DALTON STATE

April 2018

Volume 5, Issue 4

Journal for Academic Excellence

The Journal for Academic Excellence proudly presents its fourth issue of the 2017-2018 academic year, and this one is chock full of good news about our faculty and staff activities as well as helpful articles about teaching and learning at the college level.

First, congratulations and thanks to the 16 colleagues who presented their "Bold Talks" on March 30. An excellent crowd (in number and quality) attended, and all the academic schools and Dean of Students' Office were represented.

If you missed them and would like to watch them, or if you want to watch them again, the videos are posted here on the campus libguides. The variety of topics is amazing, and you are sure to find several to your benefit.

Of course, the spring semester is winding down but that also means there is a flurry of activity. Please consider attending the Student Scholarship Showcase on April 20 from 1:00 to 4:00. Students will be presenting on their capstone projects, undergraduate research, study abroad, internships, and other experiential learning. This event, and the Bold Talks, are two opportunities where we can get out of our buildings and disciplinary silos to enjoy what our colleagues are doing.

IN THIS ISSUE

DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS

Dr. David DesRochers, Associate Professor Biology, recently had an article entitled "Estimation of Vital Rates for the Hawaiian Gallinule, a Cryptic, Endangered Waterbird" accepted for publication in the *Journal of Fish and Wildlife Management.* The article is posted here.

Mr. Matt LeHew, Assistant Professor of Communication, and Dr. Barbara G. Tucker, Professor of Communication, were awarded an Affordable Learning Georgia mini-grant to make improvements and enhancements to *Exploring Public Speaking*, the in-house, open educational resource textbook used in the COMM 1110 classes. All degree-seeking students at Dalton State must complete this course. Already students have saved over $100,000 due to this free digital text. Mr. LeHew will be improving the technology behind the digital textbook, and Dr. Tucker will be improving the ancillaries and editing the text.

Congratulations to Dr. Catherine Clinard, Assistant Professor of Psychology, who was selected to participate in the Governor's Teaching Fellows Program for the Summer Symposium 2018. She will travel to the University of Georgia from May 14-25 to participate.

This is a program for higher education faculty designed to help them further their teaching skills. It will be an intensive two-week symposium, with training on topics ranging from utilizing technology in the classroom to pedagogical innovations.

Dr. Clinard states, "For someone like me, who received no formal education training in graduate school, it's an amazing opportunity to develop pedagogical skills. I look forward to sharing my experience as a fellow when we return to campus in the fall."

DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS

Dr. Ellie Jenkins, Associate Professor of Music, appeared as soloist on *Cape Horn* for horn and band with the Dalton/Whitfield Community Band on February 25, 2018, as part of their joint concert with the Young Harris College Community Band. Her performance was repeated at Southeast Whitfield High School on April 10. She also coached the horn players at Dalton Middle School in February for their Large Group Performance Evaluation performance, and Dr. Jenkins has been invited to be a panelist at the International Horn Symposium, July 30-August 4, for a discussion about "respect in the workplace," based on her dissertation research.

Several members of the Department of Communication presented at the Georgia Communication Association Annual Conference held at Columbus State University in February.

Dr. Tami Tomasello, Associate Professor Communication, presented "The Trivializing Effects of Televised Portrayals Covering Tragic Events." She also mentored three under-graduate presentations by Asmara Holmes, Alex Bonine, and Cameron Deitz, communication majors who will be graduating in December 2018 and who conducted their research in her Mass Media and Society course.

Mr. Matthew LeHew, Assistant Professor Communication, presented "Open-Source Natural Language Processing of Reddit Communities." This information is part of his doctoral research at Georgia State University.

Ms. Amy Mendes, Lecturer in Communication, presented "Teaching Information Literacy in the Era of Fake News." Ms. Mendes also began her term as Secretary of the organization. Ms. Mendes presented on her development and use of open educational resources in the basic communication course at the Southern States Communication Association on April 8.

Dr. Barbara Tucker presented "Graduating Students' Perceptions of the Basic Communication Course," based on surveys completed by Dalton State students. Dr. Tucker also ended her term as Past President of the GCA. Dr. Tucker gave two presentations at the Southern States Communication Association on April 5-8, one on developing and using open educational resources in the basic communication course and one a reprisal of her presentation at GCA.

DALTON STATE FACULTY AND STAFF AWARDS, ACHIEVEMENTS, AND ACCOMPLISHMENTS

Dr. David Williams was recently invited to speak to the Northwest Georgia Society for Human Resource Meeting (SHRM) monthly meeting held on October 10, 2017, at Belhaven University. His topic was **Using Social Media for Employee Recruitment**. Some of the latest research in the area was presented followed by some best practices for using Social Media for recruitment. The SHRM members in attendance were Human Resource professionals from the Northwest Georgia area. Representatives from many of the area's major employers were there and the Q&A after the presentation was lively and interesting. Dr. Williams used his introductory remarks to talk about Dalton State College and all the positive developments occurring on campus.

In Spring 2018 Dr. Williams has been supervising an independent study for Holly Patterson, a senior marketing major in the Wright School of Business. The research seeks to discover what differences exist, if any, between "Digital Natives" (students) and "Digital Immigrants" (faculty) with respect to their readiness to use technology. The project thus far has included a review of the literature, questionnaire development, IRB submission and approval (hat tip to **Dr. Sarah Mergel** for her fantastic mentoring on the IRB Process), and online data collection. The data is currently being analyzed with the help and assistance of Dr. Garen Evans and Dr. Lorraine Gardiner. The preliminary findings will be presented by Ms. Patterson at the Student Research Showcase on April 20.

During the Spring 2018 semester, Angel Rodriguez (Marketing 2018), Austin Kay (Management/Entrepreneurship 2018), Jordan Crabtree (Operations Management 2019), and Richard Tat (Risk Management/Insurance 2017 UGA) completed their year long planning process and began operating a home food delivery service in the Dalton, GA, area. With firms like Uber Eats and GrubHub bypassing the Dalton area, these students sensed a void, recognized an opportunity, and executed their business plan.

Dr. David Williams, a successful entrepreneur prior to joining the Wright School of Business, consulted with two of the founders (who are also his students), offered his advice, and assisted with the startup marketing campaign via social media as well as other channels. These Roadrunners (plus one Bulldog) worked long hours bringing their idea to market by putting the theory, techniques, and concepts learned at Dalton State College into action. So, the next time you wish your favorite restaurant delivered, go to www.daltonfoodrunners.com, because they just might!

T
E
N
U
R
E

A
N
D

P
R
O
M
O
T
I
O
N

2
0
1
8

INSTITUTIONAL TENURE

Dr. Molly Zhou
Associate Professor of Education
School of Education

INSTITUTIONAL TENURE and PROMOTION TO ASSOCIATE PROFESSOR

Dr. Lynda Ridley
Associate Professor of Nursing
Department of Nursing, School of Health Professions

PROMOTION TO FULL PROFESSOR

Dr. Ken Ellinger
Professor of Political Science
Department of Social Sciences, School of Liberal Arts

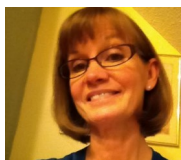## PROMOTION TO ASSOCIATE PROFESSOR

Dr. Samantha Blair
Associate Professor of Biology
Department of Natural Sciences, School of Science, Technology, and Mathematics

Dr. Alicia Briganti
Associate Professor of Psychology
Department of Social Sciences, School of Liberal Arts

Dr. Kim Hays
Associate Professor of Biology
Department of Natural Sciences, School of Science, Technology, and Mathematics

Ms. Deb Richardson
Associate Professor of Nursing
Department of Nursing, School of Health Professions

PROMOTION TO SENIOR LECTURER

Mr. David Veve
Lecturer in Political Science
Department of Social Sciences, School of Liberal Arts

High Impact Practices In Action

Dalton State faculty from different schools present their use of High Impact Practices and other teaching strategies in their classes

Dr. Bonnie Semora

Assistant Professor of Criminal Justice

CRJU 3700, Research Methods

CRJU 3700, Research Methods, is a good candidate for incorporating the High Impact Practices of Writing Intensivity and Undergraduate Research. As designed at Dalton State, the course can meet the eight quality matrices of HIPs.

