (Jensen, 2005; Sprenger, 1999). It also established a routine for each class session to help relieve anxiety so that students knew what was going to be expected of them during the class session.

All three instructors in the experimental group made a point of debriefing the students at the end of class prior to dismissal to review with the students what they had

accomplished during the class session; however, EXPF2 and EXPF3 used the debriefing slide template that I provided them throughout the entire semester. I did observe the faculty participants in the control group remind students of upcoming assignments at the end of class sessions, but they did not debrief the students on any class activities or course materials that were covered during the class session.

Advanced organizers were provided for students to assist them with organizing their notes and navigating through the readings in the textbook. Students were able to follow along with the advanced organizers during the instructors' lectures on the reading materials during class. The advanced organizers were created for each individual chapter and included the same headings that were throughout the assigned reading. Space was provided on the advanced organizer for students to write their own notes identify examples that were provided within the textbook, identify examples that were unique to them, and identify the main arguments within the reading. I created the advanced organizers during the first phase of the cognitive apprenticeship to help students identify key themes and topics throughout their readings while requiring students to actively take their own notes. The experimental faculty participants created advanced organizers during the second and third phase of the cognitive apprenticeship based off of my template that I had provided them.

The purpose of the advanced organizer was to provide students with another previewing strategy for what was being covered throughout the assigned readings and to generalize the reading material and simplify it for the purposes of taking notes (Richey et al., 2011). While observing all of the classes, I noticed that students were not coming prepared to class. They were not reading the assigned materials ahead of time

and could not contribute to the class discussion, making it quite difficult to incorporate active learning activities into the class sessions. By creating the advanced organizers, it was my intent that the experimental faculty could share the advanced organizers with their students and that students could use the organizers to follow along during the class lecture. The advanced organizers were used to provide all students in the classroom with a foundation of the course material and provide them with a guide so that they could participate in activities during the class.

I created advanced organizers for the experimental faculty participants to use during their classes for the first five weeks of the cognitive apprenticeship with the hope that the instructors would be able to develop their own organizers to use throughout the remainder of the apprenticeship. All three faculty members used the advanced organizers that I provided them during the class sessions and continued to create their own advanced organizers and handouts for the rest of the semester. EXPF2 and EXPF3 both uploaded the advanced organizers onto the class learning management website prior to class for students to access before class if they read the assigned readings ahead of time. The instructors also reported that they were able to see whether students were downloading the advanced organizers or reviewing them on the website. EXPF2 observed that students were viewing the advanced organizers frequently during the quiz assignments. EXPF1 reported in the concluding interview that she would not be using the organizers because she did not want to cover the course materials during class and would prefer for students to do it on their own time. EXPF2 and EXPF3 reported that they intend to continue use of the advanced organizers during

future semesters. Explicit comments regarding the advanced organizers are discussed in Research Question 2.

During my observation sessions with the experimental classes, I found the students' reactions to be very positive. Many were using the advanced organizers during the lecture portion of the class and were asking questions if they were struggling with understanding a particular concept or definition. Similar to the findings presented by Nugent et al. (1980) on the use of advanced organizers, I found that they served as a useful tool for cueing students during class discussions. If students were struggling with answering questions during class, the instructor could direct their attention to their advanced organizer and wait for the student to provide an answer.

Group teaching activities were used to encourage students to review the content within the textbooks as it became very apparent that students had not completed the reading assignments prior to class. Assembling the students into small groups and assigning them a portion of the chapter to review and present to the class helped to engage the students in the instructional delivery as well as familiarize them with the content in the assigned readings and work in a collaborative learning environment. The instructors would provide students with approximately 20 minutes during a class period to work within their small group and summarize the key themes for their assigned section. Small groups were tasked with presenting to the class the definitions and topics, and providing examples that were different from what was provided in the textbook and relevant to the students enrolled in the course.

The following is an example of a group teaching exercise that was incorporated in EXPF3's class. The assigned reading for the week was on the topic of communication

and power. The authors of the book presented power in terms of five paradigms. Students in the classroom were divided into five groups and each group was assigned one of the five paradigms of power. Each group had to take turns presenting their paradigm and what was unique about viewing power through their assigned lens. As each group took their turn presenting to the class, the instructor provided feedback to the students on the examples that they had come up with and added to their definitions and discussion to highlight when an excellent point had been made or when additional explanation was required. This activity was also a way to encourage all students to speak and contribute to the class discussion.

Another learner-centered instructional strategy that was incorporated into the experimental class sessions included an activity called Four Corners. This is an exercise where you place large sheets of paper in four corners (or stations) in the classroom. Each corner will have a particular topic. Students are divided into four groups and each group is assigned to a corner. Students are required to list as much information as they possibly can or provide examples for the topic that is written on the page in the corner. After five minutes, the students will rotate to a new corner. As students move from corner to corner, they will review what the previous groups have put on the paper and add to it. This activity should take 20 minutes for groups to rotate through the 4 corners. Once the students have rotated through all four corners of the room, the instructor can debrief the students and discuss what they listed on the paper (Silberman & Auerbach, 2013).

This activity was used to teach students in the experimental classes about logical fallacies. There were four types of logical fallacies that were presented: (1) slippery

slope reasoning, (2) ad hominem attacks, (3) strawperson arguments; and (4) non sequitor. Student groups were tasked with providing as many examples as they could for each of the four fallacies. The instructor asked for a spokesperson from each group to present the list in each corner and the class had a discussion as to which examples were most applicable to the students in the classroom. The students appeared to enjoy participating in class and many shared during their interviews that they liked the activities. The students told me that they thought the different activities that were done in class helped them understand the course material more clearly.

An instructional strategy that was used frequently during the experimental classes was to task students with developing their own examples to explain various concepts in the book that differed from the provided examples. The instructors often challenged students to come up with examples that related to their everyday lives as college students, members of a family, or group of friends. These exercises helped students experience the content and put the theories into a more relevant context. An example of how student examples were used to make better sense of the assigned readings was during the class session that covered body language and communication. The authors of the book presented six aspects of body language: (1) chronemics; (2) haptics; (3) proxemics; (4) artifacts; (5) paralinguistics; and (6) kinesics. The book provided brief examples of the six aspects of nonverbal communication; however, none of the examples were similar or relevant to one another. Students were tasked with identifying examples of when these different aspects of nonverbal communication had been used during one of their class sessions. Students could identify examples of how the instructor, their peers, or themselves had demonstrated one of the six aspects during

class. The instructor also expanded on the class discussion by asking students when they have observed these different aspects of communication occurring when interacting with their family, friends, co-workers, or significant others.

Activities like the one mentioned above were used to help students construct clearer mental models of the class materials they were being presented. Caine et al.(2005) suggests that the construction of mental models helps students see how new ideas and experiences are related personally or academically to what we already know and believe. Having the students develop their own examples as to how the course materials related their lives as students or members of a family or social group, they were not only provided with more examples than what was initially provided in the book, but they were all able to make better sense of the material by relating to examples that they have observed and experienced themselves at one time or another.

Group activities were utilized as an experiential methodology into class sessions to provide students with an opportunity to interact with one another, the instructor, and the course material. The instructional strategies that included the group teaching, four corners, and the development of different examples followed the premise of constructivist theory that knowledge is constructed based on community interaction (Roberts, 2002; Slavkin, 2004). Jensen (2005) suggests that instruction needs to be balanced between passive learning and active learning. The group activities were often incorporated after the instructor had presented a lecture to the students or an initial presentation of the material was covered in the textbook and provided students with additional time to rehearse concepts that were previously mentioned.

Reflective writing was used at the end of some class sessions as a settling technique to provide students with an opportunity to reflect on the activities and the content that was covered during the class session. Jensen (2005) suggests that the last 10% of instructional time should be used for students to settle and reflect on the material that was presented. During the reflective exercises, the instructor posed a question to the students and often asked them to provide a one-to-three sentence response. Depending on the sensitivity of the topic, the instructor either asked students to share their responses with the group or the instructor collected the responses for review. An example of a reflective exercise that was used at the end of a class session is the minute paper. This is a great exercise when you want to assess whether a student has understood the course material that was presented during the class. After an instructor has completed the course activities for the session and is ready to dismiss their class, they can give their students one final activity before they leave. The minute paper provides students with an opportunity to practice their writing skills but also reflect on what they learned during the class session. It also assists them in developing the ability to concentrate, listen, and begin to see the whole as well as the parts (Angelo & Cross, 1993). The instructor poses one question regarding the course materials that were taught during the class and provides students with one minute to write down their response. The following is an example of a question that was posed to students during one of the reflective writing activities:

We discussed several nonverbal codes today (i.e. gestures and body movements, facial expressions, eye behavior, voice, physical appearance, space and environment, touch, and time). Which codes do you think you need to spend more attention on while preparing for your speeches in COM 1010?

Many of the students struggled with understanding the content that was included in the textbook as well as making connections between the textbook and their speech assignments. This activity was twofold in that it provided students with an opportunity to think about how they could incorporate concepts that they had just learned into their upcoming speeches and create a plan to do so. The activity also provided instructors with an opportunity to see whether students were demonstrating an understanding of the material and planning for upcoming speeches. By reviewing the student responses to the minute paper assignments, instructors could provide additional feedback to students during the speech delivery days as to whether they incorporated the concepts that they were planning to as well as provide additional examples in class if it became apparent that students were still struggling with grasping the material in the book.

Feedback. Students valued the feedback that was provided to them after they delivered speeches and recognized that this constant feedback assisted them with improving their public speaking skills. The following quotes are examples of students who appreciated the timely feedback:

- *“Yeah after each speech or any written assignments he will definitely critique it and all of those things are helpful and I have gotten a lot better with my speaking over the course of the term.”- EXP2-S-IH [5273-5275]*
- *“Ya, and definitely even the occasions when she took aside class time to have us do mid-semester evaluations on her as a teacher which I thought was really nice. Most instructors I’ve had haven’t done that. They always wait till the end of the semester which doesn’t make sense because it doesn’t help you at all.”- EXP3-S-LO [7422-7425]*

One student who was enrolled in one of the control group classes relayed her frustrations with not receiving any feedback or graded assignments throughout the entire semester. The student conveyed that they did not feel any improvement

throughout the semester because the instructor had not provided students with a thorough critique of their performance. When asked if the instructor provided feedback, the student responded:

- *“Not in a timely manner...he is a very nice person but that might be one of his downfalls.... the real point of COM1010 is learning how to speak. So I kind of wished he critiqued us, like instead of saying “that was good”, say “that was a good speech but you should have done this, this, and this”. Really we haven’t gotten any feedback yet for any of the speeches, we haven’t gotten grades for any of the speeches so I can’t really say that he’s giving us feedback.”- CON3-S-AD [4219-4227]*

I did make an interesting observation when comparing student responses to the question that asked how their instructor provided them with feedback throughout the semester with data collected during the direct observation sessions. While students recognized feedback that was provided to them after delivering speeches in the form of a graded performance rubric, they did not recognize various forms of informal feedback as being “feedback”. Examples of informal feedback that students did not recognize, but were observed during class sessions, included the following:

- The instructor building off of the students’ responses during group discussions and making connections to the course content;
- The incorporation of asking students questions during lectures to determine how they were interpreting the course materials.
- The instructor walking around the room during group activities to assist groups and address any questions they may have;
- The instructor asking the students if they had any questions during class time; and

- The instructor being accessible to meet with students and assist them with their speech outlines during designated independent work sessions in class.

The following is an example of a student's response addressing whether their instructor provided feedback to them throughout the semester:

- *"Ya. I mean when we submit all of our analysis papers and assignments, he writes back to us and comments on it and says please see my comments. He writes a lot in our rubrics when he grades us on our speaking. He doesn't give us feedback during class. Okay, well today, he said he'd come around and help us if we had questions."*- EXP2-S-AA [6487-6490]

Instructional Strategies. Results of the student interviews revealed that students prefer a variety of learning activities during class. Students found the group activities to be helpful with learning the material and making sense of the examples that were provided in the textbook. It also provided students with an opportunity to practice speaking in front of others while sharing responses to group assignment questions. The following include examples of how students found the learner-centered instructional strategies to be helpful during the semester:

- *"She engages with us. She uses the classroom activities to keep us involved and I think if she didn't do the activities, then it would be boring without it so."* – EXP1-S-SB [4851-4853]
- *"There is a lot of group discussion, he will break up the PowerPoint and we will talk about it just briefly and then he will go into like a short video or he will bring up a daily speech and then after that he will bring up some group topics, then we will talk amongst ourselves and then we will talk overall as a class."* – EXP2-S-EJ [5038-5041]
- *"I found the group activities helpful. We get to work with each other and some people...a lot of people don't read the book so when she gives us 10 minutes or so to do it with our group we kind of read the book and present our information to each other, which helps us understand it."* – EXP-S-TS [6218-6221]

Expectations of Learning Environment. Students who were interviewed from both the control and experimental classes conveyed that an optimal learning environment is

one in which the instructor is interactive, knowledgeable, and passionate about the subject that they are teaching. Student participants believe that it is important for instructors to establish a rapport with their students. The direct observations that were conducted throughout this study supported this view that students are more likely to engage in an environment where they have made a connection with the instructor. The following are excerpts from students discussing the importance for establishing a rapport with an instructor:

- *“Yes, she is student-centered. Well, she asks us for our opinion and she doesn’t say you are right or wrong, you just give her your opinion pretty much and she never judges you on, you shouldn’t say that or that, you know, that’s your opinion.”* – EXP3-S-LA [5929-5931]
- *“The rapport is open and honest.”* – EXP3-S-CS [6922]
- *“His style is really laid back. It’s, it’s like very informative, you know he always has a lot of facts, I’d say that as far as his style it’s, it’s engaging like when he, he doesn’t just like talk at you, he talks with you and he has you participate also and like, and any feedback he wants from you, you can just give him, so he is real open.”* – EXP2-S-EJ [5028-5031]

Learner Needs. One particular theme that did emerge from the student and faculty participant interviews was that of learner needs. Both groups of participants were asked what they would expect from a learner-centered teaching environment. While faculty participants described a learner-centered teaching environment as being participatory, engaging students, and encouraging student participation, they did not address the importance of understanding their learners as people. Student participants identified the importance of an instructor to be focused on the students as individuals and find ways to make the course material relevant. The following includes an example that a student provided in terms of relating content to the students’ lives:

- *“But if you pair people in different groups, A, people get to know each other better. In some classes I know everyone’s name. Some I don’t know anyone at all. So, basically gear it more toward the student. I’ve had teachers who connect well with students just because they talk, like act like students kind of and there’s some instructors like distance themselves. They’re just like here’s your assignment. Everyone sits by themselves, just very cold.” – CON1-S-SKS [970-976]*

Another student recognized that even in a learner-centered teaching environment, the instructor will have the challenge of helping several students with different learning needs master the material. One student emphasized during the interview that not every student is passionate about the information being presented in class and may encounter challenges with learning the material depending on how much each student might be engaged. The following is an excerpt pertaining to the need to implement a variety of instructional activities:

- *“I think because you know any class could have, especially communication class, between like 20 to 30 people and everyone learns differently so I think that it’s important to do a variety of demonstrations in class like you know some worksheets, some group talking, so just a wide variety of things that can help every student in a way.” – CON2-S-AA [1217-1220]*

Some students also suggested that an instructor is better positioned to evaluate their students’ performance if they focus on student learning on an individual level. The following excerpts are from students who stressed the importance for the instructor to understand them as a learner:

- *“She gives one on one attention and asks what our topic is on and what we are thinking about when we are going to be presenting. I think that really helps. Larger classrooms I guess, just offer office hour because, I mean it depends on if you’re like, a one on one teacher... most people do because they can actually evaluate a student’s interest, but it depends.” – CON-S-HM [2806-2813]*
- *“When I think of teaching styles that really work with the student I think of like building on student ideas and actually trying to understand the students. I’m a philosophy major and with my teachers when I start talking they are like well,*

yeah, no and they just kind of like keep going, but I would like really like for them to try to understand me.” – EXP1-S-JNM [4736-4745]

This point is further supported by the instructional design literature on learner analyses. Cennamo and Kalk (2005) advocate the importance for the instructor to be able to visualize the process that their learners will be experiencing as they identify instructional strategies which will help ensure a smooth transition from receiving information to experiencing it. Instructors need to understand their learners' perspectives and opinions on various topics that are presented during class so that they can present examples and learning opportunities to students that they can relate to on both a personal and academic level.

Constructivist learning theory is rooted in three principles that learning results from personal interpretation, the exploration of multiple perspectives, and social interaction that occurs in realistic and relevant situations (Richey et al., 2011). Collaborative learning should be a social experience where the instructor interacts with students where the instructor learns from the students, students learn from the instructor, and students learn from each other. Slavkin (2004) states that “knowledge should be socially created” (p. 44). Erlauer (2003) further affirms what Roberts (2002), Jensen (2005) and Slavkin (2004) believe students need to experience in order to process and retain information.

When students can share their own knowledge and skills with others, not only do the “receivers” gain because they learn something new, but the student who is acting as the teacher will solidify his or her knowledge teaching it to others (Erlauer, 2003, p. 145).

During the collaborative group activities throughout the semester, I observed students taking a more active role in their learning. Students were working together in

their small groups and helping one another better understand the material before they had to present or discuss with the class. I perceived that students felt obligated to participate in small groups so that their peers felt that everyone was contributing to the activity. Students would have had an easier time avoiding class participation if the instructors had not arranged for group activities during class. The group activities and informal presentations during the class sessions helped students become more acquainted with one another which helped students feel more comfortable presenting in front of their peers during speech days. This reinforced what Chou (2011) and Dallimore et al. (2008) found after incorporating additional communication strategies in an oral communication course. Students were better equipped to engage their audience in conversation during their speeches as well as other class activities.

Learner-centered instructional strategies (Doyle, 2008) are very much rooted in constructivism in that they involve students taking a more active role in their own learning, participating in discovery learning, evaluating their own learning, collaborating with others in problem-solving, and taking learning risks that promote critical thinking. During my observations of the classes throughout the semester, I noticed that the instructors who took the time to get to know their students as people were better able to personalize examples during class and relate the content to the students on a more personal level. When students had been encouraged to share their hobbies, career aspirations, and part-time jobs, the instructor and other students could connect examples to those individuals in the classroom. This promoted Slavkin's (2004) stance that knowledge is constructed based on community interaction. This sense of community interaction not only made the course materials more relevant to the

students, but it also contributed to a more comfortable learning environment where students appeared less nervous and anxious to present to the class during the speech delivery days.

Having the instructors get to know the students and relate examples to their own personal and academic experiences conveyed to the students that their instructor was taking a particular interest in their learning. I observed that students in the experimental classes asked more questions during class time, answered more questions that were posed by the instructor, and built off of their peers' discussion points during class. The collaborative learning activities established camaraderie between the students and their instructor and contributed to a more enjoyable class throughout the semester.

Research Question 2: What challenges do educators experience while implementing learner-centered instructional strategies within a course?

I collaborated with the experimental faculty members to incorporate learner-centered instructional strategies within their classes. This design-based research project required me to work with each of the three experimental faculty participants on an individual level. These faculty participants were interviewed at the beginning and the end of the study to determine if they had noticed a change in how they were teaching as well as to provide insight as to any challenges they may have encountered while participating in a cognitive apprenticeship. I also observed each of the faculty participants five times throughout the semester to see how they were incorporating learner-centered instructional strategies within their classes.

The single overarching challenge for faculty participants and an emerging theme throughout this study was the lack of student preparation. Learner-centered instruction

encompasses a more active approach to learning that places a greater amount of onus on the student to take a more participatory approach to their learning. It proved to be difficult to engage students in active learning when they were not prepared or familiar with content being covered during the non-speech days. During non-speech days, the instructors would cover readings from the textbook that had been assigned that provided students with an overview to communication theories and practice. Faculty members experienced difficulty with engaging their students during lectures when the students had not read the assigned readings prior to attending class. Students did not participate in answering questions, and were unable to provide examples or contribute to any discussions. Learner-centered instructional strategies often involve students taking a more active role in their learning by participating in class discussions, evaluating their learning, problem solving and engaging in reflection. It was difficult to incorporate active learning strategies within the class where students could manipulate the course material when they had demonstrated no knowledge of the content that was presented in the textbook. Students were not familiar with any of the key terms or topics that were in the textbook and often had to be prompted to take their textbooks out and follow along during lectures.

Another factor that effected student preparation was the textbook that was assigned to the course. Several students admitted to struggling with the course textbook and being able to relate the contents of the book to their speech communication course. In an effort to standardize instruction across all sections of COM 1010, a committee had been formed to identify and select a textbook that would be used by all instructors. The committee had reviewed over 25 textbooks and expressed a desire to select a textbook

that expanded on the fundamentals of speech communication and incorporated public advocacy. Faculty participants also identified during interviews that the textbook was too advanced for an introductory undergraduate course and efforts have been made to attempt to find a different textbook to use for future semesters. During the course of this study, four of the six participants were using the regular textbook and two faculty participants were using the newer version (one in the control group and one in the experimental). Students identified challenges with the second book as it contained a great deal of content and many of the resources were only accessible via an online format.

During this study, I read the textbook in order to create the advanced organizers and learner-centered instructional activities for the experimental classes. I found the book very difficult to navigate through and found it to be more suitable for a graduate seminar course. The textbook covered very little in terms of public speaking and was more of a culmination of the authors' political beliefs as they related to public advocacy and activism. The new textbook that was used by two instructors in this study (one in control group and one in the experimental) was much more focused on public speaking. While creating the advanced organizers it took me three times as long to create learning activities for the classes using the old textbook as compared to the new book as it was hard to read and identify the key points that the authors were trying to make in each chapter. If the authors stated that there were three paradigms to be aware of in a chapter, I often had to re-read the section several times in order to find information on the third paradigm being discussed as the authors did not allocate equal space to each paradigm. It became very apparent to me why the students were not reading the book

ahead of time. During the student interviews, several students shared with me that the book was difficult to read and relate to and that after several attempts, they stopped reading prior to class.

In an attempt to offset the lack of student preparation prior to class time, various learner-centered instructional tools were used to assist students with familiarizing themselves with the course material and textbook during actual class time. Advanced organizers were created to help guide students through the readings. Jensen (2005) describes advanced organizers as handouts that are given to students to provide them with an overview of the learning content being presented. The organizers may consist of definitions; fill in the blank activities, questions for students to answer as they read through the assigned materials, or space for the students to write their own notes. Advanced organizers were used to help students organize the contents of each chapter at a higher level of generalization and simplification (Richey et al., 2011). Students were encouraged to complete the advanced organizers as their instructor lectured on materials and reviewed the content.

The faculty participants in both the control and experimental groups shared with me during the interviews at the beginning of the study that the majority of the students did not read the textbook and struggled with participating in class. After observing the lack of participation and anxiousness of the students during the first two weeks of the semester, I thought that incorporating advanced organizers would help students navigate through their readings and highlight some of the important concepts that the instructors would be covering in class. I also thought that providing the students with the advanced organizers would help the faculty participants in the experimental group with

their lesson planning. By reviewing what was being highlighted in the assigned readings, the instructors could make sure that they were incorporating the content that was included in the advanced organizers into their lecture. It was my intent that by incorporating the advanced organizers, students would have a consistent method for organizing their notes during class and would have some knowledge and familiarity of the material that would enable them to participate in other active learning activities that I wanted to introduce to the class.

Two faculty participants stated that they found the advanced organizers to be very helpful for the students and for guiding the structure of their individual lesson plan. A few students shared during the student interviews that they found the organizers to be helpful preparing for quizzes and examinations that were based solely on the content of the book. The use of advanced organizers supported the positive findings presented by Nugent et al. (1980) when organizers were used as a cueing technique to increase comprehension of course materials. The following are some comments that the faculty participants shared in regards to the advanced organizers and active learning strategies that were incorporated to assist with the textbook:

- *“I think that I’m probably incorporating more of the text book materials into the class lectures than I normally would or have in the past. I think that’s partly also due to the new textbook that is more fact oriented. I do think that I’m doing more of it. I’m not sure if I’m going to continue doing that in the future as I get more accustomed to that textbook and work out in class activities that relate to it but don’t involve going over it in class...”*– EXPF1-I2 [1-310]
- *I think the one struggle is the chapter organizer and it’s in getting them to use it the way it’s meant to be used and I feel strongly that if I could literally hand it to them at the beginning of each class period, they would use it because I would be giving them a piece of paper and it would be in front of them. But the department is trying to be paperless so I have to post everything on Blackboard...My thought is that I’m going to continue using it because I think it’s a great tool. I’ve seen some improvements. I’ve seen some students that do use it who bring it into*

class use it during class, they add to it, they read from it. I think going forward I'm going to make that a requirement in terms of allowing points... When we did the mid-semester evaluation, I did get feedback from them and the majority of it was that I was doing fine. The question that asks, what can they do to fix what's not working in the class...typically they said to read more and be more prepared and use the chapter organizers too." – EXPF3-I2 [585-836]

I did observe that when the instructors used the advanced organizers during class, some of the students expected the instructor to tell them exactly what they needed to know. EXPF1 went through the advanced organizers with the students during class and helped provide them with answers and they were filling in the blanks. EXPF3 directed students to their textbooks if they were unable to find an answer to a question included in the advanced organizer and provided the students with time to navigate through the book before providing the answer. Instructors need to be cognizant that the advanced organizers are meant to assist students as they go through the material. Students will be better able to retain information if they are responsible for finding the answers as opposed to relying on the instructor to provide them with all of the information.

Collaborative active learning strategies were also incorporated throughout the experimental classes in an attempt to help students familiarize themselves with the material. Examples of collaborative active learning strategies that were used include group discussions, group teaching methods, and role-playing simulations. Most often, these collaborative active learning strategies were introduced to the class after the faculty participant provided an initial overview of the content in the assigned readings. During these activities, students were often tasked with creating different examples than what were listed in the book as they may relate to an undergraduate college student. This helped organize the course content in a context that was more relative to the

learners and also served as a way to present students with a mental model for comprehending new concepts (Caine et al., 2005).

A second challenge that experimental faculty members encountered while implementing learner-centered instructional strategies included planning the design of instruction. Two of the experimental faculty participants were very enthusiastic to try new instructional strategies within their course but did recognize that it took a lot of preparation to incorporate more active learning strategies within their lesson plans. This enthusiasm was demonstrated through emails that I would receive throughout the semester as the instructors prepared for their classes or let me know how different activities worked or didn't work. The lesson plans and communication with me throughout the semester provided the instructors with an opportunity to articulate (Collins, 1989) their thoughts as they were incorporating additional instructional strategies in their classes. Faculty participants were faced with the challenge of having a contingency plan prepared to deal with student the absenteeism issue when it occurred. The incorporation of the three reflective exercises throughout this study helped the faculty members begin to strategize how they might adjust the activities for subsequent classes. The following is an excerpt from one of the faculty participants who experienced a challenge implementing an activity when several students were absent from class:

- *“Having only 8 students at the beginning of class was troubling. I had a group activity with six groups coming up shortly. This did unnerve me for a bit.... I conceptualized a new activity that I called group debate which leads from a small group discussion, to a large group discussion, finally with a student from each group presenting. While it did not go as plan, due to my mistake, I think by organically selecting groups, it can work in to indicate the diversity of many issues we face in life. The primary questions I asked them was what is the media's role in society and what do we need to do about it. I think both of these*

questions have a multitude of answers and I was trying to illustrate that by placing them in 4 or 5 groups of like minded opinions and have them present why they believe what they do. I ended up getting two real groups of opinions, so some of the diversity was lost.” – EXPF2 [R2]

One of the faculty participants revealed that she felt that she had become less learner-centered throughout the course of the study due to the amount of preparation required to implement learner-centered instructional strategies. The faculty participant stated that she preferred to be a spontaneous instructor and often did not decide what she would cover during a class session until the actual day of the class:

- *“I’m usually more spontaneous...And I still don’t always know what I’m going to do until the day before or the day of if things change on the ground.” – EXPF1-I2 [1-310]*

This faculty participant struggled with articulating her lesson plans throughout the study and appeared to be hesitant to try different strategies throughout the semester. I worked with the experimental instructors to divide their lesson plan into three sections: (1) before; (2) during; and (3) after. This was done so that they could articulate what information they would include in the briefing and debriefing sections. In order to divide up the lesson plan, the instructors were expected to know what activities they were planning on using prior to teaching the course. While it became very important for the instructors to have a contingency plan in case too many students were absent, I still believe that it was necessary for them to know what they were going to present in class and what instructional strategies they were going to utilize to do so.

One challenge that I encountered during this study as I was selecting learner-centered strategies for the instructors to implement was teaching them how to incorporate settling. Jensen (2005) describes settling as a process that takes place at the end of a class where the learner is provided with time to review and reflect the

information that has just been presented to them. The settling process typically occurs during the last 10% of a designated class time. I worked with the experimental instructors to incorporate debriefings to assist students during the settling phase. The reflective writing exercises such as the minute paper, test questions, and muddiest point (Angelo & Cross, 1993) provided students with opportunities to reflect on topics that had been recently discussed during class and establish goals for incorporating course material into their upcoming speeches.

The reflective activities that were incorporated into the settling phase of the class had the potential to provide instructors with feedback on student performance as well as another opportunity for the instructors to customize their feedback on student speeches. I encouraged the instructors to review the students' responses to their reflective activities; however, none of the experimental instructors shared with me during the concluding interview that they found the activities to be beneficial in terms of feedback. I got the impression that the instructors were more focused on having the students engage in reflective practice that they did not recognize how the reflective activities could be of use to them. This is something that I would like emphasize in future research that addresses the incorporation of learner-centered instructional strategies.

Another challenge that I observed during the semester was that students had difficulty recognizing when they were being provided with feedback from their instructor. During the student interviews, students conveyed to me that they only received feedback from their instructors when they had to deliver speeches or submit an essay. During these types of assignments, the instructors provided them with a standardized rubric where they could share feedback with the students. Students failed to recognize

when informal feedback was being provided. I observed several times throughout the semester instances where the instructors were asking students if they had any questions pertaining to the course readings or upcoming assignments. The instructors in the experimental group walked around during the group activities so that they could be accessible if any of the small groups had questions relating to the activity. I think that students would have benefited from being told during the debriefing phase of the class how the instructor provided feedback on their performance. Not only would this communicate to the students that they were provided with feedback, it would also assist students with recognizing that they were making progress throughout the semester.

Research Question 3: What is the difference in perception of motivation, if any, between students enrolled in a course where the educator is participating in a cognitive apprenticeship as compared to students enrolled in a course where the educator is not participating in a cognitive apprenticeship?

Students in the control and experimental classes were administered a survey at the end of the semester to measure their perceptions of motivation in regards to the instructional strategies that were used during their speech communication classes. A total of 109 students completed the surveys. In addition, 36 students, from each of six classes that participated in this research study, also participated in an interview at the end of the semester to discuss the types of instructional strategies that were used during class as well as their preferences for a learning environment that is conducive to their needs.

The survey that was adapted from the Course Interest Survey and Instructional Materials Motivation Survey (Keller, 2010) looks at perceptions of motivation across four

subscales: attention, relevance, confidence, and satisfaction. The results of the survey indicated that there was statistical significance with students enrolled in the experimental faculty participants' classes being higher in terms of the attention subscale, relevance subscale, and the overall ARCS score that is assigned to the survey.

It can be speculated that students' attention was maintained during class time due to the number of and variety of learner-centered instructional activities that were incorporated throughout the semester. Various collaborative active learning exercises provided students the opportunity to work in groups, promote interaction and apply information from the textbook to everyday life. Student interviews revealed that they preferred a variety of activities and wanted relevant examples.

- *"We had a guest speaker last [week] and I learned more in his forty minute lecture than I have the entire semester because he was very engaging and had really good real life examples and broke everything down. He kind of kept asking us how we felt instead of just telling us."* – CON-S-EL [604-608]
- *"To be honest, I wish he'd do more. Like right now you just asked me if there are any activities. There's none."* – CON1-S-SKS [865-867]
- *"She brings examples and like the way she explains things is like really sophisticated and she breaks it down, I think it's sentence by sentence, and everybody understands and we are all just like oh that's what the books talking about."* – EXP3-S-MK [6058-6060] referring to activities that EXPF3 incorporates within the classroom.
- *"She engages with us. She uses the classroom activities to keep us involved and I think if she didn't do the activities, then it would be boring without them."* – EXP1-S-SB [4851-4852]
- *"I found the group activities helpful. We get to work with each other and some people...a lot of people don't read the book so when she gives us 10 minutes or so to do it with our group we kind of read the book and present our information to each other, which helps us understand it."* – EXP-S-TS [6218-6221]

- *“Yeah, a lot of examples, she uses a lot of examples, like I said the book was really hard to understand. She made it easier using a lot of examples, not from the book, but she is like real life related examples.” – EXP3-S-LA [5767-5769]*

I observed that students that were interviewed from the experimental groups talked more about feeling comfortable with delivering speeches as compared to students interviewed in the control groups. Students in the experimental groups made comments that they were comfortable with presenting and that they were presenting with friends. I believe this to be in part of the community interaction that was present in the experimental classes as students participated in the collaborative group activities. More students were participating in class and engaging in class discussions in the experimental groups. I did not observe much student interaction between students enrolled in the control classes. I observed students occasionally having sideline conversations during class but I did not observe at any point students building off other students' ideas and discussion points.

Another observation that I made in terms of motivation while interviewing the students was that students in the experimental group found the course to be much more relevant to their lives than what they had initially anticipated prior to taking the class. Greater emphasis was placed on reviewing the content in the textbook and accentuating examples that students could relate to on a more personal level. Students shared during their interviews that the instructors in the experimental group were able to provide them with lots of relevant and real-life examples of how they could implement what they were learning into their everyday lives. I was not provided with that feedback from any students that were interviewed from the control classes.

I observed very few active learning activities during my observations of the control group classes. During my five observations of CONF1, I observed the instructor reviewing content from book on two different occasions. During these sessions, I observed the instructor reading the key terms directly from the book to the class. On one occasion, I observed CONF1 read aloud from the questions that were included at the end of the chapter in the textbook. Students were not provided with any time to think or answer the questions. CONF1 immediately provided an answer after reading each question and did not call upon any students. During this session, the students sat at their desks following along with their textbooks. Others were on their cellphones and a few were sleeping. The other three sessions that I observed consisted of the instructor reviewing upcoming assignments and students delivering speeches. I intentionally tried to avoid attending classes during speech delivery days in order to see how the various learner-centered strategies were being incorporated within the classes; however, I was unable to do so in CONF1's class due to the fact that students did not attend class on days that they had been assigned to speak and often had to have make-up speech sessions.

I only observed CONF2 incorporating learner-centered instructional strategies on two occasions. During the first day of class, I observed CONF2 incorporate an icebreaker to help students introduce themselves to the instructor and their fellow peers. Students in CONF2's class expressed during their interviews that they enjoyed this activity and wished that they had more of these throughout the semester. I also observed CONF2 engage the students by showing them different videos of both good and bad speeches performed by students, celebrities, and political figures. After watching the speeches,

the instructor provided students with a few minutes to write down their thoughts on what they liked about the speech and what they didn't like. The instructor then called upon students to share their thoughts with the class. This provided a great opportunity for the instructor to further set the expectations for students as they were preparing on delivering their own speeches. I did observe that many students did not attend class on their designated speech day which caused some challenges for the instructor to carry on with the class. I did observe CONF2 consistently briefing and debriefing students during every session on upcoming assignments, but I did not observe CONF2 briefing on any content that was covered in the textbook or the assigned readings.

CONF3 engaged students at the beginning of each of the five classes that I observed by asking students to share any examples they had seen in the media or their personal lives of public speaking occurring. This often led to students discussing different speeches that they had watched of political figures in the news. During my second observation, CONF3 administered a practice quiz to the students to help prepare them for an upcoming online quiz that they were going to be required to take that week. The students were provided time to complete the quiz individually, and then were asked to exchange their papers with the person sitting next to them. CONF3 went through all of the answers with the students. I did not see CONF3 collect any of the quizzes from the students as this was done more as an exercise to better prepare them for the quiz later that week. I thought that this was an excellent activity to prepare students for the upcoming quizzes by providing them with a preview of what would be expected. I do think that CONF3 would have benefited from seeing how well the

students initially did on the quiz so that he could place more emphasis on the materials that they were struggling with.

CONF3 had a very good rapport with the students in the class and had created a very relaxed classroom environment. I did not observe much teaching occurring during my observation sessions. I observed CONF3 reading excerpts from the textbook verbatim to the students and reviewing one of the assigned chapters. The instructor did not pose any questions to students throughout the entire lecture and students sat in their seats copying down what information was on CONF3's PowerPoint slides. The other times that I attended CONF3's classes, the instructor spent a great deal of time during class showing the students videos of speeches or random videos that CONF3 thought that the students would find funny but had nothing to do with the course content or public speaking. I do think that providing students with examples of speeches was a good instructional strategy in that it modeled good public speaking examples for students, but I think that a lot of the videos were used as a crutch and as a means to avoid teaching any content from the book.

While I only observed one-third of the classes that were taught by the instructors in the control and experimental groups, I do feel confident that I was able to ascertain an accurate impression of their teaching style and watch activities they typically employed during class. This research question attempted to determine whether there was a difference in perception of students' motivation in the experimental group as compared to the control groups. The results of the survey that was administered revealed that there was statistically significant in terms of the attention and relevance subscales, Students confirmed this during their interviews where they shared with me the

instructional strategies or lack thereof that were being used during class. Saleh (2011) conducted a research study that implemented Jensen's (2005) brain-based teaching approach by incorporating briefings, debriefings, and opportunities for collaborative learning within a high school physics class. The results of my study are similar to Saleh's (2011) in that my findings suggest that students who were in the control classes and were not exposed to learner-centered instructional strategies were unable to accurately determine the relevance of the course content that they were presented with.

Research Question 4: What is the difference in perception of motivation to teach using learner-centered instructional strategies, if any, between educators participating in a cognitive apprenticeship when compared to educators who are not participating in a cognitive apprenticeship?

The six faculty participants were interviewed at the beginning of the study and conveyed that they all felt relatively confident in terms of their teaching capabilities. I did observe that there was a difference between the faculty participants' perceptions of how they taught compared to what was observed. Limited research has been done comparing educators' perceptions of teaching and actual performance (Chan & Elliott, 2004; Samuelowicz & Bain, 1992). An observation that I made during this study that I found to be of particular interest was when I asked the six instructors at the beginning of the study and the semester whether or not they would consider themselves to be learner-centered instructors. Only two instructors, both from the experimental group) were hesitant to say that they were absolutely certain that they were learner-centered. Ironically, the two that expressed that they strived to be appeared to be my most learner-centered throughout the study.

All six instructors conveyed to me during the initial interview that they were very learner-centered and had provided examples of how they created a participatory learning environment and engaged the students in activities. I was able to confirm what two instructors (EXPF2 and EXPF3) said about their teaching through my observations. I found EXPF2 and EXPF3 to be very honest with what strategies they tried to incorporate in class and challenges that they had experienced teaching the material. I found that EXPF1 perceived herself to be learner-centered but did not engage students as much as what she thought she did. EXPF1 did discuss in the initial interview challenges that she had experienced with engaging students and we worked to identify the collaborative learning activities mentioned previously to encourage the students to take a more participatory role during class.

I was disappointed with the three instructors in the control group because I felt as though they provided me with answers that they thought I would interpret as being socially acceptable. I did not witness many of the active learning strategies taking place that they had said they incorporated on a regular basis. I did observe consistency of teaching during my five observation sessions which leads me to believe that I would continue to observe the same things whether I had observed their classes during additional observation sessions. Student interviews confirmed my observations of CONF1, CONF2, and CONF3 as well as the survey that was administered to students in their classes.

I do believe that CONF3 attempted to be learner-centered in getting to know the students in his class. I found that he often engaged in conversation with them at the beginning of class to hear about what their pastimes were and try to find commonalities.

This helped to create a relaxed learning environment and the students seemed comfortable engaging in conversation. I did not observe CONF3 connecting any of the content from the textbook to the students which I think he could have easily done as he had gotten to know many of them throughout the semester. I believe that the students would have benefited from having an opportunity to link examples in the book to the context of their own lives, which would have improved their relevance subscales on the survey.

During the cognitive apprenticeship, I found that all three instructors were eager to participate in the study and try new instructional strategies. Throughout the course of the semester, I found that EXPF1 appeared to have lost some interest and was reverting back to passive strategies that had been used in the past. I would meet with EXPF1 after I had observed her class and she was always willing to sit down and discuss what had worked well in the class and what she thought hadn't worked well. I found that EXPF1 tried to justify why she couldn't try certain instructional strategies that I had provided her with and frequent excuses that I was provided with were that she was focused on reviewing the material in the new textbook or that she had simply forgot. EXPF1 recognized that she needed to do a better job at the briefings and debriefings although I did observe her trying to incorporate them into the class sessions. I think if the time allotted for the cognitive apprenticeship had been increased and I could have directed the instructors in the experimental group longer, the increased repetition might have helped EXPF1 with remembering to incorporate all of the elements of the briefings and debriefings. I had to send reminder emails to EXPF1 to complete the three reflections for the study and I did not receive a third reflection.

EXPF2 was very eager to participate in the cognitive apprenticeship and communicated frequently with me throughout the entire semester. He was willing to try any instructional strategies that I provided to him and would also send me activities that he was considering to implement that he wanted my feedback on. I received emails from EXPF2 throughout the semester on days when I had not observed the class to let me know if certain activities that I had provided him with worked well or any new strategies that he had tried to implement. I met with EXPF2 after each observation session and that time was often spent discussing challenges he had experienced and him asking me for feedback on how to improve certain activities for future semesters.

EXPF3 was also very enthusiastic to participate in the cognitive apprenticeship and was very willing to attempt to implement the instructional strategies that I had provided her with. She, too, emailed me throughout the semester to let me know when she had tried one of the strategies how it had worked. I met with her after each observation session and she shared with me different instructional strategies that she was planning to incorporate and wanted my feedback. Both EXPF2 and EXPF3 sent me their lesson plans throughout the semester and were diligent with incorporating the briefing and debriefing strategies in class. Both used PowerPoint slides at the beginning and end of class with headings that said briefing and debriefing so that students recognized when they were occurring.

A survey adapted from Keller's (2010) Course Interest Survey and Instructional Materials Motivation Survey was administered to the faculty participants at the end of the study. Unfortunately the comparison of faculty scores between the responses of the

control and experimental groups did not yield significant results. This could be attributed to the low sample of faculty participants in this study.

Another explanation for why there was no difference between faculty participants could also be due to the participants' perceived levels of confidence in regards to their teaching capabilities. Faculty participants assigned to the control group were unaware of which faculty members were in the experimental group and what types of instructional activities were being utilized within the cognitive apprenticeship. There may have possibly been a greater difference if faculty participants in the control group had been made aware of what strategies were being used in other classes as compared to the strategies that they were currently using.

As the researcher carrying out the cognitive apprenticeship, I had a much easier time working with EXPF2 and EXPF3. I felt as though I had established a rapport with them and the frequent updates helped to build on our working relationship. I found that I was difficult to provide EXPF1 with feedback on strategies simply because I wasn't asked to provide my opinion and instructional strategies were shared with me in advance during the end of the cognitive apprenticeship. EXPF1 was much more engaged during the first phase of the cognitive apprenticeship when I was providing all of the handouts and materials and instructional strategies to the instructors in the experimental group. I found EXPF1's interest to have disappeared slightly during the second and third phase of the cognitive apprenticeship when they were required to come up with their own strategies. EXPF1 did develop and incorporate new strategies however, those were only shared with me during the two reflections and the observation sessions that I attended.

Referring back to the basic principles of constructivism that suggests that learning results from personal experiences, exploration of multiple perspectives in realistic and relevant situations (Richey et al. 2011), I think the instructors in the experimental group could have benefited from sharing ideas with one another and brainstorming solutions to challenges that they were experiencing in the classroom. I think that EXPF1 would have found it helpful to see how other instructors were incorporating learner-centered strategies and may have been more motivated to participate in the cognitive apprenticeship knowing who the other participants were.

Limitations

There were some limitations attributed to this study. All six faculty participants had different levels of teaching experience and were not necessarily at an equal baseline at the start of the study. All six participants volunteered to be a part of the study prior to knowing whether they had been assigned to the control group or the experimental group. This demonstrates that all of the faculty participants had been willing to participate in the cognitive apprenticeship if assigned to the experimental group.

There were limitations associated with the recruitment of student participants. Due to the low attendance during non-speech day classes, I was limited with the number of students who participated in completing the student surveys. While each class provided a high response rate, it would have been helpful to have had more students participate. The student interviews were voluntary and there was not equal representation from all six classes that were observed during the semester. The structured interviews assisted with maintaining consistency with questions; however, it would have been more fruitful

to have gained more student participation as well as have known what their anticipated final grades were going to be in the course.

The amount of time allocated for this study also posed a limitation. This study was conducted over the course of a 15-week semester. While the cognitive apprenticeship was divided into three phases to allow me to use a scaffolded approach to providing guidance to the faculty participants, it would have been beneficial to work with the experimental faculty participants for a total of two semesters, with the cognitive apprenticeship taking place in the second semester. Due to course assignments, I was unable to schedule the study for two semesters due to the difficulty of ensuring that instructors would be teaching the same course during two consecutive semesters.

The standardization of course assignments proved to be an advantage as well as a limitation. Having mandatory assignments, grading rubrics, and the same textbook for all sections of COM 1010 provided consistency for the study; however, the inflexibility of the course posed challenges for faculty teaching the course. It would have been interesting to extend the learner-centered approach beyond instruction during the class sessions and provide students with assignments that followed suit.

The results of the Course Interest Survey and the Instructional Materials Motivation Survey (Appendix K) that were administered to students in the control and experimental groups revealed that students' perceptions of motivation were higher in the experimental groups where learner-centered instructional strategies were included within the class sessions as compared to students in the control groups. An additional limitation of the study was not having access to students' final grades in the course. It

would have been interesting to compare the students' results with their perceptions of motivation towards learning.

Implications for Instructional Design

This study poses implications for instructional design. The first implication is that the cognitive apprenticeship framework can be a viable instructional model for training faculty in higher education settings to improve their teaching capabilities. Currently, there is a paucity of literature as to how educators in higher education are trained in regards to selecting instructional strategies. The field of instructional design could benefit from future research that explores how further utilization of the cognitive apprenticeship can impact educators over time.

A second implication for the field includes the importance of instructional sequencing when introducing learner-centered instructional strategies into a learning environment. Duncan (1996) suggests that it is important for instructors to provide realistic and relevant examples to their learners as well as opportunities for the learners to apply the newly acquired knowledge and skills in a realistic context. Students' perceptions of a learner-centered environment during this study highlighted the need for instructors to be able to assist students with making sense of the material being presented to them and relate it to the context of their own lives.

A third implication is that the use of reflective practice as a training tool was very helpful for faculty participants. By engaging in reflection and recognizing the challenges they experienced while trying new instructional strategies, participants were able to begin strategizing for how they may alter the activity for a future class session. This period of strategizing and problem-solving may otherwise have been overlooked or not

addressed until the next semester when teaching that particular activity, had the faculty participant not taken the time to complete the reflection.

Future Research

Further research is needed on the use of cognitive apprenticeships and educators. There is significant variability among studies which have implemented a cognitive apprenticeship framework to teach new skills. There are no studies to date that have explored the length of time given to implementing cognitive apprenticeships. Research in this area could help address training needs for pre-service educators and instructors teaching for the first time.

Additional research exploring the impact that communities of practice could have on the success of a cognitive apprenticeship is another area that could contribute to the current body of literature. Due to time constraints for implementing this research study and differences between the COM 1010 class sections, the development of a community of practice to facilitate the cognitive apprenticeship framework would have proven to be very difficult to implement. It would be of interest to explore whether establishing a community of practice would impact a participants' performance as compared to other participants who do not engage in any community activities.

Summary

This study was successful in taking an ethnographic approach to explore how students learn in a learner-centered teaching environment. Through qualitative and quantitative data collection methods, challenges that instructors may experience while implementing learner-centered instructional strategies were indentified. Through multiple methods of data collection, this study revealed that students participating in a

learner-centered teaching environment yield higher perceptions of motivation towards the course content as compared to students who were not participating in a learner-centered teaching environment.

To date, there have not been any studies that have looked at utilizing a cognitive apprenticeship framework to educate instructors teaching in an undergraduate learning environment. This study indicates that the cognitive apprenticeship framework can be successfully incorporated to train educators and can serve as a baseline for future research studies exploring instructional strategies and undergraduate faculty.

APPENDIX A

WAYNE STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL

LETTER

WAYNE STATE
UNIVERSITY

IRB Administration Office
87 East Canfield, Second Floor
Detroit, Michigan 48201
Phone: (313) 577-1628
FAX: (313) 993-7122
<http://irb.wayne.edu>

NOTICE OF EXPEDITED APPROVAL

To: Jill Stefaniak
Administration & Organization Stud

From: Dr. Scott Millis K. Campbell-Voytal, PhD
Chairperson, Behavioral Institutional Review Board (B3)

Date: November 15, 2012

RE: IRB #: 107712B3E
Protocol Title: The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies in an Undergraduate Learning Environment

Funding Source:
Protocol #: 1210011412

Expiration Date: November 14, 2013

Risk Level / Category: Research not involving greater than minimal risk

The above-referenced protocol and items listed below (if applicable) were **APPROVED** following *Expedited Review Category (#7)** by the Chairperson/designee for the Wayne State University Institutional Review Board (B3) for the period of 11/15/2012 through 11/14/2013. This approval does not replace any departmental or other approvals that may be required.

- The IRB has determined that all applicable criteria for expedited approval have been satisfied.
- A request for waiver of the requirement for written documentation of informed consent (for Student Survey) has been granted according to 45 CFR 46.117(1)(2). Justification for this request has been provided by the PI in the Protocol Summary Form. The waiver satisfies the following criteria: (i) the research involves no more than minimal risk to the participants, (ii) the research involves no procedures for which written consent is normally required outside of the research context, the consent process is appropriate and an information sheet disclosing the required and appropriate elements of consent disclosure will be provided to participants.
- Revised Protocol Summary Form (received in the IRB Office on 11-15-12).
- Receipt of a Letter of Support from (1) Interim Basic Course Director, and (2) Chair of the Department of Communication.
- Data Collection Tools: revised "Observation Tool", revised "Faculty Interview Question Guide (Experimental and Control Groups)", Student Interview Question Guide, Faculty Survey, Student Survey, revised "Faculty Participant Reflection Questions",
- Research Protocol, received in the IRB Office on 10-22-12.
- Research Information Sheet - Student, dated 11-08-12.
- Research Informed Consent - Student, dated 11-15-12.
- Research Informed Consent - Faculty, dated 11-15-12.

* Federal regulations require that all research be reviewed at least annually. You may receive a "Continuation Renewal Reminder" approximately two months prior to the expiration date; however, it is the Principal Investigator's responsibility to obtain review and continued approval before the expiration date. Data collected during a period of lapsed approval is unapproved research and can never be reported or published as research data.

All changes or amendments to the above-referenced protocol require review and approval by the IRB **BEFORE** implementation.

Adverse Reactions/Unexpected Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the IRB Administration Office Policy (<http://www.irb.wayne.edu/policies-human-research.php>).

APPENDIX B**FACULTY PARTICIPANT CONSENT FORM****Research Informed Consent-Faculty**

The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies in an Undergraduate Learning Environment

Principal Investigator (PI): Jill E. Stefaniak
Wayne State University
College of Education
Instructional Technology
248-762-4990

Purpose

You are being asked to be in a research study that will explore what types of instructional strategies are used in undergraduate learning environments because you are teaching an undergraduate course that is being offered during the Winter 2013 semester. This study is being conducted by a doctoral student at Wayne State University in fulfillment of their dissertation requirement. Instructional strategies including sequencing, interactions between educators and students, and opportunities for students to engage in active learning will be looked at through direct observation. Interviews will be conducted with educators to discuss the various challenges that they encounter while teaching. This study will include surveying instructors and their students regarding their perceptions of the effectiveness of particular teaching strategies. Students will be interviewed to provide information pertaining to challenges that they encounter while learning. Educators will participate in a cognitive apprenticeship throughout the semester that will provide them with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories.

Please read this form and ask any questions you may have before agreeing to be in the study.

The purpose of this study is to observe what instructional strategies educators currently use in undergraduate classroom settings. Interviews will be conducted with educators to discuss the various challenges that they encounter while teaching. Students will be interviewed to provide information pertaining to challenges that they encounter while learning. Instructors will be enrolled in either a control group or an experimental group. Those enrolled in an experimental group will be provided with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories. This study could assist instructors in undergraduate education with identifying instructional strategies that can further assist students during the learning process.

Study Procedures

If you agree to take part in this research study, you will be asked to provide consent to 1) participate in 1 thirty minute audio-recorded interview; 2) be observed during 5 class sessions

throughout the Winter 2013 semester; and 3) complete a 66 question Course Interest and Instructional Materials Motivation Survey.

Faculty who are enrolled in an experimental group for this study will also consent to participating in an additional thirty-minute audio-recorded interview and a cognitive apprenticeship during the Winter 2013 semester (During this time, you will work with the PI on identifying different instructional strategies that can be used to deliver your course material); and 4) complete three reflections during the semester.

Benefits

As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks

There is a potential risk of breach of confidentiality. To minimize this risk, participant names or identifiers will not be included on the audio recordings. All audio recordings and participant identifiers will be destroyed upon completion of the study.

Study Costs

Participation in this study will be of no cost to you.

Compensation

You will not be paid for taking part in this study.

Confidentiality

All information collected about you during the course of this study will be kept confidential to the extent permitted by law. You will be identified in the research records by a code name or number. Information that identifies you personally will not be released without your written permission. However, the study sponsor, the Institutional Review Board (IRB) at Wayne State University, or federal agencies with appropriate regulatory oversight [e.g., Food and Drug Administration (FDA), Office for Human Research Protections (OHRP), Office of Civil Rights (OCR), etc.] may review your records.

When the results of this research are published or discussed in conferences, no information will be included that would reveal your identity.

Your identity will be protected on audiotape recordings of interviews that are used for research purposes. You have the right to review the audio recordings. The PI is the only individual who will have access to the tapes and your identity will not be disclosed during any audio recordings. All audio recordings and participant identifiers will be destroyed upon completion of the study.

Voluntary Participation/Withdrawal

Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you decide to take part in the study you can later change your mind and withdraw from the study. You are free to only answer questions that you want to answer. You are free to withdraw from participation in this study at any time. Your decisions will not change any present or future

relationship with Wayne State University or its affiliates, or other services you are entitled to receive.

The PI may stop your participation in this study without your consent. The PI will make the decision and let you know if it is not possible for you to continue. The decision that is made is to protect your health and safety, or because you did not follow the instructions to take part in the study

Questions

If you have any questions about this study now or in the future, you may contact Jill Stefaniak or one of her research team members at the following phone number 248-762-4990. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Consent to Participate in a Research Study

To voluntarily agree to take part in this study, you must sign on the line below. If you choose to take part in this study you may withdraw at any time. You are not giving up any of your legal rights by signing this form. Your signature below indicates that you have read, or had read to you, this entire consent form, including the risks and benefits, and have had all of your questions answered. You will be given a copy of this consent form.

Signature of participant

Date

Printed name of participant

Time

Printed name of person obtaining consent

Time

Signature of person obtaining consent

Date

APPENDIX C

OBSERVATION TOOL

Faculty:
Course:
Length of Class:

Number of Students Present:	
Beginning	
During	
End	

Date:
Topic During Class:
of Students Enrolled:

	Teaching Process	Finn 1	Finn 2	Finn 3	Finn 4	Finn 5	Observation Notes	Time
Before	Prepare							
	Create							
During	Engage							
	Frame							
	Acquire							
	Elaborate							
	Connect							
After	Settle							
	Rehearse							

APPENDIX D**FACULTY INTERVIEW QUESTIONS: BEGINNING OF STUDY**

Name: _____

Date: _____

Course: _____

Questions:

- How would you describe your teaching style?
- On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?
- Explain why you rated yourself this way.
- Have you ever participated in any professional development workshops pertaining to teaching?
- If so, what did you learn?
- Did you find them helpful?
- Can you give me an overview of COM 1010?
- Can you walk me through what a typical class is like?
- What activities do you do?
- What challenges have you encountered while teaching this course?
- How do you maintain your students' attention during class?
- How would you describe your students' motivation in regards to this class?
- What about students in general within undergraduate education?
- How do students know what materials/content will be covered in each class?
- Would you say that your students come to class prepared?
- How can you tell?
- How do you assess learner performance in this class?
- How do you provide guidance and feedback to students in your class?

- How do you prepare for classes that you're teaching?
- How much time do you spend?
- What challenges do you experience while preparing for class?

- If you had to give advice to someone who was beginning to teach at the undergraduate level, what advice would you impart to them?

- What do you perceive your role to be as the instructor in the class?
- How would you define a learner-centered teaching environment?
 - Do you think it makes a difference?
- Would you consider yourself to be a learner-centered instructor?
- Can you provide some examples to demonstrate how so?

- If you could change anything about the course you are teaching, what would it be?

APPENDIX E

FACULTY INTERVIEW QUESTIONS: END OF STUDY

Name: _____

Date: _____

Course: _____

Questions:

- Has your teaching style changed at all this semester?
- Were you apprehensive about participating in the cognitive apprenticeship?
- What did you like about participating in the cognitive apprenticeship?
- What challenges did you face with participating in the cognitive apprenticeship?
- On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?
- Explain why you rated yourself this way.
- Can you walk me through what a typical class is like?
- What activities do you do?
- Were there any particular teaching strategies that were shown to you during the cognitive apprenticeship that you thought were helpful and easy to implement in your course?
- Were there any teaching strategies or activities that you found to be a little more difficult to implement, especially with it being the COM 1010?
- How do you maintain your students' attention during class?
- How would you describe your students' motivation in regards to this class?
- What about students in general within undergraduate education?
- Would you say that your students come to class prepared?
- How can you tell?
- How do you provide guidance to students in your class?

- What feedback have you received from your students in response to your teaching?
- What do you think their feedback should have been?
- How do you prepare for classes that you're teaching?
- How much time do you spend?
- What challenges do you experience while preparing for class?
- What do you perceive your role to be as the instructor in the class?
- How would you define a learner-centered teaching environment?
 - Do you think it makes a difference?
- Would you consider yourself to be a learner-centered instructor?
- Can you provide some examples to demonstrate how so?
- If you could change anything about the cognitive apprenticeship that you participated in, what would it be?

APPENDIX F**STUDENT INTERVIEW QUESTIONS**

Name: _____

Date: _____

Course: _____

Questions:

- Can you give me an overview of COM 1010?
- How would you describe your instructor's teaching style?
- Can you walk me through what a typical class is like?
- What activities do you do?
- Have you encountered any challenges with learning the material in this course?
- What teaching strategies does your instructor use in class?
- Are there any in particular that you like?
- Are there any in particular that you don't like?
- Are you bored in this class?
- Does your instructor do a good job at keeping your attention?
- How so?
- How would you describe your motivation in regards to this class?
- How do students know what materials/content will be covered in each class?
- Would you say that students come to class prepared?
- How can you tell?
- How do you prepare for classes?
- How much time do you spend?
- What challenges do you experience while preparing for class?
- How is your performance assessed in this class?
- Does your instructor provide guidance to you in class?

- What are your expectations of someone teaching at an undergraduate level?
- What do you think the role of the instructor is in your class?
- What do you think it should be?
- How would you define a learner-centered teaching environment?
 - Do you think it makes a difference?
- Would you consider your instructor to be a learner-centered instructor?
- Can you provide some examples to demonstrate how so?
- If you could change anything about the course you are currently enrolled in, what would it be?

APPENDIX G

STUDENT PARTICIPANT INTERVIEW CONSENT FORM

Research Informed Consent- Student

The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies in an Undergraduate Learning Environment

Principal Investigator (PI): Jill E. Stefaniak
Wayne State University
College of Education
Instructional Technology
248-762-4990

Purpose

You are being asked to be in a research study that will explore what types of instructional strategies are used in undergraduate learning environments. Your instructor has agreed to be a participant whose teaching strategies will be evaluated for the Winter Semester of 2013. This study is being conducted by a doctoral student at Wayne State University in fulfillment of their dissertation requirement. This study will include interviewing instructors and their students regarding their perceptions of the effectiveness of particular teaching strategies.

Please read this form and ask any questions you may have before agreeing to be in the study.

The purpose of this study is to observe what instructional strategies educators currently use in undergraduate classroom settings. Interviews will be conducted with educators to discuss the various challenges that they encounter while teaching. Students will be interviewed to provide information pertaining to challenges that they encounter while learning. Instructors will be provided with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories. This study could assist instructors in undergraduate education with identifying instructional strategies that can further assist students during the learning process.

Study Procedures

If you agree to take part in this research study, you will be asked to participate in a 25 minute interview to answer questions regarding your preference of teaching strategies used in COM 1010. The interview will be audio-recorded. Your identity will be protected during the interview and the results will not be shared with your instructor.

Benefits

As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks

There are no known risks at this time to participation in this study.

Study Costs

Participation in this study will be of no cost to you.

Compensation

You will not be paid for taking part in this study.

Confidentiality

All information collected about you during the course of this study will be kept confidential to the extent permitted by law. You will be identified in the research records by a code name or number. Information that identifies you personally will not be released without your written permission. All audio recordings will be deleted upon completion of the study. However, the study sponsor, the Institutional Review Board (IRB) at Wayne State University, or federal agencies with appropriate regulatory oversight [e.g., Food and Drug Administration (FDA), Office for Human Research Protections (OHRP), Office of Civil Rights (OCR), etc.] may review your records.

When the results of this research are published or discussed in conferences, no information will be included that would reveal your identity.

If audiotape recordings of you will be used for research or educational purposes, should you choose to participate in an interview, your identity will be protected or disguised. You have the right to review the audio tapes. The PI is the only individual who will have access to the tapes and your identity will not be disclosed during any audio recordings.

