

**Podcast Title:**  
**Teaching and Learning at Arizona State University**

**Episode Title:**  
001 Student Response Systems with Dr. Hilairy Hartnett, Part 1 of 2

**Description:**

An enlightening interview with Dr. Hilairy Hartnett on the role of Student Response Systems in learner-centered instruction. Dr. Hartnett is an Assistant Professor with the School of Earth and Space Exploration (SESE) at Arizona State University, and a master educator.

**Summary:**

Part 1 of this episode introduces the topic of Student Response Systems (SRS), also known as Classroom Participation Systems (CPS), from the perspective of an instructor and an educational technology specialist. As a teacher in large enrollment classes, Dr. Hartnett is sold on the idea of employing a student response system. She outlines the benefits of using these systems, and she offers strategies for effectively integrating them into the classroom. Dr. Hartnett also investigates possible applications for small graduate courses.

**Episode Title:**  
001 Student Response Systems with Dr. Hilairy Hartnett, Part 2 of 2

**Description:**

This is the continuation of an inspiring interview with Dr. Hilairy Hartnett, a master educator at Arizona State University, on the role of Student Response Systems in learner-centered instruction.

**Summary:**

In Part 2 of this episode, Dr. Hartnett furnishes more practical advice for incorporating a student response system into new and existing courses. She not only gives faculty a road-map to follow, but also provides examples of best practices.

For more information: <http://CLTE.ASU.EDU>

**Episode Title:**  
001 Student Response Systems Technical Perspective with Seth Levine

**Description:**

An informative interview with Seth Levine on the technical and support requirements for implementing a Student Response System in learner-centered instruction. Mr. Levine leads a team that provides technical support and other assistance to faculty at Arizona State University.

Summary:

In this episode, Seth Levine explains the technical and support considerations for Student Response Systems, also known as Classroom Participation Systems. These include best practices, common technical barriers, and initial hardware set-up. This "how to" episode comes with the assurance that faculty at ASU can count on receiving the help they need to get started.

For more information: <http://CLTE.ASU.EDU>

**Episode Title:**

002 Teaching Large Classes with Dr. Bill Verdini, Part 1 of 2

Description:

A captivating interview about student engagement in large enrollment classes from the perspective of Dr. Bill Verdini, a master educator at Arizona State University.

Summary:

In Part 1 of this episode, Dr. Verdini shares his wealth of experience with teaching large class sections, sometimes totaling more than 600 students. Throughout the interview, he extols the value of maintaining a student-centered approach, and he gives numerous examples to illustrate it. He also reveals his tried-and-true methods for keeping these classes manageable despite their large size. As an added bonus, this candid interview includes pitfalls to avoid, and thoughts about future directions and improvements. Dr. Verdini caps off Part 1 with an M&M (yes, the candy) quality control activity.

**Episode Title:**

002 Teaching Large Classes with Dr. Bill Verdini, Part 2 of 2

Description:

More of the captivating interview about student engagement from the perspective of Dr. Bill Verdini, a master educator at Arizona State University.

Summary:

In Part 2 of this episode, Dr. Verdini continues highlighting tips and techniques to facilitate student engagement in large enrollment classes. He addresses the challenges that typically accompany these large classes, ranging from lack of intimate student interactions to managing pre/post lecture student requests to identifying relevant teachable moments. In addition, he shares insights for handling student email, leveraging Teaching Assistants, getting the most from break-out sessions, and guiding online discussions to further support student learning. In the final analysis, Dr. Verdini embraces the idea that students must accept responsibility for their own learning, which includes regular class attendance and strong individual and group participation.

For more information: <http://CLTE.ASU.EDU>

**Episode Title:**

003 Cooperative Learning with Dr. Susan Ledlow, Part 1 of 2

**Description:**

A fascinating interview with Dr. Susan Ledlow, a master educator at Arizona State University, on integrating cooperative learning strategies into university-level coursework.