The course involves *high performance expectations.* During the semester, students work on a project of their choosing. They analyze and evaluate professional literature, creating a research proposal on a topic of their choice. I arrange for *frequent feedback* in this writing class by scaffolding the student project. I have students turn in parts of their final project throughout the semester, including an annotated bibliography, a literature review, and a section on the appropriate research methods. All students *demonstrate their competence publicly* by doing a class presentation on their research proposal at the end of the semester.

In line with creating learning communities, I want to arrange activities so that students *interact with peers* about academic and occupational interests. In Research Methods, this might involve having students who are writing on the same topic spend time discussing their common interest and even reviewing one another's work.

For instance, last semester I had one student write in support of the legalization of marijuana, while another wrote about police officers who believe it should not be legalized. It seems reasonable that interaction between them would have helped both projects. Creating discussions in GeorgiaView would contribute to *experiences with diversity,* as well as *integrating across experiences.*

I find informational interviews to be a useful tool for students. Conducting such interviews with professionals in their area of study would allow students in Research Methods to *apply and practice their skills in a real-world setting* in furtherance of their research projects.

Technology Note:

Efficiently analyzing in-class

assessment data with ZipGrade

By Matthew LeHew

Assistant Professor of Communication

Faculty members consistently face a struggle to balance the need for valuable data from quizzes and exams with the need for efficiency in grading and feedback.

Online quizzes administered through GeorgiaView offer instant detailed feedback through generated reports, but this benefit is provided at the cost of accountability in the quiz administration process: students can collaborate or use notes without the presence of a proctor.

Traditional Scantrons shorten the process of marking incorrect answers, but conversion to percentage-based scores and item analysis remain manual processes.

ZipGrade offers intelligent grading and feedback with the accountability provided by in-class exams. Instructors can import a spreadsheet of students to generate easily printable answer sheets for each exam.

These answer sheets are "scanned" using the ZipGrade app on a smartphone or tablet. The scanning process is instantaneous and can even be conducted as students leave the testing environment.

As responses are scanned, feedback is immediately available on the ZipGrade website, including score distribution charts, item analysis, and a discriminant factor analysis (which examines the correlation between students that answer a specific question correctly and students who perform well on the test overall, allowing an instructor to identify possible "bad" questions).

Using a tool like ZipGrade (which costs $6 per year per instructor or is free for up to 100 scans per month) allows busy faculty members to have immediate access to valuable data on paper-based examinations.

Dr. Irfan Okay

Temporary Assistant Professor of Economics

Wright School of Business

Identifying and Isolating Key Implicit Concepts and Skills in an Academic Course

Why are courses such as mathematics or economics harder to learn? Two obvious factors are the inherent difficulty of the concepts involved and the lack of interest students feel towards these subjects. However, even after we account for these factors, there seems to be something inexplicable about the student performance in these courses.

While some students progress as expected, a large group of students cannot seem to make progress regardless of their mental capacity. I would like to point out some factors that could contribute to this problem but are easy to fix.

A key question is, what kind of mental activities take place in an academic course? We can see three main types of mental activities in any course;

Storing new information. For example, "Washington D.C. is the capital of the U.S." These are facts and definitions. These bits of learning do not seem to cause problems for students in learning.

Understanding logical statements. For example, "If the currency of a country appreciates, the exports of that country will decrease, *ceteris paribus.*" They are expressions that needs to be understood. They come with a reasoning. Aside from the difficulty level, which can be handled by good teaching skills, there are two type of statements that seem to cause widespread and persistent problems;

Type 1. Statements about different concepts that have similar functions or meanings, and

Type 2. Statements about a concept that have multiple functions or meanings.

Acquiring Skills. These are the most time-consuming units of learning. In addition to understanding, they also require time and practice. For example, solving a linear equation is a skill. In addition to knowing the rules, one also has to practice a great deal over a period of time. We observe two types of elusive problems in this category;

- **Implicit skills.** Some skills are not clearly identified, and thus never treated sufficiently even though they are key to mastering the material.
- **Exercises that do not isolate a skill.** Some exercises that target certain skill sets do not isolate the skills well enough, and thus they are not effective. It is like trying to develop biceps by doing yard work.

Examples:

Implicit Statements type 2 (Math): *The minus sign.* The minus symbol is used both to indicate that a number is negative, but also to indicate the operation of subtraction, and these two functions are confused frequently, especially when used together with other operations such as multiplication.

Implicit skills (Math): The proper use of parentheses is very important in transitioning into upper level math courses. However, you will never see a textbook directly address parentheses or design exercises that would help that skill.

Editor's Column: Gratitude and Teaching

Barbara G. Tucker

Professor of Communication; Chair, Department of Communication

Starting in October of 2014, students at DSC began receiving prompts in their email inboxes asking them to "Thank a Teacher." What they didn't realize was the impact of responding to that email.

By clicking on the provided link, the students were directed to a page where they could type into a box a thank you message to an instructor. They could also, if they liked, identify themselves or request to remain anonymous, and they were asked to identify the course and faculty member.

An email then was generated to another address where the "letters" were collected and the messages cut and pasted onto a DSC letter-head, then sent through campus mail to the instructor.

It is likely that you have received one of these letters but didn't know where it came from. Originally, the letters came to my email address; now they go to the address of the Committee for Academic Excellence (cae@daltonstate.edu). They came to me originally because this program was an intervention as part of the research for my dissertation.

To this point, we have received well over 1000 letters sent to about 150 different faculty members. As the person who processes them now and in the past, I get to read them. Doing so is a privilege and joy, and the letters are proof that our faculty are making a difference.

And although I don't have research, I also believe they are meaningful to the recipient. If the research on gratitude is correct, the letters serve a function for the writers.

However, about a year into this "thank you" project, I realized something: "This is great data." The informal research question grew in my brain: "What are the teacher behaviors (perceived or otherwise) for which the faculty are being thanked?"

So I began to get serious about collecting, analyzing, coding, and structuring all this data. I began to ask the student for permission to use the data (the letters) and I asked them for some basic demographic information (gender, ethnicity, and age range). (Some declined, so those aren't used in the research.) I also added a question about their majors; often the letters are sent to a professor in a discipline other than their own.

And yes, I did get IRB approval, although I have to admit to procrastination on that score. Finally, I changed the program to "Thank a Teacher or Staff Member."

What do the letters say? Keep in mind, this research is about what behaviors the faculty (or staff, although the vast majority are to faculty) enact that prompt a "thank you." There is one word that predominates. That word is HELP, a word that appears in well over 50% of the letters.

I think it is significant that so many of our students thank the professors and staff for HELP. I reflect on this fact a great deal, and it leads me in different directions.

First, this message signals a cry for HELP, in a sense. The students need help, and they know it.