Voluntary Participation/Withdrawal

Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you decide to take part in the study you can later change your mind and withdraw from the study. You are free to only answer questions that you want to answer. You are free to withdraw from participation in this study at any time. Your decisions will not change any present or future relationship with Wayne State University or its affiliates, or other services you are entitled to receive.

The PI may stop your participation in this study without your consent. The PI will make the decision and let you know if it is not possible for you to continue. The decision that is made is to protect your health and safety, or because you did not follow the instructions to take part in the study

Questions

If you have any questions about this study now or in the future, you may contact Jill Stefaniak at the following phone number, 248-762-4990. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Consent to Participate in a Research Study

To voluntarily agree to take part in this study, you must sign on the line below. If you choose to take part in this study you may withdraw at any time. You are not giving up any of your legal rights by signing this form. Your signature below indicates that you have read, or had read to you, this entire consent form, including the risks and benefits, and have had all of your questions answered. You will be given a copy of this consent form.

Signature of participant

Date

Printed name of participant

Time

Signature of person obtaining consent

Date

Printed name of person obtaining consent

Time

APPENDIX H

FACULTY PARTICIPANTS COURSE INTEREST AND INSTRUCTIONAL
MATERIALS MOTIVATION SURVEY

Gender: _____

Age: _____

Level of Education): _____

Years of Teaching Experience: _____

Number of Times You Have Taught This Course: _____

Course Interest and Instructional Materials Motivation Survey Instrument

Instructions

There are 66 statements in this questionnaire. Please think about each statement in relation to how you teach COM 1010. Give the answer that truly applies to you, and not what you would like to be true, or what you think others want to hear.

Think about each statement by itself and indicate how true it is. Do not be influenced by your answers to other statements.

Record your responses on the answer sheet that is provided and follow any additional instructions that may be provided in regard to the answer sheet that is being used with this survey.

Use the following values to indicate your response to each item.

- 1 = Not true
- 2 = Slightly true
- 3 = Moderately true
- 4 = Mostly true
- 5 = Very true

	1. I know how to make students feel enthusiastic about the subject matter of this course.
	2. The things I am teaching in this course will be useful to my students.
	3. I feel confident that I teach well in this course.
	4. This course/subject has very little in it that captures my attention.
	5. I make the subject matter of this course seem important.
	6. Students have to be lucky to get good grades in this course.
	7. I have to work too hard to succeed at teaching in this course.
	8. I do NOT see how the content of this course relates to anything I already know.
	9. Whether or not I succeed in teaching this course is up to me.
	10. I create suspense when building up to a point.
	11. The subject matter of this course is just too difficult for me.
	12. I feel that teaching this course gives me a lot of satisfaction.
	13. In this class, I can try to set and achieve high standards of excellence.
	14. I feel that the grades or other recognition I give are fair compared to other instructors.
	15. The students in this class seem curious about the subject matter.
	16. I enjoy working for this course.
	17. It is difficult to predict what grade students should receive on assignments.
	18. I feel satisfied with what I am getting from teaching this course.
	19. I do unusual or surprising things that are interesting.
	20. The students actively participate in this course.
	21. To accomplish my goals, it is important that I do well in this course.

	22. I use an interesting variety of teaching techniques.
	23. I do NOT think students will benefit much from this course.
	24. As I am teaching this class, I believe that I can succeed if I try hard enough.
	25. The personal benefits of this course for students are clear to me.
	26. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this class.
	27. I find the challenge level in this course to be about right: neither too easy and not too hard.
	28. I feel rather disappointed with this course.
	29. I feel that I give enough recognition of students' work in this course by means of grades, comments, or other feedback.
	30. The amount of work students have to do is appropriate for this type of course.
	31. I give enough feedback for my students' to know how well they're doing.
	32. When I first looked at this course, I had the impression that it would be easy for my students.
	33. There was something interesting at the beginning of this course that got my students' attention.
	34. This material was more difficult to understand than I would like for it to be for my students.
	35. After reading the introductory information, I felt confident that my students knew what they were supposed to learn from this course.
	36. My students had a satisfying feeling of accomplishment completing the exercises in this course.
	37. It is clear to me how the content of this material is related to things my students already know.
	38. Many of the pages had so much information that it was hard for students to pick out and remember the important points.
	39. These materials are eye-catching.
	40. There were stories, pictures, or examples that showed my students how this material could be important to some people.
	41. Having my students complete this class successfully was important to me.
	42. The quality of the writing helped to hold my students' attention.

	43. This course is so abstract that it was hard to keep my students' attention on it.
	44. As I worked on this course, I was confident that my students could learn the content.
	45. Students enjoyed this course so much that they expressed that they would like to know more about this topic.
	46. The materials for this course look dry and unappealing.
	47. The content of this course is relevant to my students' interests.
	48. The way the information is arranged in the course materials helped keep my students' attention.
	49. There are explanations or examples of how people use the knowledge in the course materials.
	50. The exercises in this course were too difficult.
	51. This course has things that stimulate my students' curiosity.
	52. I really enjoyed teaching this course.
	53. The amount of repetition in this course caused my students to get bored sometimes.
	54. The content and style of writing in this course convey the impression that its content is worth knowing.
	55. After working on this course for awhile, I was confident that my students would be able to pass a test on it.
	56. This course was not relevant to my students' needs because they already knew most of it.
	57. The wording of feedback after the exercises, or other comments in the course, helped me feel rewarded for my effort.
	58. The variety of reading passages, exercises, illustrations, etc., helped keep my students' attention on the course material.
	59. The style of writing in the book is boring.
	60. Students could relate the content of this course to things they have seen, done, or thought about in their own life.
	61. There are so many words on each page of the book that it is irritating.
	62. It felt good to successfully complete this course.
	63. The content of this course will be useful to my students.

	64. My students could not really understand quite a bit of the material in this course.
	65. The good organization of the content helped my students be confident that they would learn this material.
	66. It was a pleasure to work on such a well-designed course.

APPENDIX I

WAYNE STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL LETTER FOR PILOT STUDY



IRB Administration Office
87 East Canfield, Second Floor
Detroit, Michigan 48201
Phone: (313) 577-1628
FAX: (313) 993-7122
<http://irb.wayne.edu>

NOTICE OF EXPEDITED APPROVAL

To: Jill Stefaniak
Administration & Organization Stud

From: Dr. Scott Millis _____
Chairperson, Behavioral Institutional Review Board (B3)

Date: July 31, 2012

RE: IRB #: 066712B3E

Protocol Title: The Pilot of a Data Collection Tool to Examine Instructional Strategies in an Undergraduate Learning Environment

Funding Source:

Protocol #: 1206011033

Expiration Date: July 30, 2013

Risk Level / Category: Research not involving greater than minimal risk

The above-referenced protocol and items listed below (if applicable) were **APPROVED** following *Expedited Review* Category (#7)* by the Chairperson/designee for the Wayne State University Institutional Review Board (B3) for the period of 07/31/2012 through 07/30/2013. This approval does not replace any departmental or other approvals that may be required.

- Revised Protocol Summary Form (received in the IRB Office 7/15/12)
- The request for a waiver of the requirement for written documentation of informed consent has been granted according to 45 CFR 46.117(1)(2). Justification for this request has been provided by the PI in the Protocol Summary Form. The waiver satisfies the following criteria: (i) The only record linking the participant and the research would be the consent document, (ii) the principal risk would be potential harm resulting from a breach of confidentiality, (iii) each participant will be asked whether he or she wants documentation linking the participant with the research, and the participant's wishes will govern, (iv) the consent process is appropriate, (v) when used requested by the participants consent documentation will be appropriate, (vi) the research is not subject to FDA regulations, and (vii) an information sheet disclosing the required and appropriate additional elements of consent disclosure will be provided to participants not requesting documentation of consent.
- Research Information Sheet: Instructor (dated 7/13/12)
- Research Information Sheet: Student (dated 7/13/12)
- Data collection tools: Faculty Survey, Student Survey, and Tool to Examine Instructional Strategies in an Undergraduate Learning Environment

- Federal regulations require that all research be reviewed at least annually. You may receive a "Continuation Renewal Reminder" approximately two months prior to the expiration date; however, it is the Principal Investigator's responsibility to obtain review and continued approval **before** the expiration date. Data collected during a period of lapsed approval is unapproved research and can never be reported or published as research data.
- All changes or amendments to the above-referenced protocol require review and approval by the IRB **BEFORE** implementation.
- Adverse Reactions/Unexpected Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the IRB Administration Office Policy (<http://www.irb.wayne.edu/policies-human-research.php>).

NOTE:

1. Upon notification of an impending regulatory site visit, hold notification, and/or external audit the IRB Administration Office must be contacted immediately.
2. Forms should be downloaded from the IRB website at each use.

APPENDIX J

FACULTY INFORMATION SHEET (PILOT STUDY)

Research Information Sheet- Instructor

The Pilot of Data Collection Tool to Examine Instructional Strategies in an Undergraduate Learning Environment

Principal Investigator (PI): Jill E. Stefaniak
Wayne State University
College of Education
Instructional Technology
248-762-4990

Purpose

You are being asked to be in a research study that will explore what types of instructional strategies are used in undergraduate learning environments. This study is being conducted by a doctoral student at Wayne State University in fulfillment of their dissertation requirement. This study will include surveying instructors and their students regarding their perceptions of the effectiveness of particular teaching strategies.

The purpose of this study is to pilot a survey tool that will be used in a future study to observe what instructional strategies educators currently use in undergraduate classroom settings. Instructors will be provided with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories. This study could assist instructors in undergraduate education with identifying instructional strategies that can further assist students during the learning process.

Study Procedures

If you agree to take part in this research study, you will be asked to provide consent to complete a 70 question Course Interest and Instructional Materials Motivation Survey (Part A) and a 6-item reactionary survey (Part B) providing feedback on the quality of the survey tool. Participating in this study should take approximately 15-20 minutes. Participating in this study should take approximately 15-20 minutes. Your identity will be protected during the survey and the results will not be shared with your instructor.

Benefits

As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks

There are no known risks at this time to participation in this study.

Study Costs

Participation in this study will be of no cost to you.

Compensation

You will not be paid for taking part in this study.

Confidentiality

All information collected about you during the course of this study will be kept confidential without any identifiers.

Voluntary Participation/Withdrawal

Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you decide to take part in the study you can later change your mind and withdraw from the study. You are free to only answer questions that you want to answer. You are free to withdraw from participation in this study at any time. Your decisions will not change any present or future relationship with Wayne State University or its affiliates, or other services you are entitled to receive.

Questions

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Participation:

By completing this survey, you are agreeing to participate in this study.

APPENDIX K

STUDENT PARTICIPANTS COURSE INTEREST AND MATERIALS MOTIVATION
SURVEY

Gender: _____

Age: _____

Level of Student (freshman, sophomore, junior, senior): _____

Required or Elective Course: _____

Have you been taught by this faculty member before? _____

Course Interest and Instructional Materials Motivation Survey Instrument

Instructions

There are 70 statements in this questionnaire. Please think about each statement in relation to COM 1010 and indicate how true it is. Give the answer that truly applies to you, and not what you would like to be true, or what you think others want to hear.

Think about each statement by itself and indicate how true it is. Do not be influenced by your answers to other statements.

Record your responses on the answer sheet that is provided and follow any additional instructions that may be provided in regard to the answer sheet that is being used with this survey.

Use the following values to indicate your response to each item.

- 1 = Not true
- 2 = Slightly true
- 3 = Moderately true
- 4 = Mostly true
- 5 = Very true

	1. The instructor knows how to make us feel enthusiastic about the subject matter of this course.
	2. The things I am learning in this course will be useful to me.
	3. I feel confident that I will do well in this course.
	4. This course has very little in it that captures my attention.
	5. The instructor makes the subject matter of this course seem important.
	6. You have to be lucky to get good grades in this course.
	7. I have to work too hard to succeed in this course.
	8. I do NOT see how the content of this course relates to anything I already know.
	9. Whether or not I succeed in this course is up to me.
	10. The instructor creates suspense when building up to a point during a class.
	11. The subject matter of this course is just too difficult for me.
	12. I feel that this course gives me a lot of satisfaction.
	13. In this course, I can try to set and achieve high standards of excellence.
	14. I feel that the grades or other recognition I receive are fair compared to other students.
	15. The students in this course seem curious about the subject matter.
	16. I enjoy working for this course.
	17. It is difficult to predict what grade the instructor will give my assignments.
	18. I am pleased with the instructor's evaluations of my work compared to how well I think I have done.
	19. I feel satisfied with what I am getting from this course.
	20. The content of this course relates to my expectations and goals.

	21. The instructor does unusual or surprising things that are interesting.
	22. The students actively participate in this course.
	23. To accomplish my goals, it is important that I do well in this course.
	24. The instructor uses an interesting variety of teaching techniques.
	25. I do NOT think I will benefit much from this course.
	26. I often daydream while in this course.
	27. As I am taking this course, I believe that I can succeed if I try hard enough.
	28. The personal benefits of this course are clear to me.
	29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.
	30. I find the challenge level in this course to be about right: neither too easy not too hard.
	31. I feel rather disappointed with this course.
	32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback.
	33. The amount of work I have to do is appropriate for this type of course.
	34. I get enough feedback to know how well I'm doing.
	35. When I first looked at this course, I had the impression that it would be easy for me.
	36. There was something interesting at the beginning of this course that got my attention.
	37. This material was more difficult to understand than I would like for it to be.
	38. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.
	39. Completing the exercises in this course gave me a satisfying feeling of accomplishment.
	40. It is clear to me how the content of this material is related to things I already know.
	41. Many of the pages had so much information that it was hard to pick out and remember the important points.
	42. These course materials are eye-catching.

	43. There were stories, pictures, or examples that showed me how this material could be important to some people.
	44. Completing this course successfully was important to me.
	45. The quality of the writing in the book helped to hold my attention.
	46. This course is so abstract that it was hard to keep my attention on it.
	47. As I worked on this course, I was confident that I could learn the content.
	48. I enjoyed this course so much that I would like to know more about this topic.
	49. The pages of this book look dry and unappealing.
	50. The content of this material is relevant to my interests.
	51. The way the information is arranged on the pages helped keep my attention.
	52. There are explanations or examples of how people use the knowledge in the course.
	53. The exercises in this course were too difficult.
	54. This course has things that stimulate my curiosity.
	55. I really enjoyed studying this course.
	56. The amount of repetition in this course caused me to get bored sometimes.
	57. The content and style of writing in this lesson convey the impression that its content is worth knowing.
	58. I learned some things that were surprising or unexpected.
	59. After working on this lesson for awhile, I was confident that I would be able to pass a test on it.
	60. This lesson was not relevant to my needs because I already knew most of it.
	61. The wording of feedback after the exercises, or other comments in the course, helped me feel rewarded for my effort.
	62. The variety of reading passages, exercises, illustrations, etc., helped keep my attention on the course.
	63. The style of writing in the book is boring.

	64. I could relate the content of this course to things I have seen, done, or thought about in my own life.
	65. There are so many words on each page of the book that it is irritating.
	66. It felt good to successfully complete this course.
	67. The content of this course will be useful to me.
	68. I could not really understand quite a bit of the material in this course.
	69. The good organization of the content helped me be confident that I would learn this material.
	70. It was a pleasure to work on such a well-designed course.

APPENDIX L**STUDENT INFORMATION SHEET****Research Information Sheet- Student**

The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies in an Undergraduate Learning Environment

Principal Investigator (PI): Jill E. Stefaniak
Wayne State University
College of Education
Instructional Technology
248-762-4990

Purpose

You are being asked to be in a research study that will explore what types of instructional strategies are used in undergraduate learning environments. Your instructor has agreed to be a participant whose teaching strategies will be evaluated for the Winter Semester of 2013. This study is being conducted by a doctoral student at Wayne State University in fulfillment of their dissertation requirement. This study will include surveying instructors and their students regarding their perceptions of the effectiveness of particular teaching strategies.

Please read this form and ask any questions you may have before agreeing to be in the study.

The purpose of this study is to survey students to determine what types of instructional strategies they prefer in undergraduate classroom settings. Instructors in this study will be provided with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories. This study could assist instructors in undergraduate education with identifying instructional strategies that can further assist students during the learning process.

Study Procedures

If you agree to take part in this research study, you will be asked to provide consent to complete a 66 question Course Interest and Instructional Materials Motivation Survey. Participating in this study should take approximately 15-20 minutes. Your identity will be protected during the survey and the results will not be shared with your instructor.

Benefits

As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks

There are no known risks at this time to participation in this study.

Study Costs

Participation in this study will be of no cost to you.

Compensation

You will not be paid for taking part in this study.

Confidentiality

All information collected about you during the course of this study will be kept confidential without any identifiers.

Voluntary Participation/Withdrawal

Taking part in this study is voluntary. If you decide to take part in the study you can later change your mind and withdraw from the study. You are free to only answer questions that you want to answer. You are free to withdraw from participation in this study at any time. Your decisions will not change any present or future relationship with Wayne State University or its affiliates, or other services you are entitled to receive.

Questions

If you have any questions about this study now or in the future, you may contact Jill Stefaniak or one of her research team members at the following phone number 248-762-4990. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Participation:

By completing this survey, you are agreeing to participate in this study.

APPENDIX M**STUDENT INFORMATION SHEET (PILOT STUDY)****Research Information Sheet- Student**

The Pilot of Data Collection Tool to Examine Instructional Strategies in an Undergraduate Learning Environment

Principal Investigator (PI): Jill E. Stefaniak
Wayne State University
College of Education
Instructional Technology
248-762-4990

Purpose

You are being asked to be in a research study that will explore what types of instructional strategies are used in undergraduate learning environments. Your instructor has agreed to be a participant whose teaching strategies will be evaluated for the Summer and Fall semesters of 2012. This study is being conducted by a doctoral student at Wayne State University in fulfillment of their dissertation requirement. This study will include surveying instructors and their students regarding their perceptions of the effectiveness of particular teaching strategies.

Please read this form and ask any questions you may have before agreeing to be in the study.

The purpose of this study is to pilot a survey tool that will be used in a future study to observe what instructional strategies educators currently use in undergraduate classroom settings. Instructors will be provided with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories. This study could assist instructors in undergraduate education with identifying instructional strategies that can further assist students during the learning process.

Study Procedures

If you agree to take part in this research study, you will be asked to provide consent to complete a 70 question Course Interest and Instructional Materials Motivation Survey (Part A) and a 6-item reactionary survey (Part B) providing feedback on the quality of the survey tool. Participating in this study should take approximately 15-20 minutes. Your identity will be protected during the survey and the results will not be shared with your instructor.

Benefits

As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks

There are no known risks at this time to participation in this study.

Study Costs

Participation in this study will be of no cost to you.

Compensation

You will not be paid for taking part in this study.

Confidentiality

All information collected about you during the course of this study will be kept confidential without any identifiers.

Voluntary Participation/Withdrawal

Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you decide to take part in the study you can later change your mind and withdraw from the study. You are free to only answer questions that you want to answer. You are free to withdraw from participation in this study at any time. Your decisions will not change any present or future relationship with Wayne State University or its affiliates, or other services you are entitled to receive.

Questions

If you have any questions about this study now or in the future, you may contact Jill Stefaniak or one of her research team members at the following phone number 248-762-4990. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Participation:

By completing this survey, you are agreeing to participate in this study.

APPENDIX N**FACULTY REFLECTION QUESTIONS**

Name: _____

Date: _____

Number of Students Present in Class: _____

Questions:

- What topics were covered in today's session?
- What instructional strategies were used to teach?
- What challenges did you encounter teaching during this session?
- What instructional strategies worked well during this session?
- How do you think the students did learning the material for this session?

Additional Comments:

APPENDIX O
RESULTS OF FACULTY INTERVIEWS

Faculty Interview
CON F1- Interview 1

1
2
3
4
5
6
7 INTERVIEWER:

8 How would you describe your teaching style?
9

10 CONF1:

11 I teach communication to undergrads and I make it participatory. A participatory style by
12 participating in questions and I throw in other little materials. They are aimed at only to
13 trigger some discussions. I try to elaborate concepts through examples so that students
14 can relate it to practical life. I try to emphasize the practicality of the concepts.
15

16 INTERVIEWER:

17 On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are
18 you with your teaching capabilities?
19

20 CONF1:

21 I think I am confident in terms of the content of the topic and in terms of relating the
22 concepts and explaining the concepts, but sometimes I am not that strong in terms of
23 being coherent and organized in my discussions and maintaining a linear linkage from
24 beginning to end. Sometimes I digress.
25

26 INTERVIEWER:

27 Have you ever participated in any professional development workshops pertaining to
28 teaching?
29

30 CONF1:

31 Yes, I did. A lot of them were from the library- the office of teaching and learning in our
32 library. Managing graduate life.
33

34 INTERVIEWER:

35 Was that what the topic was?
36

37 CONF1:

38 Ya, that was the topic.
39

40 Can you provide me with an overall of COM 1010 in general?
41

42 CONF1:

43 Sure. COM 1010 teaches the students the ways of public speaking and also to use
44 some theories associated with that. So ya, theories of communication and applying the
45 public speaking skills.
46

47 INTERVIEWER:

48 Can you walk me through what a typical class is like on a nonspeech day?

49
50 CONF1:
51 Like a normal class we don't have a speech I start with some conversation discussions
52 and then some straight forward teaching. And then I throw in some audio visual
53 materials like watch some videos and then talk about it and report back to the book. And
54 then I talk sometimes about explaining some concepts and throw some points to the
55 students that they can discuss, answer some questions, and comment on an issue and I
56 respond to them back and then that's all.

57
58 INTERVIEWER:
59 Have you encountered any challenges while teaching COM 1010?

60
61 CONF1:
62 This is my second semester of teaching. The first semester, ya...one of them was
63 because my native language is not English and there were some difficulties with that
64 relating to that. And there was some difficulty. Other than that, ya there was some issues
65 regarding the textbook. Other than that, there was not much.

66
67 INTERVIEWER:
68 How do you maintain your students' attention during class?

69
70 CONF1:
71 I try to throw interesting videos and try to relate to some interesting facts...some current
72 facts. Hot topics around us like national, local...sometimes sports. So that's how I try.

73
74 INTERVIEWER:
75 How would you describe students' motivation towards taking COM 1010?

76
77 CONF1:
78 Ya. Not all. Some are motivated. Some are good speakers who are interested in culture
79 and society. They are more motivated than others. Others are not interested in culture
80 and speaking in front of others. It all depends.

81
82 INTERVIEWER:
83 Good. How do students know what materials /content are required from class to class?
84 Or from session to session in COM 1010?

85
86 CONF1:
87 I try to provide information on Blackboard and on the syllabus.

88
89 INTERVIEWER:
90 Would you say that students come to class prepared?

91
92 CONF1:
93 Not always. Most of the time they are not prepared. Most of the time I have to remind
94 them and recall the lessons and discuss the concepts.

- 95
96 INTERVIEWER:
97 How do you assess learner performance in the class?
98
99 CONF1:
100 Like we have a detailed evaluation criteria so I assess them based on that.
101
102 INTERVIEWER:
103 How do you provide guidance to students in your class?
104
105 CONF1:
106 I try to email them. They email me back. And so besides that, they meet me after the
107 class, meet me in office if they have problems, some like that. Our class...we do a lot of
108 speeches so I give them feedback during that like "your speech is good."
- 109 INTERVIEWER:
110 Do you have a lot of students that take advantage during office hours?
111
112 CONF1:
113 Not a lot. Very few.
- 113 INTERVIEWER:
114 How do you prepare for each class session that you're teaching?
115
116 CONF1:
117 I try to study the previous night...read the material the previous night to discuss. And
118 maybe the previous afternoon to prepare the slides and read some stuff. Read the
119 concepts and make a plan for the lecture.
- 120 INTERVIEWER:
121 What do you perceive your role to be as the instructor in the class?
122
123 CONF1:
124 I try to act like a guide in their learning process to guide them through their learning of
125 many different concepts and maintain a link between different ideas. So that.
- 126 INTERVIEWER:
127 How would you define a learner-centered teaching environment?
128
129 CONF1:
130 I think that it's more of a concept like balancing the liberty between the teacher and the
131 student and treating the student as equally important and more participatory in the
132 learning process. Like emphasizing more on the effectiveness and the fruitfulness of the

133 learning process and like judging their status of the class based on how much
134 information the students learned and now how many topics are covered. Maybe that.

135 INTERVIEWER:

136 Would you consider yourself to be a learner-centered teacher?

137

138 CONF1:

139 For the COM 1010 class, we try to follow that kind of environment.

140

141 INTERVIEWER:

142 If you could change anything about COM 1010, what would it be? If you didn't have to
143 factor in all of the different sections. You can do whatever you want. What would you
144 change?

145

146 CONF1:

147 I would try to change the text book and add more practical and more application-oriented
148 textbook. And try to give them more audio visual materials.

149

150 INTERVIEWER:

151 My last question... if you had to give advice to someone who is teaching for the first time
152 or they're beginning to teach at the undergrad level... let's say COM 1010, what advice
153 would you impart to them?

154

155 CONF1:

156 It will depend on the person and how he views his teaching. Everyone has different
157 things to offer. For COM 1010, I'll say, try to make the class interesting because most of
158 the students that come to this class only come because it is required so they're not
159 preparing. We need to make things interesting for them. Try to work hard for the classes
160 and try to engage with the students as much as possible instead of one directional.

161

162 INTERVIEWER:

163 Those are all of my questions. Thank you.

164

165

166

Faculty Interview
CON F2- Interview 1

167
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INTERVIEWER:

How would you describe your teaching style?

CONF2:

I'd say I'm a little bit more laid back in the class. When teaching, if I'm lecture, a lot of times it's not even a really long lecture. It's typically somewhat short because I don't really care for lecturing. So, within the classroom, I feel a little more laid back. I think the things I'm a little bit more strict with are like some policies and things for the class, but my overall teaching style, I think I'm pretty laid back.

INTERVIEWER:

On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?

CONF2:

I would say I feel pretty confident. I mean I've been teaching the class for so long. 10 years or so, the same class. I'll just say a 9 though because I think that there's always room for improvement. I don't think that I'll ever be a 10 because I think you should always be improving. So, I'll give myself a 9.

INTERVIEWER:

Have you ever participated in any professional development workshops pertaining to teaching?

CONF2:

Ya. I have been to some workshops at the office for teaching and learning. I also took a class called IT 8500 here at Wayne. The class itself is made up of workshops that you can get at the OTL, so ya, I've been to a good chunk of some here.

INTERVIEWER:

Did you find it helpful?

CONF2:

Yes. The ones I did outside of the IT 8500 class dealt more with online learning and using online tools and things like Wimba.

INTERVIEWER:

I took 8500 too and at the beginning I was like, "I'm not going to like this" because you're thrown out of your element but then afterwards you're like "ok, I like this now" because they ease you into it.

Can you provide me with an overall of COM 1010 in general?

CONF2:

214 It's basically set up to help students improve in their public speaking skills and get them
 215 up and actually doing speeches so ya, right now, we focus on having them give us a
 216 narrative, informative speech, a group speech because we feel that group work is
 217 important for them. They need to get along with others and do a group presentation.

218
 219 INTERVIEWER:

220 Can you walk me through what a typical class is like?

221
 222 CONF2:

223 Like from the beginning of the semester to the end or just one class session.

224
 225 INTERVIEWER:

226 Just one in general. I know that towards the end, they're delivering a lot of their
 227 speeches. I guess maybe when you're delivering some of the content from the book. If
 228 you could walk me through a typical day.

229
 230 CONF2:

231 A typical class day?

232
 233 INTERVIEWER:

234 Ya. Probably like today.

235
 236 CONF2:

237 Oh, ok. Well a lot of times I'll start with my announcements or reminders and if there are
 238 any assignments that I'm going over that day and then ask if they have questions of
 239 course. I think of it as housework, doing all of that stuff. And then getting into the
 240 chapters that they read and the concepts that they learned from those chapters.
 241 Sometimes I'll do a brief 5 min-10 minute lecture thing. It turns into discussion more than
 242 anything. A lot of times I'll put them into groups. I'll have them do an activity of some
 243 sort. I'll put them in some activity. I like to get them up and talking in the class and get
 244 them comfortable. So any opportunity I have to do that, I'll do that. At then, at the end, I'll
 245 try and remind them of a few things here and there. A lot of times I'll summarize the
 246 activity and things of course. Whatever they did that day so they know what they're
 247 supposed to take away from it and usually they're on their way.

248
 249 INTERVIEWER:

250 Have you encountered any challenges while teaching COM 1010?

251
 252 CONF2:

253 I think the biggest challenge is having to get students who have high communication
 254 anxiety to feel comfortable in their environment and really understand that I'm here to
 255 help and not just give you some critiques. I mean, well obviously I am, but I don't want
 256 them to think that here I am and I'm just knocking them down for every little thing they
 257 do. So, I think that's the biggest challenge because of course with something like public
 258 speaking, you're always going to have those students. It's just not one of those classes
 259 that people enjoy taking. That's the biggest challenge.

260

261 INTERVIEWER:

262 You mentioned some of the different strategies that you incorporate within the class. Are
263 there any strategies in particular that you've try where they just have not worked with
264 COM 1010 where you've said, "Ok, I'm never doing that one again" or have you been
265 successful so far?

266

267 CONF2:

268 I'm trying to think of an activity that didn't go well or something.

269

270 INTERVIEWER:

271 And it's ok if there aren't any.

272 CONF2:

273 The only thing that pops in my head is when I was first teaching this class back when I
274 was a grad student at Ball State. I was a speech competitor on the speech team at Ball
275 State as an undergrad so when I came into my masters I came in with this different idea
276 of how to teach speech and how to critique their speeches. That first semester, I would
277 put little slash marks for every time they said "ummm" or like filler words. I'm so glad I
278 don't do that anymore. First of all, because I say ummm here and there during my
279 lectures. I'm saying ummm right now. And so then, it's like, if I do it and it's just a natural
280 thing to do, then why should I be picking at that so much. And I don't think it's effective
281 either because they just get nervous like oh my gosh I just say umm all the time and it
282 throws them off. Anymore now, I just say as long as it's not a distraction. As long as
283 you're not saying it where it's really apparent, then I normally won't say anything. I try
284 not to pinpoint those things too much unless it's a big problem that they could improve
285 on.

286

287 INTERVIEWER:

288 How do you maintain your students' attention during class?

289

290 CONF2:

291 I try to do a lot of different things. Like I said, I don't lecture a whole lot. I know when I
292 was a student; I didn't like listening to lecture. It didn't work for me. I got bored. I try to
293 vary what I do and I try to get them to do activities that are hands on and getting them to
294 actually stand up. Sometimes that can even maintain their interest. I just try to do a
295 variety of things. Sometimes I'll show videos too to illustrate whatever it is I'm talking
296 about. I think varying what you do in there can maintain their attention, especially with
297 students today who expect everything quick quick quick.

298

299 INTERVIEWER:

300 How would you describe students' motivation towards taking COM 1010?

301

302 CONF2:

303 Umm, I would say.... Is there a scale I need to put it on?

304

305 INTERVIEWER:

306 No no. Just in general.

307 CONF2:

308 Pretty low motivation. It's very rare to get a student in the class that's like, "yes, I really
309 want to take this class." And even if I weren't required, I would take it. That would be
310 very very few students who are like. I would say low overall. I don't think that a lot of the
311 students would have taken the class if it weren't required. Now I think towards the end, a
312 lot of time, and of course it's not motivation, but you'll hear students who will say "I was
313 afraid to take this. I really didn't want to take it, but now that I've taken it, it wasn't so
314 bad. I enjoyed it and I learned a lot from it so I'm glad that I did."

315 INTERVIEWER:

316 Good. How do students know what materials /content are required from class to class?
317 Or from session to session in COM 1010?

318

319 CONF2:

320 Well I think a lot of times, we'll put in the syllabus, "bring your textbook to class
321 everyday." Other than that...I guess for assignments, especially the speeches except for
322 the narrative, they have to bring in an outline or other documents, but that's posted on
323 the course calendar or I'll remind them all the time. Make sure you bring your outline and
324 your reference list when you come in to speak.

325

326 INTERVIEWER:

327 I know the old book is using the course supplement. I've got a copy of the new textbook.
328 Do you have rubrics with the new website—the Human Com Class?

329

330 CONF2:

331 Ya. What we're doing is basically posting the evaluations that we're using. A lot of the
332 stuff that's in the course supplement are articles and things that we put in to fill in the
333 gaps that are in the Warren Fassett textbook. A lot of those, we're not even using—at
334 least I'm not. I'll use my own handouts that I might have, but ya, we just post it on there.

335

336 INTERVIEWER:

337 Would you say that students come to class prepared?

338

339 CONF2:

340 Ya, I think so. I mean...either from time to time you have the student who forgets to
341 bring their outline or their reference list. But, because there's not a whole lot that they
342 have to bring and it's just 1 or 2 books depending, for the most part I think they come
343 prepared. Do they necessarily come prepared to get up and speak and participate in
344 activities? Probably not. I think that they get that after a week or two, at least in my class
345 because they know "oh, so we're not just going to sit here the entire time."

346

347 INTERVIEWER:

348 So they get used to the routine.

349

350 CONF2:

351 Ya.

352 INTERVIEWER:

353 How do you assess learner performance in the class?

354

355 CONF2:

356 I think that their speeches really show whether or not they've been reading or that
357 they've been paying attention in class because they need certain components to go into
358 the speech. They need to know what a thesis statement is. They need to know what a
359 preview statement is and if they're not giving that when they're speaking, that says to me
360 that either they're not following along with the material that I'm presenting, or reading the
361 text, or they're just not getting it. They don't quite understand how to construct a thesis
362 or preview statement.

363

364 INTERVIEWER:

365 How do you provide guidance to students in your class?

366

367 CONF2:

368 Well I know for the informative speech and the persuasive speech that I assign in my
369 class, we have a day where I call it the informative speech workshop or persuasive
370 speech workshop and have them come up to me and speak with me individually. I try to
371 give 3 to 5 minutes for each student and sometimes that will spill over to the next class
372 session. But I try to give them that individual time where I can help work with them on
373 their topics or if they haven't found a topic, just brainstorm with that. I think that's really
374 important because even students who think 'oh I have a topic. It'll be fine. I'll be good.'
375 I'll talk with them and I'll be like "that's not really a formative topic, or that's not really
376 persuasive or that's a little overdone, why don't we go this way instead? I think that
377 helps a lot.

378 INTERVIEWER:

379 How do you prepare for each class session that you're teaching?

380

381 CONF2:

382 Well I'll tell you that when I first started teaching public speaking, I would write down
383 everything. I would have 2 to 3 pages of notes and I wouldn't necessarily read but I
384 would have everything written out. What I was going to do, what I was going to say. And
385 as the years have gone by, that list has gotten shorter and shorter and shorter. So now I
386 can take a post-it note and write 3 or 4 bullet points and be good to go. And that's
387 usually my prep. But I'm also always trying to change things up because I don't want to
388 get bored either so if there's an activity and I've done it a long time, I try to make it

389 different. So I try to think about what it is that we're teaching and see if there's a better
390 way to go about it and tweak it.

391 INTERVIEWER:

392 What do you perceive your role to be as the instructor in the class?

393
394 CONF2:
395 I think I just think of myself as a guide and a resource because some of the classes that
396 you have to take here...I don't know...maybe biology or whatever you have to take for
397 your gen ed....with this class, you're teaching them something that they are going to be
398 using for life and can use for life. So I'm hoping that they improve even if it's a small
399 amount so that when they get a job, or interview, or whatever they're doing, that they
400 feel confident or comfortable or at least to a point where they know, "ok, I still have
401 improvement to do but I have these tools now to kind of help me with that later, if I need
402 to."

403 INTERVIEWER:

404 How would you define a learner-centered teaching environment?

405
406 CONF2:
407 I think that really considering your students and their needs specifically and sometimes
408 that can change if you have a particular student in general who comes to you and says "I
409 have high speech anxiety" then I can do some special things for them to help them out.
410 But I think that just maintaining that focus of what it is that the students are needing to
411 get out of the class to help prepare they for the rest of the classes that they take here at
412 Wayne and then afterwards. I guess keeping that in mind; I think it's easier to be learner-
413 centered in public speaking because we are teaching them a skill because it's
414 something that they need.

415 INTERVIEWER:

416 They do. Absolutely. Would you consider yourself to be a learner-centered teacher?

417
418 CONF2:
419 I think so.

420 INTERVIEWER:

421 Can you give me some examples?

422
423 CONF2:
424 Like things that I do in the class?
425

426 INTERVIEWER:

427 Yes.
428

429 CONF2:

430 I'm trying to think because I feel like...well...let me think... I think that sometimes...I don't
 431 know if this is a good example...but when I give them feedback especially with delivery,
 432 I'm super lenient only because I think that everyone starts at their own level and you
 433 have to take that into consideration. Some people have had more experience than
 434 others. So I'm pretty lenient with that, but I'll still make notes saying "here's some things
 435 you need to work on in terms of delivery. Just so you're aware, you tend to shift around
 436 a lot" and I try to give them a lot of advice there. And then the next speech, if they've
 437 improved, I'll mention that. I'll say "good job. I see you've improved here." So really trying
 438 to keep it at what that specific individual needs and going from there.

439

440 INTERVIEWER:

441 That's a good example.

442

443 CONF2:

444 Ok.

445

446 INTERVIEWER:

447 If you could change anything about COM 1010, what would it be? If you didn't have to
 448 factor in all of the different sections. You can do whatever you want. What would you
 449 change?

450

451 CONF2:

452 I think that...this is a standardized course and we have so many sections of it. And I
 453 understand the university is concerned that whoever is taking COM 1010, it should be
 454 similar to this other student who is taking COM 1010 so we know that they're getting
 455 exactly what we want them to go. But I think that there are ways to make it so that ya, it's
 456 standardized but the instructors have more flexibility because everyone is different and
 457 everyone teaches differently. And I think that our class...we try to put that flexibility in
 458 there. I've taught at other universities and one place that I taught at was... all they told
 459 me was...you can use whatever book you want, you can choose whatever textbook you
 460 want, but there are the four things that you need to do. You need to have an informative
 461 speech. You need to have a speech where they use a visual aid. You have to have
 462 another speech of some sort that's between 9 to 10 minutes. There was some criteria
 463 but we had some flexibility with what other speech we wanted them to do. I think that
 464 would be something that I would like to do here but we have so many more sections
 465 than the one that I was teaching at where they had it like that. It's a fine line there. Like
 466 how much flexibility do you give when you have 50 some sections and you don't want
 467 everyone being here, there, and everywhere?

468

469 INTERVIEWER:

470 Absolutely. It's about finding a balance. My last question... if you had to give advice to
 471 someone who is teaching for the first time or they're beginning to teach at the undergrad
 472 level... let's say COM 1010, what advice would you impart to them?

473 CONF2:

474 Well I think that in general...just teaching in general... if it's the first time you're teaching,
 475 making sure that you're organized and prepared is extremely important. Making sure

476 you understand the material that you're teaching. But I definitely think being prepared
477 and organized are really two things that you really need to do. I guess I would also tell
478 them know that the first semester you're teaching is not going to be your smoothest
479 thing ever. You're going to have hiccups. You're going to have some issues here and
480 there but the key is to remember what those were and learn from your mistakes. Don't
481 get too hard on yourself when things don't go best. And that's just teaching in general. I
482 think with COM 1010 or public speaking, I think keeping in mind that again, students are
483 at different levels and being sensitive to that is really important and just because a
484 student doesn't do well on a speech, doesn't necessarily mean that they're not working
485 hard. I think that would be important.

486

487 INTERVIEWER:

488 Those are all of my questions. Thank you.

489

490

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Faculty Interview
CON F3- Interview 1

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INTERVIEWER:

How would you describe your teaching style?

CONF3:

I try to be interactive with the students. I try to engage the students in dialogue as much as we can, through dialogue. I would say that I'm both old school and laid back. They do things like attendance mandatory. Things like that I'm relatively stringent on but I'm also one to give the students the opportunity to express themselves in any way possible. And I try to encourage dialogue within the class.

INTERVIEWER:

Wonderful. On a scale of one to ten, with one being very low and ten being very high, how confident are you with your teaching capabilities?

CONF3:

I think there is always room for improvement. I'm confident on the basis that I've taught this course a few times so I'm confident. I would say eight.

INTERVIEWER:

Eight. Why would you give yourself that rating?

CONF3:

Well I mean you asked about confidence, right?

INTERVIEWER:

Yep.

CONF3:

And you didn't say on a scale of one to ten, what a good teacher I was (laughing).

INTERVIEWER:

How confident you feel.

CONF3:

Yeah, well I'm pretty confident because I'd say I'm comfortable in front of students, and I really, I, it's something that I enjoy doing so I put, I do a pretty good amount of prep work before I go in, before I go into a course. I prep for a course. Prep for the course. If you come throughout the course, you'll see that I have different video clips for example every day and I do different things to get, to get the students engaged. And I think that, I think that there is obviously always room for improvement and there are interesting things that, I just took a teaching course matter of fact.

INTERVIEWER:

Wonderful.

541
542 CONF3:
543 Course director's course.
544
545 INTERVIEWER:
546 Okay.
547
548 CONF3:
549 And it was a lot of fun.
550
551 INTERVIEWER:
552 Wonderful
553
554 CONF3:
555 I had the opportunity to really try to focus on that. I don't know if that answered your
556 question.
557
558 INTERVIEWER:
559 No it is and it's actually leading into my next question. And my next question is have you
560 every participated in any professional development workshops pertaining to teaching?
561
562 CONF3:
563 Oh yeah. Everything that I could, that they offer at the Office of Teaching and Learning
564 that I have the opportunity to attend I do.
565
566 INTERVIEWER:
567 Wonderful.
568
569 CONF3:
570 They have interactive workshops. They've got system workshops. They've got the
571 Blackboard one, the PowerPoint one. Pretty much anytime they have something that fits
572 my schedule, I do go there. I think they do an excellent job. And then I just completed
573 the seminar in, is it 7280? In 7180. And which the course director taught and she did an
574 excellent job teaching.
575
576 INTERVIEWER:
577 Wonderful. Can you give me an overview of COM1010?
578
579 CONF3:
580 Yep I can say it's a basic public speaking course. There are, in this case, we've got five
581 different speeches which students do. They do a narrative speech, which is like telling a
582 story. They'll do an informative speech, do two impromptu speeches and then one group
583 speech. And then also, then also a final exam and throughout the course, they'll be
584 some written assignments. It's a course designed to develop basic public speaking skills
585 and I think to that end it does, it does a pretty good job of doing so.
586
587 INTERVIEWER:

588 Great. Can you walk me through what a typical class is like and some of the activities
589 that you do?

590
591 CONF3:
592 Sure.

593
594 INTERVIEWER:
595 I know it varies a little bit depending upon their assignments but.

596
597 CONF3:
598 And it varies. Typically I mean everybody does this different. I usually open up the
599 current events simply because I think they would have thought obviously make some
600 type of small talk in class. I usually say if anyone has heard of any public speaking in the
601 news. And then, sometimes people have usually. That will get some people talking. I'll
602 usually then come with a couple of clips of, in this case, during the last semester it was
603 golden because of the election and there was something new every day.

604
605 INTERVIEWER:
606 Right.

607
608 CONF3:
609 And there usually is. There's usually some type of, not all the time, but there's usually
610 something regarding public speaking in the news. So I'll put just a short kind of
611 introduction to the course and then I'll kind of ramble about it for ten minutes or so. Then
612 we'll go into doing into some kind of chapter lecture. I'll build that. I usually use a
613 PowerPoint for that or some type of something visual, not always PowerPoint. Then I'll,
614 then I may seldom have a writing for the students before asking say a general question
615 and just something they'll write about for like ten minutes and then we'll discuss those.
616 Those type class writings. It's one activity. Sometimes we'll break into groups and they'll
617 do, discuss the question among themselves, and then the group will discuss things in
618 that manner. So just kind of to get interactivity going within the course. And these are
619 days when these are written and then we'll go over requirements for speeches and then
620 logistics regarding signing up for speeches, etc.. And on speech days, it's typically, I
621 keep, I just do a short introduction and then have the students speak and it's pretty
622 structured. We know who is speaking when. They sign up for that. They know and
623 they're actually pretty good about. Second speech is always the tough one. It's the one
624 that requires a little more work at first. So you get, that's when, you get all the car
625 accidents (laughing) and grandma passed away and you know what I'm saying. Not all
626 that but you get all that. You get some of these things that you hope are not excuses but
627 um, I'm digressing. Sometimes I do go on tangents. But typically on speech days, I'll
628 just do a short type of opening, a monologue per say, and we'll go through the
629 speeches.

630
631 INTERVIEWER:
632 Okay. Have you encountered any challenges when teaching COM1010?

633
634 CONF3:

635 Yea. Yes there's been a few and I think that some of it is challenging and I've kind of
 636 turn it around to something that I embrace about it. It's the diversity of the students that
 637 we have here because it is a general education requirement. There are people with a lot
 638 of different expertise. In many cases, people come in with an attitude because it is
 639 speaking which people are generally afraid (yeah) of speaking on a daily basis. I try to
 640 create an atmosphere where they, where people are comfortable. And usually it kind of
 641 transcends itself by the end, by the mid-part of the course where it kind of makes the
 642 class load with what we suit them, they seem to be, people seem to respond do it. But
 643 that's a challenge because you're looking at how do you make people feel more
 644 comfortable.

645
 646 INTERVIEWER:
 647 Right. And still make them do the speeches (laughing).

648
 649 CONF3:
 650 And still make them do the speeches and to do well. And I try to also, the idea is to try to
 651 create a culture of excellence and you try to make people when they come in want to do
 652 better.

653
 654 INTERVIEWER:
 655 Absolutely. Are there any teaching strategies that you've tried to used in COM1010 that
 656 the activity just didn't work and so you said I'm going to scrap this? Have you ever
 657 experienced any of that or would you say you've been successful so far with everything
 658 you've tried?

659
 660 CONF3:
 661 I don't know about everything. There are some times when you get group activities
 662 where if you, I didn't time it correctly when I first started mostly. Let's say I gave them 15
 663 minutes to do something and it took two minutes then you would just notice people are
 664 talking about their day. People are. I also try to make sure that when I'm speaking
 665 myself or lecturing, I'll look out to engage the audience throughout that time. And I'll look
 666 to see if, gauge to see if there is any fluctuation. If you get someone with eyes staring
 667 down. If you are seeing people turn out. Then I'll try to change up, change on the fly like
 668 that.

669
 670 INTERVIEWER:
 671 How do you sequence instructional activities in your class?

672 CONF3:
 673 I think one of the ways is to kind of to vary the pace and the activities in the course. It's
 674 just a way that the course is structured. And that's, I think I've gotten a little better at that
 675 than I was at first. That kind of came with be able, doing it a few times. Being able to
 676 know, okay I should maybe talk for a few minutes at the beginning of class and then shift
 677 into and do this. I don't want to, I don't want to put a PowerPoint up and talk to class for
 678 40, 45 minutes to an hour without engaging (right) students to get involved with it. So I
 679 think doing that type of timing.

680
 681 INTERVIEWER:

682 How do maintain your student's attention during class?
683

684 CONF3:

685 Okay. Well I try to get them, try to say something interesting (yes). Try to get that
686 balance between, between being, use a little bit of humor. I guess people do that. I
687 typically do that when I'm speaking. To you personally, I would do that so I would do
688 that when I speak to the class. Try to be conversational. Try to mix in the things that are,
689 this is important, you have to do this, with also kind of keeping mind it's important that
690 you have to do it but also you can be very creative. I kind of want to challenge them in
691 that way to come up creative ways to fall within the requirements if that makes sense.
692

693 INTERVIEWER:

694 Absolutely. How would you describe your students' motivation in regards to COM 1010?
695

696 CONF3:

697 I think initially students are motivated by points. And they are. So, people are motivated
698 by grades. The best classes I've had, by the end when they're doing group speeches
699 and the more complicated assignments, they're all trying to top each other. Maybe not
700 being competitive, but they're all doing well because they're immersed in it as they
701 should be.
702

703 INTERVIEWER:

704 Good. How do you students know what materials/content will be covered in each class?
705

706 CONF3:

707 Well the course calendar kind of tells it and it's tentative but it's pretty close. We may go
708 a few days where speeches might go a little longer, the chapter might be on another day
709 but pretty much it shows exactly what we're going to cover in terms of the course and
710 the assignments we do on what day. It's pretty organized.
711

712 INTERVIEWER:

713 I know this is generalizing your students but would you say that your students come to
714 class prepared?
715

716 CONF3:

717 No. (laughing) What I've done in several classes is say "I'm going to talk about chapter
718 1. Has anyone read chapter 1?" and you'll get one or two hands. And it's consistent.
719 Now with speeches, it's the opposite. They're usually very prepared. I've been very
720 impressed with the presentations that I've seen here. We've had two students do a duet
721 from a Broadway show. We had two students do a public service announcement to save
722 animals and they all came dressed up as different animals and at the end they did a rap
723 song. And we've had some very straight forward informational type things. They're
724 weren't all showy like that. But I've been really impressed with the quality of their
725 speeches. Are they prepared when they come in on days when they're not speaking.
726 No. And I had say that. (laughing)
727

728 INTERVIEWER:

729 How do you assess learner performance in COM 1010?

730
731 CONF3:
732 It's pretty well structured with the rubrics that we use and I share those with the students
733 as well. This is how I'm going to grade you. This is what you're going to be graded on.
734 Attendance is pretty straight forward. Participation, there's a little leeway there. And I
735 pretty much give most people points for it...participation...assuming they'll participate.
736 But the rubric in terms of the speeches and do they hit the marks on the speeches and
737 do they hit the particular points for speeches are pretty much set in stone. I think the
738 course is really well organized and really well put together.

739
740 INTERVIEWER:
741 How do you provide guidance to students in your class?

742
743 CONF3:
744 I've had several students who had said, "I'm scared to death. In this case, I refer them to
745 the public speaking resource center. They do an excellent job there. I had another
746 student who was scared to death to speak and it was a narrative speech, a personal
747 speech. We find out that he shares this heartbreaking story about how he and his
748 mother were living from shelter to shelter. And he kept telling her to get help and she
749 wouldn't get help. And he had issues throughout the course doing that, but he got up
750 and gave that. That's just an example. I try to individually talk to them. I'm available to
751 students whenever they want to see me in the office or by email.

752
753 INTERVIEWER:
754 How do you prepare for teaching COM 1010? How much time do you spend before
755 class or in preparation for upcoming lecture?

756
757 CONF3:
758 A couple of hours. It's a pretty good amount of time. It was actually more the first time.
759 We're changing books in the fall so I'll have to put in more time then. This is the fourth
760 time I'm using this book. But I do actually reread every chapter before I talk about it
761 again because I don't want to miss anything. As well, I try to prepare for how I'm going to
762 present the class that day.

763
764 INTERVIEWER:
765 Have you come across any challenges prepping for the class?

766
767 CONF3:
768 Ya, actually. More at first. There are some materials that are pretty good based on the
769 PPTs that are made that you can work with. I'll usually take one of theirs and go through
770 it and outline things like that. This particular book was so much different from teh
771 previous book we had that the first semester was a little rocky. We had to take a little
772 more prep time because we were going from a very straight forward...this is an attention
773 getting advice...this is a speech structure...to a critical cultural approach. I like the book
774 now but it took a little getting used to. Hopefully the next book will be a little better.

775

776 INTERVIEWER:

777 What do you perceive your role to be as instructor in the class?

778

779 CONF3:

780 Kind of like the ringmaster. To kind of facilitate and to be...I don't want to be the sage or
781 the person who tells you these things because I don't know if I'm any wiser than the
782 students are. Hopefully I will be because I've done it more often but I think to facilitate
783 the learning and to be able to just make the students comfortable about speaking. To
784 give them poise and confidence and if they walk out with a little more than they started
785 with, then I think that I've done my job.

786

787 INTERVIEWER:

788 Absolutely. How would you define a learner-centered teaching environment?

789

790 CONF3:

791 Learner-centered...hmm.ok. I would say that it's one where students are
792 engaged...actively engaged with the instructor. Instead of being a top-down type model,
793 it's a bottom-up model. Does that make sense?

794

795 INTERVIEWER:

796 Do you think it makes a difference?

797

798 CONF3:

799 Yes. I think it does. I think people are more likely to engage if they think they're just
800 being preached to or talked to. And if the students are being engaged and you're kind of
801 putting yourself at the same level of the student.

802

803 INTERVIEWER:

804 Would you consider yourself to be a learner-centered instructor?

805

806 CONF3:

807 I think so.

808

809 INTERVIEWER:

810 Can you give me some examples.

811

812 CONF3:

813 As I said, I try to engage the students in a lot of conversation and dialogue throughout
814 the lectures. I try to make them interactive. I'd kind of have to look at see what the
815 definition of that would be.

816

817 INTERVIEWER:

818 Everyone kind of has their own definition to.

819

820 CONF3:

821 I think that talking with the students and not at them.

822

823 INTERVIEWER:

824 If you could change anything about COM 1010, what would it be?

825

826 CONF3:

827 In this case, I do really like teaching the course. We'll be changing some of the books
828 and some of the material. I would basically take out the final exam and just have them
829 do a speech. I'd make the last speech be the final because I don't know that the final,
830 the way that it's set up...

831

832 INTERVIEWER:

833 Absolutely.

834

835 CONF3:

836 Ok. Well for example, you have these multiple choice type questions. A student could go
837 through the course and do great on their speeches and pick the wrong answer on a
838 multiple choice question which are worded pretty trickily... so I would change that.

839

840 INTERVIEWER:

841 My last question...if you had to give advice to someone who was teaching COM 1010
842 for the first time or teaching in general for the first time, what advice would you impart to
843 them?

844

845 CONF3:

846 I would say just be yourself. I think your students will relate to you in that way. In this
847 class in particular, do you preparation and try to relate to the students.

848

849 INTERVIEWER:

850 Wonderful. So that concludes the interview. Thank you.

851

Faculty Interview
EXPF1- Interview 1

852

853

854

855 INTERVIEWER:

856 How would you describe your teaching style?

857

858 EXPF1:

859 Ahhh, I would describe my teaching style as well we've been talking about student-
860 centered learning and I think my style is basically student-centered. I've tried to keep
861 lecturing to a minimal. I don't use PowerPoints. And I've tried to get the students
862 engaged in every class period doing something hands-on.

863

864 INTERVIEWER:

865 Great. On a scale of one to ten, with one being very low and ten being very high, how
866 confident are you with your teaching capabilities?

867

868 EXPF1:

869 I would say about an eight.

870

871 INTERVIEWER:

872 Why an eight? How would you?

873

874 EXPF1:

875 I'm pretty confident but I am always learning new things about how to improve so I've
876 been teaching for a number of years and I feel fairly confident in my abilities. My students
877 have given me pretty good evaluations over the years but I can always stand to improve.

878

879 INTERVIEWER:

880 Have you every participated in any professional development workshops pertaining to
881 teaching?

882

883 EXPF1:

884 Yes. I have. I have been to most recently, to one of the, I have been a presenter at one
885 of the Office of Information Technology seminars on getting students involved in online
886 classes and having them participate and techniques for getting through to do more than
887 simply observe the material.

888

889 INTERVIEWER:

890 Wonderful. Can you give me an overview of your course, particularly COM1010?

891

892 EXPF1:

893 Okay. COM1010 is centered around complex speaking. That's probably the core thing
894 that we want students to come out knowing about. It has evolved over the years that I
895 have been teaching it here from pretty much a strictly public speaking based course with
896 some communication theory thrown in to, through a period of where it was using a
897 textbook that was very critical and cultural upon, the one that you have a copy of, the
898 other sections they are still using to now the hybrid textbook that we're going to start

899 using in the fall. So it's, it's been a lot of things and a lot of different things over the years
 900 but the core of it remains getting students comfortable and I consider getting them
 901 comfortable with public speaking to be the most important part of it. I'm not looking to
 902 turn people into great orators. I'm looking to get them, get them to the point where they
 903 are not quaking in their boots and not at a loss for what to do when they are asked to
 904 speak publically. So if they can get more comfortable, more confident, I feel that I have
 905 accomplished my work.

906
 907 INTERVIEWER:

908 Wonderful. Can you walk me through what a typical class is like, some of the activities
 909 that you may do?

910
 911 EXPF1:

912 I use a lot of group work on a day where we're not, day when the students are not
 913 delivering speeches. Typically I will introduce them to some material. In the past, we've
 914 had in class writings to start the ball rolling. We're not doing that this semester but there
 915 were say 10 minutes of in class writing on the reading that was assigned and then a
 916 discussion stringing from those in class writings. So I may still have some of them do
 917 that informally but not for a grade. That's not part of the rubric this, the syllabus this
 918 semester. That was, that was useful to get the conversation going. A lot of students
 919 typically don't actually do the reading so there is limited amount of that but the, the other
 920 textbook that we were using last semester was broad enough that they were able to
 921 bring personal experience into it. So that would get a discussion going about personal
 922 experience that didn't necessarily mean that someone couldn't participate if they hadn't
 923 done the reading. They would pick up these concepts as the class discussed them. And
 924 then to prepare for the speeches, typically I would have after discussing the readings, I
 925 would turn the class over mainly to getting students use to the idea of talking in front of
 926 the group so there would be in class exercises such as, as a group putting together a
 927 fairy tale that told an organized story in preparation for the narrative speech. Ah
 928 Something of that sort. Or um when we use to have eh impromptu speeches through
 929 last semester, um doing practice doing practice impromptu speeches, not for a grade but
 930 for practice. Often I will have students working together as a group on (one second
 931 pause) preparation for ahhh projects that will be doing solo in front of the class but I
 932 think it makes them a little more confident if they can do it first as part of a group.

933
 934 INTERVIEWER:

935 Absolutely. What challenges have you encountered with teaching COM1010?

936
 937 EXPF1:

938 Ah well it's a required course and it's one that everyone, about everyone, one that a lot
 939 of students dread. A lot of students put it off. A lot of students um really have a deep
 940 seated fear of public speaking. Ah and so you need to overcome that and we also need
 941 to overcome the idea that it's a, despite this, kind of, kind of a contradiction in turn,
 942 because they, they fear the public speaking part but they also expect, because it's a one
 943 thousand level course and because everyone has to take it, they expect to get an A in it
 944 very easily and not have to do any actual work except overcoming their reluctance to
 945 stand up and talk. So you've got this contradiction and it's supposed to be really easy

946 and yet it's supposed to be terrifying and both of, neither of those is especially
 947 productive so um that's something that that kind of works against the, I guess, among
 948 the challenges.

949
 950 INTERVIEWER:

951 What other challenges have you had just teaching in general? I mean the other courses
 952 you've taught that you've struggled with pertaining to instruction, if any?

953
 954 EXPF1:

955 Ah, well let's see (three second pause). The problem is that (one second pause) I have
 956 pretty much taught mainly gen Ed courses, required Gen Ed courses, and um, in my
 957 former life I was an English teacher teaching freshman composition (um hm) which has
 958 the same dynamics except for the lack of public speaking so you know people are not
 959 really fond of writing, they're not quite as terrified of it as they are of public speaking (um
 960 hm) but it's this required thing that they have to get out of the way. Ah, so, so yeah, the,
 961 the fact that it's a captive audience, not people who chose necessarily to be there
 962 because they're engaged with the subject matter. I think it's probably the most
 963 challenging part of the course.

964
 965 INTERVIEWER:

966 Okay great. Are there any, um, teaching strategies that you've tried to use in COM1010
 967 that haven't been successful? Or just been too difficult to implement?

968
 969 EXPF1:

970 Um, that's a, that's a good question. Ah, yeah. I'm sure I can think of some if I go back
 971 over it. Um. There have been things I've tried and dropped and but give me some time
 972 to make a list and I'll get back to you on that. Let me write that down. Things that haven't
 973 worked.

974
 975 INTERVIEWER:

976 How do you sequence instructional activities in your class?

977
 978 EXPF1:

979 Ah. Within, within class period or within the semester?

980
 981 INTERVIEWER:

982 Um within a class period.

983
 984 EXPF1:

985 Okay, how do I sequence them? Ah, I think, I think the pattern sort of fits what we've
 986 been talking about except not strictly the 10-80-10 but I do try to give them instruction,
 987 guidance. I mean, obviously they need instruction on what they're supposed to be doing
 988 in groups or in pairs or individually. And then, umm, as, as that process goes on, maybe
 989 you know stopping them, saying Okay now we're going to do this and then they go on to
 990 the next step. Um, I haven't always been good on debriefing afterwards and that's
 991 something that perhaps I need to work on.

992

993 INTERVIEWER:

994 Okay. Great. How do you maintain your student's attention during class?

995

996 EXPF1:

997 That's, that's. I'm not sure I do. Well as I said I try not to lecture and when I do find
 998 myself lecturing, I do find the phones going on and the eyes closing and so on and so
 999 forth. I'm not sure their attention should be on me. So if their attention is something
 1000 productive then I'm happy. Today, for example their attention was on each other, except
 1001 for the two sisters who already knew everything about each other, I noticed that all of the
 1002 pairs were just talking away and even if it was just socializing, even if they had all the
 1003 notes they needed, they were on task because they were getting to know each other
 1004 better. So I think as long as they're engaged in something that is going to be productive
 1005 for the course, I think the paying attention part might be a little bit overrated because it
 1006 implies sitting in your seat looking at the one person . So I do require them to, to treat
 1007 each other with respect when they are giving their speeches and that's something that
 1008 every once in a while, you'll have a class where there is a group of people who can't
 1009 stop talking or whispering in the back even during speeches and that can be annoying
 1010 but usually they're fairly respectful of each other.

1011

1012 INTERVIEWER:

1013 Would you say that your students come to class prepared?

1014

1015 EXPF1:

1016 (Laughing) Nope.

1017

1018 INTERVIEWER:

1019 No?

1020

1021 EXPF1:

1022 Ah, well

1023

1024 INTERVIEWER:

1025 On average?

1026

1027 EXPF1

1028 That's unfair. That's unfair. Depending on what they're supposed to have prepared. The
 1029 speeches, a good number of them are well prepared although not as well as they may
 1030 think they are sometimes. Some of them are over prepared. Some of them really are,
 1031 they cope with their anxiety by over preparation. So the speeches, it varies. Sometimes
 1032 yes, sometimes no. The readings, I would say the majority do not do the reading before
 1033 the class when we're supposed to discuss it.