**Summary:**

In Part 1 of this episode, Dr. Ledlow defines Cooperative Learning and how it differs from Traditional Learning and Group Work. The successful implementation of Cooperative Learning in a student-centered learning environment depends on establishing a climate that fosters the development of team skills, role-playing, and leadership. Dr. Ledlow achieves this by introducing the Boeing Code of Cooperation as a model for students to use when developing their own codes of cooperation. Making the students responsible for managing their interactions frees the instructor to focus on additional instructional and evaluative roles. Dr. Ledlow not only goes into detail about these additional roles but also shares various techniques for evaluating the work of the individual students as well as the teams. She identifies commonly used cooperative learning strategies and gives the rationale for employing them. According to her, the key to a successful implementation lies in establishing both individual and team accountability.

**Episode Title:**

003 Cooperative Learning with Dr. Susan Ledlow, Part 2 of 2

**Description:**

More on successfully integrating cooperative learning strategies into university-level coursework from the perspective of Dr. Susan Ledlow, a master educator at Arizona State University.

**Summary:**

In Part 2 of this episode, Dr. Ledlow discusses common integration strategies for small and large enrollment classes, and for undergraduate and graduate coursework. She provides a backdrop for selecting strategies, for evaluating their effectiveness, and for addressing issues that sometimes crop up when employing them – including how to overcome the two most common integration barriers associated with this methodology. She also describes ways to leverage Teaching Assistants within a cooperative learning environment. At the end of this episode, Dr. Ledlow shares some solid advice for anyone new to cooperative learning.

For more information: <http://CLTE.ASU.EDU>

**Episode Title:**

004 Informal Assessment with Dr. Duane Roen, Part 1 of 2

**Description:**

A topical interview on using informal assessment strategies in learner-center courses, with Arizona State University master educator Dr. Duane Roen.

**Summary:**

In Part 1 of this episode, Dr. Roen introduces practical strategies, examples, and tips for performing informal classroom assessments. Whether formal or informal, says Dr. Roen, the implementation of an assessment mechanism depends on having carefully defined learning outcomes, because such outcomes form the basis for developing appropriate student activities. In addition, it is important to incorporate these assessments as a regular and ongoing part of the instructional delivery process. He illustrates this point by sharing concrete examples from his own years of experience in teaching and learning. These include three quick and extremely flexible informal assessment strategies (Muddiest Point, Entree Slip, Exit Slip) from a book entitled "Classroom Assessment Techniques - A Handbook for College Teachers." Dr. Roen endorses a combination of formal and informal assessment for gauging student progress on the way to achieving the desired learning outcomes.

**Episode Title:**

004 Informal Assessment with Dr. Duane Roen, Part 2 of 2

**Description:**

More with Dr. Duane Roen, a master educator at Arizona State University, on using informal assessment strategies in learner-center courses.

**Summary:**

In Part 2 of this episode, Dr. Roen describes variations of the three previously shared informal assessment strategies (Muddiest Point, Entree Slip, Exit Slip). At the same time, he emphasizes the importance of incorporating these informal assessments within the lecture format. He also identifies common pitfalls and provides ideas for addressing them. Real classroom examples illustrate how informal assessments can make a material difference for both students and teachers.

For more information: <http://CLTE.ASU.EDU>

**Episode Title:**

005 Teaching Hybrid and Online Courses with Dr. Laura Bush, Part 1 of 2

Description:

A lively interview with Dr. Laura Bush, a master educator at Arizona State University, about developing and teaching hybrid and online courses.

Summary:

In Part 1 of this episode, Dr Bush stresses the importance of creating a socially motivated learning community to overcome the physical barriers of online learning. Achieving socially motivated learning depends, in part, on developing concise course goals and objectives, and then using them to promote robust online discussions. She says online discussions not only build community but also stimulate higher order thinking. Dr. Bush provides several techniques for managing the quality and quantity of online discussions.

**Episode Title:**

005 Teaching Hybrid and Online Courses with Dr. Laura Bush, Part 2 of 2

Description:

More with Dr. Laura Bush, a master educator at Arizona State University, on developing and teaching hybrid and online courses.

Summary:

In Part 2 of this episode, Dr. Bush provides tips for facilitating informal student-student and student-teacher interactions. She recommends weaving them together with a combination of email and online discussions, but in a manner that keeps the volume of email associated with online courses manageable. She is particularly sensitive to those transitioning into online teaching. For them, she says, the key is to develop a sense of comfort with the technology used in the course. Dr. Bush candidly shares the realities of teaching with technology, including how to deal with technology apprehension. The most important piece of advice she has to offer is to maintain an open line of communication between the students and the teacher.