Second, these are the students who ask for help, who put themselves at what may be perceived a risk to ask for it. How many need and want help but don't ask for it, or don't know how, or are simply afraid to? I find that a daunting question, really.

Of course, the students thank for the instructors for many other things, but rarely for what one might think—or at least not what I would have thought going into this experience. Not for brilliant lectures, not for technology use, not for our intellects. Maybe those are assumed. Maybe they thank the instructors for what they don't expect and are surprised about when they get something else, something much more positive.

Maybe they have believed the myth (propagated by high school teachers, even) that college instructors are unapproachable and mean, and they are glad to find otherwise, that we care about their learning and success.

And probably they are overwhelmed by all the voices and demands. I asked my COMM 1110 class the other morning if they used the Health Center. Despite the fact they pay a fee and receive lots of messages about it, most didn't know about the Health Center! We probably have to repeat ourselves more than we like to for some messages to be heard.

In a recent book group, the attendees were discussing how to get the students to the office. We might conclude they just don't want to come to our offices. That could be true, but not always. On the first day of class with my freshmen, we go on a field trip to my office so that they might take more seriously my invitation to visit me during office hours. Another option, if your chair is amenable, is to have—occasionally—office hours outside, in the library, or in the Roadrunner Café.

Admittedly, the number of letters we are receiving has diminished, perhaps because I have only sent the prompt two times per semester this year. If you get a letter, now you know where it came from. Now you know that a student stepped out of his/her comfort zone to note that your work made a difference for him or her.

Instructional Technology News

by David Brown

Importance of Quality in Online Classes

With the number of online and hybrid growing at Dalton State, it is important that instructors teaching these courses follow guidelines for quality control. Numerous studies have shown that the "quality" of an online class has a major impact on student grades and satisfaction. According to a study carried out by Georgia Bradford and published in *Internet and Higher Education*, students had improved performance and satisfaction when the following three items were included in an online class:

- *Awareness*. Students perform better and are more satisfied when they are "aware" of what is expected of them and how they are performing in the class. An instructor can ensure students are aware by keeping an updated grade book viewable, creating a detailed course syllabus, making due dates and assignments clear, and providing frequent and timely feedback.
- *Challenge*. Students have greater satisfaction when a course is relevant and provides appropriate challenges. Instructors should thus "use rubrics, communicate clearly and in a timely way, and include supporting material for students to review so that they can successfully complete challenging assignments."
- *Engagement*. Online students value engagement in online classes as a way to overcome isolation. To encourage engagement, instructors should incorporate communication into the course design and offer opportunities for communication to occur with other students and the instructor. The study found that engagement increased when course activities directly related to students' major field of study or life experiences (Bradford, 2011).

What can DSC faculty do to ensure quality in an online class?

To ensure success of Dalton State's online

David O. Brown

Instructional Technologist

students, the Dalton State Online Education Committee has developed a rubric for online teaching and hybrid teaching. The rubric can be accessed on the Online Education Committee libguide at http://libguides. daltonstate. edu/DE. We can also provide faculty with a model hybrid and online course to access for guidance. You can gain access to the model course by emailing us at dobrown@daltonstate.edu.

Another necessity for quality control is to sign up for a free Quality Matters account at www.quailitymatters.org. DSC instructors can conduct a free course evaluation on the Quality Matters website. This free 'Self-Review" includes standards that should be included in every online or hybrid class. Signing up for the free Quality Matters account also gives faculty access to free webinars and to discounts for workshops. The following website includes information about Quality Matters for Dalton State faculty: http://libguides.daltonstate.edu/technology/qm .

Creating an Atmosphere of Honesty in the Online Environment

Instead of just focusing on a few tools to use to prevent plagiarism and cheating, we recommend that instructors "create an atmosphere of honesty" in the classroom. Creating an atmosphere of honesty is an

effective strategy to prevent plagiarism and cheating, and it can be accomplished by doing the following:

Include a Strongly Worded Syllabus Statement Posted in GeorgiaVIEW

Faculty should include a very specific statement in their syllabus about what is considered dishonest behavior. The statement should discuss the differences between collaborating with peers for group projects, discussions, and peer review, and the acts of cheating on tests, homework, and papers. We have a sample accessible syllabus on the Instructional Technology Libguide that in-cludes a statement on academic honesty as well as all the other statements required for a Dalton State syllabus.

Set Quiz Restrictions in GeorgiaVIEW

Instructors should set time limits on quizzes and limit quiz access dates. Limiting the time a student has to start the quiz and to complete the quiz limits opportunities for cheating. For example. if you allow a large window of six hours to take a one-hour quiz, a student could easily take pictures of the quiz questions and email them to other students before they take the quiz.

Instructors can also randomize questions from a larger pool of questions by using the Question Library feature in GeorgiaVIEW. GeorgiaVIEW also allows you to "shuffle" multiple-choice questions and to randomize answers so the right answer is not always the same letter. Shuffling and randomizing quiz questions makes cheating nearly impossible in the online environment.

Use the Turnitin Integration in GeorgiaVIEW Assignments

All Dalton State faculty have access to Turnitin in their GeorgiaVIEW courses. If you would like to use Turnitin in your class simply select the Turnitin tab when creating an Assignment in GeorgiaVIEW. We have more information, including how-to videos for students and faculty, on the Instructional Technology Turnitin Libguide at http://libguide.daltonstate.edu/technology/turnitin

Other Suggestions for Creating an Atmosphere of Honesty

- Schedule a librarian to speak to your class about plagiarism and "embed" a librarian in your GeorgiaView course.

- Require students to incorporate personal experiences into their writing assign-ments.

- Ask follow-up questions to assignments such as, "expand upon this statement you made," or "expand upon the ideas behind this reference."

- Use a variety of assessment strategies (quizzes, short and long papers, test questions that require the application of a theory or concept).

- Require at least one proctored exam for online classes.

By incorporating these ideas into your GeorgiaVIEW course, you will create an atmosphere of honesty that will significantly impede cheating and plagiarizing.

Video Process at Dalton State College

Would you like to video record your lectures or guest speakers? Would your department like to record a video advertising what they do? With today's technology, videos can be made easily and quickly. Here are the steps to follow if you want to record a video at Dalton State:

1. If you are recording a documentary video

or marketing video, be sure to create a list of the scenes and what will be included in each scene. There are several free "Storyboard" sites on the Internet you can use to create your scenes and script.

2. If you do not have your own camera, you can check out the library's digital camera and tripod with your Road Runner card. For videos greater than 1.5 hours, you can check out a camera from the Communication Lab, but in most cases the library camera will have enough storage.

3. Record the videos by simply pressing the record button to start and stop each recording. It is best to record "too much" since you can always chop off the beginning or end of each video.

4. Edit the videos and put them together in one video. For this part you can download a free video editing program (Shotcut and Kizoa are popular choices) or you can come to the computer lab in Brown Room 303 and use Windows Movie Maker. We can help you with editing the video in Movie Maker but you should email first to make sure the lab is available.

5. Upload the video to YouTube or to your free Microsoft Stream account. Both YouTube and Microsoft Stream create automatic captions which are now required for all public videos. We can help you with captioning if you need assistance.

If you have any questions about videoing at Dalton State, please email us at dobrown @daltonstate.edu .

Daylight Coming to GeorgiaVIEW

Our GeorgiaVIEW Learning Management System is getting a face-lift soon. Starting May 12/13, 2018, you will notice the new look and feel known as Daylight. New fonts, updated icons, and a cleaner look will present a more polished and modern interface.