1034

1035 INTERVIEWER:

1036 How do you assess learner performance in this class?

1037

1038 EXPF1

1039 The assessment is standard across all sections. The, the grades are broken down as on
 1040 the syllabus. You've got a copy of that. The, the biggest number of points go to the
 1041 speeches themselves. They're, they're a thousand points overall. And you're talking
 1042 about how the student, is the question, right?

1043
 1044 INTERVIEWER:

1045 Yes.

1046

1047 EXPF1

1048 The final exam is worth 200 points so 20 percent of the grade. The quizzes are worth
 1049 are another 10 percent. Written assignments another 10 percent. And my math is not
 1050 very good. Attendance 10 percent. Participation 10 percent. And then the remainder,
 1051 which should be 30 percent, is the actual speeches.

1052

1053 INTERVIEWER:

1054 Okay. How do you provide guidance to your students in this class? So this semester?

1055

1056 EXPF1

1057 I, well, I prep, I provide guidance, a lot of the guidance I provide I think happens outside
 1058 of class because they, they frequently email me with very specific questions that they're
 1059 uncertain about. In, during group work, I go around and see what kind of questions the
 1060 groups have as they work on their projects. So, and as we said, I set out certain
 1061 guidelines before turning them loose to work in groups. So it comes in various forms. I'm
 1062 not sure how I would characterize it overall and feedback. Feedback is extremely
 1063 important in the speech courses so they're encouraged, the students are encouraged to
 1064 evaluate themselves. There are a couple of self-evaluation projects and peer evaluation
 1065 projects. The written assignments are mainly geared toward putting more conscience
 1066 thought into the speech process before and afterwards. So they're peer evaluations,
 1067 they're self-evaluations, they're goal-setting exercises, and then they're audience
 1068 analyses. So it's very, conscious approach to the speeches.

1069

1070 INTERVIEWER:

1071 How do you prepare for the class, for COM1010 when you are teaching?

1072

1073 EXPF1

1074 Before each class or the beginning of the semester? Or

1075

1076 INTERVIEWER:

1077 Both

1078

1079

1080

1081 EXPF1

1082 Okay. This being the beginning of the semester (laughing) quickly is my answer. I try to
 1083 look for opportunities in the, if it's reading, that going to be covered. I try to look for the
 1084 things that are going to be important for them to remember and find some real world
 1085 analogy that helps it come alive because I really hate abstractions and no one

1086 remembers abstractions. So, so basically as I'm going through the textbook, and this is
 1087 the first semester I'm going through this one so it will be new, I look for ways that I can
 1088 connect it with their experiences and get them talking about those experiences. And that
 1089 worked very well with the previous textbook and I'm hoping it will work with this one as
 1090 well.

1091
 1092 INTERVIEWER:
 1093 On average, before a class, how much, how much time do you think you spend
 1094 preparing?

1095
 1096 EXPF1
 1097 Gosh.

1098
 1099 INTERVIEWER:
 1100 I know you taught this before too.

1101
 1102 EXPF1
 1103 Yeah.

1104
 1105 INTERVIEWER:
 1106 So it's not like you're starting from scratch.

1107
 1108 EXPF1
 1109 Yeah. Gosh. That will, that's hard to estimate. That is, that's very hard to estimate
 1110 because it depends on whether I've read the book yet, which I haven't, so once the
 1111 book, once I've got the book under my belt, and then it you know depends, it depends
 1112 on how much of it is new that semester's really. When it's something that I've taught
 1113 more or less the same format or, basically the, the main out of class time that is required
 1114 is evaluating , grading, evaluating the speeches, giving feedback on the speeches, and
 1115 in the past, the written assignments. That's, that is the most time consuming part of
 1116 preparation is getting those things back to them. As far as preparing the course itself,
 1117 usually I don't have anything really elaborate like PowerPoints that I need to spend a lot
 1118 of time on. Once I have an idea for what I want to have them do, it's pretty much
 1119 something I turn over to them and just as long as I have a clear picture of what comes
 1120 after what so not a lot of prep time for the actual structure of the day-to-day course.

1121
 1122 INTERVIEWER:
 1123 Okay. What do you perceive your role to be as the instructor in the class?

1124
 1125 EXPF1
 1126 A facilitator. Someone who, and I've heard this from students over and over again, that
 1127 they came into the course fearing public speaking and that my, my demeanor set them
 1128 at ease and I, some, for some students I think it's a diplomatic way of saying that I have
 1129 boring speaking voice but it's, you have a very relaxing voice. They say as they snooze
 1130 off. That's one reason I don't like to lecture. But I think letting them know they're not
 1131 going to suffer dire consequences if they screw up is important for this kind of class
 1132 because it's overcoming that fear. And you don't want to make them more fearful and

1133 you don't want to be the kind of instructor who says you know, you really did a terrible
1134 job and rips them apart. I try to encourage what they do right and give them feedback on
1135 that as well as talking what they still need to work on.

1136

1137 INTERVIEWER:

1138 How would you define a learner-centered teaching environment?

1139

1140 EXPF1

1141 I would describe as the opposite of the banking model. One where students need to be
1142 actively engaged every class period and not simply passively absorbing or not absorbing
1143 what we're calling the words from on high.

1144

1145 INTERVIEWER:

1146 Do you think it makes a difference?

1147

1148 EXPF1

1149 Oh yeah.

1150

1151 INTERVIEWER:

1152 Would you consider yourself to be a learner-centered instructor?

1153

1154 EXPF1

1155 I would.

1156

1157 INTERVIEWER:

1158 If you could change anything about content, what would it be?

1159

1160 EXPF1

1161 Oh wow. Oh wow. Well it's been changing so much. Right now we seem to be going
1162 back to the model where they read the textbook and take multiple choice quizzes and
1163 exam on it and I think that's moving in the wrong direction. I'm not sure how much
1164 traction we can get going the opposite direction because that's just not, I guess it's not
1165 feasible on the scale with so many different sections of it but if I were just teaching it
1166 myself, I would prefer to have essay exams, writing either in class or out of class, that
1167 actually demonstrates that the students understand the concepts and can apply them to
1168 their own real-life experiences rather than just multiple choice, absolutely.

1169

1170 INTERVIEWER:

1171 And my last question, if you had to give advice to someone who is beginning to teach
1172 COM1010, let's say it's their first session, their first session ever teaching, and their
1173 teaching COM1010 for the first time. What advice would you impart to them?

1174

1175 EXPF1

1176 Keep it interesting Keep it lively. Expect, well, I'm not sure what to tell them to expect.
1177 That's a pretty broad question. They usually come to be with specific questions. Yeah.
1178 And it depends on the person's background. Some people come in with the idea that
1179 they're going, you know, with a background in debate say, and all these, this wonderful

1180 academic career behind them and they think they're going to raise the next debate team
1181 in their COM1010 class so I would certainly advise them not to take that approach. Just
1182 basically you know stick with, with what the students find engaging, and don't, don't give
1183 broad general assignments. Give them some kind of guidance as to what topic you want
1184 them to work with because if you leave them to their own devices and say just write an
1185 informative speech, they're going to write an informative speech about whatever they
1186 find on the web so make it a little more personal. Try to, try to make sure that you focus
1187 it on something that they have a personal interest in and there are various ways to do
1188 that. For example, the two woman who were talking about one another's tattoos. Tattoos
1189 are a great communication related topic to inform the class about and the more you
1190 know the students, the more you can kind of guide them into those things. But make
1191 sure that they go with their, with what interests them rather than necessarily what
1192 interests you or what they think is going to interest you.

1193

1194 INTERVIEWER:

1195 Great. Thank you. That concludes the interview for the beginning of the semester. I've
1196 got a few similar questions and a few additional ones that I'll ask at the end of the
1197 semester as well.

1198

1199 EXPF1

1200 I hope that I talked in a way that is easy to transcribe.

1201

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Faculty Interview
EXP F2- Interview 1

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INTERVIEWER:

How would you describe your teaching style?

EXPF2:

I knew you were going to ask me this. So, I attempt to teach from a...I don't accept the notion of everything being objective. I look at everything in life being subjective. I'm not expecting any capital T truth. Everything is going to be subjective. I'm not looking for answers from my students. I'm looking for thoughts. I don't expect all of us to agree. I think it's actually the Socratic method in the ways I'd like them ask questions and get through their own answers that way. I don't expect them to come to me for a right or wrong answer, a black or white. So I guess it's a very participatory method and I think it relies on the Socratic method from my understanding of it where I'm hoping for them to ask questions and form their own opinions. And as part of that, I also want to break down the barriers that traditionally exist between a professor and a student. Such that, while I'm clearly the leader and someone has to give them a grade at the end and the notion of grading is a different conversation and how weird that is. But in that context of grades being required, I'm their leader...I'm the person they come to. It's a two way street. I'm going to learn from them. They're going to learn from me. And they're going to learn from each other. There's not this information where I'm trying to shove information down their throats and have it be a one directional flow where it's a two directional flow and I want to break down that barrier that exists for a lot of people. Especially when they're freshman and they come from high school where it's teacher knows best. Teacher's in this position and I'm the student. No, we're equal. Yes, I've been doing this longer. Yes, I'm probably going to know more than you, but there's things you're going to know more than me. And things that you can share. It's a two way street. Such that, the breakdown the barriers...even going as far as A; how do I want them to address me. B-how do I even dress. I've had debates with other people. Should I just dress like them? And all this kind of stuff. So I guess that notion, if any of that makes any sense.

INTERVIEWER:

The first class I ever taught, I was 24 and the majority of my students were 28-30. One of the instructors say to me, "you might want to wear a suit just so they'll perceive that you're older. You do notice. You do take it into consideration.

EXPF2:

I was actually 22 when I taught my first class. They were all older than me. They were undergrad, and ya, at the end of the semester, I ended up telling them.

INTERVIEWER:

On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?

EXPF2:

1273 Capabilities? Just in general? I would say like a 7 or an 8. Let's say I 7.5 and go in the
1274 middle.

1275

1276 INTERVIEWER:

1277 And why would you rate yourself that way?

1278

1279 EXPF2:

1280 Because I feel that. Now even 1010. I had never taken a public speaking course. I had
1281 never taught one until last semester. And ya, there's that imposter syndrome at the
1282 beginning. I just think that I have the ability to take concepts and break them down into
1283 more familiar language and that applies to many things. I'm not an expert. I can get
1284 enough out of it to break it down. I think my ability to break it down and my
1285 comfortableness obviously with public speaking myself and enjoying it. Between having
1286 the confidence from that and being able to break that down, allows me to teach a lot of
1287 things well.

1288

1289 INTERVIEWER:

1290 Have you ever participated in any professional development workshops pertaining to
1291 teaching?

1292

1293 EXPF2:

1294 One. Just the one that Wayne State offers. Whatever certificate. The two day thing they
1295 offer in the fall. We have a class in our department too that does a little. We're required
1296 to take that too.

1297

1298 INTERVIEWER:

1299 Going back to that. The class that you took...was it all about instructional strategies?

1300

1301 EXPF2:

1302 Ya. Ya. We did a lot of stuff in dealing with teaching COM 1010 and comprehensive
1303 apprehension and grades. So I actually got a lot of out that as well. I forgot about that.

1304

1305 Can you provide me with an overall of COM 1010 in general?

1306

1307 EXPF2:

1308 COM 1010 is an introduction...I'm assuming you want it in my own words. It's an
1309 introduction...it's almost entirely non-communication students. It's an introduction of
1310 communication itself and the power of communication and the context of communication
1311 as well as giving them the basic fundamentals for doing public speaking and some
1312 practice doing some public speaking.

1313

1314 INTERVIEWER:

1315 Can you walk me through what a typical class is like on a non-speech day?

1316

1317

1318 EXPF2:

1319 So a typical class, we're going to do a lecture. I usually try to limit it to 20 to 25 minutes. I
 1320 don't want to talk for 85 minutes. I don't think it's in their best interests or my best
 1321 interests. So it'll be a 20-25 minute lecture on the readings that they were assigned. I'll
 1322 go over not everything but pick out the highlights I think and try to break them down into
 1323 terms. I mean, our book is very academic. Break them down into terms that they use or
 1324 everyday things that I know they know, they just don't think about why they do them. So
 1325 about 20-25 minutes of lecture. I usually try to do an activity. Sometimes it'll be an in
 1326 class writing where they'll sit by themselves. I'll give them 3 questions and they can pick
 1327 one. Give me 2-3 paragraphs. So essentially interpreting this concept into their own
 1328 world. How does power relationship, for example, how does power play a role in the
 1329 relationship between you and your parents or you and your siblings. How is that power
 1330 structure different? Questions like that that'll take the concepts and break them down
 1331 into their world. Or we'll do a group activity where three of them will get together and
 1332 brainstorm over a question and report to class what they thought. So there's some sort
 1333 of activity like that. A lot of classes, we'll do talking about future upcoming speeches.
 1334 We'll do 5-10 minutes of this is due Thursday or this is due a month from now but start
 1335 thinking about it so you know what to do. And then usually about 15-20 minutes, I'll pick
 1336 a speech... tons of different forms of speaking. We'll watch that and we'll have a short
 1337 discussion on a certain aspect of that speech.

1338

1339 INTERVIEWER:

1340 Have you encountered any challenges while teaching COM 1010?

1341

1342 EXPF2:

1343 Well other than me feeling I didn't know what I was doing the first semester. I had a
 1344 severe case of imposter syndrome the first semester but I was actually surprised that
 1345 one of them said towards the end 'Oh you've been doing this along time. You know what
 1346 you're doing.'

1347

1348 INTERVIEWER:

1349 And you're like "yes!"

1350

1351 EXPF2:

1352 Yes! I fooled them. But other than that, ya, getting students to engage is of course....27
 1353 students is way too many for this class and getting them all to engage. Last semester,
 1354 half of them would regularly engage. I changed the grading a little bit this semester. We
 1355 didn't have any points last semester for it. So I put some points in this semester to
 1356 encourage that. I guess that's my biggest one. Getting the engagement. The other one
 1357 that bugs me and I would love to know if you have any ideas on this...if they turn
 1358 something in bad, is it because they didn't care and didn't put any effort in? Or is it they
 1359 actually put effort in and think that it's good and it's not. I never know how to approach
 1360 that. I don't want to go up to them and insult them and go "this is terrible" and they think
 1361 "oh my god. I tried really hard," or "no you're right. I'd didn't try. I did it in an hour."

1362

1363 INTERVIEWER:

1364 So it was a slap and go?

1365

1366 EXPF2:

1367 Ya. Exactly. That's the other information. I guess engagement and that. How do I
1368 address deficient work in a respectful and appropriate manner.

1369

1370 INTERVIEWER:

1371 You kind of walked me through what your typical class is like with starting off with lecture
1372 and moving on.

1373

1374

1375 EXPF2:

1376 It's not always in that order by the way.

1377

1378 INTERVIEWER:

1379 Ok. I was going to ask..How do you rationalize how you're sequencing activities in
1380 class? So you know, for instance, you kind of knew what you were going to do today.
1381 You knew you were starting with an icebreaker. You were going to go over the syllabus.
1382 You were going to show them a speech and have them start thinking about those things.
1383 And then you talked about how they were going to do some of those things in future
1384 assignments. That was sequenced and you had your order. What challenges do you
1385 come across when you know that you have all this content that you have to teach and
1386 how do you sequence it appropriately so that they understand it? It makes sense for
1387 them. It makes sense for you delivering the content.

1388

1389 EXPF2:

1390 That's a good question. It'll vary. Here's what I base it on. If we're doing a concept in
1391 chapter 3 and then watch a speech that is on these concepts in chapter 3, then I'm
1392 going to go over chapter 3 first because unfortunately half of them are never going to
1393 read the book. And so at least if I go over the chapter first, they have the basics and
1394 then even the ones who didn't read can participate in the discussion. So part of it is,
1395 sequentially what I try to build up in each class. We did the icebreaker today and then
1396 talked about the difficulty of speaking. I guess that's my fundamental. Start from square
1397 one and then build up. Occasionally I'll flip it especially when dealing with an 8am class.
1398 Sometimes it can be difficult to get them engaged at 8am so sometimes we'll watch the
1399 speech right away especially if it's a good speech. I know a lot of them aren't interested
1400 in political speeches but I've got one on David Blaine, the magician, that they all seem to
1401 really like, so I pop that in first. And also, if they're late...unfortunately 1/3 tend to be late
1402 to every class. That also makes them miss less. Generally, I try to start with a lecture
1403 and that will build up what we'll do that day because the activities will be based off of
1404 that and the speech will build on that. But there are also some days where there are no
1405 lecture lectures, so I'll flip it around and show the speech first. The main criteria and
1406 making sure that everyone can participate even if they didn't do their homework and
1407 trying to keep them engaged through entertaining methods if I can make it more
1408 entertaining that way.

1409

1410 INTERVIEWER:

1411 How do you maintain your students' attention during class? What are some of the more
1412 entertaining methods that you use?

1413
 1414 EXPF2:
 1415 I'm definitely a big promoter in technology. I'm only using YouTube. It's bringing in
 1416 different activities...so short, concise activities. I'm not going to drone on for 80 minutes.
 1417 I'm not going to drone on for 40. About 20-25 minute chunks. So we switch things up so
 1418 we don't do any one thing too long. And trying to bring in other voices....having the
 1419 students talk in most classes. At least some of them so they hear from me, they hear
 1420 from each other, and they hear from an outside YouTube video. A variety of voices and
 1421 short attention spans so it doesn't go on for way to long with one activity.

1422
 1423 INTERVIEWER:
 1424 How would you describe students' motivation towards taking COM 1010?

1425
 1426 EXPF2:
 1427 It probably runs a gamut like any other course. Just going based off of last
 1428 semester...where I taught in [State] is pretty similar to here. I'd say about 1/3. 1/3 of the
 1429 students want to be there and are engaged and trying hard and are really concerned if
 1430 they are going to get an A or not. 1/3- they don't dislike it but they're not in love with it.
 1431 They show up most of the time but you can tell they're not putting in much effort. And a
 1432 1/3, they're not prepared. They're not engaged. They just don't care to be there. They
 1433 don't show up. I guess it runs a gamut. That's the easiest way to describe it.

1434
 1435 INTERVIEWER:
 1436 How do students know what materials /content are required from class to class? Or from
 1437 session to session in COM 1010?

1438
 1439 EXPF2:
 1440 The syllabus. I mean, they tend not to read it, but it's on the syllabus. There's very few
 1441 things. I don't put the in-class writing or the in-group writing activities on the syllabus and
 1442 I usually don't tell them ahead of time so they get the incentive not to skip. The themes
 1443 are on the syllabus. The readings are on the syllabus and some of the activities will vary.

1444
 1445 INTERVIEWER:
 1446 Would you say that students come to class prepared?

1447
 1448 EXPF2:
 1449 No.

1450
 1451 INTERVIEWER:
 1452 How can you tell?

1453
 1454 EXPF2:
 1455 Well last semester I frankly asked them towards the end of the semester. I asked, "how
 1456 many of you had read the book?" No one. You can just tell during the lecture. They don't
 1457 read the book. They usually come well prepared for speeches. The majority. There's a
 1458 few that don't but the majority come prepared for speeches, do well on speeches but
 1459 they just don't read the book. And you can tell when you're giving the lecture and you

1460 say, “oh you read the book, this example” and they just give you blank looks. Or you ask
 1461 them, “what does this mean?” and you get nothing. You can tell they haven’t read the
 1462 book.

1463

1464 INTERVIEWER:

1465 How do you assess learner performance in the class?

1466

1467 EXPF2:

1468 A lot of it’s through their written work. And again, I’m not looking for a right or wrong
 1469 answer but a developed thought. So through their writing, I can tell if they thought about
 1470 the question and are advancing or if they’re just blowing off and just writing whatever to
 1471 fill up the paper and turn it in. Through that. Through my interactions. Mainly...you can
 1472 tell through their speeches too. You can tell from speech 1 to speech 5 where their
 1473 confidence is improving greatly and others that are flat-lining.

1474

1475 INTERVIEWER:

1476 How do you provide guidance to students in your class?

1477

1478 EXPF2:

1479 The worksheets. It’s hard to grade speeches. I have to do them all live. I try to make as
 1480 many notes on their speech as I can and then I will have a discussion after every speech
 1481 with trends that I see from the class as a whole so not naming any names but “a lot of
 1482 people didn’t get this concept so let’s talk a little bit about this concept.” I didn’t really do
 1483 any one on one per say but there are some people after class who come up to me after
 1484 class constantly and we’d have a little one on one back and forth. Generally my main
 1485 mechanisms are group trends and individual written feedback.

1486 INTERVIEWER:

1487 How do you prepare for each class session that you’re teaching? How much time on
 1488 average do you spend in preparation before each class?

1489

1490 EXPF2:

1491 It’s going to be...this is my second semester doing it so I start with what I did last
 1492 semester which I already created from scratch so it’s hard to say. Last semester,
 1493 probably 3 to 4 hours for every class. I’d read the book, look at all notes for all the
 1494 lectures, put my own PPT together, search YouTube for my examples. I’ll try to bring in
 1495 YouTube examples like Seinfeld references I bring in and stuff like that. Even Modern
 1496 Family that I can bring it. So 3 to 4 hours to prepare, put it together, go back the next
 1497 day and look at it again, and every morning before class, I’ll spend an hour and go
 1498 through my lecture. I don’t want to memorize it. I’m not that type of person. I improvise.
 1499 But just as long as I know what’s next and what main points I want to make sure I get
 1500 out. And I put together an outline that has the 20 minutes for this, 25 minutes for that,
 1501 make sure you say this and this and this. And just very high bullet points like 5 bullet
 1502 points to make sure I hit the big issues.

1503 INTERVIEWER:

1504 What do you perceive your role to be as the instructor in the class?

1505
1506 EXPF2:
1507 The leader. The mentor. You know, advice. Again, I want it to be a collaborative working
1508 relationship so we can go back and forth and not this person that can't be wrong. Just in
1509 today's class, I learned something new that I didn't even know the supplement was on
1510 Amazon. So I want it to be a two way street so I'm not seen as knowing everything.
1511 Again, the role, somebody for feedback, but it's a very collaborative relationship as
1512 opposed to a top-down relationship.

1513 INTERVIEWER:

1514 How would you define a learner-centered teaching environment?

1515
1516 EXPF2:
1517 So I think it's keeping the learners in mind with everything you do. Part of that for me is
1518 doing a lot of different activities. Making sure it's not three hours of lecture. Making sure
1519 we're varying up the activities so that they get different voices and that things move.
1520 Also trying to teach different styles. I realize not everyone is going to be comfortable
1521 speaking. Some assignments, I try to have them do writing so that those who are more
1522 comfortable can do writing can do. Other people are not so comfortable with writing so
1523 it's offering them a variety of options on a variety of levels so hopefully I can find that
1524 one out of three activities appeals to everyone. Maybe three out of three. But realistically
1525 one out of three will appeal to everybody and that's the best I can do with bringing 27
1526 people on the same page.

1527 INTERVIEWER:

1528 Would you consider yourself to be a learner-centered teacher?

1529
1530 EXPF2:
1531 I try. And I don't know. Again, I'd be curious for more feedback on that. You know, it's
1532 definitely one of my goals.

1533
1534 INTERVIEWER:

1535 If you could change anything about COM 1010, what would it be? If you didn't have to
1536 factor in all of the different sections. You can do whatever you want. What would you
1537 change?

1538
1539 EXPF2:
1540 So we are changing the book next semester. I have issues with the book too and I
1541 understand greatly why the students have issue with the book. That would probably be
1542 one of the things I'd like to change just because I can get around it and I think I can still
1543 teach the book well but it's sooo hard for them. They're still stuck in this notion of
1544 neutrality and objectivity and the book is nothing of those sorts. They get hung up on

1545 this. So I think that and I would probably dump one of the impromptu speeches because
1546 I don't think there the most useful things. There are two of them. Still, I think it's a good
1547 foundation. Those are the two things I would change.

1548
1549 INTERVIEWER:
1550 My last question... if you had to give advice to someone who is teaching for the first time
1551 or they're beginning to teach at the undergrad level... let's say COM 1010, what advice
1552 would you impart to them?

1553
1554 EXPF2:
1555 Know your students names. Too shocking how many people don't learn their students'
1556 name. Even if there's all 27, usually by week 2 I'll have them all down. And listen to your
1557 students and remember what it's like to be in there shoes. It's so easy to forget what it's
1558 like and you'll be like "oh I love this topic. I'm sure they want to hear me talk about it for
1559 80 minutes." You may like the topic and want to talk about it for 80 minutes; it doesn't
1560 mean that they like it. Just try and keep that in mind.

1561
1562 INTERVIEWER:
1563 Those are all of my questions. Thank you.

1564
1565
1566

Faculty Interview
EXPF3- Interview 1

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INTERVIEWER:

How would you describe your teaching style?

EXPF3:

I try to be as causal as possible just in the sense that I want them to feel comfortable because that type of class that is and I feel that if I'm too stringent, if I'm too cold or I try to build any walls between the students and myself then they're not going to be as comfortable opening up. Even outside of teaching COM1010, I was the same way when I taught other classes. I try to as thorough and organized as possible also, and still professional but fun.

INTERVIEWER:

On a scale from one to ten with one being low, ten being high how confident are you with your teaching capabilities?

EXPF3:

I would say an eight or a nine. There's always room for improvement, I know that I'm not perfect but I like to think that because of my study and communication pedagogy and then consistent, I don't want to say research but maybe like reading up on the latest and greatest.

INTERVIEWER:

Have you ever participated in professional development workshops pertaining to teaching?

EXPF3:

No, I wish I had.

INTERVIEWER:

Can you give me an overview of COM1010.

EXPF3:

It is the basic oral communication course, basic public speaking and we've recently in the past year implemented some extra components, I guess, so now we're not just teaching the basics of public speaking but we're also teaching the basics of communication in general.

INTERVIEWER:

Can you walk me through what a typical class is like?

What I've been doing with everybody I've interviewed so far is focusing more on a day if you were delivering content out of the book vs. I know it's a little different when they have their speech days.

1614 EXPF3:
 1615 On one of those days I open by trying to review what we did the previous
 1616 week. Any kind of like update notes I will give them at that time, review the
 1617 calendar changes or anything like that and then I go into the actual review
 1618 of the chapter, the text book material. I use PowerPoint, I try to be as
 1619 colorful and inviting as I can with the PowerPoint's, I don't put a lot of
 1620 information on them because I'd like for them to listen to me more than to
 1621 read them. And I do keep it very discussion based, very rarely is it me
 1622 talking for any lengthy period of time. I ask a lot of questions, challenging
 1623 questions, controversial questions. Then from there, I'll go over any of the
 1624 assignments that are coming up and address questions throughout. I
 1625 usually don't ask them to hold them until the end.

1626
 1627 INTERVIEWER:
 1628 Have you encountered any challenges with teaching COM1010.

1629
 1630 EXPF3:
 1631 Oh yes. Challenges, they range from communication apprehension from
 1632 the students, they range from that all the way to the students that don't
 1633 want to participate. There's a lot of work, it's not just the speeches, there
 1634 are papers, there are other assignments that come into play and so a lot of
 1635 that is just trying to keep everyone on point, organized, and on top of
 1636 things because there's a lot that overlaps too.

1637
 1638 INTERVIEWER:
 1639 You've talked about some of the different teaching strategies that you've
 1640 used. Have you ever tried anything where it just didn't work with that
 1641 particular class or you went, "okay, I'm never doing this again", or...

1642
 1643 EXPF3:
 1644 I have had some activities fail and I learned that very early on, and that
 1645 was probably the first couple of years that I started teaching, but I learned
 1646 that I need to actually write them out first because sometimes they come in
 1647 as an idea, they seem great and then if you don't really think it through and
 1648 deliver it properly, they flop. So I've learned to take an idea, put it on
 1649 paper, and then really pull out the objectives and have that on paper as
 1650 well.

1651
 1652 INTERVIEWER:
 1653 Okay, great.
 1654 How do you maintain your students' attention during class?

1655
 1656 EXPF3:
 1657 I will call them out on it. So if it's tension because we've been going for an
 1658 hour and half, and they're getting tired or bored I'll say "okay guys let's
 1659 wake up. What do you need? What's going on? What are you thinking?".
 1660 And I just kind of turn it over to them. If there's tension because we're

1661 talking about something controversial, and that happens often, then I just
 1662 kind of keep that reminder out there that everybody's entitled to their own
 1663 opinion, let's keep it respectful. I only had on major issue and that was,
 1664 and no fault of my own, it was actually just a student who had a little bit of
 1665 a prejudice toward another one.

1666
 1667 INTERVIEWER:
 1668 How would you describe your students' motivation in regards to COM1010.
 1669

1670 EXPF3:
 1671 It's tough. It's tough. I would say you've got students that are motivated
 1672 because they want to get a good grade for various reasons, and then you
 1673 got students that are motivated because they want...it's almost like they
 1674 want to please me which is really cool. And then you got students that just
 1675 don't care at all, and those are the ones looking to get a passing grade and
 1676 that's it.

1677
 1678 INTERVIEWER:
 1679 How do students know which materials will be covered in each class?
 1680

1681
 1682 EXPF3:
 1683 They have the course calendar that I give them at the beginning of the
 1684 semester and I update it and then when I do update it I let them know in
 1685 class and I post the revision on Blackboard. And we discuss it in class
 1686 also.

1687
 1688 INTERVIEWER:
 1689 Would you say students come to class prepared?
 1690 So I mean it's going to vary but overall would you say the whole class
 1691 comes....

1692
 1693 EXPF3:
 1694 No, that's a big issue is getting them to read before they come in.

1695
 1696 INTERVIEWER:
 1697 How do you assess learner performance in the class?
 1698

1699 EXPF3:
 1700 I've done it through various ways. One way is by whether or not they're
 1701 actually utilizing the feedback from their own speeches and papers and
 1702 implementing them going forward and I let them know I look at their
 1703 progress overall. Another way is through either writing assignments or
 1704 quizzes, I've tried both. And then I guess the final way would be the actual
 1705 speeches they deliver.

1706
 1707 INTERVIEWER:

1708 How do you provide guidance to your students?
1709

1710 EXPF3:

1711 Lots of feedback, lots of detailed feedback. Whether it's written or verbally.
1712 And then I'm always available for them to reach out to me one on one too.
1713

1714 INTERVIEWER:

1715 How do you prepare...for when you're teaching, how do you prepare for
1716 your classes before each session?
1717

1718 EXPF3:

1719 I will usually try, at least a week in advance, to refresh myself on the
1720 chapter material. I have the instructor notes that I go through also. I make
1721 notes in there from previous experiences. My PowerPoint's are already
1722 created from having taught previously and so I'll refresh myself on those,
1723 make any additions. And then I try to figure out how I can tie in current
1724 events with everything so whether it's from pop culture, or international
1725 business, whatever it is.
1726

1727 INTERVIEWER:

1728 What do you perceive your role to be as the instructor in the class?
1729

1730 EXPF3:

1731 The leader and a co-learner. I always tell them that I'm learning with them
1732 and so I never take the position as a controlling person or anything like
1733 that.
1734

1735 INTERVIEWER:

1736 How would you define a learner centered teaching environment?
1737

1738 EXPF3:

1739 Really staying in tuned with what their needs are, really listening to the
1740 feedback they're providing whether it's verbally or nonverbally. Really
1741 looking at the grades and the performance aspect and then paying
1742 attention and modifying it as you go.
1743

1744 INTERVIEWER:

1745 Would you consider yourself to be a learner centered instructor?
1746

1747 EXPF3:

1748 For the most part I would think so.
1749

1750 INTERVIEWER:

1751 If you could change anything about the course right now what would it be?
1752

1753 EXPF3:

1754 A different textbook but we're getting that soon. One that's a little bit more
1755 freshman, sophomore level friendly. This one is a little too abstract for
1756 them I think.

1757

1758 INTERVIEWER:

1759 And my last question, if you were giving advice to someone who was
1760 teaching for the first time and they're going to get through into
1761 COM1010...teaching COM1010, what advice would you impart to them?

1762

1763 EXPF3:

1764 Stay as organized as possible and relay that organization to the students,
1765 because they have a really hard time with the overlapping of the
1766 assignments. The other thing is don't spoon feed them because there are
1767 a lot of...students come in at this generation, and that's not to say that
1768 there aren't students who are a little bit older and have been out of
1769 education for a while, but a lot of students coming straight from high school
1770 nowadays don't know how to organize themselves. And they want
1771 everything provided to them and so I really give them...I ask them
1772 questions when they say they can't find something or can't figure it out, "oh
1773 would did you do? Where did you go? Have you tried this? Did you look in
1774 the syllabus on page four?" I really try to give that back to them and make
1775 them feel empowered.

1776

1777

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1786

**APPENDIX P
RESULTS OF STUDENT INTERVIEWS**

**Student Interview
CON1-S-AS**

INTERVIEWER:

Can you give me an overview of COM1010 the way you would describe it to a family or friends? Like, what the course is about.

CON1-S-AS:

What is important about Communication 1010?

INTERVIEWER:

Yep.

CON1-S-AS:

It's about a lot of communication so students have opportunity to speak in the class. That's the idea.

INTERVIEWER:

Ok. How would you describe your instructor's teaching style for COM1010?

CON1-S-AS:

My instructor?

INTERVIEWER:

Your instructor, yeah.

CON1-S-AS:

I think he tried to encourage students how to speak in the public confidently and he tried to give us ideas how to deliver our speech. He also tries to give examples how to speak up and I think that's the idea.

INTERVIEWER:

Okay, great. Can you walk me through a typical class day would be like in COM1010 on a non-speech day?

CON1-S-AS:

What do you mean by non-speech day?

INTERVIEWER:

Can you walk me through a class during the days where he's teaching like from the textbook? Like, when no one is delivering speeches?

CON1-S-AS:

Out of the textbook?

48
49 INTERVIEWER:
50 Mhm. Like what is a typical class like when you go in?
51 CON1-S-AS:
52 Oh. Could you give me an example?
53
54 INTERVIEWER:
55 Well, like so you have class Mondays, Wednesdays and Fridays. Can you walk me
56 through what a class might be like? Like, you know, how does he start off class?
57
58 CON1-S-AS:
59 Oh.
60
61 INTERVIEWER:
62 Kind of like what you guys might do during your class sessions.
63
64 CON1-S-AS:
65 Ok. He asks about how are you today. We are going to talk about Chapter 1 or Chapter
66 2 and then he tries to give explanation about book with presentation PowerPoint with
67 example. Then he lets us ask questions about what he said.
68
69 INTERVIEWER:
70 Ok. Good. Have you encountered any challenges with learning the material in
71 COM1010?
72
73 CON1-S-AS:
74 Yes. We should read the book before class.
75
76 INTERVIEWER:
77 Before class.
78
79 CON1-S-AS:
80 Yeah.
81
82 INTERVIEWER:
83 Are there any activities in the class that you really liked that helped you learn the
84 material?
85
86 CON1-S-AS:
87 Outside class.
88
89 INTERVIEWER:
90 During class, was there any teaching strategies or activities that he did in class that you
91 really liked or...
92
93 CON1-S-AS:
94 Ok. I like the group speech because we can share our idea and yeah, that's what I liked.

95
96 INTERVIEWER:
97 Was there anything in class, was there any activities in class that you didn't like
98
99 CON1-S-AS:
100 I think no.
101
102 INTERVIEWER:
103 No? Good. Good. Do you find yourself, are you bored in class?
104
105 CON1-S-AS:
106 No.
107
108 INTERVIEWER:
109 No? Do you think he does a good job at keeping your attention?
110
111 CON1-S-AS:
112 Yeah.
113
114 INTERVIEWER:
115 How so?
116
117 CON1-S-AS:
118 Because he always gives us feedback after we speak and he writes on everything that
119 we need to improve.
120
121 INTERVIEWER:
122 Good. Can you describe your motivation in terms of this class? Were you excited about
123 the class? Were you nervous about it?
124
125 CON1-S-AS:
126 I don't feel nervous. I just feel like this is my opportunity to speak in the class so this is
127 my opportunity to speak with my friends.
128
129 INTERVIEWER:
130 Good. Good. Do you think students come to class prepared? Do you think they read the
131 chapters ahead of time?
132
133 CON1-S-AS:
134 I think not all the students, but some of the students, yeah.
135
136 INTERVIEWER:
137 How can you tell whether a student is prepared or not?
138
139 CON1-S-AS:
140 I can see there are some students that they don't always answer the questions very well
141 and I just that's what I see with them.

- 142
143 INTERVIEWER:
144 Great. How much time do you take, like let's say at a time you're not giving a speech,
145 how much time do you think you spend preparing for COM1010 on your own at home?
146
147 CON1-S-AS:
148 I usually read the book before class.
149
150 INTERVIEWER:
151 Ok, wonderful. You've kind of already answered this, but does your instructor provide
152 guidance or feedback to you throughout the semester?
153
154 CON1-S-AS:
155 What do you mean?
156
157 INTERVIEWER:
158 Like feedback on your performance or giving you suggestions on...
159
160 CON1-S-AS:
161 Yeah he always give.
162
163 INTERVIEWER:
164 After your speech?
165
166 CON1-S-AS:
167 Yeah, after each speech.
168
169 INTERVIEWER:
170 Now this is more of a general question. As a college student, what are your expectations
171 of somebody teaching at the college level? Like, what are you expecting from and
172 instructor in terms of your learning?
173
174 CON1-S-AS:
175 Ok. I usually expect that teachers like they always prepare before giving explanation to
176 students and present PowerPoint and giving an example is also more helpful to me
177 because I always take notes in the class and to take notes is important to me because I
178 get confused otherwise.
179
180 INTERVIEWER:
181 Wonderful. There's no right or wrong answer to this. I'm just asking everyone what their
182 opinion is. How would you define a student-centered or student-focused teaching
183 environment? What might that look like? If I was coming to you for advice and I said I
184 want to become an instructor and I really want to be focused on my students, what
185 advice would you give me so I could relay that or convey that to my students? What
186 activities should I do in class?
187
188 CON1-S-AS:

189 I think you should ask more questions.
190
191 INTERVIEWER:
192 More questions? Wonderful. Anything else?
193
194 CON1-S-AS:
195 You can see if students are not paying attention. You just give maybe give interesting
196 questions.
197
198 INTERVIEWER:
199 Wonderful. Do you think your instructor for COM1010 is learner-centered or student-
200 centered?
201
202 CON1-S-AS:
203 Yeah.
204
205 INTERVIEWER:
206 On a scale from 1 to 10, with 1 being really low and 10 being high, where would you rate
207 him?
208
209 CON1-S-AS:
210 What do you mean?
211
212 INTERVIEWER:
213 On a scale from 1 being very low like not student-centered and 10 being very high, like
214 very student-centered, where would you put him on the scale?
215
216 CON1-S-AS:
217 Oh. I think he's a good scale.
218
219 INTERVIEWER:
220 A good scale.
221
222 CON1-S-AS:
223 Yeah.
224
225 INTERVIEWER:
226 Ok. If you could change anything about the course, what would it be?
227
228 CON1-S-AS:
229 Um, what should it be? Maybe I think it is better to focus on the book because it's all
230 about communication and I need more opportunity to speak in the class.
231
232 INTERVIEWER:
233 Wonderful. Ok, that's the interview.

Student Interview
CON1-S-DI

- 234
235
236 INTERVIEWER:
237 Dan, can you give me an overview of COM1010, and if you were describing it to a group
238 of friends or family?
239
240 CON1-S-DI:
241 It's like a class to build your basic speech skills and being able to communicate in
242 different ways and, just communicate in different ways, you know, speaking in front of a
243 group of people.
244
245 INTERVIEWER:
246 Can you describe your instructors teaching style?
247
248 CON1-S-DI:
249 More, just audio going over stuff in the book, I mean he does do a little bit visual aids
250 just showing different types of speech, speeches, like the good kind, the bad kind, what
251 he is kind of looking for in the class.
252
253 INTERVIEWER:
254 Do you think he is interactive with the students?
255
256 CON1-S-DI:
257 Yeah, I mean, he is interactive, he asks a lot of questions and looks for a lot of feedback.
258
259 INTERVIEWER:
260 Can you walk me thru what a typical class is like during a non-speech day?
261
262 CON1-S-DI:
263 It starts off, it starts off going like through the book, the chapter we are on, he will start
264 off there and then he will go to discussion questions, and ask us the discussion
265 questions, and try and get some two-way communication going in class, and then we will
266 just continue on after the discussion questions, continuing on with the material in the
267 chapter, and then up to the next discussion question.
268
269 INTERVIEWER:
270 Are there any teaching strategies that he uses that you like?
271
272 CON1-S-DI:
273 I like when he does the two-way communication just because it is more of a way for
274 everyone to interact and actually see if we are understanding what he is talking about
275
276 INTERVIEWER:
277 Are there any teaching strategies that he uses that you are not fond of?
278
279 CON1-S-DI:

280 Kind of just reading and everything from the book and just going straight from the book
281 and not adding his own kind of personal...

282
283 INTERVIEWER:
284 He kind of reads out loud?

285
286 CON1-S-DI:
287 Yeah.

288
289 INTERVIEWER:
290 Have you encountered any challenges with learning the material and content?

291
292 CON1-S-DI:
293 Not at all.

294
295 INTERVIEWER:
296 Would you say you are bored with this class?

297
298 CON1-S-DI:
299 Yeah, this is, to me it's just a speech class, I've had many classes where I've had to
300 make a speech or do group presentations, so it's not my first class for doing
301 presentations so yeah it's a little boring.

302
303 INTERVIEWER:
304 How would you describe your motivation for this class? So some of the students I've
305 been interviewing are freshman where they said ok, just get it over with in my first year,
306 others are seniors that have delayed until the last possible semester. How were you
307 feeling about this class? Were you apprehensive about it, were you nervous? You didn't
308 care or you were just going to take it because it fit in your schedule?

309
310 CON1-S-DI:
311 Well, I was a little nervous because it is a speech class and I could add speaking in front
312 of people and I wanted to see if I could improve that at all, but, and I had to take it,
313 because I just wanted to get it out of the way, because I didn't want to worry about it
314 when I had to take all my main classes for my degree.

315
316 INTERVIEWER:
317 Would say that students in your class come prepared? And when I say prepared I mean
318 do you think they read the book chapters before?

319
320 CON1-S-DI:
321 Not all.

322
323 INTERVIEWER:
324 How can you tell?

325
326 CON1-S-DI:

327 Well when we start doing over the material in the book some of the students, they don't
 328 know what's, and they don't really, they are not really paying attention and can't really
 329 answer the discussion questions that much.

330
 331 INTERVIEWER:
 332 How do you prepare for classes on average, let's say a non-speech week? How much
 333 time do you think in a given week do you dedicate to the content of the material?

334
 335 CON1-S-DI:
 336 A week would probably be about maybe 6 hours a week.

337
 338 INTERVIEWER:
 339 6 hours a week? Do you kind of spread it out?

340
 341 CON1-S-DI:
 342 Yeah.

343
 344 INTERVIEWER:
 345 What would that consist of, your preparation?

346
 347 CON1-S-DI:
 348 Just reading the book.

349
 350 INTERVIEWER:
 351 Do you have any challenges when you are preparing for the class or reading the book?

352
 353 CON1-S-DI:
 354 No not really.

355
 356 INTERVIEWER:
 357 Does your instructor provide guidance to you in class or feedback throughout the
 358 semester?

359
 360 CON1-S-DI:
 361 Yeah I mean, like if you want really good feedback, you want to email because then you
 362 know he will get back to you with feedback but other than that, I mean he'll like, he'll like
 363 tell us what we are doing with our speeches and how he wants them done. And when
 364 we are doing our practice speeches, that's when he will critique us and say like yeah this
 365 is what you a kind of doing wrong and what you need to change, you are going too fast,
 366 using too many hand movements, or kind of like stating all that basic things that people
 367 do when they are starting to learn how to do speeches.

368
 369 INTERVIEWER:
 370 As a college student, what are your expectations of somebody teaching at the college
 371 level? Like what do you want to see from an instructor in the classroom? What do you
 372 think their role should be?

373

374 CON1-S-DI:

375 Kind of someone that you can look up to and be able to teach with kind of a level where
376 it's like you kind of can relate because it's like a college level and you should still be
377 professional but you still can have the ability to have fun with it kind of, because like, it's
378 something that they like to do, and you're here be either you wanta, you have to take the
379 class, and you wanta learn it so you can have fun with it too, so as long as you can have
380 fun and be able to still teach the class and learn the material...

381

382 INTERVIEWER:

383 There's no right or wrong answer to this next question, I'm just kind of asking students to
384 describe in their own opinion what they think, how you would define this next thing. How
385 would you define a learner-centered teaching environment, or the student-centered
386 environment. Like I said, if I am an instructor, and I want to create a student-centered
387 teaching environment, what do you think that would look like, how do you think I should
388 be teaching your class? If I said I wanted to be like focused on my learners.

389

390 CON1-S-DI:

391 If you want to be focused on the learners, I guess, in the large group it is hard to do all
392 the one on one so it'd pry be easier to break them all up into groups to work together
393 and then you can focus on the groups, because in the groups the students can help
394 each other and then if everyone has a question, then the instructor can come over and
395 help them with their question.

396

397 INTERVIEWER:

398 Now other than the group speech, do you guys do group activities throughout the
399 semester?

400

401 CON1-S-DI:

402 No it's just really the group speech would be the only group activity.

403

404 INTERVIEWER:

405 Would you consider your instructor to be student centered?

406

407 CON1-S-DI:

408 Yeah, I mean, if we have a question he will answer and we always will ask other people
409 around us before we ask the instructor so...

410

411 INTERVIEWER:

412 On a scale of 1 – 10, with one not being student centered and 10 being really student
413 centered, where would you probably rank your professor?

414

415 CON1-S-DI:

416 Around a 4.

417

418 INTERVIEWER:

419 If you could change anything about the course what would it be?

420

421 CON1-S-DI:

422 I guess try and make it more exciting, it's just kind of bland, just going right from the

423 book, and since it just goes right from the book, it's not that interesting.

Student Interview
CON1-S-EL

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INTERVIEWER:

Can you give me an overview of COM1010 as you would describe it to your family and friends?

CON1-S-EL:

It's a class that teaches basic public speaking skills and how to go about organizing speeches and delivering them.

INTERVIEWER:

How would you describe your instructor's teaching style?

CON1-S-EL:

Probably very by the book. He's very much into just reading what is in the slides and reading what is in the book and not really deviating from that at all.

INTERVIEWER:

Can you walk me through what a typical class is like on a non speech day?

CON1-S-EL:

We walk in, sit down, he says hello and then starts lecturing. Once and a while someone will interrupt him for a question and he'll try to answer it as best he can and then takes attendance, we leave.

INTERVIEWER:

Have you encountered any challenges learning the course material?

CON1-S-EL:

As far as the book goes, his lectures aren't really helpful for us learning it. It's very much on your own. It's kind of hard to not understand what he's saying but he doesn't make it very relatable so it's hard to apply it until you read the book and can apply it to your own life.

INTERVIEWER:

What teach strategies does he use in class?

Is it just lecture?

CON1-S-EL:

Yeah, it's just lecture.

INTERVIEWER:

Okay my next question is there any teaching strategies in particular that you like?

- 471
472 CON1-S-EL:
473 I would love more group participation. Anything that would deviate from
474 just sitting there and having him just lecture us straight out of the book.
475 Got to make it more interesting and make us want to come to class.
476
477
478
479 INTERVIEWER:
480 Are you bored in the class?
481
482 CON1-S-EL:
483 Yes.
484
485 INTERVIEWER:
486 Do you think he does a good job keeping the classes attention?
487
488 CON1-S-EL:
489 No.
490
491 INTERVIEWER:
492 No, okay pretty much because there's no participation.
493 How would you describe your motivation in the class? Let me preface this
494 because I've interviewed people all over the board. I've interviewed the
495 seniors that have said "this is my last semester, I've put this off, I need it to
496 graduate". I've interviewed people that have said they were petrified
497 because it was public speaking.
498 What was your impression of this class or how were you feeling towards
499 taking this?
500
501 CON1-S-EL:
502 Well this is my first semester at Wayne, and I've spent the past three years
503 working in a managerial role in a restaurant. So I was leading teams of like
504 seventy to eighty people at a time and so I'm use to public speaking. I
505 need it as a requirement and I was like "I could do that, I can make
506 speeches".
507
508 INTERVIEWER:
509 So it wasn't a big deal?
510
511 CON1-S-EL:
512 No, not at all.
513
514 INTERVIEWER:
515 Would you say that students come to class prepared?
516 Do you think they read the material ahead of time?
517

518 CON1-S-EL:
 519 No, especially speech days it's just kind of a free for all. A lot of times if
 520 you have your speech ready you can go, if you don't he kind of says that's
 521 okay and lets you go the next time. I don't think anybody reads.
 522

523 INTERVIEWER:
 524 Are you guys given assigned speech days? Like would you know "okay,
 525 I'm presenting next Monday or I'm presenting next Tuesday"?

526
 527 CON1-S-EL:
 528 Yes, but people would have to come to class to find that out. I know a lot
 529 of people...if they're not and don't check their email. For example, the
 530 informal speech a lot of people were just like "well, I'll just go when I go
 531 and doesn't really matter. He didn't really do anything to stop that.
 532

533 INTERVIEWER:
 534 How do you prepare for classes? Let's say on a non speech week, how
 535 much time do you spend reading the book before class?
 536

537 CON1-S-EL:
 538 Not much because he's kind of deviated from the syllabus so it's kind of
 539 hard to keep up with where we are , what we're doing. So I'm just trying to
 540 get through the book to prepare for the final and it doesn't always match up
 541 with what he's doing though.
 542

543 INTERVIEWER:
 544 How do students currently participate during a class?
 545

546 CON1-S-EL:
 547 Once and a while somebody will ask a question or he'll use the discussion
 548 questions that are in the book but no one really answers them and he just
 549 kind of moves on.
 550

551 INTERVIEWER:
 552 Does your instructor provide guidance to you about your performance or
 553 provide you with feedback throughout the semester?
 554

555 CON1-S-EL:
 556 Speechwise he does. He fills out the rubric that's in the lab manual and
 557 he'll write some comments on it. For papers too he gave us some good
 558 feedback that he had typed into the paper about what we could fix.
 559

560 INTERVIEWER:
 561 Now this is more of a general questions, as a college student what are
 562 your expectations about someone teaching at the college level?
 563 What are you really expecting from an instructor in terms of helping you
 564 with your learning?

565
566 CON1-S-EL:
567 I want them to be passionate about the subject and able to kind of pass
568 that passion on to me because that makes it more interesting. Somebody
569 who definitely knows about their subject and is able to then use that
570 knowledge to help us learn about it. Some people are really book smart
571 and can't dictate it. Somebody who is available to us if we have questions
572 we shouldn't be afraid to approach them or go their office hours or what
573 not.

574
575 INTERVIEWER:
576 Good. There's no right or wrong answer to this next question. I'm just
577 asking everyone to define this and I'll preface it too.
578 How would you define a learner centered teaching environment? Let's say
579 I come to you for advice and I say "I'm planning on becoming an instructor
580 and I really want to be student focused in the class, I really want to be
581 student centered".
582 What types of instructional strategies do you think I should employ in my
583 class to convey that to my students?

584
585
586 CON1-S-EL:
587 Definitely class participation, asking how we feel about the subject. Even
588 when lecturing, stopping every few minutes, "Does everyone understand?
589 Does anyone have any questions? Anybody have examples of this?".
590 Really engaging the students so they feel more involved in the actual class
591 instead of just coming in and sitting down getting the words kind of like that
592 whole banking concept of education, they just keep making deposits and
593 we don't get anything out of it.

594
595 INTERVIEWER:
596 Would you consider your instructor to be a learner centered instructor?

597
598 CON1-S-EL:
599 No.

600
601 INTERVIEWER:
602 On a scale from one to ten with one being really low and ten really high
603 where would you rank him?

604
605 CON1-S-EL:
606 A five or six.

607
608 INTERVIEWER:
609 If you could change anything about the course you're currently enrolled
610 what would it be?

611

612 CON1-S-EL:
613 Definitely to make it more learner centered. I think it would be a lot more
614 interesting. We had a guess speaker last Wednesday and I learned more
615 in his forty minute lecture than I have the entire semester because he was
616 very engaging and had really good real life examples and broke everything
617 down. He kind of kept asking us how we felt instead of just telling us.

Student Interview

CON1-S-JE

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INTERVIEWER:

Can you give me an overview of COM1010 and how you would describe it to your family and friends?

CON1-S-JE:

Umm, COM1010 is just a class to like prepare you for the future. It's a speech class. You have to talk in front of a lot of people and you make speeches about a narrative speech, an informative speech. It's a random speech they give you. This class basically prepares you with how to talk and be confident about what you say in the future.

INTERVIEWER:

How would you describe your instructor's teaching style?

CON1-S-JE:

My instructor is very like, a friendly person. He wants you to be comfortable. I don't know. He's not like...I don't know how to say it....I'm getting nervous.

INTERVIEWER:

Do you want me to stop the tape.

CON1-S-JE:

Ya, I'm confused.

RE-EXPLAINED THE PURPOSE THE OF THE INTERVIEWS. CONTINUED ON WITH QUESTIONS.

INTERVIEWER:

How would you describe your instructor's teaching style?

CON1-S-JE:

Ok. My teacher just makes PPTs from the book. He doesn't read from the book. He just reads from his PPTs that he takes from the book and he tells us to go along with him. And basically that's just it. He doesn't say anything else other than what's in the book.

INTERVIEWER:

You kind of answered my next question. Can you walk me through what a typical class is like on a non-speech day?

CON1-S-JE:

Ya, during a non-speech day we'll just sit down and he'll be like, "take out your books. We're going to read chapter 7." He just skims along. He just goes down and highlights key points and that's basically it. And we just take notes from the PPTs.

665 INTERVIEWER:

666 Are there any teaching strategies or activities that she's used in the class that you've
667 like?

668
669 CON1-S-JE:

670 Well not really. It's just basic. He just reads out of the book. That's what his strategy is.
671 He just puts it on the board which probably will help us during the final because the final
672 will be from the book. That's why... I'm just consistent that I have information.

673
674 INTERVIEWER:

675 So it's the same from chapter to chapter?

676
677 CON1-S-JE:

678 Yes.

679
680
681 INTERVIEWER:

682 That leads into my next question. Are there any teaching strategies or activities that
683 she's used in the class that you haven't liked?

684
685 CON1-S-JE:

686 Well he doesn't really give us any worksheets and it's kind of hard to learn it. It's not
687 really that hard to speech but there are some key concepts that I don't understand. But I
688 do ask him and he replies. I don't know...I just have a hard time.

689
690 INTERVIEWER:

691 Do you find yourself bored in the class?

692
693 CON1-S-JE:

694 Yes. I'm very bored. It's just irrelevant information that I feel like I'm don't need to know.

695
696 INTERVIEWER:

697 Do you think your instructor does a good job at keeping the class's attention?

698
699 CON1-S-JE:

700 No. I don't think so. He's just whatever...people aren't listening, people are on their
701 phones. He's like, I'll just go with it, whatever.

702
703 INTERVIEWER:

704 How would you describe your motivation in regards to this class?

705
706 CON1-S-JE:

707 Well I'm just thinking about getting an A and just reading the book even though it's
708 boring. I just continue to read it. I need the A. I need the A. I just need it. It'll be over
709 soon.

710 INTERVIEWER:

711 Would you say that students come to class prepared?

- 712
 713 CON1-S-JE:
 714 Yah most of them. A lot of them do. They bring their computers and just type the
 715 information out. And everyone brings their book. I don't see anyone who doesn't have a
 716 book or a supplement.
 717
 718
 719 INTERVIEWER:
 720 Good good. How do you prepare for classes from week to week? Let's say on a non-
 721 speech week?
 722
 723 CON1-S-JE:
 724 I try to sit in the front. I bring my book and my supplement with me and I just bring a
 725 notebook. I'd rather have a notebook than a computer so that I can focus more. And
 726 then I just write all the notes and everything that he says. It's pretty basis.
 727
 728 INTERVIEWER:
 729 Do you do any reading before class?
 730
 731 CON1-S-JE:
 732 Well if he tells us to. If he says, "read this before class, or whatever" I'll skim through it or
 733 read it so I know what he's talking about the next day.
 734
 735
 736 INTERVIEWER:
 737 Good. Does your instructor provide guidance or feedback to you in class?
 738
 739 CON1-S-JE:
 740 Yes. On our speeches, he'll write what we need to work on just so that we can do better
 741 on the next speech and he tells us things to work on...stuttering...whatever...so then
 742 we'll know. Same thing with our papers...he'll say, you'll need to work on this and we
 743 just do it and then we get a better grade which happened to me.
 744
 745 INTERVIEWER:
 746 Good. Well that's helpful.
 747
 748 CON1-S-JE:
 749 Mmmhmmm.
 750
 751 INTERVIEWER:
 752 This is more of a general question. As a college student, what are your expectations of
 753 someone teaching at an undergraduate level? Like, what are you expecting out of an
 754 instructor?
 755
 756 CON1-S-JE:
 757 This is a really not a real teacher. When I first came to this school, I was like, what... I
 758 don't know. I expect them to have a high knowledge and at least have a 4.0 GPA. It's a

759 teacher, you know. I just expect them to be really smart because they're teaching me
760 too. But he's a student too. But all the undergrad students are actually pretty good. They
761 were picked well.

762
763 INTERVIEWER:
764 Now this next question, there is no right or wrong answer. How would you define a
765 learner-centered teaching environment? Let's say I come to you for advice, and I say,
766 "I'm becoming an instructor and I really want to be student-centered in my classroom.
767 What types of activities or instruction should I deliver in my class so I can convey that to
768 my students that I'm really focused on them learning the material.

769
770 CON1-S-JE:
771 Well I would tell her or him to try to be friendly with the students. Just try to get them to
772 focus on them. Don't be mean at the start or else they'll hate you from the beginning. Try
773 to be their friend but try not to be too friendly where they don't respect you. You know
774 your bounds.

775
776 INTERVIEWER:
777 Any suggestions for instructional activities to do in the class that would focus on
778 individual student's learning?

779
780 CON1-S-JE:
781 Ya. Group activities just so they can all learn and get to know each other. And talking
782 activity and maybe surveys too. Say surveys outloud and they'll answer you and get to
783 know everyone.

784
785 INTERVIEWER:
786 Good. Would you consider your instructor to be learner-centered?

787
788 CON1-S-JE:
789 Umm, kind of not really. He doesn't try to get to know us. He just tries to give us the
790 information so we'll pass the class.

791
792 INTERVIEWER:
793 On a scale of 1 to 10, where would you rank him?

794
795 CON1-S-JE:
796 6.

797
798 INTERVIEWER:
799 Good. If you could change anything about the course you are currently enrolled in, what
800 would it be?

801
802 CON1-S-JE:
803 I would try to make it more funner. Maybe it's just the instructor. He's just so bland. Ya.

804
805 INTERVIEWER:

806 Anything else?

807

808 CON1-S-JE:

809 No, that's it.

810

811 INTERVIEWER:

812 Great. That's the end of the interview.

813

814

815

816

817

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821

822

823

Student Interview
CON1-S-SKS

- 824
825
826
827 INTERVIEWER:
828 Can you give me an overview of COM1010 like what the course is about and how you
829 would describe it to family or friends?
830
831 CON1-S-SKS:
832 It's basically about general communication. Like, how people talk to each other, different
833 scenarios and different ways they speak to each other basically.
834
835 INTERVIEWER:
836 Ok. How would you describe your instructor's teaching style?
837
838 CON1-S-SKS:
839 Very simple. Like, if we're doing from the book he does a lecture and there's a
840 PowerPoint and then there's other days we're giving speeches or it's a practice day for
841 speeches. That basically covers all...
842
843 INTERVIEWER:
844 So that was my next question, which you kind of led me into. Can you walk me through
845 what a typical class is like? That's fine. Are there any instructional strategies that he's
846 used in class that you think have been really helpful with learning the material? Does he
847 do any activities during class?
848
849 CON1-S-SKS:
850 Not really.
851
852 INTERVIEWER:
853 Just lecture?
854
855 CON1-S-SKS:
856 Basically.
857
858 INTERVIEWER:
859 Have you encountered any challenges with learning the course material?
860
861 CON1-S-SKS:
862 No. It's pretty simple. The course material and the book are pretty self-explanatory.
863
864 INTERVIEWER:
865 Good. Are you bored in the class?
866
867 CON1-S-SKS:
868 I'll admit that I took this class because it's required. It's not really my interest.
869
870 INTERVIEWER:

871 I'm getting that a lot. Don't worry about that. That's been a general consensus. Do you
872 think your instructor does a good job of trying to keep everyone's attention in class?

873

874 CON1-S-SKS:

875 To be honest, I wish he'd do more. Like right now you just asked me if there's any
876 activities. There's none.

877

878 INTERVIEWER:

879 There's none.

880

881 CON1-S-SKS:

882 Basically, I just wish he'd put a little vary in there. I can predict what's going to happen
883 every single day.

884

885 INTERVIEWER:

886 Ok. How would you describe your motivation in regards to the class? How are you...I
887 mean, the comment I have been getting from everyone is it's required. I've talked to
888 some freshmen that have said that you know, I know I had to take this class. I just took it
889 to get it over with. I've talked to the seniors that have pushed it off and they're
890 graduating next month and they were like this is the last time I could do it. How are you
891 feeling about the class? Were you looking forward to it? Were you indifferent either way?

892

893 CON1-S-SKS:

894 I'm a relatively shy person. I don't like to talk anyway. So, a speech course was like the
895 complete opposite of what I wanted to take.

896

897 INTERVIEWER:

898 Yeah. Would you say students come to class prepared? Do you think they read the
899 material ahead of time?

900

901 CON1-S-SKS:

902 Yeah only because the book, I like the way the book is written. That's probably the only
903 reason why people bother reading it.

904

905 INTERVIEWER:

906 Good. How do you prepare for class? Let's say it's a non-speech week. How do you
907 prepare? How much time do you think you spend going over materials?