For more information: <http://CLTE.ASU.EDU>

**Episode Title:**

006 Improving Lectures for Students and Instructors with Dr. David Berliner, Part 1 of 2

Description:

An insightful interview with Dr. David Berliner, a master educator at Arizona State University, on improving the lecture experience for both the student and the instructor.

Summary:

In the first installment of this episode, Dr. Berliner provides clear, concise, researched-based strategies to improve the lecture experience for both teacher and students. He divides the lecture experience into three major sections: starting a lecture,

lecturing, and wrapping up a lecture. For starting a lecture, Dr. Berliner offers six strategies that range from starting promptly to employing advanced organizers to motivating students. He outlines twelve separate strategies for the lecturing section, along with individual integration examples. Above all else, says Dr. Berliner, the instructor must be adept at providing good explanations.

**Episode Title:**

006 Improving Lectures for Students and Instructors with Dr. David Berliner, Part 2 of 2

Description:

More of the insightful interview on improving the lecture experience for both the student and the instructor from the perspective of Dr. David Berliner, a master educator at Arizona State University.

Summary:

In the second installment of this episode, Dr. Berliner expands on the twelve separate lecture strategies described in Part 1. These range from showing enthusiasm for the subject to interspersing questions to promoting student self-awareness. For ending a lecture, Dr. Berliner enumerates seven strategies that range from providing a post organizer to developing an inter-lecture structure to keeping records for future lectures. Afterwards, he recaps his lecture strategies and gives suggestions for taking the first steps toward improving the lecture experience. He then ends this installment with a final and fascinating word of advice.

For more information: <http://CLTE.ASU.EDU>

**Episode Title:**

007 Designing and Assessing Writing Assignments with Dr. Sandra Nagy

Description:

An enlightening interview with Dr. Sandra Nagy, a master educator at Arizona State University, about deliberately integrating “field-specific” writing assignments into student coursework.

Summary:

In this episode, Dr. Nagy delves into the importance of incorporating the "Writing Across the Curriculum" approach for all subject areas. She explains the rationale for taking this approach, which includes why writing ought to have a place outside of traditional English courses. All subject areas need to develop and encourage "field-specific writing," says Dr. Nagy. Toward that end, she offers strategies for incorporating writing assignments in small and large enrollment classes; she identifies what students ought to be writing about; and she proposes that writing be included in formal assessments. This discussion also concentrates on evaluating student writing, providing appropriate feedback, and encouraging rewriting. Dr. Nagy strongly advocates

the use of multiple writing deadlines as a way of guiding students in their writing and learning.

For more information: <http://CLTE.ASU.EDU>

**Episode Title:**

008 Designing Course Goals and Objectives with Dr. Duane Roen, Part 1 of 2

**Description:**

An informative interview with Dr. Duane Roen, a master educator at Arizona State University, on improving course development and delivery by focusing on learning goals and objectives.

**Summary:**

In Part 1 of this episode, Dr. Roen discusses the importance of structuring a course around clearly defined learning objectives and goals. Whether taking over an existing course or teaching a new one, the discussion covers where to start when assigned a course, what students should learn first, and what students should know after taking the course. Dr. Roen emphasizes student-centered learning as a way to prepare students to continue their learning outside the bounds of a traditional semester or course. To move from superficial learning into deep learning, he advocates seeking opportunities to refine the work at both the curriculum-level and the course-level. Dr. Roen also describes the role and function of an effective syllabus, with the goal of establishing a "good fair contract" between instructor and students.

**Episode Title:**

008 Designing Course Goals and Objectives with Dr. Duane Roen, Part 2 of 2

**Description:**

More of the informative interview on improving course development and delivery with Arizona State University master educator Dr. Duane Roen.

**Summary:**

In Part 2 of this episode, Dr. Roen explores common concerns in course development (defining goals & objectives, course delivery, and student assessment) and offers suggestions for addressing them. He also encourages the development and maintenance of student course portfolios. Such portfolios not only document student learning in the context of a given course but also provide opportunities to connect the learning from one course to another.