This new user interface experience was built with a responsive design. This means that it adapts to different screen sizes and looks great on laptops, tablets and smartphones. You and your students will find it much easier

to stay connected and access the system from anywhere. Although your common workflow is not changing, you will notice some changes when you first dive in. Some of the more positive changes:

- Simplified navigation design that is responsive for smaller devices
- Wider page layout for content so that it's the focal point of the page
- New image library with thousands of images that you can request to be included on your course homepage

More details will be coming soon to the Dalton State community. In the meantime, you can email GeorgiaVIEWHelp@dalton state.edu if you would like to gain early access to the Daylight environment.

References

Bradford, G. R. (2011). A relationship study of student satisfaction with learning online and cognitive load: Initial results. *The Internet and Higher Education*, *14*(4), 217-226.

Constructivism and Critical Thinking as Learning Process to Improve the Global Mindset of Students

Maria Carolina Hammontree

Instructor of Management, Wright School of Business

Abstract

This paper will explore a new conceptual framework based on constructivism and critical thinking theories to improve the global mindset of students in an international business class at Dalton State College. Globalization and its demands have shifted the skill set necessary to lead in the 21st century. Corporate headhunters are diligently seeking executives with the right mix of skills, but these are rare and difficult to find. This new framework is based on the premise that a leader who uses higher meaning-making skills becomes more effective. In this study the traditional lecture approach is changed to a lab where the mentor and the students work on a global business project. This project relates directly to the key assumption that critical thinking and constructivism will help students improve their knowledge and awareness of global management skills.

Keywords: constructivism, critical thinking, global mindset.

Introduction

The global business environment that managers confront today is summarized in this powerful statement by Jack Welch, former CEO of General Electric:

> The Jack Welch of the future cannot be like me. I spent my entire career in the U.S. The next head of General Electric will be somebody who spent time in Bombay, in Hong Kong, in Buenos Aires. We have to send our best and brightest overseas and make sure they have the training that will allow them to be the global leaders who will make GE flourish in the future. (Welch, qtd. in Ocasio & Joseph, 2008, p. 260)

Globalization and its demands have shifted the skill set necessary to lead in the 21st century. Corporate headhunters are diligently seeking executives with the right mix of skills, but these are rare and difficult to find (Mendenhall, 2012). Researchers have also reported a lack of necessary skills and competencies in global leaders (Jokinen, 2005; Mendenhall, Reiche, Bird, & Osland, 2012). Universities and colleges have a responsibility and challenge to promote and develop the foundational knowledge, awareness, and competencies that students will need to become global leaders.

Another challenge of global leaders today is the changing nature of global organizations (Beechler & Woodward, 2009). Global leaders must shift their focus away from the structural and

administrative mechanisms towards global mindset capabilities that allow leveraging of organizational resources, people, and networks (Goldsmith, Greenberg, Robertson, & Hu-Chan, 2003). Future global leaders will need to operate with less rigid structures and to work with cross-cultural teams across different time zones and across social and physical boundaries. Therefore, these leaders must be able to make decisions and act on developing complex networks of internal and external connections with individuals, teams, and organizations from many different backgrounds (Sirmon & Lane, 2004).

Background

In a global context, business leaders and managers need to possess strategic thinking skills. Strategic leadership involves the capacity to learn, the ability to change, and managerial wisdom (Barhem, Younies, & Smith, 2011). According to Rhinesmith (1992), global managers need global mindsets and the ability to trust organizational processes rather than structure to deal with the unexpected. Also, they must value diversity and multicultural teamwork, view change as an opportunity, and be comfortable with surprises and ambiguity. Advances in technology also require global managers to expand upon standard face-to-face teamwork and move toward innovative virtual teams to accomplish these goals. Managers must exhibit superior communication and computer skills (Pauleen, 2003)

Global leaders must have intellectual intelligence - the ability to identify and assess global opportunities. Gupta, Govindarajan, and Wang (2008) refer to this ability as high differentiation and high integration skills, which include understanding differences among economic, political, legal, and cultural environments and the impacts of those differences on business in order to synthesize and incorporate these differences into meaningful patterns of decision-making. The most often-noted leadership competencies of global leaders include thinking globally, cultural understanding, relationship skills, business acumen, soft and hard skills, visioning, strategizing, and global analytical skills (Goldsmith et al., 2003; Mendenhall, 2012).

Researchers note a growing need for leaders who understand the complexities of the global environment and are able to respond to these effectively (Bartlett, Ghoshal, & Birkinshaw, 1995; Javidan, 2007; Sorensen & Yaeger, 2004). Based on global business environment needs, universities and colleges face the challenge of graduating professionals with the necessary knowledge and awareness of these global management skills.

Critical Thinking Theory

Knowledge is not static but rather dynamic as current knowledge builds on old knowledge, which in turn generates new knowledge. American society has increasingly valued knowledge. A report produced by the United States Census Bureau, *Educational Attainment in the United States* (2015) indicates that the United States has more educated people now than at any time in the past. In 1910 only 2.7% of the population over the age of 25 had a four year-degree. This number increased to 33 percent in 2015(Ryan & Bauman, 2016). Although Americans today are more highly educated than ever before, they are not necessarily better educated. More education does not necessarily lead to better thinkers (Tsui, 2003). For instance, we apply knowledge when we do simple math or compose a grammatically correct sentence, but this action happens almost without thought. This level of thinking is vastly different from that which is required to understand why we hold certain values (Flores, Matkin, Burbach, Quinn, & Harding, 2012).

According to Brookfield (2012) being critical in adult education has at least three aspects. The first is that critical theory gives people a basis for critical thinking. The second is that critical thinking is a reflective thought process of assessing what we believe or do. The third is that critical

action is the ability to make timely and mindful interventions once thinkers have critically assessed their thoughts, behaviors, and options. Critical theory has been embraced by adult education as an important lens to analyze learning dynamics and environments. Critical theory helps in three essential ways: a) it gives us a framework for critiquing social conditions, b) it challenges universal truths or dominant ideologies, and c) it seeks social emancipation and the elimination of oppression (Brookfield, 2012).

Critical thinking is the ability to assess one's assumptions, beliefs, and actions (Merriam & Bierema, 2014). It is imperative to survival; failure to engage in it makes one a target of those who may wish to harm or manipulate. If people are not able to think critically, they will not be able to defend themselves or ultimately get the outcomes they desire (Brookfield, 2012).

Critical thinkers possess certain abilities that set them apart from those who do not exhibit critical thinking. For instance, these thinkers assume a position or change based on evidence, remain relevant and to the point, seek information and precision in the information sought, exhibit open-mindedness, consider the big picture, and focus on the original problems. Critical thinkers also search for reasons, consider complex components of the problems, seek a clear statement of the problem, seek options, show sensitivity to others' feelings and knowledge, and use credible sources (Ennis, 1989).

Critical action is using insights to inform actions. If we do not act on our new knowledge, all we have is a collection of thoughts. Critical action emerges in three ways: a) taking informed action, 2) monitoring and correcting ourselves, and 3) justifying our actions (Merriam & Bierema, 2014). Another type of critical action involves continually critiquing our intentions, ideologies, and actions. Effective critical thinkers and actors monitor and correct themselves as well as their group when appropriate.