908

909 CON1-S-SKS:

910 Not much. The book's an easy read. You just basically read the chapter.

911

912 INTERVIEWER:

913 Then you're good to go. Good. My next question here is how do students currently
914 participate during the class? So, when he's doing like his lecture is there opportunity for
915 students to do anything or is it more like the traditional form of lecturing where he's just
916 going through material and everyone's just kind of sitting there and absorbing it I guess.

917

918 CON1-S-SKS:
919 He does try to get participation, but to be honest the class itself doesn't want to. Like
920 during the speeches my group was first and when we got to the question portion we
921 could only get like one person to respond the whole time.

922
923 INTERVIEWER:
924 And you all had to come up with questions for the group, didn't you?

925
926 CON1-S-SKS:
927 Yeah. No one.

928
929 INTERVIEWER:
930 No one wants to participate. Does he provide guidance or feedback throughout the
931 semester in regards to your performance?

932
933 CON1-S-SKS;
934 Yeah and when we do turn in assignments we have on Blackboard he does leave
935 feedback on there.

936
937 INTERVIEWER:
938 Good. This next question is more general. So, it's not necessarily pertaining to
939 COM1010, but as a college student, what are your expectations of somebody teaching
940 at the undergraduate level? Like, what do you expect out of an instructor in terms of
941 helping you learn?

942
943 CON1-S-SKS:
944 I'm a freshman, so...

945
946 INTERVIEWER:
947 Yeah, but you've had two semesters, right?

948
949 CON1-S-SKS:
950 Yeah.

951
952 INTERVIEWER:
953 Yeah, so what are your expectations? What do you want to see from an instructor?

954
955 CON1-S-SKS:
956 I'd like to see a little bit more variable in the class. Like, all classes just lecture, keep on
957 talking. I'd like a little more activity in the class.

958
959 INTERVIEWER:
960 Ok. Good. This next question there's no right or wrong answer. I'm just asking
961 everybody their own definition of this and I'll lead up. I'll give you a little bit of an example
962 for this one. My question is how would you define a learner-centered teaching
963 environment? So, let's say I come to you for advice and I say, Sarah, I'm teaching I'm
964 going to be teaching a class next semester and I really want my students to think I'm

965 student-focused or student-centered. What types of instructional activities should I do in
 966 the classroom that you think would convey that I'm an instructor that's really focused on
 967 making sure my students know the material?

968
 969 CON1-S-SKS:
 970 For me, I'd say like to try to take it out of the school environment. Like for me if you work
 971 in groups, like, for example, in the class if you set off a day just to work on speeches it's
 972 just one less day. No one wants to do that. They didn't want to do it the first time around.
 973

974 INTERVIEWER:
 975 Right.

976
 977 CON1-S-SKS:
 978 But if you pair people in different groups, A, people get to know each other better. In
 979 some classes I know everyone's name. Some I don't know anyone at all. So, basically
 980 gear it more toward the student. I've had teachers who connect well with students just
 981 because they talk, like act like students kind of and there's some instructors like distance
 982 themselves. They're just like here's your assignment. Everyone sits by themselves, just
 983 very cold.

984
 985 INTERVIEWER:
 986 Yeah. That's great. Would you consider him to be student-centered?

987
 988 CON1-S-SKS:
 989 Not really, no.

990
 991 INTERVIEWER:
 992 On a scale of 1-10, where would you put him?

993
 994 CON1-S-SKS:
 995 I'd put it a 5.

996
 997 INTERVIEWER:
 998 A 5. And this is my next question. Let's say we put you in charge of COM1010. If you
 999 could change anything about the course, what would it be and we can't eliminate
 1000 speeches?

1001
 1002 CON1-S-SKS:
 1003 I would change...First, I'd change the types of speeches. I don't feel like any of the
 1004 speeches, other than trying to overcome the fear of talking in front of people, I don't feel
 1005 like I really learned anything. It's just like basically for that day something you go to.
 1006

1007 INTERVIEWER:
 1008 Right.

1009
 1010 CON1-S-SKS:

1011 I'd change the types of speeches people talk about and make the topics more open-
1012 ended because I felt like you get trapped in a topic you really don't care about.

1013
1014 INTERVIEWER:
1015 Right, that makes it difficult to convey that. Yeah. Were there, and I haven't been able to
1016 see all 5...I know there's 5 different types of speeches that you guys do throughout the
1017 semester.

1018
1019 CON1-S-SKS:
1020 Yeah.

1021
1022 INTERVIEWER:
1023 Yeah. Were there any in particular that you think were helpful out of all...there were the
1024 narratives, the impromptus, any of them?

1025
1026 CON1-S-SKS:
1027 Any that were not helpful?

1028
1029 INTERVIEWER:
1030 Any that you did like?

1031
1032 CON1-S-SKS:
1033 I really liked the group speech.

1034
1035 INTERVIEWER:
1036 The group speech.

1037
1038 CON1-S-SKS:
1039 Yeah I really...Usually I like to work independently, but somehow with the group speech
1040 I liked it because we could divvy up the work because you don't have to worry about it
1041 yourself and you can push yourself more because like I'm not bringing myself down I'm
1042 bringing everyone down.

1043
1044 INTERVIEWER:
1045 Right.

1046
1047 CON1-S-SKS:
1048 So I practice.

1049
1050 INTERVIEWER:
1051 Yep. That sounds great. Well, thank you.

1052
1053

Student Interview
CON2-S-AA

- 1054
1055
1056
1057 INTERVIEWER:
1058 Can you give me an overview of your course, of COM1010, and if you were describing it
1059 to family and friends?
1060
1061 CON2-S-AA:
1062 It's required for all students. It's not exactly a class I would want to take, but since I've
1063 been taking it, I don't mind it. We don't really do much more than speeches, we have
1064 some short essays, but, and a couple quizzes but not much more work than that.
1065
1066 INTERVIEWER:
1067 How would you describe your instructors teaching style?
1068
1069 CON2-S-AA:
1070 I would say that she tries to relate to us in a lot of ways and she tries out, you know,
1071 talking, giving examples, she does a lot of, sort of, looking for, computer based things,
1072 like our whole, our quizzes and assignments are due online and she shows us videos to
1073 give us examples of speeches, so I think that would be a lot of technology based
1074 learning.
1075
1076 INTERVIEWER:
1077 Can you walk me thru what a typical class is like on a non-speech day?
1078
1079 CON2-S-AA:
1080 Non-speech day, we walk in, sign the attendance sheet and she would go over
1081 everything that she wants to cover in class that day at the beginning. Usually it's,
1082 describing a speech or describing a quiz, or an assignment or something like that and
1083 she's does about two to three lessons per day.
1084
1085 INTERVIEWER:
1086 How is she teaching the lessons, is she using PowerPoint, is it lecture, is it?
1087
1088 CON2-S-AA:
1089 Usually through our class website, the human com class, and she has a section called
1090 course material on there, it's a bunch of word documents describing all the assignments.
1091
1092 INTERVIEWER:
1093 Oh so you guys would do that on your own time then?
1094
1095 CON2-S-AA:
1096 We would review it before hand, because actually goes over and explains it.
1097
1098 INTERVIEWER:
1099 Oh so she pulls up the actual files?
1100

1101 CON2-S-AA:

1102 Yes

1103

1104 INTERVIEWER:

1105 Are there any teaching strategies in particular that you like that are being used in
1106 COM1010?

1107

1108 CON2-S-AA:

1109 I don't know particularly what I like but I do like her teaching strategies. I think I like that I
1110 can go home and see exactly what she talks about. It's all online. I don't have to wait for
1111 her to post her PowerPoint's or anything like that so anytime I have a question, I don't
1112 have to go her, I can just go to the website.

1113

1114 INTERVIEWER:

1115 Is there anything in particular, any teaching strategies that she has used or any different
1116 activities that she might have used that you didn't like?

1117

1118 CON2-S-AA:

1119 Not exactly like I really do enjoy the way that she teaches everything.

1120

1121 INTERVIEWER:

1122 Would you say you are bored with this class?

1123

1124 CON2-S-AA:

1125 No

1126

1127 INTERVIEWER:

1128 Do you think she does a good job at keeping your attention?

1129

1130 CON2-S-AA:

1131 Yes, definitely.

1132

1133 INTERVIEWER:

1134 How so?

1135

1136 CON2-S-AA:

1137 She is a funny person. She tries to relate to us, I know that she has her PhD and is very
1138 educated, but she tries to come down to our level and just be very basic, because it is
1139 just 10 times, and she doesn't, she doesn't make us call her doctor, which I would mind,
1140 she just relates to us, I mean, we call her CONF2.

1141

1142 INTERVIEWER:

1143 How would you describe your motivation with regards to this class? So I've interviewed
1144 people who say ok well, I know I had to take this class so I just took it, I've talked to the
1145 seniors who have waited until the last possible semester because they need it for
1146 graduation. How were you feeling about this class? Maybe prior to starting and then
1147 once you got into it.

1148
 1149 CON2-S-AA:
 1150 When I first started the class, you know, it was just a requirement that I thought I would
 1151 have and I was just going to have to force myself to take, but now it's not that difficult
 1152 and I enjoy going to the class, it's not exactly required, but I have a missed today, but I
 1153 think that because she is friendly and class is interesting, that I don't really have to
 1154 motivate myself with anything other than just getting a good grade doing the work.

1155
 1156 INTERVIEWER:
 1157 Would say that students come to class prepared?

1158
 1159 CON2-S-AA:
 1160 For the most part, she sometimes tells us, you know, go over the persuasive speech,
 1161 before you come to class and then I'll go in detail, and even if we don't she does a very
 1162 good job of describing it to us.

1163
 1164 INTERVIEWER:
 1165 How do you prepare for classes so on a non-speech week? How much time do you think
 1166 you spend on COM1010 prior to coming to class?

1167
 1168 CON2-S-AA:
 1169 Not much, unless there is a quiz that week or an assignment that is due online, I really
 1170 don't spend much time on her class.

1171
 1172 INTERVIEWER:
 1173 Ok, you kind of already answered my next question. How do students currently
 1174 participate during class?

1175
 1176 CON2-S-AA:
 1177 She prepares activities for us so that we are all kind of talking to each other. I think that
 1178 had it not been for those activities, many people wouldn't exactly participate, but we did
 1179 like group speeches and we have, I remember the first day we all got in a circle and
 1180 talked to each other so, if we didn't have activities I don't think many people would
 1181 participate.

1182 .
 1183 INTERVIEWER:
 1184 Are the group activities that you are talking about, those are the group speeches?

1185
 1186 CON2-S-AA:
 1187 Group speeches and then one was like the name game. She just tries to get us all to
 1188 interact with each other.

1189
 1190 INTERVIEWER:
 1191 Does your instructor provide you with guidance or feedback throughout the semester?

1192
 1193 CON2-S-AA:

1194 Yeah, like after every speech, she gives us like a detailed description of you know like
 1195 what we did wrong, how we can fix it, and even like after we turn in a paper, she emails
 1196 us personally, you know this is why you lost 2 points, this is how you can fix it.
 1197

1198 INTERVIEWER:

1199 Good that's helpful. This is kind of a question in general for you. As a college student,
 1200 what are your expectations of somebody teaching at the college level? Like what are
 1201 you expecting from a college level instructor? How do you think they should be helping
 1202 in your learning?
 1203

1204 CON2-S-AA:

1205 I've actually thought about this because I am a science major, and I am not quite
 1206 impressed with the science department, but I have noticed that, you know, in
 1207 communication and history department a lot of the teachers are very helpful, they are
 1208 educated on their topic, and that is something that I like to see on the first day, that they
 1209 are not asking us questions, that they are telling us answers instead. So I like to go to a
 1210 class and see that a professor can actually teach the material rather than you know, talk
 1211 about it and say, teach yourself.
 1212

1213 INTERVIEWER:

1214 There's no right or wrong answer for this next question, for this, I'm just kind of asking
 1215 people just to kind of give me your own definition of this. How would you define a
 1216 learner-centered teaching environment? So let's say I approach you and I say, I am
 1217 planning on becoming an instructor and I really want to be like student-focused, I really
 1218 want to be, I want my classrooms to demonstrate that I am focused on my students'
 1219 learning. What types of things should I do in my class to demonstrate that, that I am
 1220 student-centered.
 1221

1222 CON2-S-AA:

1223 I think because you know any class could have, especially communication class,
 1224 between like 20 to 30 people and everyone learns differently so I think that it's important
 1225 to do a variety of demonstrations in class like you know some worksheets, some group
 1226 talking, so just a wide variety of things that can help every student in a way.
 1227

1228 INTERVIEWER:

1229 Would you consider your instructor to be learner centered?
 1230

1231 CON2-S-AA:

1232 Yeah.
 1233

1234 INTERVIEWER:

1235 On a scale of 1 – 10?
 1236

1237 CON2-S-AA:

1238 Probably like a 9.
 1239

1240 INTERVIEWER:

1241 Can you provide some examples to demonstrate how so?

1242

1243 CON2-S-AA:

1244 So first she will start off describing the word documents and what exactly is needed for
1245 the speech, and then she will ask if we have questions, she will take questions, and then
1246 she will demonstrate videos, so then if someone doesn't understand based on the word
1247 doc, you watch a video of a previous student and see exactly what they did, and she will
1248 explain why they did well, why they did poorly, so there's two ways.

1249

1250 INTERVIEWER:

1251 If you could change anything about the course what would it be? If anything.

1252

1253 CON2-S-AA:

1254 I don't think I would change anything about it.

Student Interview
CON2-S-BB

- 1255
1256
1257
1258 INTERVIEWER:
1259 Can you give me an overview of COM1010 just like the content and how you would
1260 describe it to family or friends?
1261
1262 CON2-S-BB:
1263 The basic speech introduction class. Just to give a basic background on public speaking
1264 and different types of speaking just like techniques.
1265
1266 INTERVIEWER:
1267 Ok. Great. How would you describe your instructor's teaching style?
1268
1269 CON2-S-BB:
1270 Very laid-back, but she is mostly working on critiquing us, but just like very casual
1271
1272 INTERVIEWER:
1273 Can you walk me through what a typical class might be like on a non-speech day?
1274
1275 CON2-S-BB:
1276 A non-speech day we would discuss the reading we would've done for that class or if it's
1277 a speaking style and go over different examples of the speaking style and then more
1278 examples and how to explain the speech we're going to be giving
1279
1280 INTERVIEWER:
1281 When you're talking about different examples of speeches are there...is the instructor
1282 personally demonstrating it or videos or...
1283
1284 CON2-S-BB:
1285 YouTube videos or sometimes students like her previous students or like a famous
1286 person or other times it was course work from the actual class site that we used.
1287
1288 INTERVIEWER:
1289 Ok. Good. When you're going over course material and stuff was it using the website?
1290
1291 CON-S-BB:
1292 Yeah.
1293
1294 INTERVIEWER:
1295 What kind of stuff was on the website?
1296
1297 CON2-S-BB:
1298 It's things that are in the book pretty much like terms that were in the book and things
1299 like that.
1300
1301 INTERVIEWER:

1302 Do you guys use like PowerPoints?
1303

1304 CON2-S-BB:

1305 No.
1306

1307 INTERVIEWER:

1308 No. Just...Good. Have you encountered any challenges with learning the material in the
1309 course?
1310

1311 CON2-S-BB:

1312 Nope.
1313

1314 INTERVIEWER:

1315 Are there any teaching strategies your instructor used or activities throughout the
1316 semester that you've really liked? That you've found to be helpful for learning the
1317 materials?
1318

1319 CON2-S-BB:

1320 Um, not particularly. Nothing that was like helpful or hurtful. We just...kind of just like
1321 average.
1322

1323 INTERVIEWER:

1324 You're neutral.
1325

1326 CON2-S-BB:

1327 Yeah, very Neutral.
1328

1329 INTERVIEWER:

1330 So my next question, was there anything you didn't like? So, it's the same?
1331

1332 CON2-S-BB:

1333 No. Yeah.
1334

1335 INTERVIEWER:

1336 Average.
1337

1338 CON2-S-BB

1339 Yeah.
1340

1341 INTERVIEWER:

1342 Are you bored in the class?
1343

1344 CON2-S-BB:

1345 No. I enjoy the speech class so...
1346

1347 INTERVIEWER:

1348 Good. Do you think your instructor does a good job of trying to keep your attention in
1349 class?

1350
1351 CON2-S-BB:

1352 I think so, yeah.

1353
1354 INTERVIEWER:
1355 How so?

1356
1357 CON2-S-BB:

1358 She's very personable and like you can just like tell she's easy to relate to. I think
1359 maybe because she's younger. I don't know. She's just like easier to keep my attention.

1360
1361 INTERVIEWER:
1362 She's very enthusiastic.

1363
1364 CON2-S-BB:

1365 Yeah, very enthusiastic.

1366
1367 INTERVIEWER:

1368 How would you describe your motivation in regards to the class?

1369
1370 CON2-S-BB:

1371 I really enjoy public speaking so I was really excited to take the class in the first place so
1372 I mean it's been easier for me to just be motivated toward the class. I really enjoyed it.

1373
1374 INTERVIEWER:

1375 Good. Would you say students come to class prepared? Do you think they read the
1376 material ahead of time?

1377
1378 CON2-S-BB:

1379 I don't think so. She didn't like, you know, some professors will quiz you to make sure.
1380 She really didn't, which I enjoyed because if I didn't like read all of it or if I skimmed
1381 through it she didn't make it like it was like life or death if I wasn't completely prepared.

1382
1383 INTERVIEWER:

1384 Good. My next question is how do you prepare for class? Let's say it's a non-speech
1385 week. How do you prepare? How much time do you think you spend going over
1386 materials?

1387
1388 CON2-S-BB:

1389 Um. Like outside of class maybe like a half hour reading the material or like looking at
1390 what we're doing in class.

1391
1392 INTERVIEWER:

1393 Good. My next question here is how do students currently participate during the class?

1394

- 1395 CON2-S-BB:
1396 There's not a lot of class participation on non-speaking days like on speaking days, but
1397 there's like not much room for participation, you know, if we have questions and stuff like
1398 that there always seems to be questions so that about it.
1399
- 1400 INTERVIEWER:
1401 Ok. Does your instructor provide guidance or feedback throughout the semester on your
1402 performance?
1403
- 1404 CON2-S-BB;
1405 Yeah and she's just like very honest, but like in a non-critical way.
1406
- 1407 INTERVIEWER:
1408 Right. In a nice way.
1409
- 1410 CON2-S-BB:
1411 Right.
1412
- 1413 INTERVIEWER:
1414 Is that after each of the speeches?
1415
- 1416 CON2-S-BB:
1417 Yeah. She hands us back like our speech evaluations.
1418
- 1419 INTERVIEWER:
1420 Good. This next question is pretty general. So, it's not necessarily focused on
1421 COM1010, but as a college student, what are your expectations of somebody teaching
1422 at the undergraduate level? Like, what do you expect out of an instructor in terms of
1423 helping you learn?
1424
- 1425 CON2-S-BB:
1426 In helping me learn I expect them to make themselves available if they can and just
1427 expect a lot from a student, but understand there's some circumstances that a student
1428 might not be able to perform to, you know, at the level they're supposed to.
1429
- 1430 INTERVIEWER:
1431 My next question there's no right or wrong answer. I'm just asking everybody their own
1432 explanation of this and I'll lead up. I'll lead into it in a second. My question is how would
1433 you define a learner-centered teaching environment? So, let's say I come to you for
1434 advice and I say I'm teaching I'm going to be teaching a class next semester and I really
1435 want my students to think I'm student-focused or student-centered. What types of
1436 instructional activities should I do in the classroom that you think would convey that I'm
1437 an instructor that's really focused on making sure my students know the material?
1438
- 1439 CON2-S-BB:

1440 Constantly asking questions and asking like to make sure like they're like really involved
1441 in the lecture and like keep things relevant to them too because sometimes it's like hard
1442 to relate a course to a student's life so like keep it relevant to their life like that'll help.

1443
1444 INTERVIEWER:

1445 Good. Based on that definition would you consider your professor to be student-
1446 centered?

1447
1448 CON2-S-BB:
1449 I think so, yeah. Because she like gives us examples that will like help in our jobs or in
1450 life stuff like that so yeah.

1451
1452 INTERVIEWER:
1453 On a scale of 1-10 with 1 being really low and 10 being really high, where would you
1454 rank her?

1455
1456 CON2-S-BB:
1457 I'd say like a solid 7 or 8.

1458
1459 INTERVIEWER:
1460 Good. My last question, let's say we put you in charge of COM1010. If you could change
1461 anything about the course, what would it be?

1462
1463 CON2-S-BB:
1464 Maybe more like because we had quizzes that we did from the reading. Maybe just like
1465 more in-depth of the reading like we went over the reading, but not as much like I feel
1466 like I bought this book and I use it for quizzes, but I didn't use it for anything else. I wish
1467 we would've done more with the course book we bought.

1468
1469 INTERVIEWER:
1470 Ok. Anything else?

1471
1472 CON2-S-BB:
1473 Nope.

1474
1475 INTERVIEWER:
1476 Perfect.

1477
1478
1479

Student Interview
CON2-S-CR

- 1480
1481
1482
1483 INTERVIEWER:
1484 Can you give me an overview of COM1010 just like how you would describe it to family
1485 or friends?
1486
1487 CON2-S-CR:
1488 Like...
1489
1490 INTERVIEWER:
1491 Like how would you describe it to family and friends? What's it about?
1492
1493 CON2-S-CR:
1494 It's well...it's primarily a public speaking course I would say and it it basically gets you
1495 ready life if you have to prepare something for a group or if you have to present
1496 something it helps you put your thoughts in more like business-like fashion. So, that's
1497 basically like it's pretty much like it gives you like the grounds for creating a speech. It
1498 doesn't get intense. It pretty much like give you a background which...
1499
1500 INTERVIEWER:
1501 Great. How would you describe your instructor's teaching style?
1502
1503 CON2-S-CR:
1504 I like it. It's...I like that it's based off of like our instructor's style of teaching because she
1505 like started coursework I don't know how long she's been doing it from that book and
1506 website.
1507
1508 INTERVIEWER:
1509 You got the new book.
1510
1511 CON2-S-CR:
1512 Yeah so it's kind of you know, there's nothing really you can argue about because it's
1513 such a huge thing. It's like you know a big company that teaches speech.
1514
1515 INTERVIEWER:
1516 Right.
1517
1518 CON2-S-CR:
1519 She's like one of the people that use company so yeah, it's nice. I think it's very easy to
1520 understand and follow.
1521
1522 INTERVIEWER:
1523 Can you walk me through what a typical class might be like on a non-speech day? What
1524 are some of the typical activities, the lectures those types of things that might go on?
1525
1526 CON2-S-CR:

1527 Like usually we'll go over any types of terms because we'll like have the tests and she'll
 1528 usually like go over some of the definitions and things we don't understand. She'll ask us
 1529 if we have any questions and we'll talk about our next speech that we'll have to do and
 1530 she'll show us examples like a lot of examples of speeches that were given by like
 1531 famous speakers or students and she'll ask us, you know, a lot of it is like us telling her
 1532 what we need to know and like what she can do to help us with.

1533
 1534 INTERVIEWER:
 1535 Ok.

1536
 1537 CON2-S-CR:
 1538 We usually go up to her individually and over some things.

1539
 1540 INTERVIEWER:
 1541 When she's going over the vocabulary and key terms, does she like us PowerPoint? Is it
 1542 more just like a discussion these are some of the words? Does anyone have any....does
 1543 she write them on the board?

1544
 1545 CON2-S-CR:
 1546 Well there has been a time when she used a PowerPoint to go over terms that she
 1547 made so she has done that and sometimes she show videos that come with the
 1548 program.

1549
 1550 INTERVIEWER:
 1551 Ok.

1552
 1553 CON2-S-CR:
 1554 With the teacher's manual it'll have little videos and some of them are really corny. Like it
 1555 does show you the point of what they're trying to so yeah, I mean, it's kind of back and
 1556 forth. We've done PowerPoints before and so yeah.

1557
 1558 INTERVIEWER:
 1559 Have you encountered any challenges with learning the material in the course?

1560
 1561 CON2-S-CR:
 1562 No. It's kind of challenges I've come up with it's from lack of studying on my part you
 1563 know, the information is there so no I think it's all given to us pretty clearly.

1564
 1565 INTERVIEWER:
 1566 Are there any teaching strategies your instructor used or activities throughout the
 1567 semester that you've really liked? That you've found to be helpful for learning the
 1568 materials?

1569
 1570 CON2-S-CR:
 1571 I can't really say that I have. Like, it's pretty basic like the same thing so it's more for me
 1572 I put myself into it and do it or I don't you know? It's not really anything with the strategy
 1573 that makes it better, but yeah.

- 1574
1575 INTERVIEWER:
1576 My next question is kind of the opposite. Is there anything any instructional activities or
1577 anything that's gone on in the class that you didn't like?
1578
- 1579 CON2-S-CR:
1580 Um, no. Like all of her strategies are totally fine with me. Like, I mean I don't like I don't
1581 really enjoy having to put together strict guidelines for a speech, Like, everything is so
1582 dot here and dot here transition here. It's so like, I don't know it's probably more like
1583 because I'm a creator. That's like what I do so it's like not being able to be creative with
1584 something is just like not fun for me, but that's like nothing to do with her teaching
1585 strategies. It's just the way you have to do it.
1586
- 1587 INTERVIEWER:
1588 Right. Different way of thinking.
1589
- 1590 CON2-S-CR:
1591 Yeah.
1592
- 1593 INTERVIEWER:
1594 Are bored in the class?
1595
- 1596 CON2-S-CR:
1597 No. I mean on speech days when I don't have to give a speech I am, but no other that
1598 that I try to pay attention and take notes.
1599
- 1600 INTERVIEWER:
1601 Do you think she does a good job of trying to keep everyone's attention?
1602
- 1603 CON2-S-CR:
1604 Yeah.
1605
- 1606 INTERVIEWER:
1607 How so?
1608
- 1609 CON2-S-CR:
1610 Showing videos and just in general like being able to watch something in a class it's kind
1611 of like attention getting. It's like moving pictures.
1612
- 1613 INTERVIEWER:
1614 Absolutely.
1615
- 1616 CON2-S-CR:
1617 So that alone kind of makes it, you know, fun to like watch even if you're not paying
1618 attention you're still like...
1619

- 1620 INTERVIEWER:
1621 Something else going on to look at.
1622
- 1623 CON2-S-CR:
1624 Yeah.
1625
- 1626 INTERVIEWER:
1627 How would you describe your motivation in regards to the class?
1628
- 1629 CON2-S-CR:
1630 Well, my motivation comes from I...Well, just need to finish it because it's required for
1631 my degree. I think it's a requirement for everyone.
1632
- 1633 INTERVIEWER:
1634 It is.
1635
- 1636 CON2-S-CR:
1637 Yeah so I mean that's my motivation. There's really no other motivation.
1638
- 1639 INTERVIEWER:
1640 Ok. Would you say students come to class prepared?
1641
- 1642 CON2-S-CR:
1643 Most of the time, yeah. I mean there are a few instances like a student won't bring their
1644 outline for a speech or something, but that always happens. There's never going to be a
1645 class that's completely perfect.
1646
- 1647 INTERVIEWER:
1648 No.
1649
- 1650 CON2-S-CR:
1651 So yeah. Basically.
1652
- 1653 INTERVIEWER:
1654 Ok. My next question is how do you prepare for class? Let's say it's a non-speech week.
1655 How do you get ready from class to class?
1656
- 1657 CON2-S-CR:
1658 For a speech class in general how would I get ready for it? Well, like normally I don't
1659 really study the glossary terms until the day of because we have until 11:55 to take the
1660 test and so like I'll look over my book and check some stuff like it's not really that bad.
1661 Just like glossary terms and then I'll like for speeches I'll run my speeches the day
1662 before. It's really bad and like it kind of shows but yeah like I'm really busy so...
1663
- 1664 INTERVIEWER:
1665 No. That's fine. Does your instructor provide guidance or feedback throughout the
1666 semester on your performance?

- 1667
 1668 CON2-S-CR:
 1669 Well, yeah when she like turns in our sheets our comment sheets like after our speeches
 1670 like it's always filled with so much stuff and a lot of it's like talk to me if you need help on
 1671 this.
 1672
 1673 INTERVIEWER:
 1674 Oh. That's really helpful.
 1675
 1676 CON2-S-CR:
 1677 Yeah.
 1678
 1679 INTERVIEWER:
 1680 Good. This next question is pretty general. So, it's not necessarily focused on
 1681 COM1010, but as a college student, what are your expectations of somebody teaching
 1682 at the undergraduate level? Like, what do you expect out of an instructor in terms of
 1683 helping you learn?
 1684
 1685 CON2-S-CR:
 1686 Well like, I expect from a professor stand-point I expect a very like...I like independent
 1687 professors. Professors that are like unique and I think and I think that's why they like
 1688 make it into a school because of their teaching style and they kind of like shape you
 1689 more than any other teacher because it's like really intense information usually in college
 1690 as opposed to high school.
 1691
 1692 INTERVIEWER:
 1693 Right.
 1694
 1695 CON2-S-CR:
 1696 So, I basically look for a professor who will who's like very passionate about what they're
 1697 doing and really knows about what they're doing. That's basically it and I mean...
 1698
 1699 INTERVIEWER:
 1700 I like that. My next question there's no right or wrong answer. I'm just asking everybody
 1701 their own explanation of this and I'll lead up. I'll lead into it in a second. My question is
 1702 how would you define a learner-centered teaching environment? So, let's say I come to
 1703 you for advice and I say I'm teaching I'm going to be teaching a class next semester and
 1704 I really want my students to think I'm student-focused or student-centered. What types of
 1705 instructional activities should I do in the classroom that you think would convey that I'm
 1706 an instructor that's really focused on making sure my students know the material?
 1707
 1708 CON2-S-CR:
 1709 I would have to say I'd tell you like when you're teaching a class to talk like more one-
 1710 on-one with the students definitely. That's one thing because students like that. They like
 1711 to feel comfortable. Like I've had professors who I've felt like really uncomfortable with
 1712 just because they're like not personal or personable. I feel like it's just best to try to be as

1713 personable as you can and down to earth because students you know they have so
1714 much stuff going on too and you do too and you just like...

1715
1716 INTERVIEWER:
1717 Absolutely.

1718
1719 CON2-S-CR:
1720 You just like gotta understand that and I think that's the most important one of the most
1721 important thing is that not every student is as passionate about the subject as you are
1722 and you just, but you still want them to be interested in it because like I were a professor
1723 teaching music to students who were just like required to take it, but weren't interested in
1724 some way and some professors don't even try to get students interested in something.
1725 They just them the information and are like whatever. So, yeah...

1726
1727 INTERVIEWER:
1728 That's good. That's really helpful. Would you consider your professor to be student-
1729 centered?

1730
1731 CON2-S-CR:
1732 Yeah, I'd say.

1733
1734 INTERVIEWER:
1735 On a scale of 1-10 with 1 being really low and 10 being really high, where would you
1736 rank her?

1737
1738 CON2-S-CR:
1739 I'd day like a 6 or 7 only because really working I think Professor Rasmussen is fairly
1740 new. Has she...She just started recently with the school and I think that's definitely one
1741 of the reasons because like starting a whole new work environment is really intense so
1742 you like gotta follow the guidelines with the school and the professors that have been
1743 here for so long they can do whatever that want and you know, so that's kind of
1744 understandable, but I think she could definitely be more interested in what she's
1745 teaching about because like some of the stuff like watching these videos because like
1746 they're so bad like these speeches like that like that is so ridiculous. So yeah, like I wish
1747 we'd watch more interesting things, but I think like she's doing a perfectly fine job and
1748 everything's laid out really well.

1749
1750 INTERVIEWER:
1751 Good. If you could change anything about the course, what would it be?

1752
1753 CON2-S-CR:
1754 Well, since I only have one class, one COM class, I don't know how any of them work. I
1755 don't think they all work the same strategies do they?

1756
1757 INTERVIEWER:
1758 For COM1010 for all the sections? All of the assessments well, they're all using the
1759 same book and well, there's two different books and some are trying out a new one.

1760 There's some instructors using the same one you're using and there's a few using the
1761 old book until next year. They're switching. All if your assessments are the same.
1762 Everyone has to go through the same exams, quizzes, and speeches, but how they're
1763 delivering the material like I've been working with 6 different faculty and some have been
1764 experimenting and trying out different things for me. There's a little bit of difference
1765 when I go from class to class.

1766
1767 CON2-S-CR:

1768 Right. Well, the only thing I'd say that you could maybe change because like I don't...the
1769 curriculum is so sad.

1770

1771 INTERVIEWER:

1772 Let's say we put you in charge of that so you can change whatever you want.

1773

1774 CON2-S-CR:

1775 I think one of the things I would change would be the topics of the speeches to let the
1776 student be more free with it because it's nice to be able to talk about what you like.

1777

1778 INTERVIEWER:

1779 Absolutely.

1780

1781 CON2-S-CR:

1782 And on a few of them we've had to do that. On a few of them we have a certain topic or
1783 a list to pick. So, I think like the main thing would be letting a student pick what they want
1784 to talk about because like if anything a student is going to like use speech for what they
1785 go to school for.

1786

1787 INTERVIEWER:

1788 Right.

1789

1790 CON2-S-CR:

1791 So if I were in music the only thing I like I'd probably be giving on speech on is like
1792 probably something to do with music. Like, rarely would I give a speech on like
1793 accounting.

1794

1795

1796 INTERVIEWER:

1797 Absolutely.

1798

1799 CON2-S-CR:

1800 So, like that's basically the only thing I would change.

1801

1802 INTERVIEWER:

1803 Ok. Great. Well, thank you.

Student Interview
CON2-S-CS

- 1804
1805
1806
1807 INTERVIEWER:
1808 Can you give me an overview of COM1010 just like the content and how you would
1809 describe it to family or friends?
1810
1811 CON2-S-CS:
1812 Basically, like introducing you on how to speak like giving you the basics so I mean I had
1813 it in high school so it's not really new to me, but I mean for people who didn't take it in
1814 high school it's good to have.
1815
1816 INTERVIEWER:
1817 Good. How would you describe your instructor's teaching style?
1818
1819 CON2-S-CS:
1820 Laid-back, but she gets what we need to get done.
1821
1822 INTERVIEWER:
1823 Can you walk me through what a typical class might be like on a non-speech day?
1824
1825 CON2-S-CS:
1826 Non-speech day we're usually going over material for the next speech so she'll give us
1827 examples on the Internet and explains it.
1828
1829 INTERVIEWER:
1830 How when she explains it does she how does she...can you walk me through it is she
1831 using PowerPoint, course website?
1832
1833 CON2-S-CS:
1834 She's using a course website.
1835
1836 INTERVIEWER:
1837 Ok.
1838
1839 CON2-S-CS:
1840 And they're acting it out. I don't know how to say it.
1841
1842 INTERVIEWER:
1843 Oh for the videos and stuff?
1844
1845 CON2-S-CS:
1846 Yeah.
1847
1848 INTERVIEWER:
1849 Ok. Perfect. Does she use PowerPoint of anything to lecture on materials from the text?
1850 CON2-S-CS:

1851 No, not really. No.

1852

1853 INTERVIEWER:

1854 How do you learn that material?

1855

1856 CON2-S-CS:

1857 I usually do it on my own.

1858

1859 INTERVIEWER:

1860 On your own. Have you encountered any challenges with learning the material in the
1861 course?

1862

1863 CON2-S-CS:

1864 Not really.

1865

1866 INTERVIEWER:

1867 Not really. That's good. Are there any teaching strategies your instructor used or
1868 activities throughout the semester that you've really liked? That you've found to be
1869 helpful for learning the materials?

1870

1871 CON2-S-CS:

1872 Mainly examples.

1873

1874 INTERVIEWER:

1875 Just mainly examples. Ok. Does she use lecture at all like lecture or PowerPoint?

1876

1877 CON2-S-CS:

1878 If she is going to explain it she'll usually talk to us about it so...

1879

1880 INTERVIEWER:

1881 Ok. Were there anything you didn't like?

1882

1883 CON2-S-CS:

1884 To be honest, I'm really indifferent about it.

1885

1886 INTERVIEWER:

1887 That's ok. Would you say you are bored in the class?

1888

1889 CON2-S-CS:

1890 Sometimes.

1891

1892 INTERVIEWER:

1893 Do you think she does a good job of trying to keep your attention in class?

1894

1895 CON2-S-CS:

1896 Yeah.

1897

- 1898 INTERVIEWER:
1899 How so? Can you give me some examples?
1900
- 1901 CON2-S-CS:
1902 She' s engaging so I mean it's not like we're just sitting there listening to somebody talk.
1903 We're interacting.
1904
- 1905 INTERVIEWER:
1906 Is she asking you guys questions?
1907
- 1908 CON2-S-CS:
1909 If we have questions she will always ask and we'll talk.
1910
- 1911 INTERVIEWER:
1912 Would you say students come to class prepared? Do you think they read the material
1913 ahead of time?
1914
- 1915 CON2-S-CS:
1916 No.
1917
- 1918 INTERVIEWER:
1919 No? How can you tell?
1920
- 1921 CON2-S-CS:
1922 Because they just walk in without a speech outline or any of the criteria met.
1923
- 1924 INTERVIEWER:
1925 Yeah, Yeah that kind of gives it away doesn't it?
1926
- 1927 CON2-S-CS:
1928 Yeah.
1929
- 1930 INTERVIEWER:
1931 How would you describe your motivation in regards to the class?
1932
- 1933 CON2-S-CS:
1934 Just getting the grade.
1935
- 1936 INTERVIEWER:
1937 Just getting the grade. Just getting the check box because it's required.
1938
- 1939 CON2-S-CS:
1940 Yeah.
1941
- 1942 INTERVIEWER:
1943 My next question is how do you prepare for class? Let's say it's a non-speech week.
1944 How do you prepare? Do you spend a lot of time going over materials?

1945
 1946 CON2-S-CS:
 1947 No.
 1948
 1949 INTERVIEWER:
 1950 No. Just wait til the exam or the quiz?
 1951
 1952 CON2-S-CS:
 1953 Yep. Day before.
 1954
 1955 INTERVIEWER:
 1956 Ok. Ok. Does your instructor provide guidance or feedback throughout the semester on
 1957 your performance?
 1958
 1959 CON2-S-CS:
 1960 Yeah.
 1961
 1962 INTERVIEWER:
 1963 How so?
 1964
 1965 CON2-S-CS;
 1966 She gives us a paper after the speech with feedback on how we did so.
 1967
 1968 INTERVIEWER:
 1969 Ok.
 1970
 1971 CON2-S-CS:
 1972 It's helpful.
 1973
 1974 INTERVIEWER:
 1975 Good. This next question is pretty general. So, it's not necessarily focused on
 1976 COM1010, but as a college student, what are your expectations of somebody teaching
 1977 at the undergraduate level? Like, what do you expect out of an instructor in terms of
 1978 helping you learn?
 1979
 1980 CON2-S-CS:
 1981 Explain information thoroughly and cover all the information we need to know for the
 1982 exam.
 1983
 1984 INTERVIEWER:
 1985 Wonderful. My next question there's no right or wrong answer. I'm just asking everybody
 1986 their own explanation of this and I'll lead up. I'll lead into it in a second. My question is
 1987 how would you define a learner-centered teaching environment? So, let's say I come to
 1988 you for advice and I say I'm teaching I'm going to be teaching a class next semester and
 1989 I really want my students to think I'm student-focused or student-centered. What types of
 1990 instructional activities should I do in the classroom that you think would convey that I'm
 1991 an instructor that's really focused on making sure my students know the material?

- 1992
- 1993 CON2-S-CS:
- 1994 Depends on the course. I mean for COM1010...
- 1995
- 1996 INTERVIEWER:
- 1997 Yeah, let's do COM1010.
- 1998
- 1999 CON2-S-CS:
- 2000 Asking questions if people have trouble. That's really the only thing you can do. I mean
- 2001 you don't want to spoon-feed it to somebody.
- 2002
- 2003 INTERVIEWER:
- 2004 Right.
- 2005
- 2006 CON2-S-CS:
- 2007 But you just want to make sure they're prepared and know what to give it on.
- 2008
- 2009 INTERVIEWER:
- 2010 Are there different types of activities or assignments that you think might help prepare
- 2011 people?
- 2012
- 2013 CON2-S-CS:
- 2014 For the speeches or the book?
- 2015
- 2016 INTERVIEWER:
- 2017 Let's say the book.
- 2018
- 2019 CON2-S-CS:
- 2020 Yeah. We could go over it a little bit more in class. That'd help.
- 2021
- 2022 INTERVIEWER:
- 2023 Would you consider your professor to be student-centered?
- 2024
- 2025 CON2-S-CS:
- 2026 Yeah.
- 2027
- 2028 INTERVIEWER:
- 2029 On a scale of 1-10 with 1 being really low and 10 being really high, where would you
- 2030 rank her?
- 2031
- 2032 CON2-S-CS:
- 2033 Like a 7.
- 2034
- 2035 INTERVIEWER:
- 2036 ?? Ok. Can you provide some examples of how you think she's learner-centered?
- 2037
- 2038 CON2-S-CS:

2039 I mean I've had teachers before with speeches they don't go over it so they just tell you
2040 what to do. No questions. With CONF2, she'll ask us if there are any questions or if
2041 we're having trouble with the topic, if it's right for this or wrong for this, she'll go over it
2042 with us.

2043

2044 INTERVIEWER:

2045 Good. If you could change anything about the course, what would it be?

2046

2047 CON2-S-CS:

2048 Having a little bit more brief touch up on the book in class.

2049

2050 INTERVIEWER:

2051 Ok. Anything else?

2052

2053 CON2-S-CS:

2054 No.

2055

2056 INTERVIEWER:

2057 No. Ok. Well that concludes my interview.

**Student Interview
CON2-S-DC**

- 2058
2059
2060
2061
2062 INTERVIEWER:
2063 Can you give me an overview of COM1010 and how you would describe it to your family
2064 and friends?
2065
2066 CON2-S-DC:
2067 I'd describe it..it's pretty good. It helps you slowly get into it...It's really not to overbearing
2068 of a class. I expected it to be a little harder but I think it was easier than what I thought
2069 ahead of time.
2070
2071 INTERVIEWER:
2072 How would you describe your instructor's teaching style?
2073
2074 CON2-S-DC:
2075 I like her teaching style. I would say that she maybe could use more videos. I'm more of
2076 a visual learner rather than reading stuff. I work better with visual aids than other stuff.
2077
2078 INTERVIEWER:
2079 Can you walk me through what a typical class is like on a non-speech day?
2080
2081 CON2-S-DC:
2082 Typically she'll have us do EAs. They're just like something to get you writing and show
2083 that you're there and actually think about what you're writing rather walking into class
2084 and just sitting there. She'll walk us through what we've read in the book the day before,
2085 ask if there's questions, go over it, and then she'll usually show us a video or two of what
2086 that type of speech should look like and we'll comment on whether we like it or not.
2087
2088 INTERVIEWER:
2089 When she walks through the material, does she use PowerPoint?
2090
2091 CON2-S-DC:
2092 Usually she'll just talk it out. Some of the book is online so she'll just walk through the
2093 main points and if we have questions she'll walk us through it and explain it better.
2094
2095 INTERVIEWER:
2096 Have you encountered any challenges with learning the material in this course?
2097
2098 CON2-S-DC:
2099 I think it's a little challenging writing the speeches with the outlines. That gave me a little
2100 bit of a challenge.
2101
2102
2103
2104 INTERVIEWER:

2105 Are there any teaching strategies or activities that she's used in the class that you've
2106 like?

2107
2108 CON2-S-DC:
2109 I've liked how she's shown videos in class. She's shown previous speeches of students
2110 and how well she liked them and what she didn't like about that.

2111
2112 INTERVIEWER:
2113 Are there any teaching strategies or activities that she's used in the class that you
2114 haven't like?

2115
2116 CON2-S-DC:
2117 Not really.

2118
2119 INTERVIEWER:
2120 Are you bored in this class?

2121
2122 CON2-S-DC:
2123 No.

2124
2125 INTERVIEWER:
2126 Does your instructor do a good job at keeping your attention?

2127
2128 CON2-S-DC:
2129 Ya.

2130
2131 INTERVIEWER:
2132 How so?

2133
2134 CON2-S-DC:
2135 She'll usually ask questions to the class and try to get you involved rather than just
2136 sitting there watching her all day.

2137
2138 INTERVIEWER:
2139 How would you describe your motivation in regards to this class? Were you excited to
2140 take it?

2141
2142 CON2-S-DC:
2143 I was excited to take it. I took a speech class before. I feel like this is...it get's you more
2144 involved. You get to choose your topics. IT's not just a set schedule of what speech you
2145 have to do. You actually have options which I like.

2146
2147
2148 INTERVIEWER:
2149 Would you say that students come to class prepared?

2150
2151 CON2-S-DC:

2152 I'd say some students do and some students don't.

2153

2154 INTERVIEWER:

2155 How can you tell?

2156

2157 CON2-S-DC:

2158 Just by what they're doing in class. They're just not really paying attention.

2159

2160 INTERVIEWER:

2161 How do you prepare for classes from week to week? Let's say on a non-speech week?

2162

2163 CON2-S-DC:

2164 I usually have Monday's off so Monday's and Tuesdays I usually do all my homework
2165 and all the readings.

2166

2167 INTERVIEWER:

2168 Does your instructor provide guidance to you in class?

2169

2170 CON2-S-DC:

2171 She usually typically comments on our speeches and gives us feedback on whether or
2172 not she like some parts of how we presented our speech.

2173

2174 INTERVIEWER:

2175 This is more of a general question. As a college student,

2176 What are your expectations of someone teaching at an undergraduate level? Like, what
2177 are you expecting out of an instructor?

2178

2179 CON2-S-DC:

2180 I expect them to be friendly, and respectful of their students. If they're... I would say if
2181 they're respectful of their students and they understand that if they have issues then
2182 they'll be able to work with them.

2183

2184 INTERVIEWER:

2185 Now this next question, there is no right or wrong answer. How would you define a
2186 learner-centered teaching environment? Let's say I come to you for advice, and I say,
2187 "I'm becoming an instructor and I really want to be student-centered in my classroom.

2188 What types of activities or instruction should I deliver in my class so I can convey that to
2189 my students that I'm really focused on them learning the material.

2190

2191 CON2-S-DC:

2192 I would say that depending on the class size. If it's a large class, it would be hard with
2193 TAs, make sure that they're keeping up with their students and staying on track. With a
2194 smaller class, I'd expect the instructor if she or he sees that I'm slacking behind that
2195 they'll contact them and say "what's going on? What can we do about this? What can we
2196 help you with?" Just focusing on the student and trying to help them.

2197

2198 INTERVIEWER:

2199 Any suggestions for instructional activities to do in the class? Let's say it was a class
2200 size like COM 1010?

2201

2202 CON2-S-DC:

2203 I mean, ya, you could do some activities that most teachers...just want to go over the
2204 material and that's it. I think if you had students involved in group activities and working
2205 together that would make it better.

2206

2207 INTERVIEWER:

2208 Would you consider your instructor to be a learner-centered instructor? Do you think she
2209 has you working on group activities?

2210

2211 CON2-S-DC:

2212 Ya. I think she does a pretty good job.

2213

2214 INTERVIEWER:

2215 On a scale of 1 to 10, where would you rank her?

2216

2217 CON2-S-DC:

2218 Probably about a 7 or 8.

2219

2220

2221 INTERVIEWER:

2222 If you could change anything about the course you are currently enrolled in, what would
2223 it be?

2224

2225 CON2-S-DC:

2226 Having no final.

2227

2228 INTERVIEWER:

2229 I've gotten that a lot. Well, that concludes the interview. Thank you.

2230

2231

2232

2233

2234

2235

2236

Student Interview
CON2-S-ER

- 2237
2238
2239 INTERVIEWER:
2240 Can you give me an overview of COM1010 and how you would describe it to your family
2241 and friends?
2242
2243 CON2-S-ER:
2244 I mean I we pretty much had 4 speeches to do. We still have one left...the big one. We
2245 had one group speech. One persuasive and one informative speech. Those are the
2246 main. And then we had quizzes in between.
2247
2248 INTERVIEWER:
2249 What's the big one that you have coming up that you're preparing for?
2250
2251 CON2-S-ER:
2252 That's the persuasive.
2253
2254 INTERVIEWER:
2255 How would you describe your instructor's teaching style?
2256
2257 CON2-S-ER:
2258 I think I like her style because she's very happy all the time. She's not one of those
2259 people who turns down questions or anything like that. And you can tell that she's done
2260 what she's teaching. She's very open.
2261
2262 INTERVIEWER:
2263 Good. Can you walk me through what a typical class is like on a non-speech day?
2264
2265 CON2-S-ER:
2266 Sometimes we'll watch videos of other speeches and we'll critique it and the class will
2267 say "oh I think this is good or I think this is bad." We watched Obama's speech. I think
2268 we watched a graduation speech of Ellen Degeneres.
2269
2270 INTERVIEWER:
2271 Have you encountered any challenges with learning the course material?
2272
2273 CON2-S-ER:
2274 No, other than I really don't like public speaking but that's the whole reason why I took
2275 the class.
2276
2277 INTERVIEWER:
2278 Are you feeling better about it now?
2279
2280
2281 CON2-S-ER:
2282 Ya.
2283

- 2284 INTERVIEWER:
2285 Are there any teaching strategies or class activities that she's used that you liked?
2286
- 2287 CON2-S-ER:
2288 Let me think...Well yeah. The quizzes that we take online usually...like for
2289 example..before the persuasive speech..the quizzes that we take online usually tell you
2290 what you need to do before the speech. A lot of the definitions are things that you'll need
2291 to know for the next speech and that usually comes in the quiz right before.
2292
- 2293 INTERVIEWER:
2294 Well that's helpful.
2295
- 2296 CON2-S-ER:
2297 Ya.
2298
- 2299 INTERVIEWER:
2300 Are there any teaching strategies or class activities that she's used that you haven't
2301 liked?
2302
- 2303 CON2-S-ER:
2304 I don't know. I just don't like group speeches. I don't like group work in general because
2305 you have to rely on other people. One of our group members dropped the class so we
2306 had to pick up their slack. That's the only thing. But it was still good practice...even that
2307 speech.
2308
- 2309 INTERVIEWER:
2310 Do you find yourself bored in the class?
2311
- 2312 CON2-S-ER:
2313 No. Not really. No.
2314
- 2315 INTERVIEWER:
2316 Do you think your instructor does a good job at keeping the class's attention?
2317
- 2318 CON2-S-ER:
2319 Ya, I think so.
2320
- 2321 INTERVIEWER:
2322 How so?
2323
- 2324 CON2-S-ER:
2325 She's just very talkative. She changes her voice. She's not very monotone and keeps
2326 the same voice the whole time. She's very open.
2327
- 2328 INTERVIEWER:
2329 Good. Good. How would you describe your motivation in regards to this class?
2330

2331 CON2-S-ER:
2332 What do you mean?

2333
2334 INTERVIEWER:
2335 I've talked to some freshman who have taken the class because it's a required class.
2336 I've talked to some senior who have waited until the last possible semester because it's
2337 public speaking and I'm dreading it. As far as you go, what were your thoughts entering
2338 the class?

2339
2340 CON2-S-ER:
2341 I had a couple of classes that I could choose from to fill the requirement and I decided to
2342 go with this one and I had already had business communication and we had to do
2343 speeches in that class too so I figured that would be pretty similar to that.

2344
2345 INTERVIEWER:
2346 Are you finding that it's similar? Is your business class helping?

2347
2348 CON2-S-ER:
2349 Ya. The one that I took before really helped for this one.

2350
2351 INTERVIEWER:
2352 Well that's good. Would you say that students come to class prepared? Do you think
2353 they read the materials ahead of time?

2354
2355 CON2-S-ER:
2356 I would say it depends. When we have the quizzes, they're timed so you kind of have to
2357 read the material. You can't really look through the book so you have to read ahead of
2358 time. So I would say yes.

2359
2360 INTERVIEWER:
2361 How do you prepare for classes from week to week? How much time do you spend on
2362 a week that's not a speech week?

2363
2364 CON2-S-ER:
2365 Well I kind of study the same way for all of my classes. When I was a freshman, I'd read
2366 the chapter that was for that week and I found that that didn't really work for me. I'd forget
2367 what I read for chapter 1 and chapter 2 and exams were on 5 chapters. So now the day
2368 before an exam, I'll read all 5 chapters and that way I get much better grades that way.

2369
2370 INTERVIEWER:
2371 Well you have to find your way. See what works for you.

2372
2373 CON2-S-ER:
2374 Ya.

2375
2376 INTERVIEWER:
2377 Does your instructor provide guidance or feedback to you in class?

2378
 2379 CON2-S-ER:
 2380 Ya. I mean when she grades our speeches she always tells us what we should improve
 2381 on. We also evaluate each other as students when somebody is presenting a speech,
 2382 you have to evaluate somebody else. And she grades all of our papers on time.

2383
 2384 INTERVIEWER:
 2385 Good. This is more of a general question. As a college student, what are your
 2386 expectations of someone teaching at an undergraduate level? Like, what are you
 2387 expecting out of an instructor in terms of helping you learn?

2388
 2389 CON2-S-ER:
 2390 Well of course to learn the material in a way where it's not just giving "here's 10 different
 2391 assignments" and they don't really teach you anything. It's something to do. Like, I've
 2392 had teachers, for example, a math class and it's a very simple math class but you have
 2393 to go online and do 3 assignments and come to class and do 4 assignments. And I'm
 2394 like, I already...like at another college I had another math class that was lower than that
 2395 and it was much easier but I felt like I could do the material. It was really easy for the
 2396 class but the teacher made it overly complicated.

2397
 2398 INTERVIEWER:
 2399 Okay. Now this next question, there is no right or wrong answer. How would you define
 2400 a learner-centered teaching environment? Let's say I come to you for advice, and I say,
 2401 "I'm becoming an instructor and I really want to be student-centered in my classroom.
 2402 What types of activities or instruction should I deliver in my class so I can convey that to
 2403 my students that I'm really focused on them learning the material?"

2404
 2405 CON2-S-ER:
 2406 Student-focused instructor....Well I guess it depends on the size of the class. I find that
 2407 the smaller classes are much more student-focused than the bigger ones of course. Well
 2408 in those classes, there's more feedback compared to the larger classes so you're able to
 2409 talk to the teacher a lot more. I know that the classes that I've had that are in
 2410 auditoriums, you never ask, you never talk to the instructor once so you kind of get to
 2411 know the teacher and they talk more about themselves when it's a smaller class.

2412
 2413 INTERVIEWER:
 2414 Good good. Do you consider your instructor to be learner-centered? On a scale of 1 to
 2415 10 where would you rank her?

2416
 2417 CON2-S-ER:
 2418 Ya, I would. I mean she teaches us the material and she talks about other things. You
 2419 kind of feel like she's there to help you rather than, here's this, do this, and go home.

2420
 2421 INTERVIEWER:
 2422 On a scale of 1 to 10 where would you rank her?

2423
 2424 CON2-S-ER:

2425 I would say a 9.

2426

2427 INTERVIEWER:

2428 If you could change anything about the course you are currently enrolled in, what would
2429 it be?

2430

2431 CON2-S-ER:

2432 Let me think...what would I change? I guess I wasn't expecting to have a final because it
2433 was mostly speeches so I guess... for example, in my English classes, you have to write
2434 an essay for your final. I thought that this final speech was going to be the final thing you
2435 had to do because it's worth the most points but then we have another final so it's kind
2436 of like...I wasn't expecting that.

2437

2438 INTERVIEWER:

2439 Do you know what your final exam is going to be comprised of?

2440

2441 CON2-S-ER:

2442 I think it's multiple choice and it's timed online.

2443

2444 INTERVIEWER:

2445 So it's kind of like your online quizzes?

2446

2447 CON2-S-ER:

2448 Ya, it's like the quizzes but I think it's going to be everything that we learn.

2449

2450 INTERVIEWER:

2451 Ok, well this concludes the interview.

2452

2453

2454

2455

Student Interview
CON2-S-FM

- 2456
2457
2458
2459 INTERVIEWER:
2460 Can you give me an overview of COM1010, and the way you would describing it your
2461 family or friends?
2462
2463 CON2-S-FM:
2464 I would describe it as an introduction class to learning what really goes into doing
2465 research and putting together an effective speech to present in front of a class.
2466
2467 INTERVIEWER:
2468 How would you describe your instructors teaching style?
2469
2470 CON2-S-FM:
2471 I, I would describe it as kind of, I don't know what the word I am looking for is, not as in
2472 depth as you would want, it's kind of more, a, you go over some things in class and then
2473 it's kind of up to you to read your own and do your own information.
2474
2475 INTERVIEWER:
2476 Can you walk me thru what a typical class looks like on a non-speech day?
2477
2478 CON2-S-FM:
2479 On a non-speech day we would go in and usually, usually we either talking about the
2480 next speech we are doing or we are working on it, and we would be going over
2481 examples of things required in the speech and talking about certain people's different
2482 topics that they chose and like their ideas and what would work for the speech.
2483
2484 INTERVIEWER:
2485 Do you guys do that as a large group, like everyone is just kind of raising their hands?
2486
2487 CON2-S-FM:
2488 Yeah
2489
2490 INTERVIEWER:
2491 Have you encountered any challenges with learning the material in this course?
2492
2493 CON2-S-FM:
2494 Sometimes when the material is in the book and we are trying to read it on our own, it is
2495 hard to exactly pull out of the book what the teacher expects you to. So yeah, I have
2496 come acEXPF3 some trouble with that.
2497
2498 INTERVIEWER:
2499 What types of teaching strategies does she use during class?
2500
2501 CON2-S-FM:
2502 Teaching strategies as in?

- 2503
2504 INTERVIEWER:
2505 Some people have mentioned their instructors showing video clips like, maybe teaching
2506 strategies, different instructional activities, that you might do in class? Are there any that
2507 she does that you like?
2508
2509 CON2-S-FM:
2510 She does show a few videos, but they are not too like long, they are not too like, oh we
2511 are just watching a video for the whole class, she goes, she watches the video, then we
2512 end up talking about it and analyzing it a lot. That really helps. She does of like, she
2513 does a lot of like asking the class what, what their topic ideas are and really like getting a
2514 sense of where they are and that helps I feel like that helps her like understand where
2515 we are in the speech and helps her help us out more.
2516
2517 INTERVIEWER:
2518 What about, any different activities for the content of the book?
2519
2520 CON2-S-FM:
2521 Not too many no.
2522
2523 INTERVIEWER:
2524 Are there any instructional activities that she has done in class that you just haven't
2525 liked? If any.
2526
2527 CON2-S-FM:
2528 Not any that I really haven't liked. I found all of them kind of useful, so.
2529
2530 INTERVIEWER:
2531 Would you say you are bored in the class?
2532
2533 CON2-S-FM:
2534 At times, yeah, but not a whole lot, at times yes.
2535
2536 INTERVIEWER:
2537 Do you think she does a good job at keeping your attention?
2538
2539 CON2-S-FM:
2540 Yeah.
2541
2542 INTERVIEWER:
2543 How so?
2544
2545 CON2-S-FM:
2546 Well she, first of all she is all energetic and excited about everything and she, I don't
2547 know, she asks a lot of questions, which always helps keeps the class involved.
2548
2549 INTERVIEWER:

2550 How would you describe your motivation in regards to this class?

2551

2552 CON2-S-FM:

2553 Not too high. It's like an elective class so.

2554

2555 INTERVIEWER:

2556 Would say that students in come to class prepared?

2557

2558 CON2-S-FM:

2559 Sometimes, not all the time.

2560

2561 INTERVIEWER:

2562 How can you tell?

2563

2564 CON2-S-FM:

2565 When, I'm not sure. Yeah, it's just kind of like, everyone is kind of like scrambling to
2566 figure stuff out when you get into class. People aren't making eye contact, they are
2567 unsure of questions and stuff.

2568

2569 INTERVIEWER:

2570 Does your instructor provide you with guidance or feedback throughout the semester on
2571 your performance?

2572

2573 CON2-S-FM:

2574 Yes, usually when we go over the speeches, like our ideas and stuff, she will provide
2575 feedback and help us out with coming up with ideas to talk about during the speeches
2576 and everything. And after we give the speeches she always has helpful feedback on the
2577 rubrics.

2578

2579 INTERVIEWER:

2580 This is a question in general, not necessarily pertaining to COM1010, but, as a college
2581 student, what are your expectations of somebody teaching at the college level? Like
2582 what do you expect, what do you want to see from an instructor in terms of helping you
2583 learn material?

2584

2585 CON2-S-FM:

2586 From an instructor, I would expect, at a college level I would expect them to really know
2587 and understand everything about their subject and to really be able to like teach the
2588 students like what they need to know rather than just everything. Like, teaching them like
2589 the most important things, rather than just a ton of busy work and like actually being able
2590 to like talk about these subjects and know what they are talking about is the most helpful
2591 thing in an instructor for me.

2592

2593 INTERVIEWER:

2594 There's no right or wrong answer to this next question, so I'm just asking you for your
2595 own definition. How would you define a learner-centered teaching environment, so let's
2596 say I am coming to you for advice and I say, I am planning on becoming an instructor at

2597 the college level and I really want to be student-focused and student-centered. What
2598 types of activities or what should I do in the class to demonstrate to my students that I
2599 am student-focused or focused on them learning the material?

2600
2601 CON2-S-FM:
2602 That's a hard one. I would say generally, being excited about the topic really shows that
2603 the teacher wants the students to learn and like they care about whether like they know
2604 the material or not. Also, I guess like asking the students like how they feel about the
2605 material and if they, if they don't feel like its comfortable with it, the teacher will say if
2606 they're available with helping them catch up, and be there, I guess.

2607
2608 INTERVIEWER:
2609 Would you consider your instructor to be learner centered?

2610
2611 CON2-S-FM:
2612 Yeah for the most part, yeah.

2613
2614 INTERVIEWER:
2615 On a scale of 1 – 10, with one being really low and 10 being really high, where would
2616 you rank her?

2617
2618 CON2-S-FM:
2619 Like an 8, 8.5.

2620
2621 INTERVIEWER:
2622 If you could change anything about the course you are currently enrolled in what would it
2623 be?

