

Since the time of my last evaluation in January 2006 I continue to be involved in the areas of teaching, scholarship, and service.

Teaching

The most interesting thing as it relates to my teaching occurred when I introduced clickers into my courses. Clickers are radio frequency devices that allow students to respond to in class questions in real time. Students click in a response to a question and the results are displayed live. Initial feedback indicates that students find the clickers helpful for reinforcing knowledge and facilitating class discussion. I have used clickers in all my courses in Spring 2006, Summer 2006, and Fall 2006.

Spring 2006: In the Spring 2006 semester I taught Research Methods in Social Work at the undergraduate level and the masters foundation level. The undergraduate course was taught on campus, while the graduate course was taught on-line using a synchronous delivery method driven by Macromedia's Breeze. I taught both classes from the stance that the premise of the course was to focus on developing the research proposal from conception to conclusion. The major assignment for each class was the development of an outline of a research proposal. The parts of the research proposal included the development of a topic, an introduction/literature review, a hypothesis, sampling, design choice, sampling, data collection, and analysis. Feedback was provided to the students throughout the proposal process. For the on campus class, students worked in groups, while in the on-line section they worked individually. In addition to the proposal, students were required to write content summaries based on the lectures and readings, and were assessed using quizzes and a comprehensive final exam. Finally, for the on-campus course I had a SGID conducted in my class. I requested the SGID because I

wanted to learn if students thought there was additional ways to teach research methods. In general, students thought my approach was successful. A general comment stated that Quinn takes a dry subject and makes it interesting. Students also reported enjoying the content summaries and the clickers.

One exciting aspect of my Spring teaching was the on-line experience. Students, in the on-line section, met once a week via webcams and microphones over Breeze. I was able to take advantage of various features offered in Breeze. For example, I used a feature called polling to survey the students on their understanding of the course content. Another feature was the ability to display PowerPoint slides which were used to facilitate the lectures. The on-line section also utilized the discussion boards located within Blackboard. Students posted their parts to the research proposal on the discussion boards, where I was able to read and respond to the students' postings.

Summer 2006: In the Summer 2006 semester I taught undergraduate Human Behavior in the Social Environment (HBSE) and a special topic course on social work statistics. In HBSE, lectures focused on typical development from conception to death. Hot topics, such as abortion, drug use, and assisted suicide were discussed. The major assignment for the course was to apply the topics discussed in class to three films viewed over the semester. For the first film, A Clockwork Orange, students needed to discuss Pavlovian conditioning and Maslow's hierarchy of needs as it related to the main character. For the second film, The Breakfast Club, students needed to discuss the roles of cliques as it related to early adolescence. For the third and final film, On Golden Pond, students discussed aging and the role of child parent relationships in later adulthood. In addition

to the film assignment, students took three tests to assess their knowledge of the course content.

I also taught a special topics course on statistics in social work. The course focused on understanding data, frequency distributions, z-scores, measures of central tendencies and dispersions, hypothesis testing, bivariate analysis, and multivariate analysis. The content was taught by way of lectures and in class work (such as calculating z-scores, creating a frequency tables). In addition, students received instruction on SPSS and were required to enter, code, compute, and interpret data using SPSS. Finally, quizzes and a comprehensive exam were used to assess student knowledge.

Fall 2006: I am currently teaching Human Behavior in the Social Environment. Students learn about life development through lectures, real life examples, and video clips. The major assignment in the course is a Student Theory Paper. Students need to identify an issue and a life stage (e.g. toddlerhood, early adolescence, late adulthood, etc) and discuss the issue in terms of biological, psychological, and social development. Students are also given several quizzes and will be required to take a comprehensive final.

I am also teaching Research Methods in Social Work. Students learn about the content through lectures and assigned readings. Knowledge is synthesized through content summaries based on lectures and readings. In addition, students work in groups to develop an outline for a research proposal. The parts of the research proposal included the development of a topic, an introduction/literature review, a hypothesis, sampling, design choice, sampling, data collection, and analysis. In addition to the group work, students are asked to turn in an individual summary for each part of the research

proposal. Feedback is provided to the students throughout the proposal process. Finally, students are given several quizzes and will be required to take a comprehensive final.

Scholarship

I have been involved in several scholarly activities since the last review.

Publications: In summer of this year I had a paper called “Reducing Social Work Student’s Statistics Anxiety” published in Academic Quarterly Exchange. The article focused on techniques I believed can be used to reduce anxiety in a statistics class. Also, I have had a software review on TurningPoint clickers accepted into the Journal of Technology of Human Services. This review will be published within a year. In addition, my colleague Ralph Woehle and I had a paper entitled “A Modest Experiment Comparing Graduate Social Work Classes, on-Campus and at A Distance” published in the proceedings of the 4th annual Hawaii International Conference on Education. Dr. Woehle and I have submitted a revised version of the paper to the Journal of Social Work Education. In both cases the paper focuses on predicting student success in a distance and on campus Human Behavior in the Social Environment Course. I have also had a software review titled “Personal Response System (clickers) by TurningPoint” accepted pending revisions in the Journal of Technology in Human Services. I also submitted a paper written with my colleague Gary Widrick at the University of Vermont entitled “Technology Innovations in an Undergraduate Research Course: The Use of Student Created Videos” to the Journal of Technology in Human Services. This paper focused on using student produced video to learn about research methods. However, this paper was not accepted. Finally, I am in the process of writing an article which focuses on developing a research agenda for studying the Internet Video Classroom with two

colleagues (Dick Schoech, University of Texas at Arlington and Jo Ann Regan, University of Hawaii) to be submitted to the Journal of Technology in Human Services.