Flores et al. (2012) show the relationship of critical thinking to constructivism, education, and leadership. Constructivism helps us understand how we develop as adults, how we learn in the educational system, and ultimately how we perform in leadership positions. According to Flores, leadership is then built upon this knowledge base and on experience as the learner integrates critical thinking with formal education within a constructivist development framework. By examining critical thinking within these constructs, we can move from a theoretical understanding to operational one (Flores et al., 2012).

The ability to see beyond simple facts, to think at a more comprehensive level, is critical thinking (Flores et al., 2012). If critical thinking skills are not well-developed through the educational system, there are ramifications to students' ability to make meaning in the workforce. If deficient critical thinking limits their ability to make meaning, it will also impact their ability to lead. Leaders without the full scope of leadership attributes (including higher cognitive processing) are less effective (Drath, 1998). Leadership mistakes can be costly and hard to overcome (Flores et al., 2012).

Constructivism Theory

Constructivists see knowledge as constructed by learners as they attempt to make sense of their experiences. Learners, therefore, are not empty vessels waiting to be filled, but rather active organisms seeking meaning (Driscoll, 2005). Two people can experience the same inputs but construct different interpretations. The reason for the difference lies in how people make sense of their experiences and environment. How individuals make meaning has a profound effect on their ability to think critically (Flores et al., 2012).

Constructivism should be considered when examining education and leadership development since developmental stages are directly tied to critical thinking abilities. Adult development theory

suggests that all people travel through different stages of development as they mature. The differentiation between stages lies in how people make meaning (construct) their reality (Flores et al., 2012). This meaning-making process becomes more important than acquiring specific knowledge skills (Lutz & Huitt, 2004). Constructivist theory is linked to critical thinking by the assertion that critical thinking is self-correcting, because it is subject to constant evaluation in the framework of objective criteria (Puolimatka, 2003).

Constructivism is based upon the following premises: a) learning is individual and social; b) learning depends on the individual and social context of the learning environment; c) learning uses authentic and real-world learning tasks; d) learning requires prior knowledge and experience; e) learning requires multiple examples using different methods for different learning styles; f) learners must become lifelong learners; and g) teachers are guides at the side, facilitating knowledge construction, not dispensing knowledge (Doolittle & Hicks, 2003).

Constructivist learning environments use curriculum customized to students' prior knowledge, teaching strategies tailored to students, and open-ended questions to promote extensive dialogue between learners (Rovai, 2004; Rovai & Jordan, 2004). It emphasizes cognitive apprenticeships wherein the thinking process is modeled and supported for new learners and communities of practice where members share and learn from each other (Wenger, 1998). Constructivism makes learning as authentic as possible through field trips, case studies, service learning, and problem-based learning (Merriam & Bierema, 2014).

Critical Thinking, Constructivism, and Global Management Skills

Researchers note that globalization does not change the basic requirements of effective leadership (Clapp-Smith, Vogelgesang, & Avey, 2009; Goldsmith et al., 2003; Kouzes & Posner, 2010; McCall & Hollenbeck, 2002; Mendenhall, 2012). However, globalization affects leadership by increasing the complexity of the leader's task, environment, and decision making (Mendenhall, 2012). Thus, leaders who can think critically will be more effective given these parameters (Flores et al., 2012).

The new curriculum is a necessary one, based on critical thinking and constructivism theories as a learning framework to facilitate college students' understanding of global management skills. The ability to understand the influences that culture plays in these types of interactions is key to long-term success in the global economy (Teagarden, 2007). The consideration and acceptance of differences must happen outside the egocentric sphere of dependent stage leaders. Since it has already been posited that global leaders must operate from the independent stage (be able to consider the viewpoint of others), one could also postulate that effective global leadership requires critical thinking.
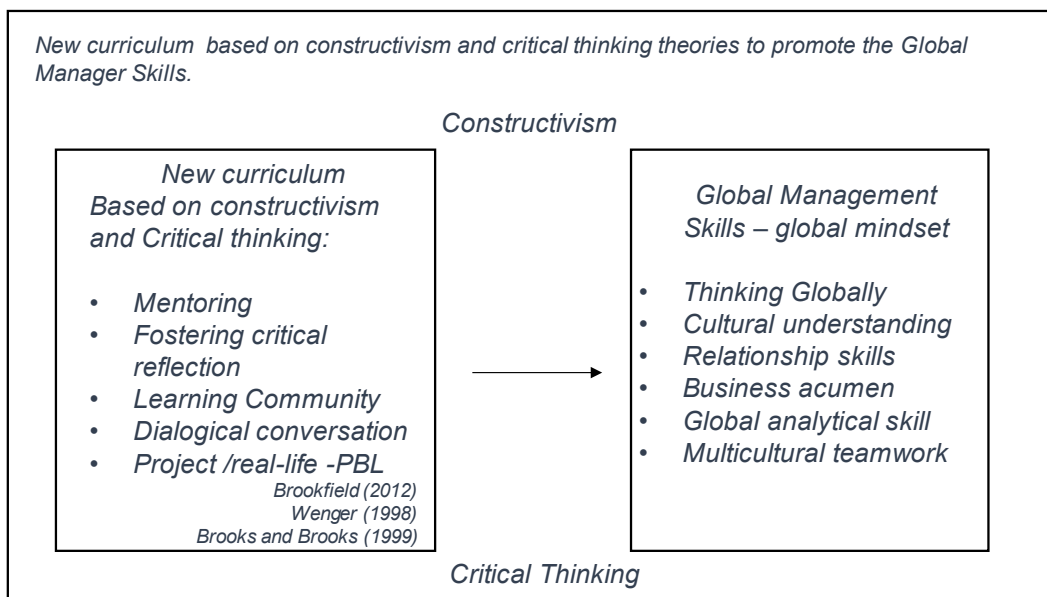
Leadership based on a homogeneous followership will no longer work. Since leaders tend to surround themselves with like-minded people (Giberson, Resick, & Dickson, 2005), breaking the cycle will require different thinking. Organizations that thrive in the future will have leaders who can discern ways to address the consequences of a changing workforce by imagining people in non-traditional roles. For instance, critical thinking leads to more accepting attitudes of women (Loo & Thorpe, 2005), and also to more accepting the views of minorities and of the roles that culture plays. The end result is the assembly of all the new and disparate pieces of information into a meaningful whole (Flores et al., 2012). Consequently, this project is based on the premise that critical thinking and constructivism will help students to improve their global mindset and their knowledge and awareness of the global management skills. For instance, students will better understand differences among economic, political, legal, and cultural environments, and their impacts on business.

New Curricular Framework

Because constructivists see knowledge as "constructed by learners as they attempt to make sense of their experiences" (Driscoll, 2005, p. 387), learning in authentic contexts is emphasized. Constructivist theory should be considered when examining education and leadership development and designing curriculum since development stages are directly tied to critical thinking abilities (Flores et al., 2012). Leaders deal with complex problems that require complex solutions. Thus, leaders who can think critically will be more effective. To thrive in the future, organizations will need leaders who can discern ways to address the consequences of a changing workforce by visualizing people in non-traditional roles.

The world now exists as a global market with lines of demarcation becoming fuzzier. The ability to understand the role that culture plays in these types of interactions is key to long-term success in the global economy (Flores et al., 2012). Constructive adult development helps frame critical thinking within meaning-making. With a higher level of meaning-making, leaders become more effective. The conceptual framework (Figure 1) in this study is the basis of a new curriculum which uses constructivism and critical thinking theories to improve the global mindset of students in an international business class at Dalton State College.

Figure 1: New Curricular Framework Model

New curriculum based on constructivism and critical thinking theories to promote the Global Manager Skills.