2624
2625 CON2-S-FM:
2626 I would maybe give a wider range of speeches for the students to do to have more
2627 experience, like with different type speeches. That's all I have.

Student Interview
CON2-S-HM

- 2628
2629
2630
2631 INTERVIEWER:
2632 Can you give me an overview of COM1010, and how would describe the class in
2633 general like to your family or friends.
2634
2635 CON2-S-HM:
2636 Yeah, sure, it's just like practice speaking. I speak a lot in groups and I find it kind of
2637 somewhat hard because I always forget what I am supposed to say and I think it helps
2638 with that, so just practice speaking in front of people.
2639
2640 INTERVIEWER:
2641 How would you describe your instructors teaching style?
2642
2643 CON2-S-HM:
2644 She is very enthusiastic like happy, more than most of my teachers so it is nice to be in
2645 that kind of environment and that kind of helps me pay attention because it keeps me
2646 awake.
2647
2648 INTERVIEWER:
2649 Can you walk me thru what a typical class is like during a non-speech day?
2650
2651 CON2-S-HM:
2652 On a non-speech day, so I mean, I guess it would be like any other day except for, oh
2653 like on days that I'm presenting a speech...
2654
2655 INTERVIEWER:
2656 Well how does she have your class structured? Do you guys all have a, do you have a
2657 speech day where everyone in the class goes or is it scattered throughout the semester
2658 where you maybe, 5 or you are presenting today, 6..
2659
2660 CON2-S-HM:
2661 The way she has it like, we have like a time period where we are like learning about
2662 what we are supposed to present and then after that there is like days and they are all
2663 grouped together so we'll have a bunch of days where people go, and then we will go
2664 back to different, talking about a different speech.
2665
2666 INTERVIEWER:
2667 How about you walk me through what one of those learning days are like when she is
2668 going over like the book and course material?
2669
2670 CON2-S-HM:
2671 Ok, those days I find really boring but I mean, it's, it's helpful because you know, she is
2672 giving us examples of how we present, how to, examples of how people presenting take
2673 the speeches, group speeches, informative speeches, so she shows us videos of those,
2674 so those are helpful, and then besides that, she's like she usually, usually does some in

2675 class activity to kind of get everyone to participate and get us out of our comfort zone or
2676 something like that.

2677

2678 INTERVIEWER:

2679 What kind of activities does she do? Can you give me an example?

2680

2681 CON2-S-HM:

2682 Well in the beginning of the year we did a name activity where we had to go around in
2683 the circle and repeat everyone's name, like an icebreaker and stuff. Later on I think we
2684 did, we kind of just talked about, after viewing different types of speeches, we talked
2685 about what we saw, what we think was like a good thing that they did, a bad thing that
2686 they did, and yeah.

2687

2688 INTERVIEWER:

2689 Have you encountered any challenges with learning the material in the course?

2690

2691 CON2-S-HM:

2692 I find the reading kind of difficult because it is a lot and the quizzes we don't have a lot of
2693 time for them so we actually have to really know what we are studying.

2694

2695 INTERVIEWER:

2696 Are there any teaching strategies that she's used in class in particular that you really
2697 liked?

2698

2699 CON2-S-HM:

2700 Yeah, I think I liked the videos and the examples that she gives, that really kind of sticks
2701 out and helps me know what I am supposed to be doing for the next speech, so that
2702 really helps.

2703

2704 INTERVIEWER:

2705 Are there any teaching strategies that he uses that you haven't been that fond of? If any.

2706

2707 CON2-S-HM:

2708 Not really.

2709

2710 INTERVIEWER:

2711 Would you say you are bored in the class?

2712

2713 CON2-S-HM:

2714 Sometimes. Sometimes I am because it's just like a lot of information and she is just
2715 going on and on, so I'm like...

2716

2717 INTERVIEWER:

2718 Do you think your instructor does a good job at keeping your attention?

2719

2720 CON2-S-HM:

2721 Definitely.

- 2722
2723 INTERVIEWER:
2724 How so?
2725
2726 CON2-S-HM:
2727 Like I said, she's like very enthusiastic so that helps, but I don't know, she has a way of
2728 saying things that are, that, like transition over what she is going to say later.
2729
2730 INTERVIEWER:
2731 How would you describe your motivation in regards to this class? I know it's a required
2732 class so I've talked to some students that have said I'm a senior, I am graduating this
2733 semester, I have pushed it off for 4 years, others have been really nervous and
2734 apprehensive. How have you felt going into it/
2735
2736 CON2-S-HM:
2737 I felt public speaking is important and I am doing it now, and I am going to have to do it a
2738 lot later on so I can, it's something that I can get into before I take like harder classes.
2739
2740 INTERVIEWER:
2741 Would say that students in your come to class prepared? Do you think they do the
2742 reading materials before class?
2743
2744 CON2-S-HM:
2745 Some, most of them do, some of them don't.
2746
2747 INTERVIEWER:
2748 How can you tell?
2749
2750 CON2-S-HM:
2751 The way the say their speeches, sometimes they are like mumbling or sometimes they
2752 are like, they don't know their sources completely, and, I mean sometimes it's like just
2753 their speaking in general like they are not good speakers, but you can tell that they are
2754 not prepared because they don't know, it's just you can tell by the way they are speaking
2755 in class.
2756
2757 INTERVIEWER:
2758 How do you prepare for class so let's say it's a non-speech week, so you are not
2759 presenting a speech? How much time do you think you spend at home preparing for
2760 content?
2761
2762 CON2-S-HM:
2763 Not much. Not at all. I mean the reading just for the quizzes, but I mean, I usually do the
2764 reading like the day before or the day of the quiz that I need to take, so I mean, I am not
2765 really prepared when I go to class. I usually just go there to listen.
2766
2767 INTERVIEWER:

2768 Ok you kinda already answered this next question. Does your instructor provide
2769 guidance or feedback in, as to your performance in the class?

2770

2771 CON2-S-HM:

2772 Yeah like after our speeches she has the same like grading and rubric, she says like
2773 comments and stuff so like eye contact, stuff like that.

2774

2775 INTERVIEWER:

2776 This is just a question in general. As a college student, what are your expectations of
2777 somebody teaching at the college level? Like what do you think your, what do you think
2778 an instructor should do? What are you expecting out a college instructor in terms of your
2779 learning?

2780

2781 CON2-S-HM:

2782 To be available lot. Have office hours often because sometimes we need the extra help
2783 and just offer a lot of examples about what we are learning, and yeah, be enthusiastic
2784 about the material.

2785

2786 INTERVIEWER:

2787 There's no right or wrong answer to this next question, I'm just asking everyone to define
2788 this in their own words. How would you define a learner-centered, or a learner-focused
2789 teaching environment? So let's say that, let's say that I come up to you and I say, I'm
2790 planning on becoming an instructor and I really want to be like student focused or
2791 learner focused in my teaching. What tips would you have or what types of activities do
2792 you think I should have in my class to be student- focused? We've put you in charge of
2793 the curriculum. What's, tell me like how I can be student-focused. It doesn't necessarily
2794 need to be related to COM1010 either.

2795

2796 CON2-S-HM:

2797 That's a hard one. Can you repeat the question?

2798

2799 INTERVIEWER:

2800 So if I came up to you and said, I want to be a student-focused instructor, and I, and I
2801 really want to convey that to my students that I am teaching in class. What do you think
2802 that teaching environment would look like? Like maybe, maybe if you could describe it,
2803 what are some, how would, what are some characteristics you might give me of a
2804 student-focused instructor if that helps at all?

2805

2806 CON2-S-HM:

2807 I guess, someone who would kind of have like, that I mean, it depends because if it is a
2808 short class, I think instructors that will like give one on one attention to students
2809 throughout the class period. She does that a lot as well, and that's really helpful before
2810 like our speeches she gives one on one attention and asks what our topic is on and what
2811 we are thinking about when we are going to be presenting. I think that really helps.

2812 Larger classrooms I guess, just offer office hour because, I mean it depends on if you're
2813 like, you like one the one teacher most people do because they can actually evaluate a
2814 student's interest, but it depends.

2814

- 2815
2816 INTERVIEWER:
2817 Would you consider your instructor to be learner centered?
2818
2819 CON2-S-HM:
2820 Yeah.
2821
2822 INTERVIEWER:
2823 On a scale of 1 – 10, where would you put her, with one being not student centered and
2824 10 being very student centered?
2825
2826 CON2-S-HM:
2827 I'm trying to find times where she doesn't...No, I would give her a 10, she definitely gives
2828 one on one attention to most people.
2829
2830 INTERVIEWER:
2831 If you could change anything about the course you are currently enrolled in what would it
2832 be? It doesn't necessarily need to be in regards to her teaching it could be like just the
2833 course in general.
2834
2835 CON2-S-HM:
2836 I would spread out the reading a lot more, make them more quizzes and just, so that
2837 way we have, we can like follow along as the course is going on instead of having all of
2838 the chapters for one quiz on one day because that kind of promotes like procrastinating,
2839 so I think that would help.
2840
2841 INTERVIEWER:
2842 So have like one quiz for each chapter or something throughout?
2843
2844 CON2-S-HM:
2845 Yeah.
2846
2847 INTERVIEWER:
2848 Do you have any other questions for me?
2849
2850 CON2-S-HM:
2851 No.

**Student Interview
CON2-S-JR**

2852
2853
2854
2855
2856
2857 INTERVIEWER:
2858 Can you give me an overview of COM1010 just like how you would describe it to family
2859 or friends?
2860
2861 CON2-S-JR:
2862 How I described it to my dad was just how much more went into speech than I thought.
2863 Like, I had a cocky attitude going in. I was like computer science, honors blah blah blah.
2864 The last gen ed. Class I had was you can call it senioritis.
2865
2866 INTERVIEWER:
2867 Yep. Yep.
2868
2869 CON2-S-JR:
2870 It was the last gen ed. I had. I wasn't anticipating how much goes into speech. Like, the
2871 structure was a lot more important than I thought it was. I like speaking and entertaining
2872 people, but that's not the same as getting up and delivering a speech. They're
2873 completely different things. I didn't get that. I got like a 56% on my first big speech and
2874 I've never gotten a grade so low.
2875
2876 INTERVIEWER:
2877 So it was eye opening.
2878
2879 CON2-S-JR:
2880 Yes. Yes. I was like come on this is my last gen ed.
2881
2882 INTERVIEWER:
2883 Yeah.
2884
2885 CON2-S-JR:
2886 But I was telling him that a lot more went into it than I initially thought and I'm actually
2887 getting a lot more out of this class than I thought I was.
2888
2889 INTERVIEWER:
2890 Good. Good. How would you describe your instructor's teaching style?
2891
2892 CON2-S-JR:
2893 I would describe it as, let's see. This is funny because I have never sat down and
2894 thought about her teaching style. It's very interesting. Ok, first off, I like how she would
2895 just leave days for us to sit down and do whatever and some people just wasted all their
2896 time and some people did work.
2897

2898 INTERVIEWER:

2899 Is this like to physically be in the classroom?

2900

2901 CON2-S-JR:

2902 Yeah, but to physically be in the classroom it was amazing how much information was
2903 being relayed to different people about different speeches and stuff so there was a lot of
2904 spreading of knowledge, which I think in the gen ed. courses they're more interested in
2905 that than anything else.

2906

2907 INTERVIEWER:

2908 Yep.

2909

2910 CON2-S-JR:

2911 Let's see. The downside is the strategy is very rigid as far as speech grading went and I
2912 haven't been able to determine if the rigidity is actually inherent to speech in general or if
2913 it's just the professor.

2914

2915

2916 CON2-S-JR

2917 I was furious for the first half of the semester until I finally calmed down
2918 and said, "okay, I'll just finish the class the way I should"....but I still haven't
2919 been able to determine why it's so rigid...so much more of the grading
2920 went into having a simple structure to the outline where as I felt I could
2921 have paid attention to that and spent zero time on the speech itself and got
2922 a much higher grade than I got because I did a significant amount of
2923 research but I didn't follow the structure. If her goal was a way to structure
2924 speeches then she got it 100% because she would not cave at all. As far
2925 as teaching strategy, it's solidly what she wants to teach and I've never run
2926 acEXPF3 a profession I can't break on that line. The strategy is not a push
2927 over strategy.

2928

2929 INTERVIEWER:

2930 Could you walk me through what a typical class is like during a non speech
2931 day?

2932 The types of activities you might do, the lectures, or any of those types of
2933 things?

2934 How you're covering the material in the book.

2935

2936 CON2-S-JR

2937 She did standard lectures every once in a while but it was mostly watching
2938 things on YouTube, what a wonderful resource that is. She'll show us
2939 speeches and ask us to critique them or bring up issues and let us rip them
2940 to pieces...very, very class oriented which I guess goes back to the
2941 strategy too...as much class participation as possible where as some
2942 classes the professor just gets up there and speaks and the kids
2943 remember nothing.

2944

2945 INTERVIEWER:
2946 How does she encourage class participation?

2947
2948 CON2-S-JR
2949 It almost turns into a game... "who can spot the error in this?" So it's not
2950 like, "tell me this" it's "who can find this". So it turns into a challenge, it's
2951 not a direct question so it takes away the personal front that usually makes
2952 people stay quiet and not participate, but presenting it as a challenge a lot
2953 people took the bait... that was the main method that I saw for class
2954 participation.

2955
2956 INTERVIEWER:
2957 Were there any teaching activities that she incorporated into the class that
2958 really stood out to you and really helped your learning that you like?

2959
2960 CON2-S-JR
2961 One of them was, and this goes back to the structures of speeches, she
2962 actually did an activity where she gave a structure of a speech completely
2963 scrambled... it was just the outline and it was completely scrambled, and
2964 she said, "put it back together". And you can't see the speech, you don't
2965 know anything. You have by the bullet points, you have to restructure it
2966 and it was much more difficult than I thought it would be. This really stood
2967 out to me... once again that order is so important in speeches.

2968
2969
2970
2971
2972
2973 INTERVIEWER:
2974 That's a good example.
2975 Are there any instructional activities that you didn't like or you didn't find
2976 helpful?

2977
2978 CON2-S-JR
2979 To be honest, just the standard lectures. That's not even an activity so I'm
2980 not sure if that counts

2981
2982 INTERVIEWER:
2983 No, no. that counts.

2984
2985 CON2-S-JR
2986 Yeah, what is normally presented is the least appealing to me.

2987
2988 INTERVIEWER:
2989 Do you find yourself being bored in the class?

2990
2991 CON2-S-JR

2992 Actually it's one of the classes I look forward to because it's not boring at
 2993 all. Yeah, I'm mad most of the time but in a good way if that makes any
 2994 sense. It's a frustration to do better, but as fall as boredom goes...unless
 2995 there's something else on my mind....nope, not boring.

2996

INTERVIEWER:

2997 Do you think she does a good job of keeping people's attention?
 2998

2999

CON2-S-JR

3000 Somewhere better very well and medium. I'd put it in that rank.
 3001

3002

INTERVIEWER:

3003 Why would you put in that rank?
 3004

3005

CON2-S-JR

3006 Because she sees the people in the class that actually want to participate
 3007 and play off of them trying to get it to spread. Though that strategy has
 3008 been backfiring later in the semester because students are getting tired of
 3009 being the only ones answering the questions and it's slowly petered off.
 3010 So for some reason the rest of the class was so not interested that they
 3011 refuse to not participate. She was able to hold good participation about
 3012 three fourths of the way through the semester.
 3013

3014

INTERVIEWER:

3015 How would describe your motivation in regards to this class?
 3016

3017

CON2-S-JR

3018 I had no motivation at the beginning, this being my last genEd. The fist
 3019 speech went well because it was easily graded...just a story speech it's
 3020 hard to mess up. And I'm use to telling stories so it's not like that was
 3021 difficult. I did a lot research for another speech and I was looking forward
 3022 to it for quite a while then I got a very low grade...but it's because I tried
 3023 telling it as a story as the way I have formatted through...I guess that was
 3024 my only mode of presenting information and this was more of a lecture and
 3025 not a speech. And time was up by time I was done with my introduction
 3026 and I realized...well first I realized I failed the speech and second I realized
 3027 you have to pick very very precisely what you want to be in there and
 3028 you're rushing in an organized way. So my motivation now...is more of
 3029 a...I thought the class would be more of journey but it's ended up...it's
 3030 more of sprint. My mindset is completely different...so this is a sprint...it's
 3031 heavily clocked. My motivation now is to sync to that and that's where
 3032 she's...what she did worked. It's forced me into this rigid grading style.
 3033

3034

INTERVIEWER:

3035 Do you think overall students come to class prepared?
 3036

3037

CON2-S-JR

3038

3039 No.

3040

3041 INTERVIEWER:

3042 How can you tell?

3043

3044 CON2-S-JR

3045 The speech that I failed, I was the only person to show up that day for the
3046 speech and there were six or five.

3047

3048 INTERVIEWER:

3049 I was there that day.

3050

3051 CON2-S-JR

3052 You were there that day? So you were one of the people. So you actually
3053 heard the speech then. I knew I didn't have the speech prepared enough
3054 but I came in anyway because I figured not showing up would give me
3055 worse grade than failing. I rolled the dice on that one, so yes I wasn't
3056 prepared...everyone that day was less prepared than me.

3057

3058 INTERVIEWER:

3059 Yeah, they weren't there.

3060

3061 CON2-S-JR

3062 This was a consistent problem throughout the semester. People give them
3063 her their information and she's like, "where's your outline",
3064 They're like, "I don't have it".
3065 She's like, "I told you I would not let you speak that day"
3066 And then she would let them speak anyway. I was upset because I
3067 thought the students that were allowed to go again were going to get a
3068 higher grade than me because they did this but she told me, "I just let them
3069 go I'm going to take a lot of points off".
3070 She's giving them the illusion that they're doing okay and then just failing
3071 them based off of that.

3072

3073 INTERVIEWER:

3074 How do you prepare for class?

3075 Do you read the material ahead of time?

3076

3077 CON2-S-JR

3078 I don't read the materials ahead of time. I don't do any preparation
3079 besides the actual speeches. I BS pretty much everything, but that's what
3080 college has turned out to be for me because...this is kind of a side topic
3081 but it's become more valuable to earn credits than actually learn
3082 something. So we learn how to academically BS...and being in the honors
3083 college I'm exceptionally good at this because you're expected to do more
3084 so you have to cut more corners..so...what was the question again?

3085

3086 INTERVIEWER:
3087 How do you prepare for classes?

3088
3089 CON2-S-JR
3090 Yeah, how do you prepare for classes. It's like all the other gen eds...you
3091 skip everything you can skip, you do the bare minimum to get the grade
3092 you want. So if it's performance based you know what you can ignore.
3093 You don't really learn much from the class, you don't really get much from
3094 it. You care about your major and even then you're just trying to get
3095 credits...

3096
3097 INTERVIEWER:
3098 Kind of like a check box?

3099
3100 CON2-S-JR
3101 I don't know. It doesn't feel like school anymore.

3102
3103 INTERVIEWER:
3104 So this leads into one of my next questions. As a college student what are
3105 your expectations of someone teaching at the college level?
3106 What do you expect from an instructor to help you learn?
3107 What do you want to see?

3108
3109 CON2-S-JR
3110 I expect the instructor to sit down and teach the kids who want to be taught
3111 and to do so in a way that would cause everyone who does not want to be
3112 there to fail. I've only seen a couple of professors that do this. I would like
3113 an environment where the people who want to be there are interfacing with
3114 the professor very very rapidly and the professor is morphing their
3115 curriculum into what the students care about and what he can push them
3116 to do. It's more of a large mentorship than an actual class, because I know
3117 the larger classes it's impossible to interface like that...with 500 people in a
3118 chemistry class it is mechanical and it can only be mechanical. But with a
3119 lot of the smaller classes, the higher you get in your degree your classes
3120 shrink tremendously and this is the opportunity to learn what you need to
3121 learn and I'm not seeing that happen which really bothers me. When the
3122 class sizes gets smaller you would think the professor would have much
3123 more control over this but a lot of them just get up there and present a
3124 lecture and go home. If they just sat down there and had discussions...like
3125 if it was a big class discussion everyone in the class would learn ten times
3126 more. The funniest thing, it's in my...one of my computer science classes,
3127 several students in the class keep raising their hands and ask questions
3128 but it's not at the appropriate time in the sequence of what the teacher's
3129 teaching so he refuses to answer their questions. You don't remember to
3130 ask the same questions later on. The longer you leave someone not
3131 knowing, the worse it gets. But I couldn't believe this. I gave this professor
3132 the death glare because you're refusing to answer their questions. These

3133 are the only people in the entire class that care and you won't even answer
 3134 their questions. You have to ignore the people who are ignoring you, yet
 3135 he spends a lot time trying to get them to engage and it doesn't work that
 3136 way. I think the methodologies need to change by professor. You can't
 3137 cater to the people who don't care. I don't see the environment ever
 3138 changing until the college is willing to fail their students.

3139
 3140

3141 INTERVIEWER:

3142 Absolutely. And not accept the tuition then.

3143
 3144

3145 CON2-S-JR

3146 Yeah, but then again because of political reasons that becomes nearly
 3147 impossible, that's a whole other topic. I understand it which makes it even
 3148 more frustrating.

3149
 3150

3151 INTERVIEWER:

3152 You bring up an interesting point when you talk about mentorship. This is
 3153 my next question. How would you define a learner centered teaching
 3154 environment?

3155
 3156
 3157

3158 Let's say I can to you for advice and I say "I'm going to be teaching a
 3159 course next semester and I really want to be learner centered, or another
 3160 term for it is student centered or student focused".

3161
 3162

3163 What types of activities should I be running in my class that demonstrate to
 3164 my students or convey to them that I am student centered and focused on
 3165 their learning?

3166
 3167

3168 And let's pretend it's the size class you're currently in for COM1010. Let's
 3169 say thirty students.

3170
 3171

3172 CON2-S-JR

3173 Well the first thing you got to do is get rid of the square desk formation
 3174 which I don't know why that comes to mind first, but it does. Students go
 3175 through high school and they learn that if they're sitting in rows then they
 3176 don't have to participate. It's embedded behavior, it's not going to work.
 3177 That classes that have always worked best is...some of the computer
 3178 science labs just have long desks and there's a bunch of people trying to
 3179 cram to the corner of the room and we're all on computers...this offers a
 different environment than you normally see because you're chained to the
 computer because the whole class revolves around this concept of you're
 a computer science major. It's...most of the student centered environment
 is when half the kids are turned around talking to kids around them trying
 to solve problems and the professor is literally standing in the middle of the
 room guiding...just almost running acEXPF3 each row guiding everyone to
 get them past where they're stuck and then let everything keep rolling.
 The professor needs to be in the middle of the room not the front. Also
 proximity is another issue, it's so comical. There's probably fifty or sixty
 people in my major computer science class this semester and we're in a

3180 whole lecture hall that can hold hundreds and he lets some people sit in
 3181 the back. The proximity is a whole issue because it feels like you're in a
 3182 desert. And it dislocates you. I personally I don't pay attention...I do my
 3183 work through the entire class because it...I feel like I'm just being yelled at
 3184 acEXPF3 the room and to sit at the front is obnoxious because you're so
 3185 close and he's trying to bellow out to...it's weird to speak for the logistics of
 3186 it but it really is important. If it's student centered then the students have to
 3187 be close to each other. And also one of the things I don't like is in one of
 3188 my we're not allowed to talk to each other because it's bad to steal each
 3189 other's code, but the only thing I see happening when we're talking to each
 3190 other is the sharing of ideas, proliferation of information, and much much
 3191 higher morale.

3192

INTERVIEWER:

3193 Are you saying then working with students in that community aspect would
 3194 help with the learning?
 3195

3196

CON2-S-JR

3197 Yeah, and it stifles...I have one lab where it stifles the lab because every
 3198 company of minutes he's saying "you have to be quiet, you're not allowed
 3199 to talk". An appall comes over the class. People in the middle of technical
 3200 conversations, these are conversations that go a long way in life. Most
 3201 people would die to get that sort of stirring of information in the classroom.
 3202 Its stifle because everyone thinks they're cheating on their assignments
 3203 and it's...I see why they do it and once again it frustrates me but...I hate
 3204 seeing that sort of learning being stifled purposely and explicitly.
 3205

3206

INTERVIEWER:

3207 You brought up some great examples.
 3208 Would you consider your COM1010 instructor to be learner centered?
 3209

3210

CON2-S-JR

3211 She's riding the line.
 3212

3213

INTERVIEWER:

3214 So on a scale from one to ten where would you rank her? With one being
 3215 low and ten being really high.
 3216

3217

CON2-S-JR

3218 She's right in the middle like five.
 3219

3220

INTERVIEWER:

3221 How come?
 3222

3223

CON2-S-JR

3224 The students once again are all in rows and everything and this doesn't
 3225 have to do with proximity, proximity's not an issue here. The major factor
 3226

3227 is...to be honest I don't know where to rank her because the apathy in the
 3228 class is so high that you have to get all the people who care in one spot of
 3229 the room and keep everyone else off in the corners. This is where a bigger
 3230 room would help it's opposite. Because if you put them in a bigger room
 3231 90% of the class would be back there not caring and 10% would be up
 3232 there learning a ton because the teacher would be interfacing with the first
 3233 ten people in the class...and I didn't even think about that when I was
 3234 talking about the proximity before but it's very relative, it's very relative. In
 3235 this case it was keeping apathetic people too close together the teacher
 3236 could not identify which students wanted to participate and the participating
 3237 students were around people who didn't care. It's funny, it was in the back
 3238 of the room I heard discussions about what was going on and it's just so
 3239 funny that they're in the back of the room yet they're the people learning
 3240 the most. They kind of holstered themselves off from everything and are
 3241 getting what they wanted out of the class what they wanted out of the
 3242 class. So they literally had to shield themselves..the environment she has
 3243 that led to that sort of behavior...she could have easily harnessed it but
 3244 she didn't. So that's why it's borderline because she constantly would ask
 3245 the people in the class who have answered questions but she wouldn't stir
 3246 the pot in the one group of people that were constantly talking. It was a
 3247 valuable resource and it was not used throughout the semester.

3248

3249 INTERVIEWER:

3250 Does she provide guidance or feedback as to your performance
 3251 throughout the semester?

3252

3253 CON2-S-JR

3254 Oh quite a bit. I really like how she sits there writing ten minutes after your
 3255 speech because that sort of input is what I need to pass this final speech.
 3256 I have to...I never had to change so much in class to succeed. I never had
 3257 to do that.

3258

3259 INTERVIEWER:

3260 This is my next question. If you could change anything about the course
 3261 you're currently enrolled in what would it be?

3262

3263 CON2-S-JR

3264 Had you asked me this earlier it would have been about the rigidity but
 3265 now that I have accepted that this is what must be I have to think about the
 3266 question again.

3267

3268 INTERVIEWER:

3269 Let's say you could get rid of the rigidness of everything, you could change
 3270 anything that want what would it be?

3271

3272 CON2-S-JR

3273 Don't give that many points to structure because the people in the class
 3274 sound like robots and I'm more of a charismatic type where I believe it's all
 3275 in the emotions and the appeal to the speech which I feel personally would
 3276 succeed in the real world but about 90% of this class was "I'm going to talk
 3277 to you about this, I'm talking to you about this, I talked to you about this". It
 3278 feels like my first my English course and how to write a paper which now
 3279 that I look back, very rigid. Some of these memories that are four years
 3280 ago.

3281

3282 INTERVIEWER:

3283 So maybe do more of the "think outside of the box"?

3284

3285 CON2-S-JR

3286 The greatest class I had was my English 3000 class. It was a class about
 3287 hermaphrodite evolungs. The entire course was about it and I thought the
 3288 whole thing was going to be a joke and I couldn't believe it once I got into
 3289 the class, like "how's this going to work?". But the teacher used it to her
 3290 advantage that it was a topic that no one could simply ignore. She
 3291 interfaced with the students on a subject so bizarre they actually wanted to
 3292 learn about it. The class was all creative, highly creative. She cared more
 3293 about your ability to shock her than about your ability to follow her precise
 3294 instructions. The feel was different; it was a completely different style of
 3295 teaching. And if you could incorporate that into a COM class...you're
 3296 encouraging students to try to be...to creative solve problems than to
 3297 mechanical solve problems. And that is the crux of what I was getting at
 3298 with all the computer science examples is computer science only succeeds
 3299 under creative problem solving. Which with something as rigid as a
 3300 computer it's a paradox, it really is...but it's pure creative.

3301

3302 INTERVIEWER:

3303 And you need to be able to bounce that off of people.

3304

3305 CON2-S-JR

3306 Relating that between English and Computer Science and now
 3307 COM...you're questions have guided me along a common thread
 3308 through...but yeah that's what I would change. I would take the computer
 3309 science's problem solving, the English class's creativity and the COM
 3310 class's rigidity and if you just simply balanced it. That's all you would have
 3311 to do is balance it and you would have a very happy class.

3312

3313

3314

Student Interview
CON2-S-KD

- 3315
3316
3317
3318
3319 INTERVIEWER:
3320 Can you give me an overview of COM1010, and if describe to me what COM1010 is if
3321 you were describing it to family or friends.
3322
3323 CON2-S-KD:
3324 It's a com class, and it is supposed to be teaching me some fundamentals of public
3325 speaking and communication. It's mandatory to graduate. Part of the class is online, part
3326 of it is classroom training.
3327
3328 INTERVIEWER:
3329 How would you describe your instructor's teaching style for COM1010?
3330
3331 CON2-S-KD:
3332 She uses a mix of videos and the online book as well as, I don't know, actually it's a
3333 weird mix actually to me, so it's hard to describe.
3334
3335 INTERVIEWER:
3336 Can you walk me thru what a typical class is like on a non-speech day?
3337
3338 CON2-S-KD:
3339 On a non-speech day, we might actually watch video clips, we might do some in class
3340 activities for engagement points.
3341
3342 INTERVIEWER:
3343 Can you describe what some of those activities might be?
3344
3345 CON2-S-KD:
3346 So if our class is actually studying a specific chapter, and that specific chapter might be
3347 talking about how to handle conflict, you know, we might watch a video and then when
3348 we get done with the video we would take notes, you know during the video to describe
3349 what maybe you observed while watching the video, that you know, hit on the points in
3350 the book, you would just pretty much kinda expound on that.
3351
3352 INTERVIEWER:
3353 Have you encountered any challenges with learning the material in the course?
3354
3355 CON2-S-KD:
3356 Yeah I guess the main reason that there is not a lot of classroom instruction most of it is
3357 just yeah, you read it more on your own, which when I don't have a lot of guidance, I
3358 don't tend to do the reading.
3359
3360 INTERVIEWER:

3361 A lot of people are like that. Are there any teaching strategies that you instructor uses in
 3362 class that you liked that you think helped teach the material? My next, my question after
 3363 that is going to be are there any strategies in particular that you did not like.

3364
 3365 CON2-S-KD:
 3366 Yeah I can't say that there is anything specific about her teaching style that I like. She is
 3367 really thorough so you know if you don't understand in class, everything is filled out
 3368 online as long as you pay for the book and you can get online.

3369
 3370 INTERVIEWER:
 3371 Ok, because they are using the new website right for the books? So you are not using
 3372 blackboard.

3373
 3374 CON2-S-KD:
 3375 Not at all. So it's thorough, its filled out, I don't like the mix of the online, because if I
 3376 wanted to take an online class I would've, but, the only thing that is convenient about it is
 3377 I don't have to come to class to turn in work, or to actually take quizzes, but on the same
 3378 token, I was gonna come to class anyway.

3379
 3380 INTERVIEWER:
 3381 Do you think, are you bored in this class?

3382
 3383 CON2-S-KD:
 3384 Yes because I had to take speech to graduate from high school, so.

3385
 3386 INTERVIEWER:
 3387 Do you think your instructor does a good job at keeping student attention in class?

3388
 3389 CON2-S-KD:
 3390 Yes.

3391
 3392 INTERVIEWER:
 3393 How so?

3394
 3395 CON2-S-KD:
 3396 She has a good personality, you know, she is easy to listen to. She interacts with the
 3397 students. So it's not as if she lectures us and bores us to death.

3398
 3399 INTERVIEWER:
 3400 How would you describe your motivation with regards to this class? So like, how are
 3401 feeling about entering COM1010 before, and how are you feeling about it now. So I've
 3402 talked to, I know it's a required class, I've talking to some students who have been
 3403 petrified to do it for the purposes of just having to do public speaking, and I have talked
 3404 to some seniors already that, I've talked to one today who was saying that they waited to
 3405 the last possible semester to take it, that they needed it for graduation. How are you
 3406 feeling about it were you apprehensive, nervous, didn't care either way?

3407

3408 CON2-S-KD:

3409 I just didn't want to have to take it again. I don't have any problems speaking in public,
3410 well I do but not so much that I will refuse to do it or try to avoid it because that's the
3411 other thing that it seems that it's an unnecessary type of class because in every single
3412 class you're in you are going to have to do a presentation, so we do get a lot of public
3413 speaking opportunities throughout our college career.

3414
3415 INTERVIEWER:
3416 Would say that the students come to class, would you say that they are prepared? They
3417 come to class prepared, they read ahead of time?

3418
3419 CON2-S-KD:
3420 Actually no, nobody reads ahead of time, actually everyone has admitted that since it's
3421 an open book quiz, they just use the book. I don't know anyone who actually read the
3422 chapters.

3423
3424 INTERVIEWER:
3425 How do you prepare for class, if any time, at home, like on a non-speech week?

3426
3427 CON2-S-KD:
3428 I just make sure I go and look at the syllabus and the assignments that are due and
3429 make sure that I take care of that before I get to class.

3430
3431 INTERVIEWER:
3432 Does your instructor provide guidance or feedback to you throughout the semester?

3433
3434 CON2-S-KD:
3435 Yes, for every speech, she just, you know, of course, tell you what you need to work on,
3436 but for the papers, we don't get them back so I don't really know exactly why you know, I
3437 got an A or B or what not, I don't, as a matter of fact, I don't even know, from all my
3438 papers if I got 100%'s or not. I didn't memorize it. I guess my paper grade is ok, because
3439 if it wasn't I would have had to talk to her. Yeah we don't get those papers back with
3440 feedback, like a hard copy of it, I don't know if there is anywhere on the website where
3441 you can go on and look at her comments but as far as the speeches, we get plenty of
3442 feedback.

3443
3444 INTERVIEWER:
3445 Now this is more of a question in general, with you being a senior student, you probably
3446 have a lot to draw from this question. As a college student, what are your expectations
3447 of somebody teaching at the college level? Like what do you want to see from an
3448 instructor? As a student, what are you expecting from the instructor in terms of helping
3449 you learn? This can be in any class, it can be COM1010, it can be any class that you
3450 have taken.

3451
3452 CON2-S-KD:
3453 I guess the biggest thing is that anything that I am going to be tested on, I want the
3454 information presented clearly and concisely during the class period. Other than that I just

3455 expect my teachers to be respectful and try to present it in a way that is interesting and
3456 those are my only expectations.

3457
3458 INTERVIEWER:
3459 This next question, there's no right or wrong answer, I'm just asking everyone for their
3460 own definition of this. How would you define a learner-centered teaching environment?
3461 So let's say I come up to you for advice and I say I am planning on becoming an
3462 instructor, and I really want to be learner-focused or student-focused. What advice would
3463 you give me, like what types of strategies should I use in the classroom to convey that to
3464 my students?

3465
3466 CON2-S-KD:
3467 I don't know, I guess the biggest thing is making sure you have enough interaction with
3468 your class as far as their feedback about what was effective during the class, and I
3469 mean, I know they all, all the teachers do that here, they have to have the surveys too, it
3470 seems like there should be one in the middle of the semester. Some that they can see
3471 so that maybe they can adjust it then and there.

3472
3473 INTERVIEWER:
3474 Would you consider your instructor to be learner centered?

3475
3476 CON2-S-KD:
3477 I guess I have to say no in terms of the fact that we didn't cover all of the material in
3478 class, we only cover some of it in class.

3479
3480 INTERVIEWER:
3481 On a scale of 1 – 10, what would you give her?

3482
3483 CON2-S-KD:
3484 I guess I'll give her a 5, because like I said, she has a good personality, she is likeable,
3485 she is a good communicator, I just, I didn't like the way class was structured so much.

3486
3487 INTERVIEWER:
3488 This probably leads to my next question. If you could change anything about the course,
3489 or course material what would you suggest changing?

3490
3491 CON2-S-KD:
3492 Course material meaning like the textbook?

3493
3494 INTERVIEWER:
3495 It could mean anything like the textbook, the website, activities in the class.

3496
3497 CON2-S-KD:
3498 I like textbooks, the classroom activities I would have liked to see more of them actually.
3499 And like I said just more of the teaching in the classroom as far as the topics that we will
3500 be quizzed on.

3501

Student Interview
CON2-S-KJ

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INTERVIEWER:

Can you give me an overview of what COM1010 is about the way you would describe it to a family or friends. Like, what the course is about.

CON2-S-KJ:

The whole course is basically about improving your overall communication skills, whether in groups or interdependent relationships with family members, friends and in the whole course we practice these skills by providing presentations the whole semester. So, that's really the main course in a nutshell.

INTERVIEWER:

How would you describe your instructor's teaching style for COM1010?

CON2-S-KJ:

Very enthusiastic about what she's teaching, which is a good thing because it shows she really cares about the student learning about the topic. She's very organized and she makes that she'll give insight on things that we're having trouble on or any questions that need to be answered.

INTERVIEWER:

Well, good. Can you walk me through a typical class day would be like in COM1010 on a non-speech day?

CON2-S-KJ:

She'll have us watch videos or like different speeches like informative or persuasive speeches and have us write down the good things or the bad things that happened on different videos and try to critique it.

INTERVIEWER:

Good. Are there any instructional activities the she uses in class you find to be really helpful to your learning the material?

CON2-S-KJ:

Yeah, the video thing where she has us like observe other people do presentations really helps out a lot because it allows us to analyze what people do in those speeches and allows us to incorporate that into our presentations. So, I think how she provides examples helps a lot.

INTERVIEWER:

Yeah. I agree. Were there any activities in the class that you didn't like? Any that you weren't fond of?

CON2-S-KJ:

3548 I mean I'm not really that fond of watching videos or doing some activities where we like
 3549 have to write down stuff in the classroom, but it's like for the better of my learning
 3550 experience so I guess I just have to live with it I guess.

3551
 3552 INTERVIEWER:

3553 Yeah. Are you bored in class?

3554
 3555 CON2-S-KJ:

3556 Sometimes. On some days, yes and on some days we can be interactive so...

3557
 3558 INTERVIEWER:

3559 Do you think she does a good job at keeping the class's attention?

3560
 3561 CON2-S-KJ:

3562 Yeah with the amount of energy and enthusiasm she provides like I believe she keeps
 3563 the class interested.

3564
 3565 INTERVIEWER:

3566 Absolutely. Can you describe your motivation in the class?

3567
 3568 CON2-S-KJ:

3569 I mean it's helping me work on my public speaking skills so like...what was the question
 3570 again?

3571
 3572 INTERVIEWER:

3573 Can you describe your motivation in the class?

3574
 3575 CON2-S-KJ:

3576 Like I said, it helps me work on my public speaking skills so I guess that's a good way to
 3577 get me to practice on that. So, I guess my motivation would be above average.

3578
 3579 INTERVIEWER:

3580 Good. Do you think students come to class prepared? Do you think they read the
 3581 chapters ahead of time?

3582
 3583 CON2-S-KJ:

3584 Honestly, I don't think so because not many people go through and read the syllabus,
 3585 but you know the teacher always sends like small reminders on like what to do and
 3586 what's due or what we need to work on.

3587
 3588 INTERVIEWER:

3589 Good. How much time do you spend preparing for a class let's say on a non-speech
 3590 week?

3591
 3592 CON2-S-KJ:

3593 Not much time really unless I have to do an online quiz and then I'll spend a couple
3594 hours doing the reading and some online practice quizzes. So, it totals up to like 3 hours
3595 per wee on like non-speech weeks.

3596

3597 INTERVIEWER:

3598 Does your instructor provide guidance or feedback to you throughout the semester?

3599

3600 CON2-S-KJ:

3601 Definitely. Yes. She gives us basically a paper that tells us how we did. Basically, what
3602 our strengths are and also what our weaknesses are so that we can improve on those.

3603

3604 INTERVIEWER:

3605 Good. Now this is more of a general question that doesn't necessarily pertain to this
3606 course. As a college student, what are your expectations of somebody teaching at the
3607 college level? Like, what are you expecting from and instructor in terms of your learning?

3608

3609 CON2-S-KJ:

3610 Higher than what I'd expect from a high school teacher. I'd expect them to give a good
3611 amount of guidance and criticism to where it's not putting down the student, but allowing
3612 them to learn from what their mistakes are and allowing them to become better students
3613 throughout their college careers.

3614

3615 INTERVIEWER:

3616 Good. There's no right or wrong answer to this. I'm just asking everyone what their
3617 opinion is. How would you define a learner-centered teaching environment? If I was
3618 coming to you for advice and I said I want to become an instructor and I really want to be
3619 focused on my students, what advice would you give me so I could relay that or convey
3620 that to my students? What activities should I do in class?

3621

3622 CON2-S-KJ:

3623 Well, it really isn't like the activities that get me involved in the classroom. It's more the
3624 teacher's enthusiasm and personality because if I have a teacher that's monotone with a
3625 straight face all day, then it gets really boring. I feel that all teachers need to show a
3626 certain level of enthusiasm and passion for their teaching to make the learning
3627 environment student-centered because that's really what's going to attract students.

3628

3629 INTERVIEWER:

3630 Absolutely. Would you say your instructor is learner-centered?

3631

3632 CON2-S-KJ:

3633 Yeah. Definitely.

3634

3635 INTERVIEWER:

3636 On a scale from 1 to 10 how would you rank her with 10 being really high and 1 being
3637 really low?

3638

3639

3640 CON2-S-KJ:

3641 Like an 8.

3642

3643 INTERVIEWER:

3644 An 8. Ok, last question. If you could change anything about the course, what would it
3645 be?

3646

3647 CON2-S-KJ:

3648 The amount of speeches we do because I feel like we could be doing more speeches in
3649 the class and have them be graded not as much as each other because I feel like we
3650 don't do many speeches in the classroom throughout the whole semester and public
3651 speaking's one of those skills that develop the more you practice. So, that's really the
3652 only thing I'd have to say about that.

3653

3654 INTERVIEWER:

3655 Absolutely. Ok. Well, thank you.

3656

Student Interview
CON2-S-NR

- 3657
3658
3659
3660 INTERVIEWER:
3661 Can you give me an overview of COM1010, and how you would describe it to your
3662 family and friends?
3663
3664 CON2-S-NR:
3665 Basically it's sort of a stressful class, I would say because you have to get up in front of
3666 your classmates and present. It's not something I was really comfortable with, but I
3667 guess I learned how to speak in front of the class a little bit better each time I went up to
3668 present and I'm still kinda, wasn't like my best class to take, I didn't really like it to be
3669 honest.
3670
3671 INTERVIEWER:
3672 I have gotten that a lot! How would you describe your instructors teaching style?
3673
3674 CON2-S-NR:
3675 It's sort of laid back, she didn't really I guess teach much, it was more of, like, just like
3676 preparing for future assignments I guess, she would always tell us when the next
3677 assignment was going to occur and then just getting ready for, but she wasn't like, I
3678 wouldn't say she taught much about public speaking in front of a class.
3679
3680 INTERVIEWER:
3681 Can you walk me thru what a typical class is like during a non-speech day?
3682
3683 CON2-S-NR:
3684 Basically she would show like a video of someone giving a speech I guess, sometimes
3685 and then other times, it was just like, pulling out extra credit assignments to show that
3686 we came to class. Because a lot of it was like, did you come to class or not, sort of thing.
3687
3688 INTERVIEWER:
3689 What were some of those extra credit assignments, like can you give me an example of
3690 one?
3691
3692 CON2-S-NR:
3693 Like she would show a video and then we would have to, I don't know, we would have
3694 to, she gave us something to fill out in the book. I don't really know how to explain it.
3695
3696 INTERVIEWER:
3697 Did you encountered any challenges with learning the material in the course?
3698
3699 CON2-S-NR:
3700 Not really, I just didn't like the quizzes, because a lot of it was just memorization out of
3701 the book.
3702
3703 INTERVIEWER:

- 3704 Were there any teaching strategies that she used in class that you liked?
3705
- 3706 CON2-S-NR:
3707 She asked like questions to the class I guess. A lot of it was sort of just asking the class
3708 what you think of the stuff.
3709
- 3710 INTERVIEWER:
3711 Was there anything in class she did that you didn't like? Any instructional strategies
3712 where you say, you know, I don't really think this helped me learn the material?
3713
- 3714 CON2-S-NR:
3715 Not really, other than just, not really teaching not to do something, I guess.
3716
- 3717 INTERVIEWER:
3718 Did you find yourself bored in the class? Did you find yourself bored in the class?
3719
- 3720 CON2-S-NR:
3721 Yeah
3722
- 3723 INTERVIEWER:
3724 Do you think she does a good job at trying to keep the classes attention?
3725
- 3726 CON2-S-NR:
3727 Yeah I say so, just because she asks a lot of questions to everyone.
3728
- 3729 INTERVIEWER:
3730 How would you describe your motivation in regards to this class? So I've talked to some
3731 students where, I've talk to freshman where they said, ok well, I just, I knew I had to take
3732 it because it is a required course, I've talked to some seniors who said I a graduating
3733 this Spring, I waited to the last semester to take it. How are you feeling approaching this
3734 class? And how are you feeling now that you are in it? How, like, in describing your
3735 motivation in terms of this class, how were you feeling about this class prior to starting it,
3736 were you excited about it? Were you looking at it like a checkbox, like I need this class
3737 to graduate?
3738
- 3739 CON2-S-NR:
3740 I sort of looked at it as a class I needed to graduate. Something I kind of put it off too, to
3741 a later course, in my later years, I didn't really kick it out my freshman year I guess.
3742
- 3743 INTERVIEWER:
3744 Would say that students come to class prepared?
3745
- 3746 CON2-S-NR:
3747 I guess so.
3748
- 3749 INTERVIEWER:
3750 How can you tell?

- 3751
3752 CON2-S-NR:
3753 I guess you can't really tell. I wasn't really paying attention at all.
3754 INTERVIEWER:
3755 Let's say it's a non-speech week? How much time do you think you would spend
3756 preparing for COM1010, if any before class?
3757
3758 CON2-S-NR:
3759 I would say none.
3760
3761 INTERVIEWER:
3762 You already answered my other two. Does your instructor provide guidance or feedback
3763 to you on your performance throughout the semester?
3764
3765 CON2-S-NR:
3766 Yeah, she wrote down stuff on the form of our grade sheet that we got back. Basically
3767 just brief, couple sentences, like did you make eye contact with the class, did you speak
3768 up, just basic stuff like that.
3769
3770 INTERVIEWER:
3771 This is more of a general question. As a college student, and as a senior you'll have probably
3772 taken a lot of classes, so you have a lot to draw on for this? What are your expectations
3773 of somebody teaching at the college level? Like what do you expect out of an instructor
3774 in terms of helping you learn the material?
3775
3776 CON2-S-NR:
3777 I guess just be comfortable with talking in the class I guess. There wasn't a lot of talking
3778 from the instructor about, I guess it is kind of hard to teach someone about
3779 communication, like there is not like a lot of background, like other courses like a history
3780 class you, know, you talk for an hour about history, but the communication class...
3781
3782 INTERVIEWER:
3783 The context is a lot different.
3784
3785 CON2-S-NR:
3786 Yeah I don't know how you teach it.
3787
3788 INTERVIEWER:
3789 There's no right or wrong answer to this question, I'm just asking everyone to define this
3790 in your own words. How would you define a learner-centered teaching environment? So
3791 let's say I come up to you and I say, I want to become an instructor and I want to be, I
3792 want my students to think that I am really student focused in the classroom. What types
3793 of activities do you think I could do or what types of instruction, how should I instruct my
3794 class to convey that?
3795
3796 CON2-S-NR:

3797 I would say, kind of do the opposite of giving points to the class just for coming to the
3798 class. Because it show that it is more of the student's responsibility rather than the
3799 teacher. I guess, I don't know.

3800

3801 INTERVIEWER:

3802 Would you consider your instructor to be learner centered?

3803

3804 CON2-S-NR:

3805 Yes.

3806

3807 INTERVIEWER:

3808 On a scale of 1 – 10?

3809

3810 CON2-S-NR:

3811 6.

3812

3813 INTERVIEWER:

3814 If you could change anything about the course what would it be, if anything?

3815

3816 CON2-S-NR:

3817 Not have all of the course work online. I didn't like that. It was like, it was like 100 points
3818 in quizzes online and I guess I'd rather take that in person on paper. Just because a lot
3819 of it is like you have 30 seconds per question, and like the whole time constraint online
3820 and then you have to worry about...

3821

3822 INTERVIEWER:

3823 Is it gonna crash on you. Anything else?

3824

3825 CON2-S-NR:

3826 Nope.

3827

3828

3829

3830

Student Interview
CON2-S-TM

- 3831
3832
3833
3834
3835 INTERVIEWER:
3836 Can you give me an overview of COM1010, like how you would describe the content of
3837 the course to family and friends, what it's about?
3838
3839 CON2-S-TM:
3840 Well it's the basic instructor on how to properly communicate with an emphasis on oral
3841 presentations and also in business and professional situations.
3842
3843 INTERVIEWER:
3844 How would you describe your instructors teaching style?
3845
3846 CON2-S-TM:
3847 Relatively relaxed, I would say, slightly unstructured. She focuses a lot on giving
3848 examples, kind of teaching by showing and there's not a lot of lecture, there's not a lot of
3849 actual from the book data I guess that is provided.
3850
3851 INTERVIEWER
3852 So you guys kinda read the book on your own?
3853
3854 CON2-S-TM:
3855 Yes.
3856
3857 INTERVIEWER
3858 The examples that she shows, is she doing like demonstrations herself, is she showing
3859 videos?
3860
3861 CON2-S-TM:
3862 Sometimes she will do demonstrations herself more often than not though they are
3863 videos of actually, generally past students doing the speeches.
3864
3865 INTERVIEWER:
3866 Can you walk me thru what a typical class is like on a non-speech day, like some of the
3867 different instructional activities she might do whether it's lecturing or discussion or
3868 anything?
3869
3870 CON2-S-TM:
3871 Yeah there's typically, the class starts with a discussion about what is going on in the
3872 next few weeks, and going over the schedule and syllabus, what we have to expect. If
3873 we have any work that needs to come back to us that is delivered. And then we
3874 generally, she will generally, she will then generally start to talk about a topic whatever
3875 she has on the agenda for the day, and she'll give us a brief overview and then there are
3876 examples, there's really no activities I would say that she really does, on a regular basis,
3877 sometimes there are obviously, but not on a regular basis. And then typically we end the

3878 class with another kind of wrap-up discussion and then another kinda overview of what
3879 we have to expect in the next few weeks.

3880

3881 INTERVIEWER:

3882 When you mentioned she might present on what a topic might be or what she has the
3883 agenda, can you give me an example of what a topic might be?

3884

3885 CON2-S-TM:

3886 Yeah typically it has to do with whatever speech or assignment is coming up, so if we
3887 were talking about the informative speech she would talk about different ways to convey
3888 information.

3889

3890 INTERVIEWER:

3891 Did you encountered any challenges with learning the material in the course?

3892

3893 CON2-S-TM:

3894 No.

3895

3896 INTERVIEWER:

3897 Are there any teaching strategies or activities she used in class that you liked? That you
3898 found helpful in learning the material?

3899

3900 CON2-S-TM:

3901 I did appreciate our, or when she does do activities, they're, they're better than
3902 examples or lectures in the fact that they allow you to not only have to think about what
3903 you are learning, or what you are reading in the book, but they allow you to think about
3904 how you are going to implement them. And it's not, you don't have time to study for, it's
3905 just an off the cuff, this is what I read, this is what she wants me to do, this is how I'm
3906 going to interpret that.

3907

3908 INTERVIEWER:

3909 Can you give me an example of one?

3910

3911 CON2-S-TM:

3912 There is one instance where we actually, we played something of the game telephone,
3913 and we were talking about effective ways to listen and then convey information that
3914 you've heard. So it was, it was, it was actually really difficult because she started and
3915 told a long story and you were expected to listen to that story and then portray it to the
3916 next person, but there is a lot of detail and it came down to the point where you were
3917 trying to get as much of the information as you could through, but you couldn't, so it kind
3918 of showed that it's, I think the point that she was trying to prove with that was that, the
3919 superfluous details aren't really going to matter in the end, because it is the main points
3920 that people are going to walk away with, and so that's what you need to emphasize.

3921

3922 INTERVIEWER:

3923 Were there any activities that you did that you didn't like? That you didn't find helpful?

3924

- 3925 CON2-S-TM:
3926 Not activities, per say, for me the examples that she showed, her past students
3927 speaking, I didn't, that didn't help me at all, I have taken speech classes before so it
3928 maybe was different for other students but I personally did not feel like that was an
3929 effective way.
3930
3931 INTERVIEWER:
3932 Did you find yourself bored in the class?
3933
3934 CON2-S-TM:
3935 Yes.
3936
3937 INTERVIEWER:
3938 Do you think she does a good job at trying to keep people's attention?
3939
3940 CON2-S-TM:
3941 Yes. She does a good job at trying to keep people's attention?
3942
3943 INTERVIEWER
3944 How so, what does she do?
3945
3946 CON2-S-TM:
3947 Well she, she does, actively seeking answers to questions that she's asking. I feel like
3948 the examples helped a lot of people stay focused. Didn't necessarily work for me, but,
3949 that was definitely her reaching out and trying to get people to be interactive. And then
3950 the, the activities that she would do involving certain people, I feel like that was a good
3951 way to keep other people's attention.
3952
3953 INTERVIEWER:
3954 Just going back to some of the activities. Did she ever have you guys do any group
3955 activities with one another, other than the group speech?
3956
3957 CON2-S-TM:
3958 She did, I know she did, but I do not remember what that activity was for some reason.
3959
3960 INTERVIEWER:
3961 How would you describe your motivation in regards to this class?
3962
3963 CON2-S-TM:
3964 Beginning of the semester I was very excited to start the class, I enjoy speech classes,
3965 which makes me an oddball.
3966
3967 INTERVIEWER:
3968 I think you're the first person to say that for interviews. That's a good thing though.
3969
3970 CON2-S-TM:

3971 Towards the end, I mean, it is a required class, it is also the beginning, a very intro class
 3972 for the major that I am currently in so I was excited. To be completely honest, the way
 3973 this class was structured, the way it was taught, kind of drained me throughout, because
 3974 I didn't really feel like I was learning that much. So by the, probably just after spring
 3975 break, it started to just be about the grade that I needed to move on.

3976
 3977 INTERVIEWER:

3978 Would say that students come to class prepared? Do you think they read the material
 3979 ahead of time?

3980
 3981 CON2-S-TM:
 3982 Absolutely not, no.

3983
 3984 INTERVIEWER:
 3985 How can you tell?

3986
 3987 CON2-S-TM:
 3988 She will, in her brief overview, she will talk of key things that people should have read
 3989 and she'll, she'll phrase the sentence like you were supposed to answer, or like it's a
 3990 question, and people will sit there because they don't understand that the words that she
 3991 just used are directly from the book. There is vocabulary being used that they should
 3992 latch onto if they read, and they don't.

3993
 3994 INTERVIEWER
 3995 How do you prepare for class. Let's say it's during a non-speech week. Do you read the
 3996 material ahead of time?

3997
 3998 CON2-S-TM:
 3999 Yes I will, I open the book, I go through it, generally we have 3 or 4 chapters to cover,
 4000 I'll go through, I'll kind of read, I'll skim the chapters, I'll find if there's anything that I've
 4001 never heard of before, I'll read that in depth. Otherwise I'll just kind of brush myself up on
 4002 the key terms. Typically I do that on the weekend and then I come in for classes on
 4003 Tuesday and Thursday.

4004
 4005 INTERVIEWER:
 4006 Does your instructor provide you with guidance or feedback in terms of your
 4007 performance throughout the semester?

4008
 4009 CON2-S-TM:
 4010 Feedback, yes. There is not a lot of guidance. Obviously we get our rubric back with our
 4011 grade, and she'll have dictated what we did wrong, what we did well, or what we could
 4012 use for... but that's kind of it, after that there's not really, there's no emphasis on like the
 4013 next day, she doesn't go over in class what a lot of people struggled with or she doesn't
 4014 really work with anyone in particular about what they need to do better, during the actual
 4015 speech. She'll talk to you about how to plan your speech or how to write your outline, but
 4016 I feel like it's a communication class, with an emphasis on oral communication, and
 4017 there's no guidance there.

4018

4019 INTERVIEWER:

4020 This next question is more general it doesn't necessarily pertain to COM1010. As a
 4021 college student, what are your expectations of someone teaching at the college level?
 4022 What do you expect out of an instructor in terms of helping you learn material?

4023

4024

4025 CON2-S-TM:

4026 Is this exclusively at Wayne State, or is it just in general?

4027

4028 INTERVIEWER:

4029 Anything. Just in general. Anytime, any of the classes you may have taken, just what's
 4030 your expectation walking into a class. What do you want your instructor to do for you?

4031

4032 CON2-S-TM:

4033 Well I expect them to obviously have a deep sense of knowledge in what they are
 4034 teaching. I especially like it when, and I generally expect it, that they have some
 4035 experience other than teaching. So a communication teacher, I would want them to work
 4036 with giving speeches or something like that. I expect them to be respectful, but I also
 4037 expect them to benefit me as a student. Sometimes I feel like they are, there's an
 4038 emphasis on they're there to teach and that's really it. Some situations that is typically in
 4039 their job descriptions to address are not addressed. Problems with other students,
 4040 distractions in the classroom or when a whole, when a large group of people isn't
 4041 understanding subject matter, and I feel like that isn't always addressed, but I expect
 4042 that to be.

4043

4044 INTERVIEWER:

4045 This kinda leads into my next question. I'm gonna lead into this too. How would you
 4046 define a learner-centered teaching environment? So let's say I come up to you for
 4047 advice and I say, I'm gonna be an instructor next semester for class and I really want my
 4048 students to think of me as being a really student centered or student focused instructor.
 4049 What types of instructional strategies or activities should I do in class that you think
 4050 would convey that I'm student centered and I am focused on their learning?

4051

4052 CON2-S-TM:

4053 Well to be focused on a students learning, that is setting you up to not be the students
 4054 favorite teacher because a lot of what students need is the things that they don't like, it's
 4055 not gonna be the group activities that are fun and engaging, and sometimes you have to
 4056 lecture and you have to make sure that people understand the vocabulary and the
 4057 concepts that are coming out of the text, I mean we pay for these books, we expect to
 4058 use them, not a lot of places use them, but they, there is a lot of useful information in
 4059 them and it's really important that that is emphasized because that's why they are there.
 4060 It's also important that you are not necessarily in each individual student, but the student
 4061 as a whole in the classroom, or in the session are being tracked as to, being, their
 4062 progress is being tracked. If they falter on a certain point, then that point needs
 4063 emphasis because if they don't, I mean, assuming that the point that they falter on is still
 4064 a building block for what you are going to teach them next, it's important that if they

4065 didn't learn that, they aren't gonna know it a month from now, but they need to, so you
 4066 need to go back and figure out why they didn't learn that and come at it a new way. And
 4067 it's not the, it's not the easiest way to teach, and it's not the most fun way, but it's the
 4068 most important thing to do is make sure that people are learning.

4069
 4070 INTERVIEWER:

4071 Based on your definition that you just gave me, would you consider your instructor to be
 4072 learner centered?

4073
 4074 CON2-S-TM:

4075 I feel like the intent is there. However, I did not feel her to be learner centered.

4076
 4077 INTERVIEWER:

4078 On a scale of 1 – 10, with one being really low and 10 being really high, where would
 4079 you rank her?

4080
 4081 CON2-S-TM:

4082 6.

4083
 4084 My next question, let's say we put you in charge of everything, if you could change
 4085 anything about the course what would it be? Except for the removing speeches, I've
 4086 gotten that from a few people.

4087
 4088 CON2-S-TM:

4089
 4090 That's obviously important. I actually am gonna go the opposite way. More emphasis
 4091 needed to be put on the speeches and not just, not, adding speeches, the quantity is
 4092 fine, but it is, it really does have to do with the feedback that you are getting. Because
 4093 speaking isn't a quantitative thing, you can't, it's not like math where you have a specific
 4094 set of rules, this is what you follow, it is very much talent that people have and yes you
 4095 can be taught to learn the basics but a lot of people just aren't speakers so it's important
 4096 that the teacher follows up with the students and makes sure that they understand what
 4097 they did wrong. Well first, what they did right, then what they did wrong, and how they
 4098 can improve on that. And even one step further is what you can do to help you know
 4099 how to prevent it...and I feel like that just wasn't there. That's the biggest thing that I
 4100 would fix. I would also change, I mean she gave a lot of examples from past students, but
 4101 those aren't professional speakers, I want to see how, how Steve Jobs fired up the
 4102 people at the, I forget the name of the conference, the tech conferences, I mean he, I
 4103 wrote a paper on Steve Jobs the other week, so it's all fresh in my mind, but the way he
 4104 fired up his people, or you know the way Barak Obama gives an address, or especially
 4105 some of the past presidents, JFK, how he was giving speeches, it's, because that's half
 4106 the reason they got elected. So showing students examples of, you know, if you practice
 4107 and if you get good at this, in this subject matter, this is where you can be, because I
 4108 feel like that will play a lot into the motivation factor of the class. As far as anything else I
 4109 would change, unfortunately I would put a lot more stress on the actual textbook things
 4110 because there are a lot of important points and concepts that come from the book, and
 4111 they weren't really emphasized in the class.

Student Interview
CON3-S-AD

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INTERVIEWER:

Can you give me an overview of Com1010, the way you would describe it to your family or friends, what it's about?

CON3-S-AD:

Basically it's about how to give a speech and how to communicate with people on a personal level, professional level, all different levels of communication. I would actually just say it's basically giving speeches.