For more information: <http://CLTE.ASU.EDU>

**Episode Title:**

009 Considerations in Testing and Grading with Dr. Roger Millsap, Part 1 of 3

**Description:**

An in-depth interview with Dr. Roger Millsap, a master educator at Arizona State University, on developing, integrating, and understanding formal assessments.

**Summary:**

In Part 1 of this episode, Dr. Millsap discusses at length the importance of developing and applying sound assessment practices, which include tests and examinations. He identifies common pitfalls associated with creating a test, and he points out that these can largely be avoided by focusing on three assessment principles--matching content taught with the test, using consistent grading practices, and crafting carefully worded test questions. Dr. Millsap also discusses the role of guiding student discussions to ensure they focus on the important content, how to deal with limited opportunities for administering a test or exam, and he encourages the habit of formulating a test while in process of teaching the material. At the end of Part 1, the discussion turns to grading practices. The single greatest concern in this area involves a better understanding and application of "grading on a curve."

**Episode Title:**

009 Considerations in Testing and Grading with Dr. Roger Millsap, Part 2 of 3

**Description:**

More of the interview on developing, integrating, and understanding formal assessments from the perspective of Dr. Roger Millsap, a master educator at Arizona State University.

**Summary:**

In Part 2 of this episode, Dr. Millsap reveals more grading strategies, including an alternative to "grading on a curve." He develops a case for administering more rather than fewer exams, and for using assignments to bolster the validity of student assessment. He also covers the third assessment principle from Part 1, which involves the writing of test questions. He reviews the pros and cons of multiple choice questions, and he discusses the value of combining multiple choice with essays. But beware, he says, because essays come with their own development and application concerns. He lays out some strategies for writing and grading essay questions, and he follows it up with a detailed example. He also gives advice on what to do if, despite an earnest effort to create a good test, it doesn't result in a good test after all.

**Episode Title:**

009 Considerations in Testing and Grading with Dr. Roger Millsap, Part 3 of 3

**Description:**

More on developing, integrating, and understanding formal assessments from the perspective of Dr. Roger Millsap, a master educator at Arizona State University.

**Summary:**

In Part 3 of this episode, Dr. Millsap advocates developing tests with the "best" answer in mind. He explores the ins and outs of test length and focus, and he addresses the common concern and need for rigor. Based on the premise that this is a truly important instructional task, he provides concrete examples to illustrate steps all instructors can take. These include the provision of a generic student warning, considerations for initially developing tests, and thoughts about refining them once they have been developed. Because testing represents the typical way to "capstone" a course, this is one area where continuous improvement really matters.

For more information: <http://CLTE.ASU.EDU>

**Episode Title:**

010 Academic Integrity with Joe Bunker and Leslee Shell, Part 1 of 2

**Description:**

A dynamic interview on promoting and maintaining academic integrity from the perspective of two master librarians at Arizona State University.

**Summary:**

In the first installment of this episode, Joe Bunker and Leslee Shell embark on an energizing discussion about academic integrity. In addition to defining academic integrity, they point out some common concerns that impact it, with cheating being high among them. While cheating in and of itself may be old, new forms have emerged with time and the advent of virtual classroom settings. Beyond cheating, they describe "social loafing" and student "commitment failures" as other habits that undermine academic integrity. The real need, they say, is for students to develop a sense of self and group accountability. Developing clear course objectives and student expectations can help, but the biggest factor lies with the instructor making it clear that cheating will not be tolerated. Bunker and Shell also explore various tools available for detecting plagiarism.

**Episode Title:**

010 Academic Integrity with Joe Bunker and Leslee Shell, Part 2 of 2

**Description:**

More of the dynamic interview on promoting and maintaining academic integrity from the perspective of two master librarians at Arizona State University.

Summary:

In Part 2 of this episode, Bunker and Shell elaborate on the steps that can be taken to improve academic integrity. One initial step involves a course "honor code" of academic conduct -- in other words, a student-teacher contract that helps define the expectations for, and responsibilities of, the student. Other steps include strategies for reducing online and print plagiarism, and the use of plagiarism detection tools -- but with full knowledge of the drawbacks, limitations, and false security they can embody. In the final analysis, both presenters emphasize the necessity to create a learning space that nurtures and maintains a high degree of academic integrity.

For more information: <http://CLTE.ASU.EDU>