Constructivism

New curriculum
Based on constructivism and Critical thinking:

- *Mentoring*
- *Fostering critical reflection*
- *Learning Community*
- *Dialogical conversation*
- *Project /real-life -PBL*

Brookfield (2012)
Wenger (1998)
Brooks and Brooks (1999)

Global Management Skills – global mindset

- *Thinking Globally*
- *Cultural understanding*
- *Relationship skills*
- *Business acumen*
- *Global analytical skill*
- *Multicultural teamwork*

Critical Thinking

The new curriculum is based on Brookfield (2012) research on teaching for critical thinking, and on the work of Wenger (1998) and Brooks and Brooks (1999) on strategies that instructors can use to boost learning through constructivism. The course consists of 15 modules of approximately 2.5 hours of class time each, using an international business textbook. The first five modules explain the bases of international business using information from the book and from critical theory (Brookfield, 2012). The goal in this section is explain to the students the differences in political, economic, legal, and cultural environments, among other differences, between the United States and the rest of the world. Critical theory plays a very important role in this section because it helps students to understand power relationships, which involves defining power and helping learners understand how it is conferred, used, abused, and shifted in social relations.

For instance, one exercise requires learners to draw a map of the power relations in their lives and share it with their peers. The map could have multiple levels such as family, work, community, nation, and world. A follow-up exercise could be to build the map assuming they are living in another country. These exercises would help the students to recognize the differences among countries and the complexity of doing business overseas. It is important for the learners to understand that globalization affects leadership by increasing the complexity of the leader's task, environment, and decision making (Mendenhall et al., 2012).

The new curriculum builds a peaceful environment where the students can feel free to ask questions or communicate ideas. According to Cozolino and Sprokay (2006), the adult education environment requires the attention of a caring, aware mentor who supports the plasticity that leads to better, more meaningful learning. According to Schein (2013), to generate bold new ideas, and to avoid disastrous mistakes, to develop agility and flexibility, we need to practice humble inquiry. I believe that communication between mentor and students and between students plays an important role for the success of this new curriculum.

The mentor and the students are constantly engaged in activities to foster critical reflection, learning community, and dialogical conversation. The students have online and class assignments. GeorgiaView and Connect (a McGraw-Hill adaptive learning product) are used for the online assignment. For instance, I post on GeorgiaView some questions to boost the critical thinking skills of my students. Then they must post their original opinion and make at least two contributions to their peers. In my face-to-face classes, during the first five chapters, I use real life cases where we analyze in groups to reflect on situations and promote dialogue about assumptions and ideas.

According to Merriam and Bierema (2014), building a learning community begins with the assumption that we learn best when there is an interactive relationship between the student and teacher. It is important to add that the interactivity must also occur between students. When everyone in the classroom, teacher and students alike, builds a positive relationship and recognizes that they are responsible for creating a learning community, learning is at its most meaningful and useful.

The next ten modules of the book are taught applying critical thinking and constructivist theories. The groups become teams where each team is analyzing a business in a foreign country. The students and the instructor work together on a global project in which they will study all the aspects surrounding either the a) sale of a product or service to another country or b) opening a facility or new business in another country. This project relates directly to the key assumption of constructivism, which refers to people as active learners who develop knowledge for themselves (Merriam & Bierema, 2014).

Throughout the project the instructor keeps mentoring the students, fostering critical reflections on situations, and promoting dialogue about assumptions and ideas. The mentor also will use questioning as a reflective tool. This learning community (mentor-students) is discussing and exploring all the factors to consider doing business overseas. Another powerful tool to boost critical thinking is practicing dialogical conversations that value all experience and viewpoints (Brookfield, 2012). After a period, each team will post on GeorgiaView its first report draft. The teams will exchange the reports and each team will perform an analysis or critique of it.

This is a great opportunity for the students to improve their critical thinking skills. For instance, Team Brazil analyzes carefully the Team Ireland's report and helps to improve their research and vice versa. The instructor is part of the team's discussion. According to Ladyshewsky (2006), using peers as coaches in formal programs also leads to better critical thinking. Then, each team will keep working to improve its project. The next step in the learning process is the

PowerPoint draft presentation, where each team presents their overseas business projects and receives feedback from the whole class. At the end of class, the instructor will apply a survey to the students, using *Kahoot!,* an online tool, to pick the best team. At the end of the semester each team is ready to share the final project presentation and turn in the final report to the instructor.

Conclusion and Areas for Future Research

Through the project, the instructor is creating a learning experience for the students that gives them a real-life opportunity to develop knowledge for themselves and to deal with critical issues. The purpose of this new curricular framework is to improve the student's global mindset by developing high differentiation and integration skills that include understanding differences among economic, political, legal, and cultural environments between countries. The students should improve their global mindset and management skills of thinking globally, cultural under-standing, relationship skills, business acumen, global analysis skills, and multicultural teamwork.

Reflecting on the results of my last student's evaluation, I conclude that the new frame-work has boosted the student engagement in the class. It is important to mention that my student evaluations in Fall 2017 using the new curriculum were higher than those in Spring 2017 when the traditional lecture approach was used. My goal is to continue working on a research project to evaluate the application of the new framework empirically based on constructivism and critical thinking theories. This study will measure how this new learning process improves the global mindset of the students.

REFERENCES

Barhem, B., Younies, H., & Smith, P. C. (2011). Ranking the future global manager characteristics and knowledge requirements according to UAE business managers' opinions. *Education, Business and Society: Contemporary Middle Eastern Issues, 4*(3), 229-247.

Bartlett, C. A., Ghoshal, S., & Birkinshaw, J. (1995). *Transnational management: Text, cases, and readings in cross-border management.* New York: McGraw-Hill Education.

Beechler, S., & Woodward, I. C. (2009). The global "war for talent". *Journal of International Management, 15*(3), 273-285.

Brookfield, S. D. (2012). Critical theory and transformative learning. *The handbook of transformative learning: Theory, research, and practice*, 131-146.

Brooks, M. G., & Brooks, J. G. (1999). The courage to be constructivist. *Educational Leadership 5*(3), 18-24.

Clapp-Smith, R., Vogelgesang, G. R., & Avey, J. B. (2009). Authentic leadership and positive psycho-logical capital: The mediating role of trust at the group level of analysis. *Journal of Leadership & Organizational Studies, 15*(3), 227-240.

Cozolino, L., & Sprokay, S. (2006). Neuroscience and adult learning. *New Directions for Adult and Continuing Education, 2006*(110), 11-19.

Doolittle, P. E., & Hicks, D. (2003). Constructivism as a theoretical foundation for the use of technology in social studies. *Theory & Research in Social Education, 31*(1), 72-104.

Drath, W. H. (1998). Approaching the future of leadership development. *The Center for Creative Leadership handbook of leadership development*, 403-432.

Driscoll, M. (2005). Constructivism. *Psychology of learning for instruction*, 384-410.

Ennis, R. H. (1989). Critical thinking and subject specificity: Clarification and needed research. *Educational researcher, 18*(3), 4-10.

Flores, K. L., Matkin, G. S., Burbach, M. E., Quinn, C. E., & Harding, H. (2012). Deficient critical thinking skills among college graduates: Implications for leadership. *Educational Philosophy and Theory, 44*(2), 212-230.

Giberson, T. R., Resick, C. J., & Dickson, M. W. (2005). Embedding leader characteristics: an examination of homogeneity of personality and values in organizations. *Journal of Applied Psychology, 90*(5), 1002.