INTERVIEWER:

OK. How would you describe your instructors teaching style?

CON3-S-AD:

It's very relaxed. I would say he comes in, he likes to strike up conversations. He's more of a conversationalist teacher...he doesn't like to lecture a lot. He likes a lot of feedback from the students so I'd say he's very relaxed.

INTERVIEWER:

OK, good. Can you walk me through what a typical class would look like during a non speech day? The types of activities you guys might do in class?

CON3-S-AD:

Non speech day, we would walk in, he would ask us, "Have you guys heard public speaking in the news?" Sometimes kids get involved, sometimes they don't. Then someone would say, "oh the CMAs were on the weekend". So sometimes he'll pull up a clip and address, show us what kind of speech this kind of person would give us. Sometimes see musical performances and how someone portrays their lyrics. Then after that, we sometimes go through lecture notes, very briefly though. Then we go back to speaking strategies, we finish what we start. Sometimes he brings up more videos, that kind of thing.

INTERVIEWER:

Has he ever put you put in groups for anything other than the group's speech during class or working through the material in the book?

CON3-S-AD:

No, not really. He hasn't, we've taken quizzes and we pass it to the next person and they grade it for us, but other than the persuasive speech we haven't really gotten together into groups.

INTERVIEWER:

4159 Have you encountered any challenges with learning the material in the
4160 course?

4161

4162 CON3-S-AD:

4163 I think the only challenges is that when he does give us lecture notes he
4164 doesn't put the full, he'll start lecturing and it's hard for some person to
4165 write down exactly what he's saying, he goes a little fast. So the difficulty,
4166 my difficulty is the definition. The definitions in the book, those might come
4167 in to play when I take the final. So my only difficulty in the course would be
4168 that.

4169

4170 INTERVIEWER:

4171 Are there any teaching strategies that he's used in class that you really
4172 liked, that you think really helped you with learning the material?

4173

4174 CON3-S-AD:

4175 I like how he gives us a lot of examples. I like how he shows us videos.
4176 Sometimes, he doesn't show us videos, he lets us listen to audio and have
4177 us decipher how is that a good way, how could we have to see this
4178 person's face to really make a picture of this person. So I like the
4179 examples he gives us, so that's one of the things I like.

4180

4181 INTERVIEWER:

4182 Are there any class' activities that you've done that you haven't like other
4183 than spending more time on the lectures?

4184

4185 CON3-S-AD:

4186 Not necessarily. There isn't really something that I haven't liked, that I was
4187 not happy doing, no.

4188

4189 INTERVIEWER:

4190 Do you find yourself bored in the class?

4191

4192 CON3-S-AD:

4193 Sometimes conversations will drag on, but for the most part when the
4194 audience is engaged, when the class participants are engaged, I'm usually
4195 engaged. So only when the conversation goes past a certain point...I
4196 check out.

4197

4198 INTERVIEWER:

4199 Do you think he does a good job of keeping your attention in class?

4200

4201 CON3-S-AD:

4202 For the most part, yes.

4203

4204 INTERVIEWER:

4205 How so, what does he do?

4206
 4207 CON3-S-AD:
 4208 Again, with the videos. It brings a lot of current politics, current things
 4209 going on in the news, so he really does engage his audience I would say.
 4210 Except with his PowerPoint's he really loses us because he goes too fast.
 4211 He doesn't project himself as much as he could, he doesn't really control
 4212 the class like sometimes there's people talking on the side....and I really
 4213 can't work that way. In that respect, where he loses control of the class
 4214 and you have a lot of side conversations I have a really hard time with that.

4215
 4216 INTERVIEWER:
 4217 How would you describe your motivation in terms of the class, in terms of
 4218 COM1010?

4219
 4220 CON3-S-AD:
 4221 I would say I'm very motivated. I would say like any required class you
 4222 kind of go in just saying let me get through this, and let me get an A. I like
 4223 to go to the class because it's more of break from all the studious stuff, you
 4224 know, you have to do this, this and this. When you go into his class you
 4225 know there's going to be conversation, you know there's going to be
 4226 something relevant to talk about.

4227
 4228 INTERVIEWER:
 4229 Nice break for you then.
 4230 Would you say that students come to class prepared?

4231
 4232 CON3-S-AD:
 4233 No, not necessarily. I really don't think kids come to class prepared.

4234
 4235 INTERVIEWER:
 4236 How can you tell?

4237
 4238 CON3-S-AD:
 4239 I really like..okay no one really takes notes. I don't see a lot of people
 4240 pulling out their notebooks. You know when the teacher pulls out the
 4241 PowerPoint slide you hear all this rustling and people getting their
 4242 notebooks and stuff...again, laxed. People just, you know, they come in
 4243 knowing that more than half the class period is going to be talking about
 4244 something and watching videos and maybe ten to fifteen minutes we're
 4245 going to be doing this stuff. So I wouldn't say people come to class
 4246 prepared and ready.

4247
 4248
 4249 INTERVIEWER:
 4250 How do you prepare for class for a non speech week?

4251
 4252 CON3-S-AD:

4253 I honestly do nothing. I come in with paper, pencil, my
4254 notebook...sometimes if I think I quickly need to go over the notes, I will go
4255 over the notes but other than that I don't spent much time in a non speech
4256 week.

4257
4258 INTERVIEWER:
4259 Does he provide you with guidance or feedback about your performance
4260 for the semester?

4261
4262 CON3-S-AD:
4263 Not in a timely manner, but that also could be because he had a medical
4264 problem...the last two weeks he's kind of been off. He doesn't critique...he
4265 is a very nice person but that might be one of his downfalls....because you
4266 have people that might come into COM1010 thinking this is going to be an
4267 easy class, give me full credit I've done all my speeches but the real point
4268 of COM1010 is learning how to speak. So I kind of wished he critiqued us,
4269 like instead of saying "that was good", say "that was a good speech but
4270 you should have done this, this, and this". Really we haven't gotten any
4271 feedback yet for any of the speeches, we haven't gotten grades for any of
4272 the speeches so I can't really say that he's giving us feedback.

4273
4274 INTERVIEWER:
4275 This is more of a general question, as a college student what are you
4276 expectations of someone teaching at the college level? What do you
4277 expect from an instructor in terms of helping you learn?

4278
4279 CON3-S-AD:
4280 First of all I want him or her to be very, very knowledgeable. Like some
4281 kind of arrogance coming out of them like they know this. That's one of
4282 things I definitely look for in an professor. Another thing, I want them to be
4283 very personable. I want them to be the kind of teacher I can walk up to ask
4284 them a question without feeling this wall like "oh you're a doctor, I can't
4285 come talk to you". Otherwise, I just like to know the teacher is very
4286 knowledgeable, nice, personable, and kind of has a good balance of being
4287 nice and having control. So those are the kinds of things I look for.

4288
4289 INTERVIEWER:
4290 This next question there is no right or wrong answer I'm just asking
4291 everybody for their opinion. I'm going to lead up to this a little bit. My
4292 question is how would you define a learner centered teaching
4293 environment? So let's say I come to you for advice and I say "I'm going to
4294 an instructor for a class this summer and I really want my students to think
4295 of me that I'm really student focused or student centered". What types of
4296 instructional activities or strategies do you think I should use in my
4297 classroom that would convey that I'm student focused and I'm focused on
4298 them learning the material?

4299

4300 CON3-S-AD:
 4301 Again there has to be a balance I would say. There really has to be a
 4302 balance in teaching because you could so easily lose a student. I mean
 4303 even in a fifteen minute presentation you could lose a student. There
 4304 needs to be something where you can keep students focused. So in the
 4305 COM1010 class, give me a PowerPoint, have these points listed but when
 4306 you come up to something like, inflection, show me an example of an
 4307 inflection. Give me a...scare the students, like say...raise your voice and
 4308 they would automatically be like "oh, this is inflection". Pausing, show me
 4309 how Barack Obama speaks and how he pauses, how does he pause and
 4310 show why this is a good thing. So putting videos...relevant videos, I don't
 4311 want videos of someone just repeating what you just said. Give me an
 4312 example, because speaking is so easy to give an example of...bad
 4313 speaking and good speaking. Instead of having five slides of quick bullet
 4314 points give me twenty slides but break it up. You want to show them what
 4315 inflection..is something important you need to know this....give me a video
 4316 of an inflection, give me someone raising their voice with an inflection. So
 4317 that's one of those things...

4318
 4319 INTERVIEWER:
 4320 Good, that's really helpful.
 4321 Would you consider him to be learner centered then?

4322
 4323 CON3-S-AD:
 4324 I think he's learner centered but he's really focused on getting the students
 4325 to like him and that's not a bad thing. But he really doesn't focus on the
 4326 material as much as I would like him to. See this ten to fifteen minute
 4327 lectures that he only puts bullet points on the slides and you barely can
 4328 follow them...that's going to be good for students who don't really care,
 4329 who know that, "listen it's the end of the semester he's easy teacher, as
 4330 long as I give a speech he's going to give me an A". So maybe because
 4331 he gave us this vibe of being an easy teacher everyone doesn't really care
 4332 about the ten minute PowerPoint's. So I wouldn't say he's there yet. I
 4333 really don't, but I think he's really trying to gain the acceptance of the
 4334 students.

4335
 4336
 4337 INTERVIEWER:
 4338 On a scale from one to ten with one being not student centered and ten
 4339 being really student centered where would you rank him?

4340
 4341
 4342 CON3-S-AD:
 4343 6.5

4344
 4345 INTERVIEWER:
 4346 I like the point five part.

4347 My last question, if you could change anything about the course you're
4348 currently in...we put in charge of COM1010, what would it be? Other than
4349 eliminating speeches because students have already tried that one.

4350

4351 CON3-S-AD:

4352 I don't really mind speeches that much. One thing I would change about
4353 COM1010...I really like it, I don't mind it at all. Personally I don't like
4354 group speeches, not because I don't like working with people...it's
4355 because you give someone a grade based on three or four or five other
4356 people...depending how many people you have in your group. So I don't
4357 like group speeches because it requires...not that I'm against it, I don't
4358 want to make it seem like I don't like working with people but in a speech
4359 you want to be the focus of attention. You want to be able to drive your
4360 own speech in a certain way and when you work with people, especially
4361 since it's only a Tuesday and Thursday class people are not willing to
4362 come to campus on a day they don't have to come to campus. So I don't
4363 like group speeches in that respect. Maybe give me a persuasive speech
4364 that I...I could easily give a fifteen minute persuasive speech. That's the
4365 one thing I don't like, group speeches, because

4366 A – Its either one person doing all the work

4367 or

4368 B – It really leads to not a cohesive speech because we don't have enough
4369 time. So that's one thing I would change.

4370

4371 INTERVIEWER:

4372 I think it's kind of hard too for the group speech at least my impression of it
4373 is that you're, let's say you and I are doing a presentation together it's not
4374 just a typical presentation you might do in another class where we're
4375 presenting material together, it's that depending on how I speak if I'm not
4376 using an inflection, if I'm using "um, um, um" throughout that affects your
4377 grade vs. other presentations where you can sometimes have that weaker
4378 link but they might be very good at compiling the information, they may not
4379 be your stronger speaker, you might not give them as much of a speaking
4380 part so I can see where that can come up as a challenge.

4381

4382 CON3-S-AD:

4383 Yeah but he just give us the option to have the person not good at
4384 speaking to give it to another person and let them read the speech. But
4385 even with that how can they write the speech if you're giving it. You can
4386 give me an outline I'm totally going to go off course if I see this one line
4387 that I just want to go on a tangent. So it's problematic. Got to find the right
4388 people, you really have to work together and can't just be "give me two
4389 days, half hour each". There's no way you can really get a cohesive
4390 speech that way. So I mean it kind of helps he's not a hard grader and
4391 he's really trying to gain acceptance from the students but for another
4392 teacher I'm not sure how it works. I know we had a substitute because he
4393 had this thing, and I know she wouldn't accept a non cohesive, choppy

4394 speech. One person was going off tangent, put their head down...how
4395 could that reflect on me? I'm not that kind of speaker. So that's one of
4396 things I don't like in speech because speech is not one of things you can
4397 collaborate with. You can collaborate with a lot of other subjects but I just
4398 don't think speech is a good idea.

4399
4400 INTERVIEWER:
4401 Good.
4402 Anything else you would change?

4403
4404 CON3-S-AD:
4405 You mean in regards to him?

4406
4407 INTERVIEWER:
4408 Just even the course and if you were in charge of teaching it?

4409
4410 CON3-S-AD:
4411 I don't know. I don't think I would...it's kind of long. I think if you shorten
4412 up the class you could really take out irrelevant stuff that you're presenting
4413 and just give us straight forward information...give us some
4414 examples...you can still give us the videos but don't go on for so long. I
4415 think giving us the hour and half time period lets him go on tangents
4416 because he thinks he has time.

4417
4418 INTERVIEWER:
4419 Do you guys ever have time in class to do your group speeches or group
4420 work together?

4421
4422 CON3-S-AD:
4423 We had half hour, again, two times we had half hour each and that's why
4424 I'm not really fond of it. I can't see how I'm suppose to....I have my speech
4425 on Tuesday and half my group really knows what kind of form we're taking
4426 and I have to take charge of that and I'm just afraid if they don't address
4427 the points they're suppose to address how does that reflect on me
4428 especially because we're doing this pro kind of view. So that's difficult but
4429 I'll get through it. He's an easy teacher so hopefully...but I don't think he's
4430 teaching style especially the PowerPoint's is going to help me in the final.
4431 Because now I have to go through the book, I have to make sure I
4432 understand everything. So in that regards I would change his teaching
4433 style and maybe the time period. Slow it down a little bit and focus on the
4434 material.

4435
4436 INTERVIEWER:
4437 Thank you.
4438 Thank concludes the interview.

Student Interview
EXP1-S-AS

- 4439
- 4440
- 4441
- 4442
- 4443 INTERVIEWER:
- 4444 Can you give me an overview of COM1010 just like what the course is about?
- 4445
- 4446 EXP1-S-AS:
- 4447 So far, my perception is it's about how to communicate with the public really. We have
- 4448 projects on public speaking and stuff like that, but the main point is communicating with
- 4449 other people.
- 4450
- 4451 INTERVIEWER:
- 4452 Great. How would you describe your instructor's teaching style?
- 4453
- 4454 EXP1-S-AS:
- 4455 Let's see. I guess I'd say it's I guess it's based more around the book, which is
- 4456 expected, but I'm satisfied with it.
- 4457
- 4458 INTERVIEWER:
- 4459 Is she interactive? Is she laid back?
- 4460
- 4461 EXP1-S-AS:
- 4462 I think she is more laid back, but she does try to interact with the class, but it's a morning
- 4463 class so people are, you know...
- 4464
- 4465 INTERVIEWER:
- 4466 They're still waking up.
- 4467
- 4468 EXP1-S-AS:
- 4469 Yeah,
- 4470
- 4471 INTERVIEWER:
- 4472 Can you walk me through what a typical class might be like on a non-speech day? What
- 4473 are some of the typical activities you might do in class? Or...
- 4474
- 4475 EXP1-S-AS:
- 4476 People usually come in and she'll just get started with sort of exercises to get everyone
- 4477 to talk about something and that's usually how she takes attendance. From there, we'll
- 4478 just go over whatever lesson we have for the day. She'll maybe show us a video based
- 4479 on it or something and then we'll usually have an exercise at the end of class as well
- 4480 and then yeah that's it.
- 4481
- 4482
- 4483 INTERVIEWER:
- 4484 Have you encountered any challenges with learning the material in the course?
- 4485

4486 EXP1-S-AS:
4487 No, not really.
4488
4489 INTERVIEWER:
4490 Are there any teaching strategies your instructor used or activities throughout the
4491 semester that you've really liked and that you've found helpful?
4492
4493 EXP1-S-AS:
4494 Really the speeches and the self-reflection papers help me actually see what I need to
4495 do to improve on for the future.
4496
4497 INTERVIEWER:
4498 Ok. Is there anything any instructional activities or anything that's gone on in the class
4499 that you didn't like?
4500
4501 EXP1-S-AS:
4502 Not really.
4503
4504 INTERVIEWER:
4505 Good. Are bored in the class?
4506
4507 EXP1-S-AS:
4508 No, not anymore than I expected.
4509
4510 INTERVIEWER:
4511 Do you think she does a good job of trying to keep everyone's attention?
4512
4513 EXP1-S-AS:
4514 Yeah.
4515
4516 INTERVIEWER:
4517 How so?
4518
4519 EXP1-S-AS:
4520 She just really makes it a point to direct statements kind of to certain students and you
4521 know, ask them what they think of it instead of saying something and randomly picking
4522 on someone and saying ok what did I just say.
4523
4524 INTERVIEWER:
4525 Kind of like building off material, too.
4526
4527 EXP1-S-AS:
4528 Yeah.
4529
4530 INTERVIEWER:
4531 How would you describe your motivation in regards to the class?
4532

- 4533 EXP1-S-AS:
4534 Can you rephrase that?
4535
- 4536 INTERVIEWER:
4537 How...So, I've interviewed the freshmen who are like ok I know this is a required gen ed.
4538 I'm taking it now. I've interviewed some seniors who've said this is my last semester. I've
4539 put this off because it's public speaking. How do you feel about it? Were you looking
4540 forward to it? Were you not? Did you care about how well you did?
4541
- 4542 EXP1-S-AS:
4543 I guess it's sort of one of those things like I'll get out of the way now. I didn't really like
4544 have a problem with public speaking or anything. I saw she had good ratings on
4545 RateMyProfessor so I figured I'd just take it.
4546
- 4547 INTERVIEWER:
4548 Good. Would you say students come to class prepared?
4549
- 4550 EXP1-S-AS:
4551 I don't think a lot of people read the book ahead of time. I think they usually know the
4552 gist of what we'll be covering that day.
4553
- 4554 INTERVIEWER:
4555 How do you prepare for class? Do you read the book ahead of time?
4556
- 4557 EXP1-S-AS:
4558 No I don't to be perfectly honest....
4559
- 4560 INTERVIEWER:
4561 Does your instructor provide guidance or feedback throughout the semester on your
4562 performance?
4563
- 4564 EXP1-S-AS:
4565 Yeah. Whenever we have a big assignment she'll always give us an evaluation sheet
4566 saying this is what you need to do and then in any case if I feel like I've been wrongly
4567 penalized I can ask her if I have a problem to explain it.
4568
- 4569 INTERVIEWER:
4570 This next question is a general question. So, it's not necessarily focused on COM1010,
4571 but as a college student, what are your expectations of somebody teaching at the
4572 undergraduate level? Like, what do you expect out of an instructor in terms of helping
4573 you learn?
4574
- 4575 EXP1-S-AS:
4576 Really to have open office hours, to give us a clear idea of what's expected from us in
4577 the class and if we're getting marked down on papers to explain why and how to
4578 improve it the next time. That's really it.
4579

4580 INTERVIEWER:
4581 Ok. There is no right or wrong answer for this question. Would you say that your
4582 instructor is learner-centered? Or student-centered?
4583
4584 EXP1-S-AS:
4585 I guess try to relate all the examples in the book to real world things and things
4586 happening on a week to week basis instead of what was written two years ago.
4587
4588 Instructor:
4589 Right.
4590
4591 EXP1-S-AS:
4592 Here's some examples from back then so...
4593
4594 INTERVIEWER:
4595 Ok. That's really helpful. Anything else?
4596
4597 EXP1-S-AS:
4598 I'd say also to really...That's it I think.
4599
4600 INTERVIEWER:
4601 Would you say that your instructor is learner-centered?
4602
4603 EXP1-S-AS:
4604 Yeah. Definitely.
4605
4606 INTERVIEWER:
4607 On a scale of 1-10 where would you rank her?
4608
4609 EXP1-S-AS:
4610 Probably a 9. I mean, I am not going to say she's my favorite teacher I've ever had, but
4611 she hasn't really done anything wrong worth complaining about. It's just she's good at
4612 her job.
4613
4614 INTERVIEWER:
4615 Good. Ok my last question. If you could change anything about the course, what would it
4616 be?
4617
4618 EXP1-S-AS:
4619 Nothing.
4620
4621 INTERVIEWER:
4622 Nothing.
4623
4624 EXP1-S-AS:
4625 It's pretty much what I expected.
4626

4627 INTERVIEWER:
4628 Great.

Student Interview
EXP1-S-JNM

- 4629
- 4630
- 4631
- 4632 INTERVIEWER:
- 4633 Can you give me an overview of what COM1010 is about?
- 4634
- 4635 EXP1-S-JNM:
- 4636 I guess it's about the different ways we communicate with other people and the different
- 4637 degrees to which we communicate with other people and categorizing I guess functions
- 4638 of communication in different ways others communicate. I guess categorizing them in
- 4639 more scientific jargon.
- 4640
- 4641 INTERVIEWER:
- 4642 Wonderful. How would you describe your instructor's teaching style?
- 4643
- 4644 EXP1-S-JNM:
- 4645 I think that she's actually pretty motivating. She tries to use examples in the class. It's
- 4646 just a shame that the class is so unmotivated. I don't exactly understand what the
- 4647 correlation is. She is lecturing from the book and then she pulls it back kind of into our
- 4648 lives I guess. She does use a lot of examples. She tries to help us also with YouTube
- 4649 videos.
- 4650
- 4651 INTERVIEWER:
- 4652 Can you walk me through a typical class day would be like during a non-speech day?
- 4653
- 4654 EXP1-S-JNM:
- 4655 During a non-speech day.
- 4656
- 4657 INTERVIEWER:
- 4658 Like, how does she start off class?
- 4659
- 4660 EXP1-S-JNM:
- 4661 I guess he starts off class – she used to start if off with a question that would get people
- 4662 interested. Like, something that wasn't mundane and not out of the textbook and then
- 4663 usually went over the textbook or as I recall most of it was speeches and writing
- 4664 speeches a little bit. When we were out of the textbook she would write down concepts
- 4665 and the different words on the blackboard and then she would kind of go over them and
- 4666 like list them off.
- 4667
- 4668 INTERVIEWER:
- 4669 Have you encountered any challenges with learning the material in the course?
- 4670
- 4671 EXP1-S-JNM:
- 4672 The book online is extremely awful. I guess it's not any different from the book in person.
- 4673 Personally, I like hate online anything. It's difficult for me. I just can't sit at a computer
- 4674 screen. I need to physically turn it with my hand or else I will fall asleep.
- 4675

- 4676
4677 INTERVIEWER:
4678 I'm the same way. I have a hard time focusing. Too many pop-ups and Are there any
4679 teaching strategies in the class she uses that you really liked or that you thought were
4680 really helpful?
4681
4682 EXP1-S-JNM:
4683 I mean, I thought she was a fine teacher. For some reason, the class was kind of shitty. I
4684 don't know – just kind of like unmotivated and boring. She was like a fine teacher.
4685 Everything she was doing was – she was using her voice to kind of pick people up and
4686 asking us like a lot of personal questions and things like that. It's the relationship that
4687 she's forming with the students that I think was really it. That's what I really liked about it.
4688
4689 INTERVIEWER:
4690 Good. Were there any instructional activities you guys had to do in the class that you
4691 didn't like?
4692
4693 EXP1-S-JNM:
4694 I mean pretty much anything relating to the book or the terms. Anything that wasn't
4695 related to the speeches – it was pretty awful.
4696
4697 INTERVIEWER:
4698 Would you say that you are bored in class?
4699
4700 EXP1-S-JNM:
4701 Yeah. Yeah, for a good part. It's just the lack of interest of everyone else and the subject
4702 material. When I came into the class I just expected it to be a class I had to take and it
4703 would be a hard class not to pass and get a good grade on.
4704
4705 INTERVIEWER:
4706 Do you think she does a good job at keeping the class's attention?
4707
4708 EXP1-S-JNM:
4709 I think kind of. It's like sorry I'm distracted. Could you ask the question one more time?
4710
4711 INTERVIEWER:
4712 Do you think she does a good job at keeping the class's attention?
4713
4714 EXP1-S-JNM:
4715 I guess she keeps the class's attention alright, but it's like the material is just too dry to
4716 hold anyone's attention so I mean not really. It's too hard.
4717
4718 INTERVIEWER:
4719 How would you describe your motivation in regards to the class?
4720
4721 EXP1-S-JNM:

4722 My motivation is really on getting the grade. I want an A, but it's really hard to read those
4723 chapters. They're long and really just simple ideas.

4724
4725 INTERVIEWER:
4726 You should see what the old book is like then. They're still using it in some of the other
4727 sections and it's horrible. Would you say that students come to class prepared? Do you
4728 think they do the readings ahead of time?

4729
4730 EXP1-S-JNM:
4731 No.

4732
4733 INTERVIEWER:
4734 How can you tell?

4735
4736 EXP1-S-JNM:
4737 Because I don't do the readings ahead of time.

4738
4739 INTERVIEWER:
4740 Well, that leads me to my next question? How do you prepare for class? Do you do any
4741 readings?

4742
4743 EXP1-S-JNM:
4744 I literally have a class from 8:30 until 9:30 and class starts at 9:30 so I'm walking from
4745 the other class to this class and in regards to the readings, in the first half of the class I
4746 was and then the chapters just we had to read too many and they were too awful so I
4747 just stopped. Then you can take the tests multiple times so I am like why am I reading
4748 the chapters if I just take the test five times it takes just as long as reading one of the
4749 chapters and I get the same grade.

4750
4751 INTERVIEWER:
4752 Yeah. I think that's going to be a recurring theme in my presentation. Like, we don't like
4753 the book.

4754
4755 EXP1-S-JNM:
4756 Right.

4757
4758 INTERVIEWER:
4759 Does she - does your instructor provide guidance or feedback on your performance
4760 throughout the semester?

4761
4762 EXP1-S-JNM:
4763 Yeah she does. She actually emailed all of us. Well, I assume she emailed all of us.
4764 She emailed me and said like here's your grade. Here are my comments on your grade
4765 for the speech so that was nice. Yeah, yeah that was nice. That was really helpful.

4766
4767 INTERVIEWER:

4768 Wonderful. That's really nice. Now this is more of a general question. But, as a college
4769 student, what are your expectations of somebody teaching at the college level? Like,
4770 what are you expecting from and instructor in terms of your learning?

4771
4772
4773 EXP1-S-JNM:
4774 I expect a level of interest in the subject. I expect a degree of professionalism, like
4775 seriousness, but I also expect a degree of new information, you know, an extrapolation
4776 of kind of be building upon it. I expect – it's an academic environment and maybe it's just
4777 me, but I have this personal expectation that they're willing to expound on information
4778 like build on things instead of like no this is what the book says and we're going to stick
4779 to this. She doesn't do that, but other teachers do.

4780
4781 INTERVIEWER:
4782 Yep. Absolutely. This next question there's no right or wrong answer to and I will give
4783 you an example of this. How would you define a learner-centered teaching environment?
4784 Let's say I come to you and say I am becoming an instructor this summer and I really
4785 want to be student-focused. I really want my students to think of me as student-focused
4786 in my teaching. What types of instructional activities I should include in my class that
4787 would convey that to students?

4788
4789 EXP1-S-JNM:
4790 That it's student focused?

4791
4792 INTERVIEWER:
4793 That it's student – centered. Yep.

4794
4795 EXP1-S-JNM:
4796 I mean, when I think of the alternative high schools that my friends went to I didn't
4797 realize that they really are alternative because of alternative teaching styles. That's what
4798 makes them alternative and I heard from my friends – I had friends that went to those
4799 types of high schools – and they said they called all of their teachers by their first name.
4800 That to me was an interesting thing. I don't understand why people have the status
4801 thing going on. That is kind of unnecessary, but really when I think of teaching styles that
4802 really work with the student I think of like building on student ideas and actually trying to
4803 understand the students. I'm a philosophy major and with my teachers when I start
4804 talking they are like well, yeah, no and they just kind of like keep going, but I would like
4805 really like for them to try to understand me and...

4806
4807 INTERVIEWER:
4808 Kind of let you think it through.

4809
4810 EXP1-S-JNM:
4811 Right. Right, and it's kind of important to let me understand the material in my own way
4812 and like have them try to be as adaptable as they can and try to understand me.

4813
4814 INTERVIEWER:

4815 Absolutely. Would you consider your instructor to be learner-centered?
4816

4817 EXP1-S-JNM:

4818 Yeah. Yeah, I would. I mean, she's very understanding. She's very mindful that I've kind
4819 of had a few situations where I missed the test and I was like aw, I missed the test and
4820 she let me go back and let me work on it. She opened it up again for 3 hours. She's
4821 really been pretty great at like connecting with the students and then like trying to make
4822 them, you know, make the material as understandable to us as she can.
4823

4824 INTERVIEWER:

4825 On a scale from 1 to 10 with 1 being very low and 10 being very high, where would you
4826 rank her as far as being learner-centered?
4827

4828 EXP1-S-JNM:

4829 I'd say she's at least an 8.
4830

4831 INTERVIEWER:

4832 An 8. Ok. And my last question is if you could change anything about the course that
4833 you're currently enrolled in, what would it be?
4834

4835 EXP1-S-JNM:

4836 Just get rid of the book. There's no reason for the book. You don't need it. Everything in
4837 the book is the same problem I have with psychology. They just have fancy ways of
4838 saying really simple things. They just have this jargon that drives me crazy because it's
4839 so unnecessary. You're never going to use that language.
4840

4841 INTERVIEWER:

4842 Absolutely. I don't think you're ever going to say yeah, my ethos or the pathos.
4843

4844 EXP1-S-JNM:

4845 Right. Right and like you can still learn those things, but you don't need the book.
4846

4847 INTERVIEWER:

4848 Right. Absolutely.
4849

4850 EXP1-S-JNM:

4851 It's unnecessary.
4852

4853 INTERVIEWER:

4854 Right. Well, thank you.

Student Interview
EXP1-S-SB

- 4855
4856
4857
4858 INTERVIEWER:
4859 Can you give me an overview of content, and if you were telling your friends, or
4860 somebody off the street what it's about?
4861
4862 EXP1-S-SB:
4863 Sure, COM1010 is mainly about how you speak, nonverbal communication, you know,
4864 the way people present themselves, the movements that they make that could suggest
4865 that they are speaking to you but they are really not. There is different ways of
4866 communicating, lots of different ways of communicating with people. Determining like
4867 ethos, you know, logos, and pathos and all that fun stuff. You learn a lot in COM1010, I
4868 actually learned a lot. Pretty much how to interpret the way people talk to you and the
4869 way to talk to other people.
4870
4871 INTERVIEWER:
4872 Can you describe your professor's teaching style?
4873
4874 EXP1-S-SB:
4875 It's a little dry at times, but other than that, no she is a great professor, she is not harsh
4876 in any way, she is just really calm, she gets her point acEXPF3, which is what you want,
4877 so.
4878
4879 INTERVIEWER:
4880 Can you walk me thru what a typical class is like, non-speech days?
4881
4882 EXP1-S-SB:
4883 A typical lecture, open book kind of thing and she just kind of goes over vocabulary and
4884 what the chapter is about and she lets us know when our quizzes are going to be you
4885 know and she will be like just so you know, these are your chapters you need to review
4886 because your quiz will be on this day, so make sure you study, so we are just like ok.
4887
4888 INTERVIEWER:
4889 Does she just lecture, does she do any activities in the class?
4890
4891 EXP1-S-SB:
4892 Oh yeah, she will ask us, she calls them attendance questions and that's how she takes
4893 attendance, she will ask us something related to the subject and she will say I want you
4894 to think about, I want you to think about this particular question and I am going to go
4895 around the room counter clockwise and see what you guys come up with that relates to
4896 the chapters.
4897
4898 INTERVIEWER:
4899 Have you encountered any challenges with learning the material in this class?
4900
4901 EXP1-S-SB:

4902 If, if any, I've never taken a COM class before, and I think if anybody that hasn't taken
4903 COM1010, it's probably new for them, which it is new for me, so I did have a little hard
4904 time at first but I've, I've started to understand very quickly once she started explaining
4905 the material, so it's not that hard.

4906

4907 INTERVIEWER:

4908 Are there any teaching strategies in particular that you like that she does?

4909

4910 EXP1-S-SB:

4911 She engages with us. She uses the classroom activities to keep us involved and I think if
4912 she didn't do the activities, then it would be boring without it so.

4913

4914 INTERVIEWER:

4915 Are there anything she does that you don't like?

4916

4917 EXP1-S-SB:

4918 She says "um" a lot, it's like that awkward moment of silence, "um, ok any questions?
4919 Um, um, ok, ok".

4920

4921 INTERVIEWER:

4922 In its content.

4923

4924 EXP1-S-SB:

4925 Yeah

4926

4927 INTERVIEWER:

4928 Are you bored in this class?

4929

4930 EXP1-S-SB:

4931 Sometimes, yes.

4932

4933 INTERVIEWER:

4934 Do you think she does a good job at trying to keep the classes attention?

4935

4936 EXP1-S-SB:

4937 Yes, she definitely does, no doubt about that.

4938

4939 INTERVIEWER:

4940 How so?

4941

4942 EXP1-S-SB:

4943 She, she tries to stay in tuned with the class, she'll ask us questions, you know, how are
4944 you guys doing today, you know, she tries to keep us in tune, but it is early in the
4945 morning after all, so, I have a 9am class.

4946

4947 INTERVIEWER:

4948 How would you describe your motivation in regards to this class?

- 4949
4950 EXP1-S-SB:
4951 I think if you try to pass the class, you're going to pass the class, you just got to be there
4952 because if you are not there, obviously participation does count for your grade.
4953 INTERVIEWER:
4954 How did you feel coming into this class? Because I know it is required so I've met with
4955 some students and they have been freaked out and delayed it because they don't like
4956 the idea of public speaking and others have said, I really don't care, I just knew I had to
4957 do it.
4958
4959 EXP1-S-SB:
4960 Yeah I really didn't care I just knew I had to have it.
4961
4962 INTERVIEWER:
4963 Would say that students in your class come prepared?
4964
4965 EXP1-S-SB:
4966 A majority of them, yes.
4967
4968 INTERVIEWER:
4969 How can you tell?
4970
4971 EXP1-S-SB:
4972 They have their books ready, they have their notebooks, their pens, and pretty much
4973 everything on their desk by the time she hits the door. So we already know what's
4974 expected.
4975
4976 INTERVIEWER:
4977 Now, on non-speech days, how do you prepare for class?
4978
4979 EXP1-S-SB:
4980 Non-speech days, normally we just, non-speech days, we don't have many of those.
4981
4982 INTERVIEWER:
4983 How much time, let's say in a week do you think you spend studying for COM1010 or
4984 preparing for...
4985
4986 EXP1-S-SB:
4987 Probably a day out of 7.
4988
4989 INTERVIEWER:
4990 We talked about how students currently participate. Do you think your instructor provides
4991 guidance to you throughout the class or feedback throughout the semester?
4992
4993 EXP1-S-SB:
4994 She does, but I don't think its specific enough, she's a little brief so sometimes you have
4995 to ask her questions in order to get the right answer. She won't tell you.

- 4996
4997 INTERVIEWER:
4998 As a college student, what are your expectations of somebody teaching at the
4999 undergraduate level? What do you want to see from an instructor?
5000
5001 EXP1-S-SB:
5002 I want to see that they enjoy teaching and class, you know, it, the instructor makes all
5003 the difference in the classroom setting so, pretty much, you, we would want to see the
5004 instructor be engaged and kind of make us like the class because sometimes that's all it
5005 takes, so.
5006
5007 INTERVIEWER:
5008 What do you think the role of the instructor should be in COM1010?
5009
5010 EXP1-S-SB:
5011 The role of the instructor, just to teach you know, be active.
5012
5013 INTERVIEWER:
5014 When you say active can you...
5015
5016 EXP1-S-SB:
5017 Upbeat, you know, fun with it, kind of thing.
5018
5019 INTERVIEWER:
5020 There's no right or wrong answer here, I'm just asking you for what's your definition of
5021 this. How would you define, or what do you think a learner-centered teaching
5022 environment would be comprised of, or, when I say learner-centered, I also mean
5023 student-centered, like student-focused? What do you think that would look like? What
5024 should that look like? What should the instructor be doing?
5025
5026 EXP1-S-SB:
5027 There should definitely, students should definitely be in class for this, she should be
5028 walking around the classroom, granted it's not that big but sometimes it's easier to see if
5029 students missed. Asking us if we understand something or if we don't understand
5030 something. Peace and quiet sometimes, the whole class is just talk, talk, talk and
5031 sometimes there is just not enough time to think to do something so sometimes I hear
5032 kids in the class who are like, God she just won't stop talking, I can't think and you know,
5033 yeah, that's how that works.
5034
5035 INTERVIEWER:
5036 Would you consider her to be a learner-centered instructor?
5037
5038 EXP1-S-SB:
5039 What on a scale from 1- 10?
5040
5041 INTERVIEWER:
5042 Let's say of a scale of 1 -10.

5043
5044 EXP1-S-SB:
5045 I'd pry give her like a 7.
5046
5047 INTERVIEWER:
5048 If you could change anything about the course what would it be?
5049
5050 EXP1-S-SB:
5051 Instructor wise? Or course wise?
5052
5053 INTERVIEWER:
5054 Course wise, or how it's taught.
5055
5056 EXP1-S-SB:
5057 I think that learning the material like we should go a little bit more in depth with it, I
5058 mean, the book is a little dry and it doesn't explain things that well, but I think that if you
5059 were to, if she were to give us assignments and actually do it then yeah, I, I think that
5060 would help a lot.
5061
5062 INTERVIEWER:
5063 Like in-class activities?
5064
5065 EXP1-S-SB:
5066 Yes.
5067
5068

Student Interview
EXP2-S-EJ

- 5069
5070
5071
5072
5073 INTERVIEWER:
5074 Can you give me an overview of COM1010 and how you would describe it to your family
5075 or friends.
5076
5077 EXP2-S-EJ:
5078 It's a very interesting class, we talk about a lot of topics. All of the topics relate to the
5079 students in some way and the class itself is very engaging like, there's a lot of
5080 participation going on and the instructor himself, he, he is, he can relate to the students
5081 and everything and it helps that he is like a younger guy. And overall, it's a nice class,
5082 like you learn a lot in it.
5083
5084 INTERVIEWER:
5085 How do you describe his teaching style?
5086
5087 EXP2-S-EJ:
5088 His style is really laid back. It's, it's like very informative, you know he always has a lot of
5089 facts, I'd say that as far as his style it's, it's engaging like when he, he doesn't just like
5090 talk at you, he talks with you and he has you participate also and like, and any feedback
5091 he wants from you, you can just give him, so he is real open.
5092
5093 INTERVIEWER:
5094 Are there any particular instructional strategies he uses that you like? Does he just stand
5095 there and lecture, does he, you said group discussion, does he...
5096
5097 EXP2-S-EJ:
5098 Yeah there is a lot of group discussion, he will break up the PowerPoint and we will talk
5099 about it just briefly and then he will go into like a short video or he will bring up a daily
5100 speech and then after that he will bring up some up group topics, then we will talk
5101 amongst ourselves and then we will talk overall as a class.
5102
5103 INTERVIEWER:
5104 Are there any instructional strategies that he has done that you don't like?
5105
5106 EXP2-S-EJ:
5107 No, not this semester, no.
5108
5109 INTERVIEWER:
5110 Would you say you are bored in this class?
5111
5112 EXP2-S-EJ:
5113 Not at all.
5114
5115 INTERVIEWER:

5116 You think he does a good job of keep everyone's attention?
5117

5118 EXP2-S-EJ:

5119 Yeah he keeps our attention very well. I get that it's a serious class, but at the same time
5120 we are able to joke around and bring in our own opinions and it's nice.
5121

5122 INTERVIEWER:

5123 How motivated were you in regards to this class? So I'm interviewing a lot of different
5124 students so I've got some that are the seniors that have waited until the last possible
5125 semester to take it because it is a speech class. I have talked to other students who
5126 have been really nervous about it. How are you been feeling about it? You didn't mind
5127 either way, or?
5128

5129 EXP2-S-EJ:

5130 When I came in, I picked the class, personally, even though it was part required, I
5131 wanted to take it because in high school I took debate and speech already so I, I was
5132 used to like that kind of environment so, it was exciting for me to take it.
5133

5134 INTERVIEWER:

5135 Would say that students in your class come prepared? Do you think like they read the
5136 material ahead of time?
5137

5138 EXP2-S-EJ:

5139 Sometime no, because like, EXPF2, he gives like so much information in class, like
5140 sometimes you don't even have to need the book, that's kind of like how good he is at
5141 teaching what, but like, it helps, like to read the book, when it's exam time or anything,
5142 but usually students take home prepare like an open mind to the class.
5143

5144 INTERVIEWER:

5145 On a non-speech week, during a week how much time do you think you give preparing
5146 for COM1010? For class? Assignments, reading materials ahead of time, checking the
5147 syllabus?
5148

5149 EXP2-S-EJ:

5150 I check my email like once or twice a day because just in case like he'll just randomly
5151 bring up a topic or just give us a little reminder but usually as far as studying or
5152 something, maybe 1 or 2 hours. Not that long.
5153

5154 INTERVIEWER:

5155 Ok, you kind of already answered my next question, because my next question is how
5156 do students currently participate in class and it sounds like he does a lot of group
5157 discussions where he breaks you up into small groups and then brings everything back.
5158 Is there anything else you can think of that you guys do?
5159

5160 EXP2-S-EJ:

5161 In particular, no. I'll like, just from what I've experienced, everything is very open.
5162

5163 INTERVIEWER:
5164 Does your instructor provide guidance to you in class or throughout the semester? Like
5165 feedback?

5166
5167 EXP2-S-EJ:
5168 As far as like outside of class...

5169
5170 INTERVIEWER:
5171 Or even during class, whether its comments on assignments or feedback after
5172 speeches.

5173
5174 EXP2-S-EJ:
5175 Yeah he gives a lot of feedback, he also helps us like prep for these speeches, like he'll
5176 maybe show us like a video clip of maybe a student last semester to see what they did
5177 and maybe give us guidelines to help us go thru the right decisions and what not.

5178
5179 INTERVIEWER:
5180 This can be a general question, as a college student, what are your expectations of
5181 somebody teaching at the college level? Like what do you want to see from an
5182 instructor? What do you think their role should be in the classroom?

5183
5184 EXP2-S-EJ:
5185 As far as the role, they should be very organized and on task, punctual, and EXPF2, he
5186 is all that, yeah like, I come in there and I didn't know what to expect from a college
5187 professor or anything like that, but they should really be on task and know what they are
5188 talking about.

5189
5190 INTERVIEWER:
5191 There's no right or wrong answer to this so I'm just asking everyone for how you would
5192 define this in your own words. How would you define a learner-centered teaching
5193 environment? So learner-centered or student-centered, if I am coming to you and said, I
5194 am an instructor and I want my classroom to be very focused on the learner, what do
5195 you think that might look like. How should I be teaching the class if I wanted to be
5196 student focused.

5197
5198 EXP2-S-EJ:
5199 Well student focused, you wouldn't be sitting behind the desk the whole day, or standing
5200 behind the podium, you would walk around the class, engage them, if you give them an
5201 assignment you walk around and see how they are progressing, stuff like that.

5202
5203 INTERVIEWER:
5204 Do you consider your instructor to be learner centered?

5205
5206 EXP2-S-EJ:
5207 Yes

5208
5209 INTERVIEWER:

5210 On a scale of 1 – 10, where would you rank your him?

5211

5212 EXP2-S-EJ:

5213 9

5214

5215 INTERVIEWER:

5216 Can you provide some examples on why you think he is learner-centered?

5217

5218 EXP2-S-EJ:

5219 Because usually, he gives us our group discussions instead of just sitting back on his

5220 laptop, he will tell us we will get about 5-10 minutes to talk in our groups and he will

5221 come around, and then after that, then he will come around and engage us all in the

5222 overall class.

5223

5224 INTERVIEWER:

5225 If you could change anything about the course that you are currently in what would it be?

5226 Course material wise?

5227

5228 EXP2-S-EJ:

5229 Maybe, I don't know, I wouldn't change anything, it would be more things I would want to

5230 talk about maybe, like if they came to mind, like more discussion sections. Just different

5231 topics in general.

5232

5233

5234

5235

Student Interview
EXP2-S-IH

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INTERVIEWER:

Can you give me an overview of COM1010, and as you would describe it to your family or friends.

EXP2-S-IH:

To my family and friends and I would just describe it as your everyday speech class for getting together for learning how to communicate better with people, it's the stereotypical what somebody would think of when they have a speech class.

INTERVIEWER:

Can you describe your instructors teaching style?

EXP2-S-IH:

It's definitely very interactive. He'll have his PowerPoint, but during the PowerPoint if I go out crack a joke, or if another student cracks a joke, it's usually me, but he'll just, everybody will laugh and he'll roll with it, he will keep going with that for a while and then he will go back to his PowerPoint. He is not very rigid at all.

INTERVIEWER:

Can you walk me thru what a typical class is like during a non-speech day like how class starts, the different types of activities you might do?

EXP2-S-IH:

Well he starts out with his PowerPoint, in the PowerPoint he will scatter 2 or 3 speeches, YouTube videos, and we'll talk about each speech, we'll talk about what's in, what's on the PowerPoint itself, everybody will put out their opinions, jokes cracked, and then we just sometimes have a group discussion, sometimes we have little assignments at the end.

INTERVIEWER:

The assignments at the end, are those in class activities?

EXP2-S-IH:

Yeah they are just, give me 6 sentences about what your opinion on this is.

INTERVIEWER:

Are there any teaching strategies that he uses in class in particular that you really liked?

EXP2-S-IH:

Definitely the interaction. I've had a lot of, I used to go to Michigan State and I had a lot of 300 people lecture halls where they just, they lecture and they don't questions, if you have a question, email your TA tomorrow.

5283 INTERVIEWER:
5284 Where there any instructional strategies this semester that he used that you didn't like?
5285 That you weren't big, that you weren't really fond of?

5286
5287 EXP2-S-IH:
5288 Yeah he made me speak.

5289
5290 INTERVIEWER:
5291 Yeah, I have gotten that a couple of times. How would you describe your motivation in
5292 terms of this class, I know some students were apprehensive about it.

5293
5294 EXP2-S-IH:
5295 I wasn't looking forward to this class at all. I had a speech class at Michigan State, it
5296 wasn't great, it transferred over as credits, it didn't transfer as a class, so I had to take it
5297 again, I was just, ok I know this, but EXPF2 made it great.

5298
5299 INTERVIEWER:
5300 Would say that students in your class come prepared?

5301
5302 EXP2-S-IH:
5303 As prepared as you can be, it's just a discussion, you can't prepare for a discussion with
5304 other people.

5305
5306 INTERVIEWER:
5307 Do you think people are reading the book chapters ahead of time?

5308
5309 EXP2-S-IH:
5310 There are a few who definitely are, because they know what is going on, but there are a
5311 lot of people who just don't talk and you can clearly tell they are just there to be there.

5312
5313 INTERVIEWER:
5314 Do make eye contact and hope you don't get called on. How do you prepare for classes
5315 during a non-speech week? How much time do you think do you think you typically
5316 spend preparing?

5317
5318 EXP2-S-IH:
5319 I go over the lecture slides that he posts, right before the class, to be completely honest,
5320 I really study spend that much time.

5321
5322 INTERVIEWER:
5323 15 – 20 mins?

5324
5325 EXP2-S-IH:
5326 Yeah a typical review of slides.

5327
5328
5329 INTERVIEWER:

5330 Does your instructor provide guidance or feedback throughout the semester?

5331

5332 EXP2-S-IH:

5333 Yeah after each speech or any written assignments he will definitely critique it and all of
5334 those things are helpful and I have gotten a lot better with my speaking over the course
5335 of the term.

5336

5337 INTERVIEWER:

5338 As a college student, what are your expectations of somebody teaching at the
5339 undergraduate level? What are you expecting an instructor to do? What would be their
5340 role?

5341

5342 EXP2-S-IH:

5343 I expect the instructor to be the sage on stage it's terrible and it doesn't, it hasn't worked
5344 for me, but unfortunately that's just what I expect the teacher, I don't expect somebody
5345 like EXPF2. Like I said, coming into this class, completely dreading it, but EXPF2 made
5346 it good. I want more teachers like EXPF2.

5347

5348 INTERVIEWER:

5349 How would you define a learner-centered teaching environment. So if I told you, I want
5350 to, I am going to be an instructor and I want to be more student-focused, what do you
5351 think that should mean to me in class? What should I do as an instructor to show my
5352 students that I am student-focused?

5353

5354 EXP2-S-IH:

5355 Well I could just go with the obvious answer of focusing of the students, but, interaction
5356 is really the big thing. Make sure you know what your students are good at, make sure
5357 you know what they are bad at and just focus, focus on what they are bad at so that they
5358 become good at it.

5359

5360 INTERVIEWER:

5361 Do you think in class activities would help that?

5362

5363 EXP2-S-IH:

5364 Yes and no, there are some people that it helps and some people that it doesn't.

5365

5366 INTERVIEWER:

5367 Would you consider EXPF2 to be learner centered?

5368

5369 EXP2-S-IH:

5370 Yes.

5371

5372 INTERVIEWER:

5373 On a scale of 1 – 10?

5374

5375 EXP2-S-IH:

5376 8.5.

5377
5378 INTERVIEWER:
5379 Can you provide some examples to demonstrate how he is learner or student-centered.
5380
5381 EXP2-S-IH:
5382 Well his feedback is always spot on, it, I just didn't want to give him a 10, because, don't
5383 want to inflate his ego more than mine, because I have a big ego.
5384
5385
5386 INTERVIEWER:
5387 If you could change anything about the course what would it be?
5388
5389 EXP2-S-IH:
5390 If I could change anything it would be, there's, there's one set of students that it's like,
5391 about half of the class that actually interacts and the other half just slides by. I would
5392 want him to call on them and get a few of their opinions every now and then.

**Student Interview
EXP2-S-JP**

- 5393
5394
5395
5396
5397 INTERVIEWER:
5398 Can you give me an overview of COM1010? How you would describe it to like your
5399 family and friends?
5400
5401 EXP2-S-JP:
5402 It's a class where you learn how to talk in front of a large crowd and then practice what
5403 you learn.
5404
5405 INTERVIEWER:
5406 How do you describe your instructors teaching style?
5407
5408 EXP2-S-JP:
5409 I love it, EXPF2 is one of the best teachers I have ever had, had, I talk to him about
5410 anything and then he can be fun and take it serious and so you actually learn and you're
5411 having fun then you are going to remember the information a lot better.
5412
5413 INTERVIEWER:
5414 Is he, when we talk about teaching style, is he interactive, does he come in and just
5415 lecture to you?
5416
5417 EXP2-S-JP:
5418 He'll give a description of what we are going to learn and then we watch a daily speech
5419 and then he is like, see what he does here, see what he does here, all that kind of stuff.
5420
5421 INTERVIEWER:
5422 So he's pointing out the relevance to you.
5423
5424 EXP2-S-JP:
5425 Like he uses that in your interviews and stuff.
5426
5427 INTERVIEWER:
5428 Can you walk me thru what a typical class is like on a non-speech day? From start to
5429 finish, kind of like what the format might look like?
5430
5431 EXP2-S-JP:
5432 He'll say like good morning, all that kind of stuff and he'll give an outline of what we are
5433 gonna do that day, he usually starts off with a basic, like overview, and then he goes into
5434 group speech and then we discuss the speech and then like, I get a daily writing
5435 assignment.
5436
5437 INTERVIEWER:
5438 Are there any teaching strategies that he uses or different class activities that you
5439 particularly like?

5440
5441 EXP2-S-JP:
5442 Yeah but daily speeches are best because I see how other people talk and then I want
5443 to do that in my speeches.
5444 INTERVIEWER:
5445 More examples.
5446
5447 EXP2-S-JP:
5448 Yeah like I actually get an example instead of this is what you do. He shows other
5449 people doing it and that just tells you how to do it.
5450
5451 INTERVIEWER:
5452 Are there any instructional strategies or activities that he has done in class that you don't
5453 like?
5454
5455 EXP2-S-JP:
5456 No, not really. Like my other classes like the teachers give you handouts and stuff to
5457 read and then they don't discuss it, but he discusses everything he does, he makes it
5458 clear.
5459
5460 INTERVIEWER:
5461 Does he have you do anything in groups? Any group activities?
5462
5463 EXP2-S-JP:
5464 Yeah
5465
5466 INTERVIEWER:
5467 What kind of stuff does he have you do?
5468
5469 EXP2-S-JP:
5470 Right now we are doing a group speech and the other stuff is like proof writing and stuff.
5471
5472 INTERVIEWER:
5473 Would you say you are bored with this class?
5474
5475 EXP2-S-JP:
5476 No.
5477
5478 INTERVIEWER:
5479 Do you think he does a good job at keeping your attention?
5480
5481 EXP2-S-JP:
5482 Yeah
5483
5484 INTERVIEWER:
5485 How so?
5486

- 5487 EXP2-S-JP:
 5488 Like he can, he's funny, and he can keep your attention and he transfers that to a
 5489 serious learning style and then he goes back to funny stuff and retain information a lot
 5490 better.
 5491
 5492 INTERVIEWER:
 5493 How would you describe your motivation in regards to this class? Prior to starting
 5494 COM1010, were you apprehensive, were you nervous?
 5495
 5496 EXP2-S-JP:
 5497 I was really nervous because I am not a very good speaker.
 5498
 5499 INTERVIEWER:
 5500 I'm getting that a lot from a lot of the people that I am talking too. How are you feeling
 5501 now that you are in it? Are you motivated to do well in the class? Do you think you will
 5502 do well?
 5503
 5504 EXP2-S-JP:
 5505 I'm motivated, I'm less nervous now so it makes it much easier.
 5506
 5507 INTERVIEWER:
 5508 Much more bearable right? Would say that students come to class prepared?
 5509
 5510 EXP2-S-JP:
 5511 Yeah
 5512
 5513 INTERVIEWER:
 5514 Do you think they come in reading the materials ahead of time?
 5515
 5516 EXP2-S-JP:
 5517 He doesn't really give a lot of reading, it's usually just in class and then speeches.
 5518
 5519 INTERVIEWER:
 5520 How can you tell that students are prepared?
 5521
 5522 EXP2-S-JP:
 5523 Because they come, they sit down, you know, they talk till class is ready to start and
 5524 then once he says hey good morning and all that stuff, they are ready to learn.
 5525
 5526 INTERVIEWER:
 5527 How much time do you spend on your own time preparing for COM1010. Like in a week
 5528 on a non-speech week, how much time do you spend preparing?
 5529
 5530 EXP2-S-JP:
 5531 Not a lot, probably like a couple hours.
 5532
 5533 INTERVIEWER:

5534 Do you encounter any challenges when you are preparing for the class?
5535

5536 EXP2-S-JP:

5537 No.
5538

5539 INTERVIEWER:

5540 You kind of already answered this next one, my next question was how do students
5541 currently participate in class, you are saying he has got a lot of group activities and
5542 group writing. Does he engage students, are there any question and answers where
5543 students have any opportunities to talk?
5544

5545 EXP2-S-JP:

5546 Yeah it is really interactive. He'll ask a question, we'll answer, and he'll ask a question
5547 back and we will tell him what we think.
5548

5549 INTERVIEWER:

5550 So more of a conversation going on in class. Does he provide guidance to you in class
5551 like guidance or feedback throughout the semester like on your performance?
5552

5553 EXP2-S-JP:

5554 Yeah, like he does give like your grades back to you and then the next week he is giving
5555 us our overall grades for the exams to see what we got. So we know how we are doing.
5556

5557 INTERVIEWER:

5558 This can be a general question I guess, as a college student, what are your expectations
5559 of somebody teaching at the undergraduate level? What are you expecting from an
5560 instructor? What do you think makes a good instructor?
5561

5562 EXP2-S-JP:

5563 Well what I am expecting from my first semester is for the teacher not to care, but that's
5564 not how EXPF2 is because in my other classes like the teacher gives you homework
5565 wouldn't talk to you nothing, and even if you email him, he won't give you a response,
5566 but EXPF2 engages you and makes it fun.
5567

5568 INTERVIEWER:

5569 There's no right or wrong answer to this question, I'm just asking undergrad students
5570 how they would define this. Tell me how you would define this sentence. How would you
5571 define a learner-centered teaching environment? So if I came to you and said I'm an
5572 instructor, I'm going to be an instructor and I want to be really learner centered, or
5573 learner focused, or student focused. What do you think that looks like? What do you
5574 think would, what do you think a student centered or student focused instructor would
5575 do?
5576

5577 EXP2-S-JP:

5578 If the student is like a visual learner then you would give them, watch videos and stuff,
5579 and then if he was like, just a hearing learner, then he would just talk, so a learner
5580 centered teacher, just does what is best for the student to retain the information.

5581
5582 INTERVIEWER:
5583 So they customize.
5584
5585 EXP2-S-JP:
5586 Yeah
5587
5588 INTERVIEWER:
5589 Would you consider EXPF2 to be student centered?
5590
5591 CON1-S-DI:
5592 Yeah, he has a lot of teaching styles, he does the videos, he does the lectures, and so
5593 he incorporates it all. He just doesn't stick to one format.
5594
5595 INTERVIEWER:
5596 On a scale of 1 – 10, how would you rank him as being student focused?
5597
5598 CON1-S-DI:
5599 Probably like a 9.
5600
5601 INTERVIEWER:
5602 A 9?
5603
5604 EXP2-S-JP:
5605 Yeah
5606
5607 INTERVIEWER:
5608 If you could change anything about the course you are currently enrolled in what would it
5609 be? Other than like eliminating speeches, you can't do anything with that.
5610
5611 CON1-S-DI:
5612 I'd probably make the class a little longer.
5613
5614 INTERVIEWER:
5615 Like a 3 hour class?
5616
5617 EXP2-S-JP:
5618 Yeah

Student Interview
EXP2-S-KH

- 5619
5620
5621
5622
5623 INTERVIEWER:
5624 Can you give me an overview of COM1010, and as you would describe it to family and
5625 friends.
5626
5627 EXP2-S-KH:
5628 It's a course where you get better communication, better communication among others
5629 and learn how to use social cues, and everything like that.
5630
5631 INTERVIEWER:
5632 Can you describe EXPF2's teaching style?
5633
5634 EXP2-S-KH:
5635 I think he is the best professor I have ever had. I went to OCC before this. I had a few
5636 professors, this is my first time at Wayne and this semester is the best.
5637
5638 INTERVIEWER:
5639 What do you think he does that makes him so great?
5640
5641 EXP2-S-KH:
5642 He just talks to us like we are regular people, I think that that's huge, he just doesn't talk
5643 to us like we are students at Wayne State, he relates with us.
5644
5645 INTERVIEWER:
5646 Is he interactive?
5647
5648 EXP2-S-KH:
5649 Oh yeah, extremely interactive. He pulls people out of the crowd and he'll ask us
5650 personal questions, he calls us by our name, and he shows us videos that make us
5651 intrigued even more.
5652
5653 INTERVIEWER:
5654 Can you walk me thru what a typical class is like during a non-speech day?
5655
5656 EXP2-S-KH:
5657 Yeah, he give us a PowerPoint presentation about our supplement and our book and he
5658 usually lays out an overview and he'll have a speech of the day and he will tell us what,
5659 ask us what we think of this speech he is giving us, and then he will describe it like, what
5660 do you think was powerful, or what do you think was good about this speech, and what
5661 wasn't.
5662
5663 INTERVIEWER:
5664 Are there certain teaching strategies that he has used in class, or different activities, or
5665 group activities, that you have liked, that you think have been helpful?

5666
5667 EXP2-S-KH:
5668 Yes, visuals, definitely visuals. And his PowerPoints aren't boring, like he has a hour and
5669 half class I think and he maybe only uses 40 minutes of PowerPoint and then he shows
5670 us a 10 minute video and then he talks to us, it's easy.
5671
5672 INTERVIEWER:
5673 Are there any activities that he does that you don't like?
5674
5675 EXP2-S-KH:
5676 No.
5677
5678 INTERVIEWER:
5679 Would you say you are bored with this class?
5680
5681 EXP2-S-KH:
5682 No. It's the most interesting class I have ever had.
5683
5684 INTERVIEWER:
5685 So do you think he does a good job at keeping everybody's attention?
5686
5687 EXP2-S-KH:
5688 Oh by far.
5689
5690 INTERVIEWER:
5691 So he is engaging in the class and asking different questions?
5692
5693 EXP2-S-KH:
5694 Oh yes.
5695
5696 INTERVIEWER:
5697 Would say that students come to class prepared?
5698
5699 EXP2-S-KH:
5700 Yeah, I mean, you don't really, on non-speech days, you don't really need anything and
5701 then what he discusses are pretty straight forward out of the book, so you don't really
5702 need to take any notes.
5703
5704 INTERVIEWER:
5705 How do you prepare for classes, let's say it's a non-speech week? How much time do
5706 you think at home, are you probably spending preparing for COM1010 before classes?
5707
5708 EXP2-S-KH:
5709 I just do a quick glance of the chapter and then he'll usually posts the PowerPoint online.
5710 I'll usually look over it and see what he is about to discuss and that way I can have
5711 something to contribute to class. So like 10 minutes.
5712

5713 INTERVIEWER:

5714 Does he provide guidance to you or feedback throughout the semester?

5715

5716 EXP2-S-KH:

5717 Oh yeah, yeah, every time, even during a speech he rates us, he grades us, and he tells
5718 us where we are weak and stuff like that, we also have to fill out audience analysis
5719 before the test, and even how we think we are going to do and he leaves notes on there
5720 like you struggled with this the last time, try not to move to podium, or you know use
5721 better hand signals or eye contact so yeah he gives a lot of positive feedback.

5722

5723 INTERVIEWER:

5724 In general, as a college student, what are your expectations of somebody teaching at
5725 the college level? Like what do you expect from an instructor? What do you think their
5726 role should be in your learning?

5727

5728 EXP2-S-KH:

5729 To teach me extremely, it's actually frustrating here at Wayne because I have a lot of
5730 classes that I don't ever learn anything in because their teaching styles, I really don't,
5731 don't learn, I have to teach myself, like and it's just out of a book, so I think that in order
5732 to become a professor you should be more like EXPF2 or you know, up to his standard
5733 about relating and actually talking to the audience.