Presentations: I gave several presentations this year. First, at the Council of Social Work Education's 51st annual program meeting I presented a talk on how student produced videos was used to help students synthesize content about research methods. Second, I gave a presentation on using research methods to a field instructor training session sponsored by UND's Department of Social Work. This presentation focused on how field instructors can use different research methods to evaluate their practice and clients. Thirdly, I appeared on the radio where I was interviewed about UND's Department of Social Work distance delivery program. Fourthly, my colleague Ralph Woehle presented a paper that I co-authored entitled "A Modest Experiment Comparing Graduate Social Work Classes, on-Campus and at A Distance" at the 4th annual Hawaii International Conference on Education. Fifthly, I presented results from data collected on clicker responses systems. This talk entitled "A Review of Student Opinions on Personal Response Clickers" was presented at Beyond Boundaries-Integrating Technology into Teaching and Learning. I also presented a talk entitled "A Brief Look at Breeze: A New Delivery Method for Distance Education" at the same conference. This talk focused on how Breeze can be used to deliver courses. Finally, at the end of October 2006 I will present a roundtable discussion at the 24th annual Association of Baccalaureate Social Work Program Directors Meeting. This discussion entitled "An Investigation of Personal Response Clickers in a Research Methods Course" will discuss the pedagogical uses of clickers and student opinions about the clickers.

Currently, I have two paper/conference presentation proposals under review for the Texas Computer Education Association Research Symposium. The first paper entitled “Synchronous Delivery of a Social Work Research Methods Course. Using Breeze to Deliver Content” focuses on the use of Breeze to delivery social work research methods synchronously and at a distance. The second paper which was coauthored by my colleague Patrick Schultz (Department of Management at UND) is entitled “Integrating Management Concepts into Human Service Organizations: A suggestion for using student produced video to understand Morgan's metaphors”. This paper discusses how student produced videos can be used to construct an understanding of Morgan’s management metaphors.

Finally, I submitted three presentations to the Society of Social Work and Research. The first talk entitled “An Exploratory Investigation into a Novel on-Line Delivery Method: Using Macromedia Breeze to Deliver a Graduate Research Methods Course in Real Time” focused on using Breeze to teach Research Methods. The second presentation entitled “An Investigation of Personal Response System Clickers in a Research Methods Course” focused on an exploratory study I did on student attitudes towards clickers. The third presentation entitled “The Relationship between Time Spent and Online Learning: Considerations for the Internet Age” focused on the relationship between time spent on line and knowledge gained. Unfortunately, all three presentations were not accepted. However, the feedback provided for me was that my ideas were innovative but my research designs were somewhat weak.

Service

I have also been involved with several committees within the Department of Social Work and the College of Education and Human Development. First, I currently serve as chair for the Research/HBSE curriculum committee and the social work technology committee. Second, I serve as a faculty member of the MSW committee, the BSSW committee, and the assessment committee. I also serve as the faculty representative of the social work student concern committee. I also am a member of the College of Education and Human Development technology committee. I have also been in contact with the CEO of Development Homes to begin some volunteer work which will focus on understanding, implementing and evaluating assistive technologies to be used with people with development disabilities.

Areas of Improvement

Overall this year has been an enjoyable year. I did have two memorable incidents that served as learning experiences for me as I grow professionally. The first involved the confrontation of a pair of students. The students turned in vary similar assignments and instead of confronting them privately and separate I confronted the pair in the hallway in public. My confrontations lead to one student withdrawing from my class and the other student not attending for several weeks. Eventually, the student who had missed class returned but only after some arbitration. In retrospect, I failed to act professionally. The lesson learned here was that I need to act professionally by respecting student privacy and the manner in which I handle confrontations.

Another incident that occurred was related to the timing of a survey. I was collecting data on my use of the Breeze delivery system and on the day of the final asked the students to fill out a brief survey regarding Breeze. I attached the survey to the final

and gave instructions that the survey in no way would reflect on the student grades. I did not imagine that students would feel pressured to answer the survey even though I indicated that participation would not influence grades. I now can understand that a student might feel pressured to participate in the study if it accompanied a test. In future I will plan my need to collect data accordingly.

I hope to continue to grow professionally. One area that I plan to explore is outside volunteer work. As mentioned previously, I plan to volunteer at Development Homes. In addition, I also want to continue learning about North Dakota and its surrounding area, especially in the arena of Native Americans. I plan to read *North Dakota Indians: An Introduction* by Mary Jane Schneider. I believe such an understanding of tribal culture will assist me with my dealing with our Native American students.