Goldsmith, M., Greenberg, C., Robertson, A., & Hu-Chan, M. (2003). *Global Leadership: The Next Generation, Adobe Reader*: Ft Press.

Gupta, A. K., Govindarajan, V., & Wang, H. (2008). *The quest for global dominance: Transforming global presence into global competitive advantage*: John Wiley & Sons.

Javidan, M. (2007). Forward-thinking cultures. *Harvard Business Review, 85*(7-8).

Jokinen, T. (2005). Global leadership competencies: a review and discussion. *Journal of European Industrial Training, 29*(3), 199-216.

Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership*: Soundview Executive Book Summaries.

Ladyshewsky, R. K. (2006). Peer Coaching: A constructivist methodology for enhancing critical thinking in postgraduate business education. *Higher Education Research & Development, 25 (1)*, 67-84.

Loo, R., & Thorpe, K. (2005). Relationships between critical thinking and attitudes toward women's roles in society. *The Journal of psychology, 139*(1), 47-55.

Lutz, S., & Huitt, W. (2004). Connecting cognitive development and constructivism: Implications from theory for instruction and assessment. *Constructivism in the Human Sciences, 9*(1), 67-90.

McCall, M. W., & Hollenbeck, G. P. (2002). *Developing global executives: The lessons of international experience*. Brighton, MA: Harvard Business Press.

Mendenhall, M. E. (2012). *Global leadership: Research, practice, and development*: Abingdon-on-Thames, UK: Routledge.

Mendenhall, M. E., Reiche, B. S., Bird, A., & Osland, J. S. (2012). Defining the "global" in global leadership. *Journal of World Business, 47*(4), 493-503.

Merriam, S. B., & Bierema, L. L. (2014). *Adult Learning: Linking Theory and Practice*. San Francisco, CA: Jossey-Bass.

Ocasio, W., & Joseph, J. (2008). Rise and fall-or transformation?: The evolution of strategic planning at the General Electric Company, 1940–2006. *Long Range Planning, 41*(3), 248-272.

Pauleen, D. J. (2003). Leadership in a global virtual team: An action learning approach. *Leadership & Organization Development Journal, 24*(3), 153-162.

Puolimatka, T. (2003). Constructivism and critical thinking. *Inquiry: Critical Thinking Across the Disciplines, 22*(4), 5-12.

Rovai, A. P. (2004). A constructivist approach to online college learning. *The Internet and higher Education, 7*(2), 79-93.

Rovai, A. P., & Jordan, H. (2004). Blended learning and sense of community: A comparative analysis with traditional and fully online graduate courses. *The International Review of Research in Open and Distributed Learning, 5*(2). Retrieved from http://dsc.idm.oclc.org/login?url=https://search.proquest.com/docview/1634502821?accountid=10403

Ryan, C. L., & Bauman, K. (2016). *Educational attainment in the United States: 2015.* https://www.census.gov/content/dam/Census/library/publications/2016/demo/p20-578.pdf

Schein, E. H. (2013). *Humble inquiry: The gentle art of asking instead of telling*: Berrett-Koehler Publishers.

Sirmon, D. G., & Lane, P. J. (2004). A model of cultural differences and international alliance performance. *Journal of International Business Studies, 35*(4), 306-319.

Sorensen, P. F., & Yaeger, T. F. (2004). Feedback from the positive question – The integration of appreciative inquiry with survey feedback: From corporate to global cultures. In *Constructive discourse and human organization* (pp. 263-281). Bingley, England: Emerald Group Publishing Limited.

Teagarden, M. B. (2007). Best practices in cross-cultural leadership. *The Practice of Leadership*. San Francisco: Jossey-Bass.

Tsui, L. (2003). Reproducing social inequalities through higher education: Critical thinking as valued capital. *Journal of Negro Education*, 318-332.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, England: Cambridge University Press.

Are My Students Engaged in Their Learning in the Classroom?

Flipped Classroom and Engagement Strategies Used in Nursing Classes

By Karren Bennett

Associate Professor of Nursing

Being new to the world of academia, I defaulted to classroom lectures and PowerPoint slides to guide students' learning. Observation of students' classroom behavior and non-topic activities caused me to question the student's engagement in the classroom. The unit test provided further proof students did not understand the unit content. I concluded it was time to analyze my teaching methods and implement new data-driven classroom activities requiring the students to be more engaged with the learning process inside the classroom.

I decided to transition my classroom lectures to include the flipped classroom model by updating existing lectures and transitioning to an online classroom using a variety of the following: voice-over PowerPoints; case studies; comparison charting; documentation of client's presentation; putting items in order or placing items that are related to a specific diagnosis; crossword puzzles; "Who Am I", matching, and word search activities; and practice questions. This article's purpose is to share my personal use of classroom activities that work or do not work with my students to engage them in the course content, and to investigate why.

When assessing my lectures and classroom presentations, the question arose, "What can I do to improve my presentations and engage students in the topic at hand?" My answer was, "I needed to be educated about data-driven classroom engagement activities." I knew how to teach in the clinical area without question, but in the classroom I felt lost. Fortunately, I was given the opportunity to attend a learning service workshop designed for beginning educators. The topics in this workshop included "Death by PowerPoint"; using short (ten- to fifteen-minute) lectures followed by activities to reinforce topic; class participation in small group activities; the opportunity for workshop participants in small groups to present on assigned topics; and other engagement activities.

During the presentation opportunity at the workshop, all presentations were fifteen minutes long and everyone in the pre-assigned groups participated (usually four). On the last day of the workshop, each participant had to present a fifteen-minute lecture on a topic of his or her choice and include a group activity and question session. The presentations were video recorded. Each workshop participant evaluated the speaker, and the facilitator also evaluated the speaker. After a five-minute break for the evaluation process, the presenter critiqued him/herself about strengths and areas for improvement. The other workshop participants were then allowed to voice their perceptions of the presentation. The facilitator was the last to critique the presentation.

This workshop provided several activities that I have used in the classroom and reinforced some activities already in place. The workshop was not specifically designed for college professors but provided many helpful take-a-ways. Participants were allowed to video their own classes later and forward it to the facilitator of our workshop for feedback on their actual classroom activity. I did take advantage of this opportunity and received useful feedback on the classroom presentation.

The first adjustment made was introducing the flipped classroom model. This process started by identifying test questions, ensuring the content students would be tested on was thoroughly covered in the recorded lecture. (One tip is to align the master test to the PowerPoint title and slide number where specific information pertaining to each question is found). When students stated the information was not covered in lecture, I could show them exactly which PowerPoint name and slide the information was provided.

When students reviewed the voice-over PowerPoint prior to class provided extra time in the classroom to cover pertinent information for the assigned topic. The voice-over PowerPoints also assisted in keeping the class on target regardless of occasional uncontrollable circumstances such as inclement weather. Students provided feedback in their end-of-course evaluations that they did not like listening to the lectures at home. However, these lectures were continued and are still used as back-ups to the in-class lectures. Current students' feedback shows an improvement in satisfaction when the recorded lectures are formatted as MPV4 recordings that they could listen to while driving or doing other activities.

Student were also put into groups (students were allowed to choose their groups) and given an assigned topic to present. They were given 20 to 30 minutes to research and prepare for their presentation. Most students took the assignment to heart and did an excellent presentation; however, a few groups did poor presentations, causing the instructor to have to re-teach the topics. Students' responses to this activity on end-of-course evaluations were unfavorable.