5734

5735 INTERVIEWER:

5736 Now this question that I am going to ask you there's no right or wrong answer to this
5737 question, I'm just asking everyone to define this in your own words. How would you
5738 define a learner-centered teaching environment? So if I came up to you and said, I'm
5739 preparing to be an instructor and I really want to be like learner or student focused. What
5740 do you think should I do in my classroom, what makes someone a student-focused
5741 instructor? What types of activities would reflect that?

5742

5743 EXP2-S-KH:

5744 Less, less PowerPoints and more down to Earth teaching, you know, just straight
5745 forward is just boring, I mean, it's 2013, you gotta be able to talk to people, to look at
5746 people, I think a huge thing that EXPF2 does is memorize all of our names, and then he
5747 calls on us by name. He knows what we are strong at and he knows what we are weak
5748 at, so he will make it almost into like a joke too you know, if he knows that we don't know
5749 the answer he will call on us so we think about it more, and he visuals is huge.

5750

5751 INTERVIEWER:

5752 Do you think EXPF2 is a learner centered instructor?

5753

5754 EXP2-S-KH:

5755 Oh yeah.

5756

5757 INTERVIEWER:

5758 On a scale of 1 – 10?

5759

5760 EXP2-S-KH:

5761 10.

5762

5763 INTERVIEWER:

5764 If you could change anything about COM1010 what would it be, with how it is being
5765 taught right now?

5766

5767 EXP2-S-KH:

5768 EXPF2, I, can it be outside of EXPF2's class?

5769

5770 INTERVIEWER:

5771 Yeah it can be the course, the material, anything.

5772

5773 EXP2-S-KH:

5774 As far as EXPF2's class, yeah best class, I wouldn't change anything. But I have friends
5775 in different classes and they said a lot of their teachers are just boring and they are real
5776 strict on time restrictions and stuff like that, and EXPF2 is just not like that. But yeah I
5777 would change that. I would give like 30 second windows you know before and after.

Student Interview
EXP3-S-LA

- 5778
5779
5780
5781 INTERVIEWER:
5782 Can you give me an overview of your course, of COM1010, if you were gonna tell
5783 friends or family?
5784
5785 EXP3-S-LA:
5786 Yeah, the course is really fun. I like how she lectures the book was really hard to
5787 understand but she made it easier and towards the end of the semester she had us work
5788 in groups and actually present each chapter which was very, very good because we
5789 actually understand it from our point of view. And other than that, she is really nice and
5790 she makes everything clear but we need to know what we need to have done, and...
5791
5792 INTERVIEWER:
5793 Can you describe her teaching style?
5794
5795 EXP3-S-LA:
5796 She's, she knows her stuff, she knows what she is talking about, she is very helpful, she
5797 usually went over the chapters and then she had us work in groups, do little group
5798 activities and stuff...
5799
5800 INTERVIEWER:
5801 Would you say she is interactive?
5802
5803 EXP3-S-LA:
5804
5805 INTERVIEWER:
5806 Can you walk me thru what a typical class is like during non-speech days?
5807
5808 EXP3-S-LA:
5809 Ok, usually we had to, she had to go over the chapters so she does that first and then
5810 she has us do a little group activity and then she does over the course supplement, what
5811 we have to do. She asks if we have any questions, which most people do, and then she
5812 answers all our questions.
5813
5814 INTERVIEWER:
5815 Have you encountered any challenges with learning the material in this course?
5816
5817 EXP3-S-LA:
5818 No.
5819
5820 INTERVIEWER:
5821 Are there any teaching strategies that she has you that you really liked, or any activities
5822 in the class where you are like that is a really good idea, or this helped me learn the
5823 material.
5824

- 5825 EXP3-S-LA:
5826 Yeah, a lot of examples, she uses a lot of examples, like I said the book was really hard
5827 to understand. She made it easier using a lot of examples, not from the book, but she is
5828 like real life related examples.
5829
- 5830 INTERVIEWER:
5831 Was there anything in particular, any teaching strategies that you didn't like in particular?
5832
- 5833 EXP3-S-LA:
5834 No.
5835
- 5836 INTERVIEWER:
5837 Would you say you are bored with this class?
5838
- 5839 EXP3-S-LA:
5840 No. Absolutely not.
5841
- 5842 INTERVIEWER:
5843 Do you think she does a good job at keeping everyone's attention?
5844
- 5845 EXP3-S-LA:
5846 Yeah, I just keep taking notes the whole time.
5847
- 5848 INTERVIEWER:
5849 Can you describe your motivation in regards to this class? A lot of the students that I've
5850 been interviewing I've had the students that have delayed this classes because it is the
5851 speaking class and I've had others that said, no I just took it because I know I have to.
5852 How would you say, how were you feeling approaching this? Were you apprehensive,
5853 were you, you didn't care?
5854
- 5855 EXP3-S-LA:
5856 This is actually the third time that I have registered for this class. 2 times, I registered
5857 and I dropped it because the syllabus scared me so this is my last semester so I have to
5858 take it. I can't go anywhere, so, but after that, after the first week everything was good,
5859 it's not as bad as it looks.
5860
- 5861 INTERVIEWER:
5862 What about your peers, how motivated do you think they are in class, about the class?
5863
- 5864 EXP3-S-LA:
5865 They are motivated, there are some that participate a lot, they look like they are paying
5866 attention, there are some other ones that...
5867
- 5868 INTERVIEWER:
5869 They are just there, or not there... Would you say that students come to class prepared?
5870 Overall?
5871

- 5872 EXP3-S-LA:
5873 I believe so. Even though she tells us to read the chapters and everything before we go
5874 to class, I don't know if everyone does that, I didn't do that all the time, but I tried to do it.
5875
- 5876 INTERVIEWER:
5877 How can you tell the students come prepared or not, like if they read the stuff ahead of
5878 time?
5879
- 5880 EXP3-S-LA:
5881 Well usually when she puts us in groups, we know that, we know that we have to
5882 present our part, so we know if the students are usually looking down and reading the
5883 book for the first time, you can tell.
5884
- 5885 INTERVIEWER:
5886 Not making eye contact. How do you prepare for a non-speech day during any given
5887 week? How much time do you think you devote to COM1010 course material? If you had
5888 to be honest?
5889
- 5890 EXP3-S-LA:
5891 2 hours.
5892
- 5893 INTERVIEWER:
5894 2 hours. Is that just kind over reading notes?
5895
- 5896 EXP3-S-LA:
5897 Just, yeah, just making sure I do everything that is supposed to be done and just looking
5898 over the chapter, trying to understand.
5899
- 5900 INTERVIEWER:
5901 My next question, which I think you answered is how do students currently participate in
5902 class, but it sounds like she calls out a lot of questions and a lot of group activities, so I'll
5903 leave that.
5904
- 5905 EXP3-S-LA:
5906 She does.
5907
- 5908 INTERVIEWER:
5909 Does you think she provides guidance to you in class or feedback throughout the
5910 semester?
5911
- 5912 EXP3-S-LA:
5913 Yes, especially when we have that, that goal setting assignment, and the other, when
5914 you were supposed to evaluate yourself. At the end she gives you a lot of feedback on
5915 what you were supposed to, you know, prepare for next time, what you are supposed to
5916 do.
5917
- 5918 INTERVIEWER:

5919 Can you explain the goal setting assignment to me in a nutshell?

5920

5921 EXP3-S-LA:

5922 The goal setting assignment was after the first speech so we were supposed to write,
5923 you know, what we thought we did good on and what we thought we did bad on, and
5924 what we wanted to improve for our second speech.

5925

5926 INTERVIEWER:

5927 And she provided feedback on that?

5928

5929 EXP3-S-LA:

5930 Yes she did.

5931

5932 INTERVIEWER:

5933 As a college student, and this can be in general, what are your expectations of
5934 somebody teaching at an undergraduate level? Like what do you expect from an
5935 instructor?

5936

5937 EXP3-S-LA:

5938 Well I don't expect them to teach us, or to be that, like, you know when you're in high
5939 school, you want more guidance, you want more explanation. I don't expect that from a
5940 college professor. You know, you're pretty much on your own, you gotta do your own
5941 work, your professor can't walk you through every step of the way.

5942

5943 INTERVIEWER:

5944 What do you think the role, how would you describe your instructor's role in COM1010?
5945 What do you think her role is in the classroom, in the course?

5946

5947 EXP3-S-LA:

5948 She's supposed to help us to speak publically and not be scared.

5949

5950 INTERVIEWER:

5951 Create a comfortable environment?

5952

5953 EXP3-S-LA:

5954 Yeah.

5955

5956 INTERVIEWER:

5957 This next question there's no right or wrong answer, I'm just asking students if you can
5958 provide your own definition of this, so I'm not looking for anything in particular. How
5959 would you define a learner-centered, or a student-centered teaching environment? What
5960 do you think that would look like if I said, I'm an instructor and I want to have, I want my
5961 classroom to look like its student centered. What do you think I should be doing to make
5962 it student centered? Focused on you the learner.

5963

5964 EXP3-S-LA:

5965 First I would, or you the teacher would put the chairs in like a circle so like we could all
5966 face each other and like we can give our own opinion so that everyone can look at us
5967 and hear us. That's you know, student centered. So our attention isn't all on the
5968 instructor, we have have our attention to each one of us.

5969 INTERVIEWER:

5970 Anything else?

5971

5972 EXP3-S-LA:

5973 No, overall it's good. It's been very helpful.

5974

5975 INTERVIEWER:

5976 Would you consider your instructor to be learner centered instructor? Do you think she is
5977 student focused?

5978

5979 EXP3-S-LA:

5980 Yeah she is student focused.

5981

5982 INTERVIEWER:

5983 Can you give me some examples to demonstrate that?

5984

5985 EXP3-S-LA:

5986 Well, she asks us for our opinion on she doesn't say you are right or wrong, you just give
5987 her your opinion pretty much and she never judges you on, you shouldn't say that or
5988 that, you know, that's your opinion.

5989

5990 INTERVIEWER:

5991 On a scale of 1 – 10, for student centered, where would you rate her?

5992

5993 EXP3-S-LA:

5994 I would say 8.

5995

5996 INTERVIEWER:

5997 If you could change anything about the course you are currently in, course material wise,
5998 what would it be? It can't be the assessments, we still have to have speeches and stuff,
5999 but with how the class is taught?

6000

6001 EXP3-S-LA:

6002 The book. I would definitely say that they need to use a different book, because I'm a
6003 senior and I understand it better, but most are freshman and they have a hard time
6004 reading the book.

6005

6006 INTERVIEWER:

6007 Anything else with the way she teaches?

6008

6009 EXP3-S-LA:

6010 No I think she's great. She's a good teacher. I'm glad I got her as a teacher.

6011

Student Interview
EXP3-S-MK

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INTERVIEWER:

Can you give me an overview of COM1010, as you would describe it to your family and friends?

EXP3-S-MK:

I would say it is an easy class because of the teacher. She always gave you feedback on everything, which is one of the best things you can do in class to see how you are doing. Like in my other classes you just get a grade and you don't know what is wrong with it. I would say overall it is a good class. I learned a lot, and like I didn't feel like there was a lot of pressure on me in that class. Like I have more time in my other classes, and doing so I could focus on some of my other classes so I could get a better grade in like communication as well.

INTERVIEWER:

How would you describe her teaching style?

EXP3-S-MK:

I would say like, I would say precise but laid back because I had a paper I had to do, and I sent it to her, and she had so many things she had picked out of it, but I was saying that I think she was laid back.

INTERVIEWER:

Do you think she is interactive with her students in class?

EXP3-S-MK:

Yeah

INTERVIEWER:

Can you give me an example of that?

EXP3-S-MK:

She always calls on us and she makes us do a lecture sometimes, which at first I thought was a little weird but now it's actually like helpful.

INTERVIEWER:

She makes you guys do the lectures?

EXP3-S-MK:

She made us do I think twice so far, I think.

INTERVIEWER:

Is that the group activity that she sets up?

EXP3-S-MK:

6059 Yeah

6060

6061 INTERVIEWER:

6062 Can you walk me thru what a typical class is like on a non-speech day? From start to
6063 finish kind of like how she structures her class.

6064

6065 EXP3-S-MK:

6066 We walk in and sit down, she walks in, she passes around an attendance sheet and
6067 then she would just get into the lecture, talk about it and then go on break, and usually
6068 like the second half of class we would talk a speech like how to do it, and everything
6069 about it, and everyone had questions, pretty much it.

6070

6071 INTERVIEWER:

6072 Are there any teaching strategies in particular that she uses during class that you like?
6073 Like any different instructional activities that you might do during class?

6074

6075 EXP3-S-MK:

6076 Like what do you mean?

6077

6078 INTERVIEWER:

6079 Like the group activity where she splits you up and assigns you a chapter or any of the
6080 advanced organizers she might use when she kind of had you going through the chapter
6081 notes and stuff.

6082

6083 EXP3-S-MK:

6084 Yeah, I would say the group, the group things would be, the group things were good.
6085 The organizers, I don't know because some of the things I just couldn't find in the
6086 chapter, like I couldn't see what she was looking for.

6087

6088 INTERVIEWER:

6089 Was there anything in particular that she did that you didn't like?

6090

6091 EXP3-S-MK:

6092 I mean, it wasn't on her it was just like the book and class, it's pretty much just the book
6093 and she was all good.

6094

6095 INTERVIEWER:

6096 Would you say you are bored with in class?

6097

6098 EXP3-S-MK:

6099 Bored? No. It's one of my first classes I haven't fallen asleep.

6100

6101 INTERVIEWER:

6102 Do you think she does a good job at keeping the classes attention?

6103

6104 EXP3-S-MK:

6105 Yeah

- 6106
6107 INTERVIEWER:
6108 How so?
6109
6110 EXP3-S-MK:
6111 She brings examples and like the way she explains things is like really sophisticated and
6112 she breaks it down, I think it's sentence by sentence, and everybody understands and
6113 we are all just like oh that's what the books talking about.
6114
6115 INTERVIEWER:
6116 Yeah the book is kind of all over the place, unfortunately I've had to read it too this
6117 semester! Yeah it's difficult. How would you describe your motivation in regards to this
6118 class? Were you looking forward to the class? What were your expectations?
6119
6120 EXP3-S-MK:
6121 I would say high. I wasn't looking forward to this class because it was just one of those
6122 classes I had to take, but I, I do like it, but it's not anything in depth I guess. I just like it.
6123
6124 INTERVIEWER:
6125 Would say that students come to class prepared? Do you think they read the book
6126 chapters ahead of time?
6127
6128 EXP3-S-MK:
6129 I would say like half. Half do and half don't.
6130
6131 INTERVIEWER:
6132 How can you tell?
6133
6134 EXP3-S-MK:
6135 Because some have, well I'll be in a group and they'll be like hey we didn't read it, and
6136 I'll be like oh, I guess I'm the only one.
6137
6138 INTERVIEWER:
6139 On average on a non-speech week how much time do you think you prepare for class?
6140 How much time?
6141
6142 EXP3-S-MK:
6143 A few hours, at least 1-3. I'll say 3 being max.
6144
6145 INTERVIEWER:
6146 Do you encounter any challenges preparing for class?
6147
6148 EXP3-S-MK:
6149 No.
6150
6151 INTERVIEWER:

6152 Does your instructor provide guidance and feedback to you? Has she provided guidance
6153 and feedback to you throughout the semester?

6154
6155 EXP3-S-MK:
6156 Yeah, a lot.

6157
6158 INTERVIEWER:
6159 How so?

6160
6161 EXP3-S-MK:
6162 We actually had a few assignments and she would actually write, you did a good job,
6163 you walked, you walked I don't know, I have something I submitted an audience analysis
6164 she, she actually like she explained everything so you went more in depth in this part
6165 and it was good so that's a big part.

6166
6167 INTERVIEWER:
6168 This is more of a general question, as a college student, what are your expectations of
6169 somebody teaching at the college level? Like what, what do you want to see from an
6170 instructor?

6171
6172 EXP3-S-MK:
6173 I would rather see more things like direct, because like some of my teachers, like what I
6174 mean by that is sometimes when teachers teach, like before the lecture, I will read the
6175 book. The teachers would teach, and it would be completely, like nothing about what the
6176 book says. It's in their own words but it's so confusing I just go off the book. So that's
6177 pretty much like the only thing.

6178
6179 INTERVIEWER:
6180 This next question, there's no right or wrong answer I'm just asking everyone to kinda
6181 like define it in their own words. How would you define a learner-centered teaching
6182 environment? So let's say I come up to you and I say, I'm planning on becoming an
6183 instructor, in any subject, and I really want to be a learner focused, or a student focused
6184 teacher. What do you think I should be doing in the classroom to demonstrate that I am
6185 learner centered? What do you think makes a student centered teacher?

6186
6187 EXP3-S-MK:
6188 Well I mean there's a few factors. One of them I don't think you can control is the class
6189 size, the lower the better. But then, pretty much, do what Ms. EXPF3 is doing, she's like
6190 direct on everything, she breaks everything down, and explains some of the stuff is too
6191 confusing, and on her PowerPoints, she would like go in depth like on everything and
6192 what else... Basically tell people like you did a good job on this, that's it.

6193
6194 INTERVIEWER:
6195 Would you consider her to be a learner centered instructor?

6196
6197 EXP3-S-MK:
6198 Yeah

6199
6200 INTERVIEWER:
6201 On a scale of 1 – 10, where would rank her?
6202
6203 EXP3-S-MK:
6204 I about say about, I would say high, like 8-10.
6205
6206 INTERVIEWER:
6207 If you could change anything about the course, doesn't necessarily have to be her or her
6208 teaching style, it could be the course material in general, what would you change if
6209 anything?
6210
6211 EXP3-S-MK:
6212 Probably the book. That's it.
6213
6214 INTERVIEWER:
6215 Anything else?
6216
6217 EXP3-S-MK:
6218 Not, nah.
6219

Student Interview
EXP3-S-TS

- 6220
6221
6222
6223
6224 INTERVIEWER:
6225 Can you give me an overview of what COM1010 is about the way you would describe it
6226 to a family or friends. Like, what the course is about.
6227
6228 EXP3-S-TS:
6229 I would say the course is about oral communications, giving speeches and public
6230 advocacy. That's about it.
6231
6232 INTERVIEWER:
6233 Ok. How would you describe your instructor's teaching style for COM1010?
6234
6235 EXP3-S-TS:
6236 More casual. I wouldn't say we get too much work, but we still get enough work to know
6237 what we be doing in the class next week.
6238
6239 INTERVIEWER:
6240 Okay. Can you walk me through a typical class day would be like in COM1010 on a non-
6241 speech day?
6242
6243 EXP3-S-TS:
6244 Yeah. Well, first we'll start out probably by going over the book reading the chapter. We
6245 might break into groups and she'll assign us each a topic out of the book and then we'll
6246 talk about it in front of the class and that's pretty much it.
6247
6248 INTERVIEWER:
6249 Is that the group activities you're talking about?
6250
6251 EXP3-S-TS:
6252 The group activities, yeah.
6253
6254 INTERVIEWER:
6255 When she's going over the book and stuff does she use PowerPoints?
6256
6257 EXP3-S-TS:
6258 Yeah. She uses PowerPoints and videos.
6259
6260 INTERVIEWER:
6261 Good. Have you encountered any challenges with learning the material?
6262
6263 EXP3-S-TS:
6264 No.
6265
6266 INTERVIEWER:

- 6267 No. Good. Are there any instructional activities in the class that you really liked that
6268 helped you learn the material?
6269
- 6270 EXP3-S-TS:
6271 I found the group activities helpful. We get to work with each other and some people...a
6272 lot of people don't read the book so when she gives us 10 minutes or so to do it with our
6273 group we kind of read the book and present our information to each other, which helps
6274 us understand it, so...
6275
- 6276 INTERVIEWER:
6277 Good. Were there any activities in the class that you didn't like?
6278
- 6279 EXP3-S-TS:
6280 I mean as far as the speeches the group speech...I don't really like group work, but I
6281 mean that's really it. I liked everything else.
6282
- 6283 INTERVIEWER:
6284 Ok. Good. Are you bored in class?
6285
- 6286 EXP3-S-TS:
6287 Not really. When she used to read out of the book, yeah, but with the PowerPoint and
6288 everything and the group activities, no.
6289
- 6290 INTERVIEWER:
6291 Good. Do you think he does a good job at keeping your attention?
6292
- 6293 EXP3-S-TS:
6294 Yes.
6295
- 6296 INTERVIEWER:
6297 How so?
6298
- 6299 EXP3-S-TS:
6300 When she first starts she talks and then she asks us a question and asks can anyone
6301 answer this question and then be like ok look guys and give us time to answer.
6302
- 6303 INTERVIEWER:
6304 Good. Can you describe your motivation in the class?
6305
- 6306 EXP3-S-TS:
6307 My motivation? I'd say the instructor, yeah.
6308
- 6309 INTERVIEWER:
6310 Were you looking forward to taking the class?
6311
- 6312 EXP3-S-TS:
6313 Well, it's required so pretty much...

- 6314
6315 INTERVIEWER:
6316 You just looked at it as a requirement you had to take?
6317
6318 EXP3-S-TS:
6319 Yeah
6320
6321 INTERVIEWER:
6322 Do you think students come to class prepared? Do you think they read the chapters
6323 ahead of time?
6324
6325 EXP3-S-TS:
6326 No.
6327
6328 INTERVIEWER:
6329 How can you tell?
6330
6331 EXP3-S-TS:
6332 Because they say so.
6333
6334 INTERVIEWER:
6335 Yeah.
6336
6337 EXP3-S-TS:
6338 And they look lost when she asks questions.
6339
6340 INTERVIEWER:
6341 Don't make eye contact, right?
6342
6343 EXP3-S-TS:
6344 Yeah. Just look down.
6345
6346 INTERVIEWER:
6347 How do you prepare for class on a non-speech week?
6348
6349 EXP3-S-TS:
6350 Non-speech week, probably the course outline she gives us. I use those.
6351
6352 INTERVIEWER:
6353 Do you read ahead of time?
6354
6355 EXP3-S-TS:
6356 Not really. I try to do the course outline a couple hours before class starts. That's pretty
6357 much it.
6358
6359 INTERVIEWER:

6360 The course outlines, are those the handouts you're talking about? Fill in the blanks and
6361 stuff?

6362
6363 EXP3-S-TS:
6364 Yeah. She puts them on Blackboard. I print them out. I like scan through it. It's hard to sit
6365 there and read it.

6366
6367 INTERVIEWER:
6368 Yeah. It's a hard book to get through.

6369
6370 EXP3-S-TS:
6371 Yeah.

6372
6373 INTERVIEWER:
6374 Does your instructor provide guidance or feedback to you throughout the semester?

6375
6376 EXP3-S-TS:
6377 Yes. She writes it on our student evaluations. She writes additional comments and stuff.

6378
6379 INTERVIEWER:
6380 Good. Good. Now this is more of a general question. As a college student, what are your
6381 expectations of somebody teaching at the college level? Like, what are you expecting
6382 from an instructor in terms of your learning?

6383
6384 EXP3-S-TS:
6385 Well, at the college level, well, when I first came here I didn't expect them to interact this
6386 much and make sure I get it especially because I'm taking classes where there's a good
6387 amount of students so I really didn't expect that, but I get help from my instructors still.

6388
6389 INTERVIEWER:
6390 Good. There's no right or wrong answer to this. I'm just asking everyone what their
6391 opinion is. How would you define a learner-centered teaching environment? What might
6392 that look like? If I was coming to you for advice and I said I want to become an instructor
6393 and I really want to be focused on my students, what advice would you give me so I
6394 could relay that or convey that to my students? What activities should I do in class?

6395
6396 EXP3-S-TS:
6397 Ok. Probably like the idea of using PowerPoints and the group work and just kind of
6398 being a casual teacher that interacts with the students, asks questions. Just make sure
6399 everyone understands. Be open. That's what I'd say

6400
6401 INTERVIEWER:
6402 Good. Based on that, would you say your instructor is student-centered?

6403
6404 EXP3-S-TS:
6405 Yeah.

6406

- 6407 INTERVIEWER:
6408 On a scale from 1 to 10 how would you rank her?
6409
6410 EXP3-S-TS:
6411 10 being most?
6412
6413 INTERVIEWER:
6414 Yeah. 1 being really low. 10 being really high.
6415
6416 EXP3-S-TS:
6417 About 10.
6418
6419 INTERVIEWER:
6420 About 10? Good. Can you give me some examples why?
6421
6422 EXP3-S-TS:
6423 Just about, like she's really cool. Probably just like her openness with stuff. She'll just be
6424 like calm down. What are you worried for? Like, that it's just a speech like. I like her
6425 personality so...
6426
6427 INTERVIEWER:
6428 Me too. If you could change anything about the course, what would it be – other than
6429 eliminating speeches?
6430
6431 EXP3-S-TS:
6432 I was going to say cut down on some speeches, audience analysis. Really, like the only
6433 thing I'd probably change is the book. I really don't like it and what else? That's pretty
6434 much it.
6435
6436 INTERVIEWER:
6437 Ok.
6438
6439 EXP3-S-TS:
6440 The speeches are cool. We really don't get that many – I don't think we get any
6441 assignments outside of class unless it's pertaining to a speech so just probably the
6442 book.
6443
6444 INTERVIEWER:
6445 Ok. Good. Anything else?
6446
6447 EXP3-S-TS:
6448 No. I'd keep the speeches, even the outlines.
6449
6450 INTERVIEWER:
6451 Even the outlines.
6452
6453 EXP3-S-TS:

6454 Yeah. You probably need that for a speech. That's it.

6455

6456 INTERVIEWER:

6457 Ok. Great. Well, thank you.

Student Interview
EXP2-S-AA

- 6458
6459
6460
6461 INTERVIEWER:
6462 Can you give me an overview of COM1010 and how you would describe it to your family
6463 and friends?
6464
6465 EXP2-S-AA:
6466 I'd say it prepares you for the future because it teaches you about public speaking and
6467 various situations.
6468
6469 INTERVIEWER:
6470 How would you describe your instructor's teaching style?
6471
6472 EXP2-S-AA:
6473 I like it because he's a little less formal and engaging and interactive. I'm not sure how
6474 his other classes are taught...
6475
6476 INTERVIEWER:
6477 What makes him so engaging and interactive?
6478
6479 EXP2-S-AA:
6480 He answers.... We don't really have to raise our hands all the time to speak up and he
6481 encourages that group discussion. We can stop what we're talking about for a minute
6482 and then continue that discussion.
6483
6484 INTERVIEWER:
6485 Can you walk me through what a typical class is like on a non-speech day?
6486
6487 EXP2-S-AA:
6488 We get here and then we pulls up a PPT and then we do a speech of a day. We watch a
6489 speech and then he talks about it. And then we do a chapter in the book. He outlines it
6490 for us and talks about it. And he goes through the future...like whatever we have due in
6491 future dates.
6492
6493 INTERVIEWER:
6494 Have you encountered any challenges with learning the material in this course?
6495
6496 EXP2-S-AA:
6497 No. No, it's not too bad. Like he asks us to read the book and we do and it's a lot more
6498 teaching than material and reading the book on our own.
6499
6500 INTERVIEWER:
6501 Do you find yourself bored in the class?
6502
6503 EXP2-S-AA:
6504 No, not really.

- 6505
6506 INTERVIEWER:
6507 Do you think your instructor does a good job at keeping the class's attention?
6508
6509 EXP2-S-AA:
6510 Yes, I think along with the instructor and the other students.
6511
6512 INTERVIEWER:
6513 How would you describe your motivation in regards to this class?
6514
6515 EXP2-S-AA:
6516 Ya, I was actually not that excited about it because it was a speaking class. But it's not
6517 too bad. After the second or third speech, the group is the same so they already know
6518 you speaking so you can be like, "whatever, let's do it."
6519
6520 INTERVIEWER:
6521 I've seen watching you guys, you've all become more comfortable talking in front of one
6522 another.
6523
6524 EXP2-S-AA:
6525 Right.
6526
6527 INTERVIEWER:
6528 How do you prepare for classes from week to week? How much time do you spend on
6529 a week that's not a speech week?
6530
6531 EXP2-S-AA:
6532 On average. An hour and a half. Maybe an hour to two hours a week.
6533
6534 INTERVIEWER:
6535 Does your instructor provide guidance or feedback to you in class?
6536
6537 EXP2-S-AA:
6538 Ya. I mean when we submit all of our analysis papers and assignments, he writes back
6539 to us and comments on it and says please see my comments. He writes a lot in our
6540 rubrics when he grades us on our speaking. He doesn't give us feedback during class.
6541 Okay, well today, he said he'd come around and help us if we had questions.
6542
6543 INTERVIEWER:
6544 This is more of a general question. As a college student, what are your expectations of
6545 someone teaching at an undergraduate level? Like, what are you expecting out of an
6546 instructor in terms of helping you learn?
6547
6548 EXP2-S-AA:
6549 Keep the students engaged.
6550
6551 INTERVIEWER:

6552 What do you think the role of your instructor should be in this class?

6553

6554 EXP2-S-AA:

6555 A teacher and a guide.

6556

6557 INTERVIEWER:

6558 Okay. Now this next question, there is no right or wrong answer. How would you define

6559 a learner-centered teaching environment? Let's say I come to you for advice, and I say,

6560 "I'm becoming an instructor and I really want to be student-centered in my classroom.

6561 What types of activities or instruction should I deliver in my class so I can convey that to

6562 my students that I'm really focused on them learning the material?

6563

6564 EXP2-S-AA:

6565 I think one of those halls with 400 kids is not learner-centered. With this class, this is a

6566 lot in the scale of learner-centered and the 400 classroom is very little. More of them

6567 speaking and a little less interactive in the class because I notice with the class that

6568 sometimes we engage with the engage but sometimes there are conversations that they

6569 carry on by themselves. Did I answer the question?

6570

6571 INTERVIEWER:

6572 Yes. If you could change anything about the course you are currently enrolled in, what

6573 would it be?

6574

6575 EXP2-S-AA:

6576 Nothing.

6577

6578 INTERVIEWER:

6579 Ok, well this concludes the interview.

6580

Student Interview
EXP2-S-AA-S2

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6627

INTERVIEWER:

Can you give me an overview of COM1010 and how you would describe it to your family and friends?

EXP2-S-AA-S2:

It's like a broad discussion of how you speak. You get different tools and tactics to speak in front of people. It shows you ways to improve your nervousness and gain different types of enthusiastic ways of speaking in front of other people. You've got a good instructor there. Class will be good. This is my first time taking a speech class. He does a good job at what he do. It's a pretty good class. It's worth taking, especially if you take it with him.

INTERVIEWER:

How would you describe your instructor's teaching style?

EXP2-S-AA-S2:

His teaching style is pretty energetic. There's never a dull moment with that guy. He definitely breaks it down to show you proper ways of speaking and he definitely shows you how to not speak. He goes head to head with teaching so it's good.

INTERVIEWER:

Can you walk me through what a typical class is like on a non-speech day?

EXP2-S-AA-S2:

He's pretty straight forward. He's good visual. He definitely relates to the book and the visuals and the media and he uses that in his teaching form.

INTERVIEWER:

Are there any teaching strategies or activities that he's used in the class this semester that you liked?

EXP2-S-AA-S2:

Ya. Just using the overhead with the different laptops and using Youtube. Just being able to see other people's speeches so we can relate to them and see prime examples rather than him just throwing it out at us and just having us speak and not really know how we should speak because we didn't have an example. Him using different visuals and different examples and different people that's known in American. From there standpoint, it's a good use.

INTERVIEWER:

Is there anything in particular that you don't like?

6628 EXP2-S-AA-S2:

6629 No. I actually like coming to his class. I actually come to class on time so I can just be
6630 prepared and be ahead of the game in case he throws a speech at us. We usually do on
6631 the spot speeches, impromptu speeches...just so I can be prepared. I can't say that I
6632 don't like the class. I enjoy the class.

6633

6634 INTERVIEWER:

6635 Do you find yourself bored in the class?

6636

6637 EXP2-S-AA-S2:

6638 I wouldn't say bored. I mean, if I could take the class all year, I would. That's how much I
6639 like it. The class is pretty cool. It's definitely a demand that you need that necessity just
6640 because you communicate so much. Not only is this going to help you out presenting
6641 yourself in front of a big company in the real world, it helps with your communicate skills.
6642 A lot of people don't understand that being more verbal and out there with their words is
6643 more easy and understanding.

6644

6645 INTERVIEWER:

6646 Do you think your instructor does a good job at keeping the class's attention?

6647

6648 EXP2-S-AA-S2:

6649 Ya. I really think he uses the right visuals. He uses the right celebrity people in American
6650 for us to relate to because at the same time, as him being an instructor a professor, he's
6651 still a human being. He still watches TV and he still critiques other people when they
6652 talk, probably when he watches TV. It's easy for his to bring that to our attention
6653 because we're able to relate and be like "oh I know who that is." He ain't bringing up
6654 anyone from the 1800s. It's pretty cool because he stays relevant.

6655

6656 INTERVIEWER:

6657 How would you describe your motivation in regards to this class?

6658

6659 EXP2-S-AA-S2:

6660 I was actually looking forward to taking this class because like I said, I'm just trying to
6661 steadily prepare myself for after college so having something like this under my belt
6662 could really help me in the real world. Keep my communication skills progressive. And
6663 that's what it's all about -lifting as you climb. So the more I can get under my belt, the
6664 more power I can gain. I was looking forward to the class.

6665

6666 INTERVIEWER:

6667 Would you say that students come to class prepared? Do you think they've read.

6668

6669 EXP2-S-AA-S2:

6670 I'd say some people be prepared but at the same time, they let their nerves desert them
6671 when they are put on the spot.

6672

6673 INTERVIEWER:

6674 How do you prepare for classes from week to week? How much time do you spend on
6675 a week that's not a speech week?

6676
6677 EXP2-S-AA-S2:

6678 If I know I have a speech coming up, I prepare for the speech- I put it in so many
6679 different types of forms. It could be in a song. It could be in a poem. It could be watching
6680 TV. It could be speaking over someone that's speaking. It could be me speaking in the
6681 shower. So, I do that a lot. So that's probably...I don't know...20 hours.

6682
6683 INTERVIEWER:

6684 And what about a non-speech week?

6685
6686 EXP2-S-AA-S2:

6687 A non-speech week...well I'm always communicating so I'm always working on different
6688 ways to project and how to interpret different types of words coming out of my mouth so
6689 that's always a given.

6690
6691 INTERVIEWER:

6692 What do you think the role of the instructor should be in the class? In a university
6693 setting?

6694
6695 EXP2-S-AA-S2:

6696 In a university setting, I feel instructors still should be firm but at the same time make
6697 learning easy but fundamental, but something that you can endure. Some people can
6698 have all these names under their belt and they become professors but at the same time
6699 they have to remember that they were in that position as a student. They should come
6700 up with ways that if they had a hardship in school, they should use that tactic to help the
6701 next student and so on. I feel like our instructors, they don't come here to fail nobody but
6702 at the same time they've worked their hardest to get where they're at and they feel that
6703 their students should work their hardest. It's a 50/50 street.

6704
6705 INTERVIEWER:

6706 Okay. Now this next question, there is no right or wrong answer. How would you define
6707 a learner-centered teaching environment? Let's say I come to you for advice, and I say,
6708 "I'm becoming an instructor and I really want to be student-centered in my classroom.
6709 What types of activities or instruction should I deliver in my class so I can convey that to
6710 my students that I'm really focused on them learning the material?

6711
6712 EXP2-S-AA-S2:

6713 You've got different types of views and options that you can put to that. You can be
6714 outside. You can be in a group. You can be in cubicles. Some places have special
6715 facilitates for stuff like that. You can be squared off to your own self so you don't have to
6716 worry about distractions or noise or anything. So I feel that places like that, you can be
6717 anywhere. You could be right inside the classroom.

6718
6719 INTERVIEWER:

6720 Do you think that you're instructor for COM 1010 is student-centered?

6721
6722 EXP2-S-AA-S2:
6723 I really think so. I really think he cares about how we speak. He definitely pays detailed
6724 attention because when we have to do speeches, he has to sit there and pay attention to
6725 write down his different comments. And sometimes, you'll be like, "man, he's writing like
6726 that in less in a minute." I think he really helps because that's what he likes, and that's
6727 his field. He's mastered that field. He's kind of wanting to give back to the
6728 communication and let people be more verbal and understand how to speak. I really
6729 think he's concerned. I don't think he just comes there to come there. You can tell when
6730 teachers just come there to come there because they just put work on you without
6731 explaining it. He'll put work on us but he'll explain it detail by detail.

6732
6733 INTERVIEWER:
6734 Good. If you could change anything about the course you are currently enrolled in, what
6735 would it be?

6736
6737 EXP2-S-AA-S2:
6738 Probably offering water and tea so that when we speak, our voices won't be raspy. But
6739 for real, when you step into a course like that, with the course material given to you like
6740 that, just you know, detailed and precise and no sugar-coats. It's straight forward...I feel
6741 like if instructors come at the students like that, there ain't no changing it up. If you
6742 change it up, you'll have to start a new program and that program will have to get
6743 adjusted to new students. You just have to keep it the same. If it's progressive just keep
6744 it progressing instead of trying to critique it.

6745
6746 INTERVIEWER:
6747 Ok, well this concludes the interview.
6748
6749

**Student Interview
EXP2-S-HG**

- 6750
6751
6752
6753
6754 INTERVIEWER:
6755 Can you give me an overview of COM1010 and how you would describe it to your family
6756 and friends?
6757
6758 EXP2-S-HG:
6759 For me, I think it's about learning how to communicate and have the confidence to get in
6760 front of a group of people and give a speech. And have a regular conversation with a
6761 group of people.
6762
6763 INTERVIEWER:
6764 How would you describe your instructor's teaching style?
6765
6766 EXP2-S-HG:
6767 I think he's more laid back. He keeps it interesting because he throws in video clips and
6768 he keeps it informal with the class which makes it more comfortable for students that
6769 aren't comfortable with speaking out loud.
6770
6771 INTERVIEWER:
6772 Can you walk me through what a typical class is like on a non-speech day?
6773
6774 EXP2-S-HG:
6775 We walk in and he usually gives us a briefing of what we're going to talk about. Then
6776 usually he plays 1 to 2 clips, like short clips of speeches of maybe the president or Bill
6777 Gates...someone that's well know. We'll discuss the speech. We'll break it down. And
6778 then he usually gets into whatever else we're going to get into that day.
6779
6780 INTERVIEWER:
6781 Are there any teaching strategies or activities that she's used in the class that you've
6782 like?
6783
6784 EXP2-S-HG:
6785 Well I think him with putting up Youtube clips and watching a film every couple of weeks
6786 keeps the class interesting and trusting.
6787
6788 INTERVIEWER:
6789 Is there anything he's done in class that you haven't liked?
6790
6791 EXP2-S-HG:
6792 Not really. At the beginning of the year...I'm not good at public speaking at all...now I
6793 really enjoy the class and have more confidence.
6794
6795
6796 INTERVIEWER:

- 6797 Good. So it's not as scary as you may have thought.
6798
6799 EXP2-S-HG:
6800 Right.
6801
6802 INTERVIEWER:
6803 Do you find yourself bored in the class?
6804
6805 EXP2-S-HG:
6806 No.
6807
6808 INTERVIEWER:
6809 Do you think your instructor does a good job at keeping the class's attention?
6810
6811 EXP2-S-HG:
6812 Yes.
6813
6814 INTERVIEWER:
6815 How so?
6816
6817 EXP2-S-HG:
6818 Well first of all, he's a funny guy. He'll let you swear in class. It's always like a group
6819 discussion and he'll let people speak and he won't hold you back.
6820
6821 INTERVIEWER:
6822 How would you describe your motivation in regards to this class?
6823
6824 EXP2-S-HG:
6825 I feel like at the beginning when you're scared and nervous, but as you seen yourself get
6826 more comfortable speaking, you just want to get better and better at it. Now, I don't mind
6827 it. Now, I'm kind of thankful I took this class.
6828
6829 INTERVIEWER:
6830 Would you say that students come to class prepared?
6831
6832 EXP2-S-HG:
6833 Yes, definitely. Especially when kids actually enjoy the class. It makes they more
6834 motivated to come to class on time and enjoy actually learning something.
6835
6836
6837 INTERVIEWER:
6838 How do you prepare for classes from week to week? Let's say on a non-speech week?
6839
6840
6841
6842 EXP2-S-HG:

6843 On a non-speech day, he'll give us an overview of what we're going to do. So
 6844 sometimes I'll go over it on my own time just in case if I miss something. Usually it helps
 6845 going back to previous things that we've learned.

6846
 6847 INTERVIEWER:

6848 Does your instructor provide guidance or feedback to you in class?

6849
 6850 EXP2-S-HG:

6851 Yes. Unlike most teachers, he doesn't just give you the grade. He'll break down your
 6852 entire speech. What he liked and what you should do next time and that really helps a
 6853 lot.

6854
 6855 INTERVIEWER:

6856 Wonderful. This is more of a general question. As a college student, what are your
 6857 expectations of someone teaching at an undergraduate level? Like, what are you
 6858 expecting out of an instructor?

6859
 6860 EXP2-S-HG:

6861 Well first off, the teacher has to care because I've met a few teachers that don't care.
 6862 You go to class, learn it, they give you a speech, you take a test, and they don't care.
 6863 But some teachers they'll go above and beyond and that's what I kind of expect from my
 6864 teachers.

6865
 6866 INTERVIEWER:

6867 Now this next question, there is no right or wrong answer. How would you define a
 6868 learner-centered teaching environment? Let's say I come to you for advice, and I say,
 6869 "I'm becoming an instructor and I really want to be student-centered in my classroom.
 6870 What types of activities or instruction should I deliver in my class so I can convey that to
 6871 my students that I'm really focused on them learning the material.

6872
 6873 EXP2-S-HG:

6874 Well I personally think that at the beginning of the semester you should open yourself up
 6875 and let the students know who you are so it's more of like an informal...it's somewhat
 6876 like you know them personally and the students understand where you're coming from.
 6877 So it's not like you just go to class and you take tests and give speeches and you don't
 6878 know who the students are. You should spend time to get to know your students as well.

6879
 6880 INTERVIEWER:

6881 Any suggestions for instructional activities to do in the class that would focus on
 6882 individual student's learning?

6883
 6884
 6885
 6886
 6887 EXP2-S-HG:

6888 On individual students? Maybe if once you observe your students, maybe ask them...I
6889 just feel like as a teacher you should approach your students more directly than as a
6890 whole group.

6891 INTERVIEWER:
6892 Absolutely. So maybe calling out on them?
6893

6894 EXP2-S-HG:
6895 Yes. Or like, just going around at the beginning of the semester and asking them a few
6896 questions, each student.
6897

6898
6899 INTERVIEWER:
6900 Wonderful. Those are great suggestions. Would you consider your instructor to be
6901 learner-centered?
6902

6903 EXP2-S-HG:
6904 Yes.
6905

6906 INTERVIEWER:
6907 On a scale of 1 to 10, where would you rank him?
6908

6909 EXP2-S-HG:
6910 I'd probably give him an 8.
6911

6912 INTERVIEWER:
6913 An 8. Can you provide some examples on why you would think that?
6914

6915 EXP2-S-HG:
6916 Of the good or the bad?
6917

6918 INTERVIEWER:
6919 You can do both on why you think he's learner-centered or where you think he could
6920 improve?
6921

6922 EXP2-S-HG:
6923 Well like I already said. He just connects with the students. At the beginning of the
6924 semester, he gave a little insight about what he's doing with his life, currently and how
6925 he's still preparing. I feel like sometimes he gets caught up with his stuff.
6926

6927 INTERVIEWER:
6928 Okay. If you could change anything about the course you are currently enrolled in, what
6929 would it be?
6930

6931
6932
6933 EXP2-S-HG:

6934 Probably like less points and make it more like...slow the class down quite a bit. We
6935 seem to jump from speech to speech instead of going over what we did.

6936

6937 INTERVIEWER:

6938 Would you rather have them more spread out?

6939

6940 EXP2-S-HG:

6941 Ya. We jump from a topic to a topic. Maybe slow it down so it's not just the speech
6942 portion. It's the other stuff too.

6943

6944 INTERVIEWER:

6945 Okay. Wonderful. Those are all of my questions.

6946

6947

**Student Interview
EXP3-S-CS**

- 6948
6949
6950
6951
6952 INTERVIEWER:
6953 Can you give me an overview of COM1010 and how you would describe it to your family
6954 and friends?
6955
6956 EXP3-S-CS:
6957 The history. The basics. The indepth..I don't know what word to you...breakdown of
6958 communication. How it affects relationships. How we use it in the workplace, personal
6959 relationships. How it's used in society and different cultures. How it's different in different
6960 societies and different cultures.
6961
6962 INTERVIEWER:
6963 How would you describe your instructor's teaching style?
6964
6965 EXP3-S-CS:
6966 Umm, somewhat more relaxed than I guess would be stereotypical of a university
6967 professor.
6968
6969 INTERVIEWER:
6970 Can you expand on that?
6971
6972 EXP3-S-CS:
6973 You know there's no need to raise hands and be called on in order to reply to a
6974 question. She curses a little in class. It's very light. The rapport is open and honest.
6975
6976 INTERVIEWER:
6977 Can you walk me through what a typical class is like on a non-speech day?
6978
6979 EXP3-S-CS:
6980 A non-speech day would be lecture. Whatever chapter is being covered that day. We'd
6981 obviously take notes that day. She has a handout that goes along with the lecture and
6982 then open discussion about what we've gone over.
6983
6984 INTERVIEWER:
6985 When she does lecture, does she use PowerPoint?
6986
6987 EXP3-S-CS:
6988 PowerPoint yes.
6989
6990 INTERVIEWER:
6991 Have you encountered any challenges with learning the material in this course?
6992
6993
6994 EXP3-S-CS:

6995 I found the book to be a little challenging. The material itself is not all that difficult. The
6996 book itself is harder to understand.

6997

6998 INTERVIEWER:

6999 It's a dry book.

7000

7001 EXP3-S-CS:

7002 It's wordy. It's all over the place.

7003

7004

7005 INTERVIEWER:

7006 Are there any teaching strategies or activities that she's used in the class that you've
7007 like?

7008

7009 EXP3-S-CS:

7010 She seems to like group projects. Last class we went over the chapter and then broke
7011 into groups and then..actually, we did not go over the chapter. We broke into groups and
7012 had to present a section of the chapter with our group and the class covered the chapter
7013 that way.

7014

7015 INTERVIEWER:

7016 Are there any teaching strategies or activities that she's used in the class that you've
7017 like?

7018

7019 EXP3-S-CS:

7020 I think the group work in class is helpful and helps you analyze what's in the chapter a
7021 little bit deeper and get better viewpoints than just the instructor's viewpoint. I could do
7022 without the group project.

7023

7024 INTERVIEWER:

7025 The group speech?

7026

7027 EXP3-S-CS:

7028 Yes, the group speech....that's due tonight. That we had to find our own time to do.

7029

7030 INTERVIEWER:

7031 That leads into my next question. Are there any teaching strategies or activities that
7032 she's used in the class that you haven't liked?

7033

7034 EXP3-S-CS:

7035 Ya.

7036

7037 INTERVIEWER:

7038 Anything else?

7039

7040 EXP3-S-CS:

7041 I think it was a lot more work than I was expecting. I did have a friend say, "There's a
7042 book for that class? You don't just write speeches and get up?" It's a 1010 class. It's not
7043 a 3000 level. But there's a very indepth, hard to understand book.

7044

7045 INTERVIEWER:

7046 How would you describe your motivation in regards to this class?

7047

7048 EXP3-S-CS:

7049 It's a requirement. I need it as a requirement. Beyond that, I'm not all that concerned
7050 with getting an A. I'd like to get a B. If I get a C, I'll be happy.

7051

7052 INTERVIEWER:

7053 Do you find yourself bored in the class?

7054

7055 EXP3-S-CS:

7056 I would not say bored. No. It's easy to pay attention.

7057

7058 INTERVIEWER:

7059 Do you think your instructor does a good job at keeping the class's attention?

7060

7061 EXP3-S-CS:

7062 I think so. Most of the time.

7063

7064 INTERVIEWER:

7065 How so?

7066

7067 EXP3-S-CS:

7068 She's engaging. She know's what she's talking about, that's for sure and she's very
7069 passionate about it. It seems to be her life's work.

7070

7071 INTERVIEWER:

7072 Ya, that helps.

7073

7074 EXP3-S-CS:

7075 It's just something she's teaching as a part time job. It's actually something that she likes
7076 to do.

7077

7078 INTERVIEWER:

7079 Would you say that students come to class prepared?

7080

7081 EXP3-S-CS:

7082 I don't know that all of us or even many of us read. Come to class without the readings
7083 done but we definitely come to class ready to discuss and open to discussing it.

7084

7085

7086 INTERVIEWER:

7087 How do you prepare for classes from week to week? Let's say on a non-speech week?
7088 How much time do you think you devote during the week preparing for COM 1010?

7089
7090 EXP3-S-CS:
7091 She has provided a calendar of what's due everyday and what we're going to cover
7092 every day. I would obviously go over that. I have not completed all the readings but I do
7093 skim and know or are at least familiar with the topics and the main terms.

7094
7095 INTERVIEWER:
7096 Good. Does your instructor provide guidance or feedback to you in class?

7097
7098 EXP3-S-CS:
7099 Yes. She actually fills out forms in the supplement.

7100
7101 INTERVIEWER:
7102 For the speeches?

7103
7104 EXP3-S-CS:
7105 Right.

7106
7107 INTERVIEWER:
7108 This is more of a general question. As a college student, what are your expectations of
7109 someone teaching at an undergraduate level? Like, what are you expecting out of an
7110 instructor?

7111
7112 EXP3-S-CS:
7113 In terms of helping me learn...good feedback, timely feedback. If I didn't do well on
7114 something, I don't want to hear about it four weeks later and be four weeks in class.
7115 Clear, concise instructions. I want to know what to expect. If something is going to take
7116 me 4 hours, then tell me it's going to take 4 hours so that I can plan for that. I'm not a
7117 student that's just a student.

7118
7119 INTERVIEWER:
7120 You've got to do a lot of time management.

7121
7122 EXP3-S-CS:
7123 Right.

7124
7125 INTERVIEWER:
7126 I get that.

7127
7128 INTERVIEWER:
7129 Now this next question, there is no right or wrong answer. How would you define a
7130 learner-centered teaching environment? Let's say I come to you for advice, and I say,
7131 "I'm becoming an instructor and I really want to be student-centered in my classroom.
7132 What types of activities or instruction should I deliver in my class so I can convey that to
7133 my students that I'm really focused on them learning the material.

7134
7135 EXP3-S-CS:
7136 I think that not being dismissive even if a question seems trivial or student because
7137 something that may seem trivial and stupid in someone's help may not seem trivial or
7138 stupid in the question-asker's head. So it's important to address those questions even if
7139 you think "you're in college, you should know that." Maybe they're not thinking of it the
7140 same way you're thinking of it. The being engaged and passionate about the class is
7141 unbelievably helpful. I can't imagine being in a class with a professor that's as bored with
7142 the subject matter as I am.
7143
7144 INTERVIEWER:
7145 Ya, that wouldn't be helpful would it? Any suggestions for instructional activities to do in
7146 the class?
7147
7148 EXP3-S-CS:
7149 I do like the group activities within class. I don't know what's with group activities and
7150 professors at this school man. Every class I've taken, there's a group activity. And I
7151 know we want to build teamwork and what not but we need to be realistic that it's hard to
7152 get 4 people on the same schedule outside of class.
7153
7154
7155 INTERVIEWER:
7156 If you could change anything about the course you are currently enrolled in, what would
7157 it be?
7158
7159 EXP3-S-CS:
7160 Probably just the book. The book is really just horrible.
7161
7162 INTERVIEWER:
7163 Anything else?
7164
7165 EXP3-S-CS:
7166 Like I said, I could do without the group work, but it's not the worse thing I've had to do.
7167
7168 INTERVIEWER:
7169 Great. Thank you!
7170
7171

Student Interview
EXP3-S-JP

- 7172
7173
7174
7175
7176 INTERVIEWER:
7177 Can you give me an overview of COM1010 and how you would describe it to your family
7178 and friends?
7179
7180 EXP3-S-JP:
7181 Well so far we've been working on not only giving speeches in front of the class but also
7182 kind of learning the background of where communication has developed from. The
7183 different theories and philosophies backing it which makes it a legitimate course of study
7184 and why it's important to society today that we are aware of what communication skills
7185 can do for the general public.
7186
7187 INTERVIEWER:
7188 How would you describe your instructor's teaching style?
7189
7190 EXP3-S-JP:
7191 She definitely has a warm and welcoming attitude towards the class which I really
7192 appreciate. She makes it interesting because of her more relaxed and comfortable
7193 attitude during the class. I enjoy her class mostly because she makes it fun and more
7194 lighthearted instead of being really strict about things. She still wants us to do the work
7195 diligently but she definitely wants the class to be more friendly rather than teacher at the
7196 front, students at the back.
7197
7198 INTERVIEWER:
7199 Absolutely. Can you walk me through what a typical class is like on a non-speech day?
7200
7201 EXP3-S-JP:
7202 During a non speech day we'll get together. She might do a chapter summary because
7203 she usually assigns the reading over the week for us to do individually. So she usually
7204 does a summary with the entire class and during that summary we might break up into
7205 groups to discuss sections of the chapter individually and then bring it all of our
7206 discussions in together sort of like a big class circle and break down what we found and
7207 give our own examples of things instead of what the book gives so that helps us apply
7208 the material rather than just reading it from the book.
7209
7210 INTERVIEWER:
7211 Have you encountered any challenges with learning the material in the course?
7212
7213 EXP3-S-JP:
7214 Other than the book being really difficult to kind of follow sometimes. It just gives you a
7215 ton of information and expects you to pick up on it all. I haven't had too much trouble.
7216 She lays it out exactly what you need to know. I've been able to stick to her
7217 curriculum/course or whatever you want to call it and I've been successful so far.
7218

7219 INTERVIEWER:
7220 Are there any teaching strategies that she's used this semester that you've really liked?

7221
7222 EXP3-S-JP:
7223 I don't know if this is technically a strategy or not but I like that occasionally she'll call on
7224 somebody who doesn't usually talk during class. I know that there is the usual person
7225 who speaks up a lot and the shy guy in the back. She does a nice job trying to get
7226 everyone involved and I think that's the nice part about it. During her presentations or
7227 her discussions, she'll ask the person who's in the back who hasn't really talked during
7228 the semester and she'll ask them for their opinion to try and get them involved and I
7229 think that's a really good teaching strategy to try and get the students engaged.

7230
7231 INTERVIEWER:
7232 Wonderful. Is there anything that's she done or any teaching strategies that she's used
7233 that you haven't liked?

7234
7235 EXP3-S-JP:
7236 Personally, I'm not a big fan of just hard straight notes so it's not that I didn't enjoy it but
7237 it gets a little grueling especially with the way the textbook is written to just go down and
7238 do notes. I'm fine with it and she does a nice job with making it light and pretty simple
7239 but personally I don't do well with taking notes.

7240
7241 INTERVIEWER:
7242 Do you find that when you do the group activity where you each take a section of the
7243 chapter to be helpful?

7244
7245 EXP3-S-JP:
7246 Actually yes. I do think in that way of learning the content, you really are able to apply it
7247 more to yourself and when the class talks about it openly, you get to see what other
7248 people's perspectives are on it. I know, from experience with taking the quizzes, and I
7249 saw something pop up, I was 'No wait' this person mentioned this in class and it kind of
7250 gives me a hook onto the information and helps me follow. I definitely prefer that other
7251 straight notes.

7252
7253 INTERVIEWER:
7254 Do you find yourself bored in the class?

7255
7256 EXP3-S-JP:
7257 No.

7258
7259 INTERVIEWER:
7260 Do you think your instructor does a good job at keeping the class's attention?

7261
7262 EXP3-S-JP:
7263 I think so.

7264
7265 INTERVIEWER:

7266 How so?

7267

7268 EXP3-S-JP:

7269 Occasionally she'll just ask a question and wait until somebody...and it'll kind of me one
7270 of those moments where you just chuckle. The awkward silence...and then everyone is
7271 just back into it again. We're refreshed and laugh it off. Get the focus back and into the
7272 PPT.

7273

7274 INTERVIEWER:

7275 Good. How would you describe your motivation in regards to this class?

7276

7277 EXP3-S-JP:

7278 I'm a music major. This is the only gen ed course I'm taking outside of my other 15
7279 music classes at the moment. My motivation for this class was "ugh, I have to be here. I
7280 have to do a class that doesn't pertain to what I'll be studying." And then I realized that it
7281 does have a pretty close impact on what I'll be doing. I want to be teaching. I want to
7282 have the proper communication skills and she definitely embodies the personality and
7283 the teaching style that I kind of want to carry on as well. At first it was a let down that I
7284 had to take this course but after spending a couple of weeks in it, I actually started to
7285 enjoy it.

7286

7287 INTERVIEWER:

7288 Good. I'm glad to hear that. Would you say that students come to class prepared? Do
7289 you think they read the materials ahead of time?

7290

7291 EXP3-S-JP:

7292 If I'm honest, no because I know..I do sometimes but I know half the time I came to class
7293 with just the chapter outline and maybe a couple of bullet points filled out or so. And then
7294 I just relied on her reviewing that chapter briefly to kind of get htat information out of it. I
7295 think a lot of it has to do with the book being so dense and worded very weirdly because
7296 I would have read it more on my own but sometimes it was a little confusing to
7297 understand so might have stemmed from that.

7298

7299

7300 INTERVIEWER:

7301 How do you prepare for classes from week to week? How much time to do you spend on
7302 a week that's not a speech week?

7303

7304

7305 EXP3-S-JP:

7306 Maybe an hour if I'm being honest.

7307

7308 INTERVIEWER:

7309 That's better than some I've gotten where it's been zip. Does your instructor provide
7310 guidance or feedback to you in class?

7311

7312 EXP3-S-JP:

7313 Yes. I know when we submit assignments online onto Blackboard, occasionally she'll
 7314 leave a little comment along with the grade that she leaves that says "you did this well.
 7315 For next time focus on this..." and it'll be simple like that but it's nice to know this is what
 7316 you're doing well, just aim at this direction next time so you can do it better. And also in
 7317 regards to the speeches, she definitely gives good feedback during those. She has very
 7318 detailed rubric sheets that she gives back and those help a lot and speeches should get
 7319 better over the course of the semester..hopefully.

7320

7321 INTERVIEWER:

7322 Wonderful. This is more of a general question. As a college student, what are your
 7323 expectations of someone teaching at an undergraduate level? Like, what are you
 7324 expecting out of an instructor?

7325

7326 EXP3-S-JP:

7327 I definitely expect them to know the materials themselves obviously. You can't teach
 7328 something that you don't know yourself and you don't know well. I definitely expected
 7329 her coming into class to know what she's talking about and she definitely does. And
 7330 beyond knowing what she's talking about she also embodies it and lives the
 7331 communication aspects that she wants us to learn about. So it helps that she not only
 7332 knows the material really well, but she also lives it I guess to the class...like shows it off
 7333 like how it should be used in everyday life. So preparation is something I expect out of a
 7334 professor. The ability to teach a class while holding their attention and I guess to also
 7335 make it a little fun because I'm about having a little fun on the side.

7336

7337 INTERVIEWER:

7338 Good. Now this next question, there is no right or wrong answer. How would you define
 7339 a learner-centered teaching environment? Let's say I come to you for advice, and I say,
 7340 "I'm becoming an instructor and I really want to be student-centered in my classroom.
 7341 What types of activities or instruction should I deliver in my class so I can convey that to
 7342 my students that I'm really focused on them learning the material?"

7343

7344 EXP3-S-JP:

7345 Okay. I've often thought about this myself because I plan on going into teaching and that
 7346 involves having students of your own. One thing that I've always imagined myself doing
 7347 in the future...it sounds kind of funny...but going into the classroom the first time is what
 7348 makes or breaks the relationship with the students. With our class specially, we were all
 7349 kind of quiet first when she came in and she was like "oh no one is going to talk" and we
 7350 were all kind of chuckling a little bit. She lightened the attitude a little bit and beyond that
 7351 she played a few little games with us to make us more comfortable and get us to know
 7352 each other better and also to help us know her better because she shared a few things
 7353 herself. And I think that over the course of the semester how she shared personal
 7354 stories, that helped a lot. So as a teacher planning to be a student-centered teaching,
 7355 you just have to open yourself up to the students to where they feel comfortable opening
 7356 up to you. That way it's not as much of a I'm higher than you. It's more of a level ground
 7357 where everybody shares the same amount of information and friendship in the class.

7358

7359 INTERVIEWER:

7360 Okay. If you could change anything about the course you are currently enrolled in, what
7361 would it be?

7362
7363 EXP3-S-JP:
7364 I'm not really sure I would change much. The speeches are really really good. I actually
7365 almost wish we'd do more speeches, especially impromptu speeches. Those are cool
7366 because they make you play right off the bat and think on your feet. I think that would
7367 help develop speaking skills faster because you have to go. I think a few more speeches
7368 would be cool. I know time is an issue. Speeches. Just speeches. Because I like talking
7369 in front of the class.

7370
7371 INTERVIEWER:
7372 Good. Good. Well thank you.