Case studies were used in the class to complement the recorded lectures as a checkpoint to ensure the understanding of content being delivered. Case studies focus on disease processes, and the review questions are a second opportunity to hear the unit information. Students were given 15 minutes to read assigned case studies and respond to the provided questions. They were able to access their notes, books, or the Internet to answer the questions. As a class, students reviewed the case study, during which they responded to the discussion, creating meaningful classroom dialogue to clarify the content. The majority of the class enjoyed the case studies paired with classroom discussion.

 Sample test questions were also used at the students' request. Students were concerned about the type of questions on the test; specifically, they were unsure how to deal with questions with "select all that applies" options. Students were not allowed to record, write down questions, or take pictures of the question. After going over ten to fifteen questions, students were given five minutes to write down topics of the question to review further on their own time. Students were not told that some of the questions would be on the test word-for-word.

After the test, I reviewed the exam with each class to see if there was significant improvement in responses. Unfortunately, this style of test preparation and content review showed that the students did as poorly as or worse than other questions not covered in the review. With this revelation, fewer test questions were used in future lectures (five questions per day); however, one question from each day was used on the test. These test questions were presented at the beginning of class to encourage students to be on time for class or to attend class.

At this time, the students' were introduced a series of YouTube videos called *Nurse RN*. *Nurse RN* has many videos on the topics taught within the units. The presenter is very knowledgeable on
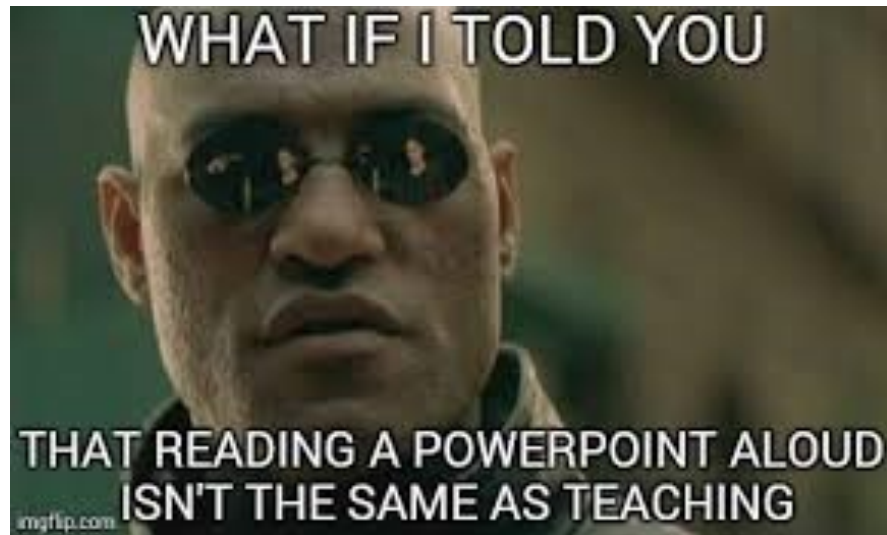
the topics and presents in a logical manner. With the second person giving some of the information in a different manner, students seem to better understand the concepts.

Comparison charts were used to help teach diseases that affect the same system but react in opposite ways, such as hyperthyroidism versus hypothyroidism. A student can be at the board and write what classmates indicate would go with each disease process. Topics includes patho-physiology, signs and symptoms, abnormalities that they might see to differentiate between the two diseases, labs, medication, and education that need to be provided to the patient and family. Student feedback showed the comparison charts helped differentiate and clarify treatment for the diseases. This activity helped the students become engaged and lead to some great discussion on the topics.

The next activity used in the flipped classroom was letting the students work in groups of six to put items in order or choose items that answered the question correctly. The items would be cut apart and mixed up in a paperclip when given to students. The students were given tape to place the items in the correct order and then tape their response to white board with their group number. They were given five minutes to perform this task. Then I would start at one end of the board, read the question, and then start reading the answer. Once an answer was wrong, a discussion would start about why. Then the next group of questions would be addressed until all group answers had been discussed. This activity has enhanced questions, answers, and discussion and been extremely beneficial to the students. Many of the students said that they liked this activity because it made them think and helped them on the test more than the other activities introduced so far in the classroom. Sometimes small prizes were given out for having the information correct which also increased classroom participation.

Documentation in health care is very important. Students are taught to chart in a computer system with check boxes and limited written documentation. Students struggle to write a note that properly explains what they are seeing. A picture of a specific body area such as the mouth was shown on the screen, and students were asked to write a note documenting what they assessed on this patient. Students admitted very quickly that they really struggled to document a note and to do it accurately. Many students actually documented medical diagnoses that had not been made. This was an excellent teaching moment with rationale of why they could not document using medical terms. The students realized that important information describing the assessment was left off or undocumented information.

Word searches and crossword puzzles were provided to students as creative study guides. The word search puzzle contained terms that would be important to know information about for the unit test and for the NCLEX (Nursing Licensure Test). The crossword puzzle was based on information important to know, but also provided another learning guide catered to their upcoming exam. The students were given a hard copy of both. Initially, a word bank was not provided, but the students argued that different terms for the same disease contained the same number of letters. Therefore, a word bank was created for the students use, but an answer key was not provided. The students were encouraged to ask me questions.

Students really liked the crossword puzzle, stating it helped them pin-point the information for the disease, signs and symptoms, and treatment. Average test scores for this unit showed a significant improvement (69% the year before changed to 79%). Student also told other instructors that this activity really made a difference in how they processed and learned the information. In class, the students were urged to have the crossword puzzle available so they could fill in answers while other activities were performed or during mini-lectures. This helped keep students on topic and the materials being covered fresh in their minds.

Some students were asked for recommendations of other activities or teaching methods they thought could help them learn. One of the activities developed from their feedback was "Who am I"? For this activity, students were provided pathophysiology, sign and symptoms, treatment, medication, lab test, x-rays and /or any other pertinent information the student would need to know for the assigned unit and/or the NCLEX. They were first provided a word bank including pertinent terminology. Secondly, a matching set was provided with questions and definitions related to specific disease processes to match with the disease process or procedure. Spring semester was the first time using this activity and unfortunately six hours of lecture time was missed because of snow. The students were allowed to take screenshots of their answers to be checked. The student would be told which numbers or questions needed to be reconsidered and resubmit them to see if they had the correct answer. (An answer key was not provided.)

Students worked hard in study groups for this test. A comparison of test scores with those of the previous year's class showed this engagement activity worked (average of 78% in Spring 2017 and 89% in the 2018 Spring semester class). The students expressed their satisfaction with this activity to other instructors and me. A generic study guide had been given in past classes and was available for this class, but the student felt the "Who Am I?" and matching helped the most. An interesting fact I noticed was the two activities accommodated to various learning preferences because the student who did well on "Who Am I?" might do poorly on a matching activity, or vice versa. This information supports that approaches that attempt to address various learning preferences are in the best interest of the students and also engages them in the learning process.

In conclusion, activities used to enhance the students' engagement and feeling that they have some control of how they study and learn are very important. Asking students for suggestions of activities generated successful student engagement results. When students were asked to work in groups on questions, comparison charting, and documentation, the knowledge gaps revealed that they were able to key in on the content they needed to revisit while studying. All of the added activities led to more engagement in the classroom, sparking meaningful discussion and clarification to class content. I have noted that going through the process of transitioning to the flipped classroom model of student learning and engagement has provided a more valid and fulfilling experience for me and the students than traditional lectures and routine.