7373
7374 EXP3-S-JP:
7375 Thank you.
7376

Student Interview
EXP3-S-LO

- 7377
7378
7379
7380
7381 INTERVIEWER:
7382 Can you give me an overview of COM1010 and how you would describe it to your family
7383 and friends?
7384
7385 EXP3-S-LO:
7386 The content...so it's basically four speeches. It seemed like the bulk of the course. Two
7387 impromptus, the narrative speech, and this group speech I have today.
7388
7389 INTERVIEWER:
7390 How would you describe your instructor's teaching style?
7391
7392 EXP3-S-LO:
7393 I do like her teaching style. The course set up itself, I'm not too fond of.
7394
7395 INTERVIEWER:
7396 How come?
7397
7398 EXP3-S-LO:
7399 It's really heavily reliant on the book which I really think is necessary and just the fact
7400 that it's a 101 class but it's talk like a philosophy class which makes it more interesting
7401 but it's more work on my part.
7402
7403 INTERVIEWER:
7404 Can you walk me through what a typical class is like on a non-speech day?
7405
7406 EXP3-S-LO:
7407 I'd say that the activities are pretty straight forward but it's very discussion based which
7408 makes it a lot easier to stay awake. A lot of group participation.
7409
7410 INTERVIEWER:
7411 Are there any teaching strategies or class activities that she's used that you liked?
7412
7413 EXP3-S-LO:
7414 More or less just promoting the group participation.
7415
7416 INTERVIEWER:
7417 Are there any teaching strategies or class activities that she's used that you haven't
7418 liked?
7419
7420 EXP3-S-LO:
7421 Like I said, too reliant on the book.
7422
7423 INTERVIEWER:

7424 Do you find yourself bored in the class?

7425

7426 EXP3-S-LO:

7427 No, I wouldn't say bored.

7428

7429 INTERVIEWER:

7430 Do you think your instructor does a good job at keeping the class's attention?

7431

7432 EXP3-S-LO:

7433 Definitely.

7434

7435 INTERVIEWER:

7436 How so?

7437

7438 EXP3-S-LO:

7439 Like I said, encouraging everybody to speak up if they have different view points or if
7440 they don't understand. That kind of stuff.

7441

7442 INTERVIEWER:

7443 Good. How would you describe your motivation in regards to this class?

7444

7445 EXP3-S-LO:

7446 It's the last class I have to get through right now. I'm pretty motivated.

7447

7448 INTERVIEWER:

7449 You've got the eye on the prize.

7450

7451 EXP3-S-LO:

7452 Definitely.

7453

7454 INTERVIEWER:

7455 Would you say that students come to class prepared? Do you think they read the
7456 materials ahead of time?

7457

7458 EXP3-S-LO:

7459 I know I didn't. So, I couldn't speak for everybody.

7460

7461 INTERVIEWER:

7462 If you had to guess.

7463

7464 EXP3-S-LO:

7465 Probably 50/50.

7466

7467

7468

7469 INTERVIEWER:

7470 Does your instructor provide guidance or feedback to you in class?

- 7471
- 7472 EXP3-S-LO:
- 7473 Ya, and definitely even the occasions when she took aside class time to have us do mid-
- 7474 semester evaluations on her as a teacher which I thought was really nice. Most
- 7475 instructors I've had all five years being here haven't done that. They always wait till the
- 7476 end of the semester which doesn't make sense because it doesn't help you at all.
- 7477
- 7478 INTERVIEWER:
- 7479 So, what did her mid-semester evaluation look like?
- 7480
- 7481 EXP3-S-LO:
- 7482 It was basically four or five questions how you feel about the course so far. How you feel
- 7483 about the teaching of the course.
- 7484
- 7485 INTERVIEWER:
- 7486 Good. This is more of a general question. As a college student, what are your
- 7487 expectations of someone teaching at an undergraduate level? Like, what are you
- 7488 expecting out of an instructor in terms of helping you learn?
- 7489
- 7490 EXP3-S-LO:
- 7491 In general, basic knowledge of the information being taught. Definitely. I expect for
- 7492 professors to be prepared for the course and to be prepared for other
- 7493 opinions...conflicting opinions.
- 7494
- 7495 INTERVIEWER:
- 7496 Good. Now this next question, there is no right or wrong answer. How would you define
- 7497 a learner-centered teaching environment? Let's say I come to you for advice, and I say,
- 7498 "I'm becoming an instructor and I really want to be student-centered in my classroom.
- 7499 What types of activities or instruction should I deliver in my class so I can convey that to
- 7500 my students that I'm really focused on them learning the material?
- 7501
- 7502 EXP3-S-LO:
- 7503 Lots of questions to the students. I'm an education major so I'm definitely involved in.
- 7504 Lots of questions for students. Like I said, just encouraging participation as much as
- 7505 possible. Not lectures but discussions. I think that our class does a pretty good job at
- 7506 making it pretty learner-centered.
- 7507
- 7508 INTERVIEWER:
- 7509 That's my next question. Do you consider your instructor to be learner-centered? On a
- 7510 scale of 1 to 10 where would you rank her?
- 7511
- 7512 EXP3-S-LO:
- 7513 8.
- 7514
- 7515 INTERVIEWER:
- 7516 If you could change anything about the course you are currently enrolled in, what would
- 7517 it be?

7518
7519 EXP3-S-LO:
7520 I wouldn't even say that the course should be reliant on the book as much but more so
7521 the tests that we're given. Like I said, it seems that the bulk of the class, the important
7522 part of the class is the speeches and everything else is filler it seems. It doesn't really
7523 lead towards our speeches. Maybe I wouldn't mind the book so much if it was a little bit
7524 more solidified how it ties into the speeches, just because the speeches are weighed so
7525 heavily.
7526
7527 INTERVIEWER:
7528 Good. Anything else?
7529
7530 EXP3-S-LO:
7531 No, I don't think so.
7532
7533 INTERVIEWER:
7534 Well thank you.
7535

Student Interview
EXP3-S-TL

- 7536
7537
7538
7539
7540 INTERVIEWER:
7541 Can you give me an overview of COM1010 and how you would describe it to your family
7542 and friends?
7543
7544 EXP3-S-TL:
7545 Actually one of my friends asked me today because they're taking it in the summer. We
7546 learn about communication theory and what is communication and power. Those kind of
7547 things you already know but it gives you a big definition. I told them the class isn't hard
7548 but the speeches were really interesting. It's an easy class overall.
7549
7550 INTERVIEWER:
7551 How would you describe your instructor's teaching style?
7552
7553 EXP3-S-TL:
7554 I'd say very comfortable. Very relaxed.
7555
7556 INTERVIEWER:
7557 What makes it comfortable for you?
7558
7559 EXP3-S-TL:
7560 I guess the material we're talking about is not like biology or chemistry. It's normal,
7561 everyday. We can talk to each other.
7562
7563 INTERVIEWER:
7564 It's more conversational?
7565
7566 EXP3-S-TL:
7567 Yes.
7568
7569 INTERVIEWER:
7570 Can you walk me through what a typical class is like on a non-speech day?
7571
7572 EXP3-S-TL:
7573 We come and we sit down and she will start talking about her PPT slides. We listen. I
7574 take notes. Sometimes she'll us to give examples. I'll think of examples in my head. I
7575 don't volunteer to give the answers. It's keeping with the engaged classroom.
7576 Sometimes we'll have activities that are interesting.
7577
7578 INTERVIEWER:
7579 Can you tell me what kinds or which ones stand out?
7580
7581
7582 EXP3-S-TL:

7583 We're learning about the fallacies. She'll group us together and each group will work on
7584 a certain part of the chapter. That really forces us to read.

7585
7586 INTERVIEWER:
7587 Great. Do you find yourself bored in the class?

7588
7589 EXP3-S-TL:
7590 Rarely.

7591
7592 INTERVIEWER:
7593 Do you think your instructor does a good job at keeping the class's attention?

7594
7595 EXP3-S-TL:
7596 During the PPT slides, maybe not. It is boring. But she provides interesting examples
7597 and that really gets my attention.

7598
7599 INTERVIEWER:
7600 How would you describe your motivation in regards to this class?

7601
7602 EXP3-S-TL:
7603 At first, I was nervous about it because I don't like English. English is my second
7604 language and I was afraid to make a speech in front of people I don't know. But now, I
7605 am actually glad I took this class. I am learning so much. Yesterday, I was talking with
7606 my friend and we were just talking about power, and I was like, "ya, power is changing in
7607 the culture..." and we just started talking. And I realized I can actually learn a lot.

7608
7609 INTERVIEWER:
7610 You could apply it.

7611
7612 EXP3-S-TL:
7613 Ya.

7614
7615 INTERVIEWER:
7616 Would you say that students come to class prepared? Do you think they've read.

7617
7618 EXP3-S-TL:
7619 No.

7620
7621 INTERVIEWER:
7622 No. How so?

7623
7624 EXP3-S-TL:
7625 Through talking with my peers. Before I would read it and print out the outline and try
7626 and fill it out on my own. But it is very boring if I read it alone. It's really hard. So right
7627 now, I don't prepare but I know what chapters we're cover in class.

7628
7629 INTERVIEWER:

7630 How do you prepare for classes from week to week? How much time do you spend on
7631 a week that's not a speech week?

7632

7633 EXP3-S-TL:

7634 On average, it's very different from speech week to regular week. If it's just a regular
7635 week, maybe 20 minutes. Like on Tuesday night, I'll print out the outline. Chapter 10 is
7636 about culture and power and chapter 11 is on this...maybe 15-20 minutes. But on
7637 speech weeks, I practice by myself a lot. A couple of hours.

7638

7639 INTERVIEWER:

7640 Does your instructor provide guidance or feedback to you in class?

7641

7642 EXP3-S-TL:

7643 During our speech she gives really good feedback.

7644

7645 INTERVIEWER:

7646 This is more of a general question. As a college student, what are your expectations of
7647 someone teaching at an undergraduate level? Like, what are you expecting out of an
7648 instructor in terms of helping you learn?

7649

7650 EXP3-S-TL:

7651 Like overall? Well first of all, I expect a schedule because I am a very organized person.
7652 I want to know what I'm doing in the class. Second, I think I kind of expect teachers to
7653 know what they're talking about. When I ask a question, I don't want them to look
7654 confused. Another very important quality is organization. I don't like a class where there
7655 is no class plan for the day.

7656

7657 INTERVIEWER:

7658 Okay. Now this next question, there is no right or wrong answer. How would you define
7659 a learner-centered teaching environment? Let's say I come to you for advice, and I say,
7660 "I'm becoming an instructor and I really want to be student-centered in my classroom.
7661 What types of activities or instruction should I deliver in my class so I can convey that to
7662 my students that I'm really focused on them learning the material?"

7663

7664 EXP3-S-TL:

7665 Can I give an example? Right now I have a math class and an English class. In my math
7666 class, we just go to the class and listen to the teacher and take notes and then we leave.
7667 She will never ask us "do you get this?" People don't ask questions because right now
7668 it's a hard math question and sometimes I don't get it. She just doesn't take the time to
7669 kind of go over in the classroom and look at the problems that we're doing. I don't think
7670 that's a student-centered class.

7671

7672 INTERVIEWER:

7673 I would agree.

7674

7675 EXP3-S-TL:

7676 But my other class after math, is English class. English class, sometimes our professor
7677 says “this paper is due this Friday. But sometimes she’ll ask us all, “how is your
7678 progress? What are your difficulties?” if we do, she’ll say “ok, let’s push it back a couple
7679 of days and let’s work on your problems.” I think that’s a student-centered environment.
7680 She’s focused on our progress and not exactly sticking to the class plan. Sticking to how
7681 much the students are actually getting the information.

7682

7683 INTERVIEWER:

7684 Absolutely. Do you think that you’re instructor for COM 1010 is student-centered?

7685

7686 EXP3-S-TL:

7687 I think my professor tried to make the class student-centered. During speech day, very
7688 student-centered but during regular class periods, I think maybe only 40% student-
7689 centered.

7690

7691 INTERVIEWER:

7692 Okay. If you could change anything about the course you are currently enrolled in, what
7693 would it be?

7694

7695 EXP3-S-TL:

7696 Hmm, if I can change anything? I probably don’t want the student to focus on the
7697 theories. Yes, we need to learn it. If I were to make a quiz, I’ll probably say “give an
7698 example of this” rather than “give the definition of this.” With an example, you can really
7699 tell if the student is getting the material. And another thing—I think I would add more
7700 speeches and a variety of topics.

7701

7702 INTERVIEWER:

7703 Ok, well this concludes the interview.

7704

7705

7706

7707

7708

APPENDIX Q
RESULTS OF CONCLUDING FACULTY INTERVIEWS

Faculty Interview
EXPF1- INTERVIEW # 2

- 7709
7710
7711
7712
7713
7714 INTERVIEWER:
7715 How would you say your teaching style has changed? Or has it at all?
7716
7717 EXP1:
7718 I think that I'm probably incorporating more of the text book materials into the class
7719 lectures that I normally would or have in the past. I think that's partly also due to the new
7720 textbook that is more fact oriented. I do think that I'm doing more of it. I'm not sure if I'm
7721 going to continue doing that in the future as I get more accustomed to that textbook and
7722 work out in class activities that relate to it but don't involve going over it in class. And I'll
7723 depend on the students to go over it except for brief explanations, but I'm not to that
7724 point yet.
7725
7726 INTERVIEWER:
7727 Were you apprehensive about participating in the cognitive apprenticeship?
7728
7729 EXP1:
7730 Before I knew what it entailed, I was a little..I guess you would call it apprehensive or
7731 skeptical, but after I spoke with you, I was on board with it.
7732
7733 INTERVIEWER:
7734 Was there anything you liked about participating in it?
7735
7736 EXP1:
7737 Yes, I really liked the way that you helped organize the first few weeks of lectures and
7738 especially those valuable contributions with the new textbook that we were using
7739 because there's always a learning curve with that. And I appreciated having someone
7740 else with participating and organizing that information for the students. And giving me a
7741 model to preview and debrief them.
7742
7743 INTERVIEWER:
7744 Were there any challenges that you faced with participating in the cognitive
7745 apprenticeship?
7746
7747 EXP1:
7748 I'm usually more spontaneous and I was a little bit worried that it wouldn't be sufficiently
7749 organized to be part of the study. I think it worked out okay. I'm still pretty spontaneous.
7750 And I still don't always know what I'm going to do until the day before or the day of if
7751 things change on the ground.
7752
7753 INTERVIEWER:
7754 Great. On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident
7755 are you with your teaching capabilities?

7756

7757

7758

7759 EXP1:

7760 I think I'd be about a 7 because I would like to improve and I have seen really great
7761 teachers and I know that I'm not one of those teachers but I know I'm above average. I
7762 think I've learned a lot over the years. Ya, I would say a 7 because...partly because, the
7763 subject I'm teaching is not the one that I got my PhD in and it's also a gen ed course. I
7764 cannot see myself, even if I were a superstar, ever being a 10 as a COM 1010 teacher
7765 because it's just not my main strength but I try to do as well as I can.

7766

7767 INTERVIEWER:

7768 Can you walk me through what a typical class looked like this semester in COM 1010?

7769

7770 EXP1:

7771 Okay. Typically, the students would be expected to have read one or two chapters in
7772 their textbook and they would have a pending assignment for an upcoming speech and
7773 we would divide the class time between talking about the material in the textbook, going
7774 over the requirements for the speech, and in most cases, hopefully having enough time
7775 for one or two in class hands-on exercises either in groups or individually that would
7776 allow the students to be responsible for their own learning and I really enjoy that part
7777 and I want to incorporate more in the future. I was doing more of it in the past with some
7778 textbooks that I was more accustomed to and it always seems like it's always the
7779 semester when the textbook is changed, that I would revert back to more traditional
7780 methods to get through the material.

7781

7782 INTERVIEWER:

7783 Were there any teaching strategies that were shown during the cognitive apprenticeship
7784 that you thought were helpful or easy to implement in your course?

7785

7786 EXP1:

7787 Ya, I think that the debriefing at the end of the class. I don't always remember to do it but
7788 I think that that is going to be useful to try and incorporate within my courses rather than
7789 just letting them go without reminding them about what it was they should be taking
7790 away.

7791

7792 INTERVIEWER:

7793 Were there any that you found to be a little more difficult to implement, especially with it
7794 being the COM 1010?

7795

7796 EXP1:

7797 Ya, I think the full fledge handouts. You know, the entire reading. To try and get through
7798 those in class was kind of contrary to my usual teaching style. I think that in the future, I
7799 would do what they call the flipped classroom where they're supposed to doing that stuff
7800 outside of the class and having them doing the group work that requires the presence of
7801 students in class. Anything that they can be doing on their own and anything that I can

7802 be reinforcing through PPTs or lectures should be out of class. I think I'm going to try
7803 and move towards that model in the future.

7804

7805 INTERVIEWER:

7806 I know that one of the participants ended up putting them up on Blackboard and they
7807 were tracking to see how many downloads he was getting.

7808

7809 EXP1:

7810 I like that.

7811

7812 INTERVIEWER:

7813 He found that they were downloading them. He told them they could use them to study
7814 but he was checking to see if anyone was looking at them or downloading them through
7815 the system.

7816

7817 EXP1:

7818 I think I would move to that in the future.

7819

7820 INTERVIEWER:

7821 Is there a particular teaching strategy that you think you tend to lean more towards in
7822 general?

7823

7824 EXP1:

7825 I'm big on group work. That's something I believe in and like to do a lot of and I think that
7826 it helps, especially in a public speaking class because you need to know your audience
7827 anyways so the more interaction, the better. But it's also conducive to collaborative
7828 learning.

7829

7830 INTERVIEWER:

7831 How do you maintain your student's attention during class?

7832

7833 EXP1:

7834 With difficulty. I try not to talk for longer than they're willing to listen and if it looks like
7835 they're falling asleep, try to wrap things up and move onto something more interesting. I
7836 like to get them involved because if they're doing things, they can't fall asleep. I do show
7837 some videos but not to the point...I've heard of classes where they do nothing but watch
7838 videos from one end to the other and that's just a recipe for disaster.

7839

7840 INTERVIEWER:

7841 How do you sequence the activities in your class? Do you find you ever jump in? I
7842 noticed that you usually start off with your attendance questions. Do you ever jump in
7843 with group work? Do you tend to wait for the students that are straggling in?

7844

7845 EXP1:

7846 Sometimes I start with groupwork. Typically, and I've been asking the attendance
7847 questions less and less as I get to know them and get to know who's there without
7848 asking. Ya, I think the attendance questions is a good way to break the ice and get them

7849 talking about the subject at hand and then by the time they're through with that, most of
7850 the group members have arrived. I think on the whole that's a good strategy unless
7851 there's some question as to whether we'll have time to do all the group work in the time
7852 allotted.

7853

7854 INTERVIEWER:

7855 You answered this before with previous sections you've taught, but in terms of this
7856 section, how would you describe your students' motivation in regards to COM 1010?

7857

7858 EXP1:

7859 I'd say they're a range as with any class. They're pretty typical of the classes that I've
7860 had. Some are highly motivated..some less so. I think there are quite a few highly
7861 motivated students in there and high achieving students and I'm pretty satisfied with
7862 them overall and there are a few don't show up or don't take it seriously and just want to
7863 get the requirement out of the way. That's with any COM 1010 class. I don't think there's
7864 anything particularly unusual with this class.

7865

7866 INTERVIEWER:

7867 Would you say that your students come to class prepared?

7868

7869 EXP1:

7870 Some of them.

7871

7872 INTERVIEWER:

7873 How can you tell?

7874

7875 EXP1:

7876 From their discussions. From the way they answer attendance questions. From the
7877 scores on the quizzes. That doesn't speak to whether they're prepared in class but when
7878 I ask questions about things like ethos, pathos...some people may just be reluctant to
7879 speak up. I think in general, there's a lot of cramming for the quizzes and it's an open
7880 book quiz. It'll be interesting to see on the day that we review for the final exam what
7881 people have actually retained from reading that they supposedly did in preparation for
7882 the quizzes and the lecture and so on. We'll see. As far as...it's not just the reading that
7883 is important in a class like this, it's the actual hands-on ability to get up and I think
7884 students have...especially in that class,...so far most of them have been prepared to
7885 delivered a speech of the sort that they were assigned. In fact, the tendency has been to
7886 run overtime instead of under time. In other classes, I've gotten some speeches that
7887 were way under time and unprepared. They've obviously spent a good amount of time
7888 gathering information only to find out that it's too much information. But on speech days,
7889 those who show up, I think have taken the speech seriously for the most part.

7890

7891 INTERVIEWER:

7892 Have you received any feedback this semester from any of the students during class in
7893 response to your teaching? Have they said if they've liked a particular activity or they
7894 didn't like something?

7895

7896
 7897 EXP1:
 7898 You know, I would need to look over their Twitter feed and look at the ones in that class
 7899 in particular. But students, with the Twitter assignment, tend to talk about things that
 7900 they like and things that they don't like. Several of them have talked about liking the
 7901 textbook and the up to date mass media kind of examples that it uses. Several of them
 7902 have expressed interest and excitement in the design of the group speech and they're
 7903 eager to talk about that because they've found causes that they're really into and they
 7904 look forward to talking about them. But, as far as the actual style of delivery in the
 7905 classroom, I think occasionally they do mention that the group exercise was fun or
 7906 whatever, but I would have to look back to see specifically what they said. They do tend
 7907 to make those comments occasionally. I don't recall offhand what comments came out of
 7908 that class.

7909
 7910 INTERVIEWER:
 7911 How do you prepare for the classes that you're teaching for COM 1010?

7912
 7913 EXP1:
 7914 I've been more aware of that since you asked that at the beginning of the semester. A lot
 7915 more than I thought. Especially with the grading of speeches. I'm still not sure as far as
 7916 putting an hour number on it, but I'll just say more than I thought. Even when I don't think
 7917 I'm doing as much as I should, it's still more than I think and I've started using
 7918 sporadically, the Pomodoro method. Do you know what that is?

7919
 7920 INTERVIEWER:
 7921 No.

7922
 7923 EXP1:
 7924 You take a timer and set it for 25 minutes and you work on one task until those 25
 7925 minutes are up and then you take a 5 minute break. If that task isn't done, you set it
 7926 again for 25 minutes. And then at the end of 2 hours you can take a longer break. I don't
 7927 tend to stick with it for hours and hours on end but it was really revealing just how little
 7928 you get done in 25 minutes even if when you're completing focused on it let alone
 7929 without distractions. Ya, it's a lot of work.

7930
 7931 INTERVIEWER:
 7932 That's really interesting.

7933
 7934 EXP1:
 7935 Pomodoro.

7936
 7937 INTERVIEWER:
 7938 What do you perceive your role to be as the instructor in the classroom?

7939
 7940 EXP1:
 7941 To show students how to be better public speakers and to overcome any communication
 7942 anxiety that they might have that keeps them from being effective public speakers. The

7943 material in the textbook, I consider to be secondary to the skill of speaking in front of a
7944 group effectively. Now I don't think I'm exactly answering the question.

7945

7946 INTERVIEWER:

7947 You are. What do you perceive your role to be as the instructor in the classroom?

7948

7949 EXP1:

7950 My role. Yes. So to enable them to be the most effective public speakers that they can
7951 through practice and guidance.

7952

7953 INTERVIEWER:

7954 How would you define a learner-centered teaching environment?

7955

7956 EXP1:

7957 One in which the students are responsible for a large part of their own hands-on learning
7958 and with guidance from an instructor but not to the extent of being spoon fed or lectured
7959 for long periods of time. The opposite of the banking model.

7960

7961 INTERVIEWER:

7962 Do you think it makes a difference?

7963

7964 EXP1:

7965 Oh yes.

7966

7967 INTERVIEWER:

7968 Would you consider yourself to be a learner-centered instructor?

7969

7970 EXP1:

7971 I try to be. Yes.

7972

7973 INTERVIEWER:

7974 Do you think you were this semester?

7975

7976 EXP1:

7977 Ironically, I think that I was less this semester. Between the new textbook and adjusting
7978 to that and kind of, the expectation that if I got a hand out I was supposed to cover it and
7979 maybe a little less creativity than the person who ended up posting them on Blackboard
7980 as far as what am I supposed to do with this. Oh, I have to cover this in class and now.
7981 So, kind of anxiety about doing what I was supposed to do for the experiment and the
7982 newness of the textbook. Oh there's a lot of material here that needs to be covered and I
7983 don't have cute little group exercises for it so I have to teach it straight. In the future, I
7984 plan to do less of that.

7985

7986

7987

7988 INTERVIEWER:

7989 If you could change anything about the cognitive apprenticeship that you participated in,
7990 what would it be?

7991

7992 EXP1:

7993 I think probably knowing now what I new then. Probably would be posting the handouts
7994 on Blackboard and taking the time to come up with exercises based on them but not
7995 filling in the blanks.

7996

7997 INTERVIEWER:

7998 Do you have any suggestions? This next question, I'm kind of looking for feedback. One
7999 of the things that I'll be doing for my research agenda when I move is focusing on
8000 cognitive apprenticeships but also looking at how they can be applied in a lot of different
8001 industries whether that's corporate, employee development, working with K12 teachers,
8002 continuing to work with grad students learning how to teach or faculty. Do you have any
8003 suggestions? If you could change anything about the cognitive apprenticeship what
8004 would it be? Or do have any suggestions on ways that might help it?

8005

8006 EXP1:

8007 It would be great to sit in on a classroom where it was already in place. If there were an
8008 opportunity to do that and sit in on a couple of different sessions and get an idea of what
8009 it looks like when it's done well. Or even if you could do video of a classroom where it's
8010 going on and show that to someone.

8011

8012 INTERVIEWER:

8013 That would be great. Thank you. Those are all of the questions I have for you.

8014

8015

8016

8017

Faculty Interview
EXP-F2 INTERVIEW # 2

- 8018
8019
8020 INTERVIEWER:
8021 How would you say your teaching style has changed if at all?
8022
8023 EXP2:
8024 I think there's a little more structure on my teaching style than prior to participation in the
8025 experiment. I've been able to conceptualize things I've done in the past a little more
8026 instructional and expand a couple of my options in my toolbox if you will. My teaching
8027 style toolbox.
8028
8029 INTERVIEWER:
8030 Were you apprehensive about participating in the cognitive apprenticeship?
8031
8032 EXP2:
8033 On a personal level, just the time it would take. It actually wasn't an impediment. No, not
8034 really. I guess there's always a slight imposter syndrome. I consider myself to be
8035 learner-centered or concept-centered and if it turned out that all of my methods would
8036 have been opposite of that, a slight fear crept in my mind.
8037
8038 INTERVIEWER:
8039 Was there anything that you liked about participating in the study?
8040
8041 EXP2:
8042 I did like the fact that now after participating, I have names for things that I'm doing. And
8043 more tools in that toolbox for concept-centered learning. So, that part I did like.
8044
8045 INTERVIEWER:
8046 Were there any challenges that you faced with participating in it? Did you find that
8047 certain strategies just weren't going to work in COM 1010.
8048
8049 EXP2:
8050 Ya. There were a couple of the activities...share with a group and then switch groups
8051 and have the same conversation. And I think I did that once or twice and I found that the
8052 conversations that once they did the second move the conversation went flat because
8053 they felt that they were repeating the same conversation they just had. I started hearing
8054 them talking about tv and other stuff within two seconds of the second conversation
8055 starting. So that was probably the most difficult challenge doing different activities.
8056
8057 INTERVIEWER:
8058 On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are
8059 you with your teaching capabilities?
8060
8061 EXP2:
8062 I wonder what I answered the first time. I bet I answered the 7 the first time. I had an
8063 experience last Friday where I was in a graduate class I was participating in. The
8064 students weren't getting it. I ended up teaching them statistics which I don't really

8065 understand but it turns out that I knew enough to teach them. I was impressed with my
8066 capabilities to take a concept I didn't know and explain it to them. I'm going to with an
8067 8.5 or a 9, not to sound too full of myself.

8068
8069 INTERVIEWER:

8070 Can you walk me through what a typical class is like in COM 1010, minus the speech
8071 days?

8072
8073 EXP2:

8074 So the typical class is usually four to five sections I break it down into. One of the
8075 sections being lecture- covering the book, covering the assigned reading. Another
8076 section being watching a speech of a day and the discussion following that. A third
8077 section will vary between an in class activity or an in class writing activity. A fourth
8078 actually is usually in context. Discussing a previous speech or discussing their upcoming
8079 speech or flowing in the schedule of the syllabus so probably more lecture based again.
8080 So 2 lecture based activities, and 1 discussion and 1 student-centered activity.

8081
8082 INTERVIEWER:

8083 Are there any challenges you encountered while teaching this course this semester?

8084
8085 EXP2:

8086 You're talking just this section?

8087
8088 INTERVIEWER:

8089 Yes.

8090
8091 EXP2:

8092 Actually this is interesting. It's a good problem I think to have. This was the most
8093 engaged section of COM 1010 that I've ever had and the fact that I had trouble keeping
8094 them focused sometimes because they were all engaged and sometimes conversations
8095 on topic but side conversations would develop where it actually became an issue
8096 where they were too engaged in talking and we'd go too long-winded on things, but
8097 really I think that was a good problem to have. I didn't feel the need to address it
8098 because of the way it manifested itself.

8099
8100 INTERVIEWER:

8101 Were there any particular teaching strategies that were shown to you this semester that
8102 you thought were helpful or easy to implement?

8103
8104 EXP2:

8105 I think the think-share-pair. That one worked well. I used that in a couple of different
8106 formats. I used the breakdown. Breaking people down into different groups. The rotation
8107 didn't work so well. But taking a big concept and breaking it down into smaller groups for
8108 discussion. I used that in a couple of different activities.

8109
8110 INTERVIEWER:

8111 How do you maintain your students' attention during class?

8112
 8113 EXP2:
 8114 I remember you asked me that question before. So part of it is by showing enthusiasm.
 8115 Another part is by trying not to dwell too long on any activity to keep things moving.
 8116 About 20 minutes per activity. I know I discussed that before. And the third one is finding
 8117 relevant examples for them. Making things relevant to them, relevant to the TV shows
 8118 their watching, the place they live, the concepts they deal with. The theoretical aspects
 8119 of this form of communication and how it manifests itself in real life.

8120
 8121 INTERVIEWER:
 8122 Talking about this particular section of students, how would you describe their motivation
 8123 in terms of COM 1010? Last time we talked, you gave me an overview of undergrad
 8124 students in general. How would you describe this particular batch of students.

8125
 8126
 8127 EXP2:
 8128 Reluctantly engaged. Is that an appropriate word?

8129
 8130 INTERVIEWER:
 8131 Yah.

8132
 8133 EXP2:
 8134 You can tell. It's interesting. This group versus my 8am group. I gave them the option to
 8135 work on their outlines. The 8am group spent the entire time in class and most of them
 8136 finished in class. This group talked for 5 minutes and boom- takes off. While they're
 8137 engaged, it's still a "have to be." I think they're enjoying the class at least. I don't think
 8138 they're going to say it's a miserable experience but I think that overarching effect that we
 8139 have to take 1010 is still there. And I'm trying my best to alleviate that. I think they'll
 8140 probably overcome that- it's probably still in the back of their mind- but I think they're
 8141 engaged and enjoying it or engaging in on it because of the concepts and the way it's
 8142 related to communication facets.

8143
 8144 INTERVIEWER:
 8145 Would you say your students come to class prepared?

8146
 8147 EXP2:
 8148 What's your definition of preparation? Reading? Having read?

8149
 8150 INTERVIEWER:
 8151 Both. On time. Reading.

8152
 8153
 8154 EXP2:
 8155 Oh god. On time. No. No, they don't.
 8156 INTERVIEWER:
 8157 Do they know what's being covered before they show up?

8158

- 8159 EXP2:
8160 Probably no.
8161
- 8162 INTERVIEWER:
8163 How can you tell?
8164
- 8165 EXP2:
8166 Well A, they're never on time. B, we've had discussions about how much reading they've
8167 done and they've flat out admitted that they haven't, which again, doesn't surprise me.
8168 C, I know they don't read the syllabus because they ask questions that are easily
8169 answered on the syllabus. That partly is my fault. I don't stress the reading enough and I
8170 don't force them to read it by quizzing them or doing anything. I mean, ya. They don't
8171 come prepared but that's probably more of a reflection of me rather than a reflection of
8172 them.
8173
- 8174 INTERVIEWER:
8175 What feedback, if any, have you received from your students in response to your
8176 teaching this semester?
8177
- 8178 EXP2:
8179 From just my 9:30am class.
8180
- 8181 INTERVIEWER:
8182 Yes.
8183
- 8184 EXP2:
8185 A couple actually. I've had a couple of informal conversations with a couple of students
8186 outside of class. They just appreciate the breadth of issues we're covering. That they
8187 thought it'd just be about the ABCs of public speaking and how much other stuff we're
8188 covering within the context of that. And that's really the only feedback I've had so far.
8189
- 8190 INTERVIEWER:
8191 How do you prepare for classes that you're teaching?
8192
- 8193 EXP2:
8194 Usually I try to put my lecture together about a week ahead of time. Go through the
8195 book, use the PPT from the base of the book as mine, and try and create my lecture
8196 over tying in the book with real life examples. I put that all together, and review it and
8197 practice it, the day before or the morning of to run through it one time in my head. And
8198 that's really the extent of it.
8199
- 8200
- 8201 INTERVIEWER:
8202 What do you perceive your role to be as the instructor in the class?
8203
- 8204 EXP2:

8205 Their shepherd of learning. I actually wrote this in my teaching philosophy. I want to
8206 come from a position of leadership. I'm the teacher. I have to lead. But I want that to be
8207 cooperative tradition of leadership. That I don't know best. That we're engaging in this
8208 activity of learning together. I'm here to guide you. I probably know more than you but I
8209 don't necessarily know more than you. We're going to work together to guide you to
8210 learn these new concepts from me as well as each other and I'm going to learn the
8211 same way.

8212

8213 INTERVIEWER:

8214 How would you define a learner-centered teaching environment?

8215

8216 EXP2:

8217 It's about concepts. It's the same thing I tell them during speeches. It's about being
8218 reflexive. What's it like to sit on the other side of the lectern. And remember, no one
8219 wants to hear you lecture for an hour and a half straight on some idiosyncrasy of your
8220 dissertation that nobody else in the world understands. That it's about addressing the
8221 topics and language that applies to them. It's about addressing them in a succinct
8222 manner. About addressing a number of topics in different formats to make sure that
8223 you're thinking about it from the learner's point of view. And also removing any sort of
8224 language barriers. This is actually the example from Friday. The difference between me
8225 and that professor describing the exact same things was that he was using technical
8226 language. I'm using my non-technical language and they seemed to respond better to
8227 that than his language.

8228

8229 INTERVIEWER:

8230 Would you consider yourself to be a learner-centered instructor?

8231

8232 EXP2:

8233 Yes.

8234

8235 INTERVIEWER:

8236 Why?

8237

8238 EXP2:

8239 Because I am conscious of the language. Trying to break that down. Trying to make
8240 sure the language is not a barrier. And also, still being a student and being conscious of
8241 what it's like to sit in that chair and take that into account when I plan my activities.

8242

8243 INTERVIEWER:

8244 Great. This next question, I'm kind of looking for feedback. One of the things that I'll be
8245 doing for my research agenda when I move is focusing on cognitive apprenticeships but
8246 also looking at how they can be applied in a lot of different industries whether that's
8247 corporate, employee development, working with K12 teachers, continuing to work with
8248 grad students learning how to teach or faculty. Do you have any suggestions? If you
8249 could change anything about the cognitive apprenticeship what would it be? Or do have
8250 any suggestions on ways that might help it?

8251

8252 EXP2:

8253 Hmmm. Good question.

8254

8255 INTERVIEWER:

8256 When I think of an apprenticeship, I think of a tailor like in the Charles Dickens time or
8257 people in factories learning a particular craft or skill and that can take anywhere from a
8258 couple of months to a couple of years. But when we look at it through an education
8259 station, no one has really been doing too much with this model? I didn't know if you had
8260 any opinion if focusing on teaching on somebody how to teach? Or going more in depth
8261 with certain things. And obviously this extends past COM 1010. If I was in the classroom
8262 with a group of K-12 teachers, should it be a six month thing or a year long program?
8263

8264 EXP2:

8265 I'm going to answer your question in a roundabout way. I think one of the challenges of
8266 teaching is teaching stuff that outside of your subject matter because all of us or most of
8267 us in this position, can go on about our subject matter for the umpteenth time. And the
8268 difficulty in teaching is learning how to communicate things that aren't directly your
8269 subject matter to other people because the same principles apply when communicating
8270 your subject matter. I think that could actually be a way to teach teachers. Have them
8271 teach stuff that's not their subject. Have them apply these principles to something that
8272 they don't know about. Maybe have an English teacher try and teach math or use those
8273 same principles. To get the teacher to look at the concepts and the tools, rather than
8274 the actual subject. I think the tools and subject line can be too easily blurred by people
8275 who are such experts. So maybe that's an approach. I'm trying to think about the first
8276 time I taught versus the second time I taught. It's basically completely different subjects
8277 and still trying to use the same tools and I think that's where the skill of teaching comes
8278 in. I don't know how long it would take but I think that could even be a week. You make
8279 someone teach something that they know nothing about and they're subconscious about
8280 their lack of knowledge but you make them apply these concepts to challenge them as
8281 teachers and get them out of their comfort zone.
8282

8283 INTERVIEWER:

8284 I think that's great!

8285

8286

8287

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8289

Faculty Interview
EXP3 INTERVIEW # 2

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INTERVIEWER:

How would you say your teaching style has changed? Or has it at all?

EXP3:

It has and I think I am more focused on including more of the instructional strategies using different tools to get more engagement. Group work is definitely more of a focus now.

INTERVIEWER:

Were you apprehensive about participating in the cognitive apprenticeship?

EXP3:

No.

INTERVIEWER:

Well that's good. The response I've heard from everyone else has been yes, but they liked it afterwards. Was there anything you liked about participating in it?

EXP3:

Yah, I learned a lot. I learned a lot of different techniques that I can implement in terms of keeping students more on top of the reading materials. I think the chapter organizers were really helpful. The briefing and debriefing I've always thought was important but I've never been so rigorous about implementing it as organized as I have this semester so that's been incredibly helpful and I think students have given feedback too that they think the class has been pretty organized.

INTERVIEWER:

Were there any challenges that you faced with participating in the cognitive apprenticeship?

EXP3:

I think the only challenge was remembering to send you my lesson plan.

INTERVIEWER:

Did you find that there were any strategies that really worked well? Or some that just didn't work well in the context of COM 1010?

EXP3:

I think the one struggle is the chapter organizer and it's in getting them to use it the way it's meant to be used and I feel strongly that if I could literally hand it to them at the beginning of each class period, they would use it because I would be giving them a piece of paper and it would be in front of them. But the department is trying to be paperless so I have to post everything on Blackboard which I don't agree with and it's tough because they have to follow through with getting it through Blackboard, using it through their readings and then bringing it to class. My thought is that I'm going to

48 continue using it because I think it's a great tool. I've seen some improvements. I've
49 seen some students that do use it who bring it into class use it during class, they add to
50 it, they read from it. I think going forward I'm going to make that a requirement in terms
51 of allowing points. Maybe 5 points per chapter for bringing your organizer to class.

52
53 INTERVIEWER:
54 Great. On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident
55 are you with your teaching capabilities?

56
57 EXP3:
58 I'd say I'm probably around an 8 or a 9 and that's based off of feedback and I guess the
59 experience and my desire to continue learning.

60
61 INTERVIEWER:
62 Can you walk me through what a typical class looked like this semester in COM 1010?

63
64 EXP3:
65 Sure. It begins with a debriefing and explaining what the plan is for the day. If there are
66 any housekeeping items like calendar changes or assignment due dates, I'd cover that.
67 Then we'd go into the chapter discussion if that was on the agenda for the day. I always
68 use a PPT. I would definitely engage the students by asking questions frequently. What
69 are your thoughts on this? What is your analysis? Can you define this in your own words
70 kind of thing? Always take a break about an hour and a half in for about ten minutes.
71 Typically there is a group activity whether before or after the break. Toward the end, I
72 always do the debriefing. Are there any videos to show, I'd do that too. And then always
73 cover what's coming and the upcoming weeks, ask for any final questions, collect
74 assignments. That's about it.

75
76 INTERVIEWER:
77 Are there particular teaching strategies that you find yourself tending to use more?

78
79 EXP3:
80 Briefing and debriefing for sure. I think I'm asking more questions now than I may have
81 in the past and I think I'm implementing more group work than I may have done in the
82 past also.

83
84 INTERVIEWER:
85 How do you maintain your student's attention during class?

86
87 EXP3:
88 I talk very loud. I try really hard to ask a lot of questions and if I notice that I'm getting
89 more responses from one or two particular students, I'll ask others. It's hard in the
90 beginning because you don't know their names, and so once I get to know them and I
91 really focus on that, I tend to call them out specifically. And I also ask for their own
92 personal experiences with the concepts. So, how many of you have ever been in a
93 situation with X, Y, Z and try to get them involved.

94 INTERVIEWER:

95 You answered this before with previous sections you've taught, but in terms of this
96 section, how would you describe your students' motivation in regards to COM 1010?

97

98 EXP3:

99 It always starts off very low and towards the end of the semester it does increase.

100 Usually there's another lull about mid-semester and I think that's just standard with
101 college students. It seems to be the trend with every section. With this section, I think
102 the lull was minimized and I think their motivation overall has been a little bit better.

103

104 INTERVIEWER:

105 Would you say that your students come to class prepared?

106

107 EXP3:

108 Um, you know, if I said yes, that they were 100% prepared, I'd have to say that they are
109 about 75% prepared.

110

111 INTERVIEWER:

112 How can you tell?

113

114 EXP3:

115 Whether or not their engaged. I can tell because if I ask a question and they're
116 responding quickly, then I know that they've read the material. If I ask a question and I'm
117 not getting responses then I have to say, look in your book. And then they start reading
118 through the material and trying to find the answers. That's usually a given.

119

120 INTERVIEWER:

121 Have you received any feedback this semester from any of the students during class in
122 response to your teaching? Have they said if they've liked a particular activity or they
123 didn't like something?

124

125 EXP3:

126 When we did the mid-semester evaluation, I did get feedback from them and the
127 majority of it was that I was doing fine. The question that asks, what can they do to fix
128 what's not working in the class...typically they said to read more and be more prepared
129 and use the chapter organizers too.

130

131 INTERVIEWER:

132 How do you prepare for the classes that you're teaching for COM 1010?

133

134 EXP3:

135 I go through and do my lesson plan. I look at the calendar and see what's coming up.

136 That's the other thing I forgot to mention. I try to recap what we've done in previous

137 weeks before I move into the current class period. I'll go through—I'll look through my

138 notes. I'll look through my PPTs. I will kind of run through the whole class in my head as

139 I'm moving through the PPT to make sure I'm not forgetting anything. And then I always

140 make sure that whatever I'm incorporating in terms of video or current events is actually

141 something current that they can relate to. Some of my videos are not as applicable now

142 as they would have been last year depending on what's going on in the world, so I'm
143 always trying to incorporate more things.

144

145 INTERVIEWER:

146 How much time do you think you spend a week?

147

148 EXP3:

149 Preparing?

150

151 INTERVIEWER:

152 Yes.

153

154

155 EXP3:

156 Typically, about an hour. It really just depends and that depends often times on how
157 might grading I have to do.

158

159 INTERVIEWER:

160 Right, well it's different when you've taught something before.

161

162 EXP3:

163 I have taught this class for so long. When we start with the new textbook in the fall, it's
164 going to be a few hours before every class period.

165

166 INTERVIEWER:

167 What do you perceive your role to be as the instructor in the classroom?

168

169 EXP3:

170 I learned in my grad studies that I am a co-learner, so I have always tried to position
171 myself as such where I am constantly learning from my students, and instead of going in
172 with the attitude that I know everything and that I'm just depositing the information into
173 them, I see myself as a leader, in that I've got the experience with the textbook
174 information and the real world experience. I try to assist with them developing their
175 thought process on communication overall, and then really just a coach when it comes
176 to speeches because of how scared they are when they come to class. I really focus on
177 providing positive reinforcement, constructive criticism, and feedback that's really going
178 to help them focus on their strengths and their areas of improvement instead of focusing
179 on just what they do wrong.

180

181 INTERVIEWER:

182 How would you define a learner-centered teaching environment?

183

184 EXP3:

185 One that is very focused on the different learning styles as well as different methods to
186 truly engage every student throughout the entire class period. Again, not something that
187 is lecture-based, but instead really focuses on the feedback that is coming from the

188 student, verbally or nonverbally. Trying to understand what they need, but at the same
189 time, not holding their hand the entire way because they need to be students also.

190

191 INTERVIEWER:

192 Do you think it makes a difference?

193

194 EXP3:

195 I do. I do. And I think that response comes from not only seeing the student evaluations
196 at the end of the semester, but also in hearing about how they talk about other
197 instructors or other classes.

198

199 INTERVIEWER:

200 Would you consider yourself to be a learner-centered instructor?

201

202 EXP3:

203 I do.

204

205 INTERVIEWER:

206 This next question, I'm kind of looking for feedback. One of the things that I'll be doing
207 for my research agenda when I move is focusing on cognitive apprenticeships but also
208 looking at how they can be applied in a lot of different industries whether that's
209 corporate, employee development, working with K12 teachers, continuing to work with
210 grad students learning how to teach or faculty. Do you have any suggestions? If you
211 could change anything about the cognitive apprenticeship what would it be? Or do have
212 any suggestions on ways that might help it?

213

214 EXP3:

215 At the beginning, I remember when you gave me some ideas for some different activities
216 and I think as much of a list as possible in terms of different activities and even maybe
217 section them into group sizes. 2 versus 4 people in a group kind of thing. Maybe having
218 some sort of comprehensive list like that would be, and I don't mean it to spoon feed the
219 information, but just kind of put it up that there are ten options that you can choose from,
220 the objectives of each, and what a hopeful outcome would be for implementing them. I
221 think that would be like a buffet of activities to choose from.

222

223 INTERVIEWER:

224 Another thing too—this comes up in the literature. When I think of an apprenticeship, I
225 think of a tailor like in the Charles Dickens time or people in factories learning a
226 particular craft or skill and that can take anywhere from a couple of months to a couple
227 of years.

228

229 EXP3:

230 Absolutely.

231 INTERVIEWER:

232 When we look at cognitive apprenticeships in education, nothing has been done on
233 using them to teach people with teaching or working on those types of things especially
234 with faculty. But timing comes up, because when I look at different studies in literature

235 it's we did a one week apprenticeship to we did a 6 year apprenticeship. One of my next
236 projects is going to be working with K-12 teachers and teaching complex learning in
237 science education. Do you have any suggestions on what you think might be a suitable
238 amount of time? Do you think a semester is long enough? Do you think it should be a
239 year long program and just space out the different phases?
240

241 EXP3:

242 I would suggest at least a semester. Maybe even two and that would pretty much be a
243 full school year in the college sense. Simply because that will give you time to give the
244 ideas and the possible activities but also for them to try the activities, and try them again,
245 and try them again, and see what kind of feedback you get. You know whenever you do
246 an activity the first time, it's not always perfect, especially if it's new. The second time,
247 it's a little bit smoother. You give the right directions in the right order this time and you
248 usually get better results. I would definitely say that that would give you enough time in
249 terms of working with the people and coaching.
250

251 INTERVIEWER:

252 Great. Thank you. Those are all of my questions.
253
254
255

APPENDIX R
RESULTS OF FACULTY PARTICIPANT REFLECTION QUESTIONS
Reflection # 1

Name: EXP1

Date: Wednesday, January 23, 2013

Number of Students Present in Class: 27

Questions:

- What topics were covered in today's course?

Preparation for the narrative speech; specifically: the concepts of *coherence* and *fidelity* from Walter Fisher's narrative paradigm; tips for constructing an effective story, with an emphasis on how to achieve coherence; how to apply those tips to construct an original narrative.

- What instructional strategies were used to teach?

Lecture: Spoke for a few minutes, using the blackboard, to explain the criteria for the upcoming narrative speech assignment (narrative coherence, narrative fidelity, and delivery). Asked for student input on the elements of a successful delivery.

Multimedia: Showed two short videos of advice from professional storytellers (Scott Simon of NPR, and "Southpark" creators Matt Stone and Trey Parker). Group work: Divided students into groups to work on an exercise in narrative coherence, in which students collaborated to construct and deliver a narrative using a traditional "fairy tale" template that incorporated Stone & Parker's advice (see attached handout).

- What challenges did you encounter teaching during this session?

I had hoped there would be time to show and discuss videos of one or two sample narrative speeches, but the group exercise took longer than anticipated. However, I let the class know that the sample speeches were available on Blackboard and recommended one in particular that I thought they would find helpful.

- What instructional strategies worked well during this session?

Following up the advice from Stone & Parker with a hands-on group exercise that allowed students to put it to immediate use. The exercise also gave them a chance to stand and speak in front of the class one last time before their individual narrative speeches.

- How do you think the students did learning the material for this session?

Most of them appeared to have grasped the concepts well and understood how to apply them to their own narratives. After the class, in their Twitter messages (part of their ongoing engagement assignment), several students said they had found the advice from the videos and/or the exercise helpful.

Additional Comments:

Faculty Participant Reflection Questions Reflection # 2

Name: EXP3

Date: Feb. 25, 2013

Number of Students Present in Class: 25

Questions:

What topics were covered in today's course?

Speech delivery, with an emphasis on eye contact, Critiquing the content and delivery of informative speeches

What instructional strategies were used to teach?

Class/individual activity, Videos and discussion

What challenges did you encounter teaching during this session?

The flash drive on which I had brought the student videos I'd intended to show was incompatible with the media cart, so I fell back on alternative videos that were available online.

What instructional strategies worked well during this session?

The main activity was an exercise in eye contact, which the class seemed to find both fun and instructive. Students were asked beforehand to bring in lyrics to a favorite song; some who had forgotten to do so were able to find appropriate lyrics online. For the exercise, the audience stood up as each student went to the front of the class to recite the lyrics. The audience members were instructed to remain standing until the speaker had made eye contact with them personally. The speaker was instructed to continue reciting the lyrics until all members of the audience were seated. We repeated this process for each student. Afterwards I asked the class whether they had noticed any patterns, and how they thought the experience might be different when they were giving an actual informative speech.

How do you think the students did learning the material for this session?

I think the hands-on exercise in eye contact provided them with good practice for the upcoming speeches in a format that they are likely to remember.

Additional Comments:

Faculty Participant Reflection Questions

Reflection # 1

Name: _EXPF2_____

Date: _1-29-13_____

Number of Students Present in Class: _Wow 8 at the start of class, by the end 18_____

Questions:

What topics were covered in today's course?

Tactics for Social Action, Speech Introductions, Research topics & Worldviews

What instructional strategies were used to teach?

Lecture, Student discussion groups & presentation, Write your own exam question, Class discussion

What challenges did you encounter teaching during this session?

Having only 8 students at the beginning of class was troubling. I had a group activity with six groups coming up shortly. This did unnerve me for a bit. I lectured on social action tactics then tasked them to define it in their own words and give examples. They gave different examples than my lecture, but did reuse many of my words in their definitions.

What instructional strategies worked well during this session?

I think the small discussion still worked well as their examples showed they were processing the content. We had a good class discussion with some disagreement on the speech we watched. Also the write your own exam revealed there were picking out the main points of the day.

How do you think the students did learning the material for this session?

I think they did very well with picking up the tactics for social action and how many of them already use the tactic, but can also try to appeal them more frequently and in different situations. I'm not sure about the research topics or introductions yet as those will be measured later in the semester.

Additional Comments:

Faculty Participant Reflection Questions Reflection # 2

Name: EXPF2_____

Date: Feb - 28_____

Number of Students Present in Class:18_____

Questions:

What topics were covered in today's course? In today's class we covered the history of media studies, the media's influence on society, and the benefits of impromptu speaking.

What instructional strategies were used to teach?

I used lecture, small group discussion, large group discussion, and student presentation.

What challenges did you encounter teaching during this session?

The one area that didn't go well was my pre planned grouping of them into student presentation groups. The categories I devised ahead of time were not properly weighted and most students fell into two, removing some of the diversity I wanted from the student presentations. Next time I'll do the categories organically in class, rather than pre planed.

What instructional strategies worked well during this session?

Overall I think this session went really well. Media studies are my personal area of interest and I feel like I delivered a strong lecture on the subject. The subject also provides for an easy discussion point as everyone has a relationship with the media, so the small group and large group discussion worked well.

How do you think the students did learning the material for this session?

I think based on the discussion; the influence of the media in our lives came across very clearly. I also think they picked up the importance of impromptu speaking. I'm not sure they will remember the specifics of the history of media studies, but I think they will remember some of the areas studied, which satisfies my secondary goal for the lecture.

Additional Comments:

I conceptualized a new activity that I called group debate which leads from a small group discussion, to a large group discussion, finally with a student from each group presenting. While it did not go as plan, due to my mistake, I think by organically selecting groups, it can work in to indicate the diversity of many issues we face in life.

The primary questions I asked them was what is the media's role in society and what do we need to about it? I think both of these questions have a multitude of answers and I was trying to illustrate that by placing them in 4 or 5 groups of like minded opinions and have them present why they believe what they do. I ended up getting two real groups of opinions, so some of the diversity was lost.

**Faculty Participant Reflection Questions
Reflection # 3**

Name: EXPF2 _____

Date: 4-2-13 _____

Number of Students Present in Class: 16 _____

Questions:

What topics were covered in today's course? I wrapped up the semester by reviewing the context surrounding public speaking from this course as well as my secondary goal of this course, media education.

What instructional strategies were used to teach? I use lecture and large group discussion.

What challenges did you encounter teaching during this session? None, I thought the session went well.

What instructional strategies worked well during this session? I think both strategies worked well in class.

How do you think the students did learning the material for this session? I think they grasped the large concepts. I've been covering them for the entire course, so nothing new was introduced; it was just a review of the entire semester through a slightly different lens.

Additional Comments:

Faculty Participant Reflection Questions Reflection # 1

Name: EXPF3

Date: January 29, 2013

Number of Students Present in Class: 19

Questions:

What topics were covered in today's course?

Chapter 3: Logic, reasoning, fallacies; Delivery; Anxiety

What instructional strategies were used to teach?

I previewed the evening on a PPT slide, I incorporated the Four Corners activity to cover fallacies, the Anxiety article included a group activity, I debriefed at the end of the class by asking students to anonymously respond to the question "what was one thing from tonight's class that you want more clarification on?" and then I followed up with their requests by providing the information via blackboard the next day.

What challenges did you encounter teaching during this session?

Students still struggled with understanding the fallacies and wanted more information.

What instructional strategies worked well during this session?

The Four Corners activity still worked well because it got students involved and engaged in the concepts. The debriefing question worked very well so I could provide more info where students needed it.

How do you think the students did learning the material for this session?

In comparison to having taught this material during previous semesters, I honestly believe this is the strongest students have ever grasped the material. The activities combined with the detailed PPT's and questions throughout really aided student learning and hopefully student retention!

Additional Comments:

Thank you for all the extra tools and tips for teaching the material!

Faculty Participant Reflection Questions Reflection # 2

Name: EXPF3

Date: 3/6/13

Number of Students Present in Class: 22

Questions:

- What topics were covered in today's course? Chapter 7 and upcoming speech assignment: Invitational/Group speech
- What instructional strategies were used to teach? Briefing, review, and also incorporated a group activity: students were assigned a section of Chapter 7 and were required to present the respective material to the class. When placed into the second group activity, it was to get them acquainted with their groups for the group speech. They were instructed to exchange contact info, select a speech topic, and then decide on a topic. Additionally, they were required to come up with 5 rules for their group regarding communication and expectations.
- What challenges did you encounter teaching during this session? Most students did not read the material prior to coming to class.
- What instructional strategies worked well during this session? Group presentations on the Chapter 7 material and the group rules
- How do you think the students did learning the material for this session? It seemed clearer by the end of class, and their understanding of the upcoming assignment seemed to be satisfactory also.

Additional Comments:

Faculty Participant Reflection Questions Reflection # 2

Name: EXPF3

Date: 3/6/13

Number of Students Present in Class: 22

Questions:

What topics were covered in today's course? Chapter 7 and upcoming speech assignment: Invitational/Group speech

What instructional strategies were used to teach? Briefing, review, and also incorporated a group activity: students were assigned a section of Chapter 7 and were required to present the respective material to the class. When placed into the second group activity, it was to get them acquainted with their groups for the group speech. They were instructed to exchange contact info, select a speech topic, and then decide on a topic. Additionally, they were required to come up with 5 rules for their group regarding communication and expectations.

What challenges did you encounter teaching during this session? Most students did not read the material prior to coming to class.

What instructional strategies worked well during this session? Group presentations on the Chapter 7 material and the group rules

How do you think the students did learning the material for this session? It seemed clearer by the end of class, and their understanding of the upcoming assignment seemed to be satisfactory also.

Additional Comments:

**Faculty Participant Reflection Questions
Reflection # 3**

Name: EXPF3

Date: 4/7/13

Number of Students Present in Class: 21

Questions:

What topics were covered in today's course? Chapter 10 and Invitational Speaking

What instructional strategies were used to teach? Briefing, Debriefing, Group activity to present Chapter 10

What challenges did you encounter teaching during this session? Lack of preparation on behalf of the students – they did not read before class

What instructional strategies worked well during this session? Group activity – students were forced to read the material and the presentations helped them prepare for the upcoming speeches.

How do you think the students did learning the material for this session?

Pretty well – requiring them to present the material instead of listening to me allowed them to become very engaged and interactive.

Additional Comments:

APPENDIX S

EXAMPLE OF ADVANCED ORGANIZER

COM 1010

Chapter 2

Communication and Power: A Cultural History

History is a story that we tell in the present about the past; it is less about capturing what actually happened and more about finding the meaning behind those events (Warren & Fassett, 2011, p. 20).

The field of communication can be divided into 5 parts or paradigms.

1. _____
2. _____
3. _____
4. _____
5. _____

The Rhetorical Tradition

The Sophists were our first public speaking teachers helping people improve as communicators. Additional philosophers who contributed to how individuals communicated with one another included Plato and Aristotle.

Philosopher(s)	What were their contributions to the field of communication?	Key words
The Sophists		
Plato		
Aristotle		

Aristotle identified 5 components that are necessary for an effective message. They are:

1. _____
2. _____
3. _____
4. _____
5. _____

The Elocution Era

Elocution is a period in the history of the field when rhetoric became a field that only focused on delivery and style, producing schools that taught students to speak with poise and eloquence (p. 200).

Peter Ramus significantly influenced the field of communication. Ramus split Cicero's canons into two parts: _____ and _____.

The split had two devastating effects:

1. _____

2. _____

What impact has this split had on communication as we know it today?

The Move to Science:

- In 1963, Claude Shannon developed a mathematical theory of communication that divided communication into component parts allowing researchers the ability to break down communication.
- The goal of this was to take an object and understand what it is and how it works.
- Weaver identified the following as being essential components of communication:
 1. _____
 2. _____
 3. _____

(Warren & Fassett, 2011, p. 26)

Effects of this perspective include:

1. _____

2. _____

3. _____

4. _____

Social Constructionism:

In social constructionist we no longer consider communication to be something that is static and stationary; rather we view it as:

Additional Notes:

The Critical Cultural Turn

Conquergood's research with street gangs illustrates two important qualities of the critical/cultural turn:

1.

2.

Public Advocacy: Purpose, Audience, and Voice

A thesis is an integral component to successful communication; this is the overarching class of a message.

If you don't know whom you're writing for, then how can you really know what your argument (thesis) is? (Warren & Fassett, 2011, p. 33).

<i>Purpose and Audience:</i>	
<i>Voice:</i>	
<i>Topic Selection:</i>	

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ABSTRACT**THE USE OF COGNITIVE APPRENTICESHIPS TO TEACH LEARNER-CENTERED INSTRUCTIONAL STRATEGIES IN AN UNDERGRADUATE LEARNING ENVIRONMENT**

by

JILL E. STEFANIAK**August 2013****Advisor:** Dr. Monica W. Tracey**Major:** Instructional Technology**Degree:** Doctor of Philosophy

Educators are in a never-ending search for identifying instructional strategies as technological resources and support for the classroom continue to evolve. In order to optimize learning results and mastery of the learning material, faculty must present instructional content in a manner that supports cognitive processing strategies, and is sequenced in an order that enables the learner to build upon prior knowledge. The primary role of the educator in higher education is to guide students through the acquisition of new skills and promote self-directed learning. Educators must continue to pursue areas for improvement in current teaching structures with a view to identify instructional strategies that are learner-centered. Designing instruction methodologies that take into consideration cognitive learning theory and how the brain processes information can assist in selecting strategies that are learner-centered for disseminating educational content to the learning audience.

The purpose of this study was to take an ethnographic approach to observe what instructional strategies educators currently use in undergraduate classroom settings. Instructional strategies that were observed through direct observation included the

sequencing of course materials, interactions between educators and students, and opportunities for students to engage in active learning. Interviews were conducted with educators to discuss the various challenges that they encountered while teaching. Students were interviewed to provide information pertaining to challenges that they encountered while learning. Educators participated in a cognitive apprenticeship that provided them with tools to incorporate instructional strategies that aligned with the premises associated with cognitive learning and conditions-based theories.

Observations and extensive field notes were completed to document how faculty members taught at the outset of the cognitive apprenticeship and subsequently, during the cognitive apprenticeship intervention to determine whether there was any significant change resulting from their teaching strategies. Interviews were conducted with faculty and students to gauge their perceptions regarding the instructional strategies utilized within the classroom.

Faculty participants enrolled in the experimental group participated in a semester-long cognitive apprenticeship. The researcher worked closely with faculty participants on an individual basis following a cognitive apprenticeship framework to train them on how to incorporate more learner-centered instructional methods into their course. Surveys were administered to students enrolled in the second semester course to measure their perceptions of motivation with regards to learning the course material. Surveys were administered to the faculty to measure their perceptions of motivation with regards to teaching the course material. Interviews were held with each faculty participant and a sample of their students inquiring about the instructional strategies used in class, the sequencing of content, and the overall learning environment. Exploration as to how

learner-centered instructional strategies can be incorporated within higher education was also discussed.

AUTOBIOGRAPHICAL STATEMENT

Jill E. Stefaniak has recently accepted a position as Assistant Professor of Instructional Design and Technology at Old Dominion University. Prior to joining Old Dominion University, Jill was the Director of Education Training at the Oakland University William Beaumont School of Medicine. An experienced educator, Jill has trained medical students to become physician educators in community and hospital environments. She received her Bachelor's in Business Administration from the University of Windsor and a Masters degree in Training and Development from Oakland University with a double concentration in Instructional Design & Technology and Organizational Development & Leadership. She also holds a designation as a Certified Professional in Learning and Performance. Jill is an active researcher and has presented scholarly research at a variety of different conferences. Her research interests include learner-centered instruction, complex learning, and medical simulation.