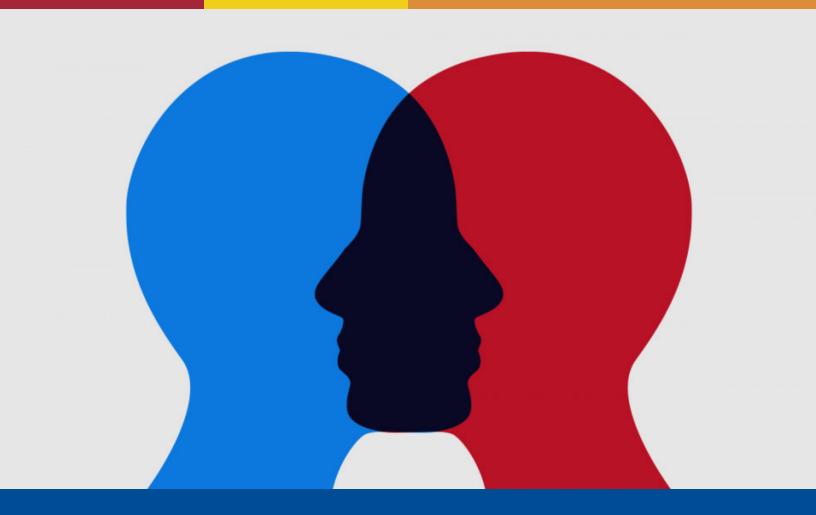# Currents

In Teaching and Learning

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Currents in Teaching and Learning is a peer-reviewed electronic journal that fosters exchanges among reflective teacher-scholars across the disciplines. Published twice a year, *Currents* seeks to improve teaching and learning in higher education with short reports on classroom practices as well as longer research, theoretical, or conceptual articles and explorations of issues and challenges facing teachers today. Non-specialist and jargon-free, *Currents* is addressed to both faculty and graduate students in higher education, teaching in all academic disciplines.

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EDITORIAL

Making connections, crossing divides
— Martin Fromm

At a time when the world has become dangerously fractured, it is more imperative than ever to explore new channels for building relationships based on empathy and mutual respect. In the field of education, are there systematic, academically rigorous approaches that we as teachers can use to create and sustain these empathetic bonds in and beyond the classroom? What forms of collaboration, assignment structure, curricular and extra-curricular opportunities, and in-class practices can we adopt that will alleviate student anxieties and alienation in contexts of disruption and dissonance, guide students toward higher levels of self-awareness and relational competence, and cultivate transformational partnerships between teacher and student? The articles in this issue address these questions from a variety of perspectives, but with a shared conviction that conventional approaches to and structures of learning are not adequate for engaging students in an increasingly unsettled and confusing environment.

One area of shared concern in these articles is the importance of emotion and empathy as subjects of analysis for conceptualizing challenges in areas ranging from language acquisition, research endeavors, and information literacy to the predicament of long-term substituting. Some of these articles examine empathy building and collaboration as essential tools for learning beyond and outside traditional curricular structures or when predictable classroom routines are disrupted. Other articles design ways to build empathy into institutional and curricular structures at the university and classroom levels. These perspectives challenge conventional definitions of academic achievement and rigor, extending it beyond the formal curricular, degree, and credit-bearing model while re-interpreting academic rigor through the lens of emotion and subjectivity. Deconstructing the false dichotomy between objectivity and subjectivity

in the academic enterprise, the scholars featured in this issue refashion and revitalize the relationship between teachers and students, transform hierarchy, and envision a more holistic vision for academic success.

Re-envisioning the relationship between instructor and student, according to Todd Olszewski, Danielle Waldron, and Robert Hackey, involves a new approach to collaboration that "emphasizes the potential of compressed hierarchy" in "encouraging students to develop research questions, conduct an independent inquiry, and develop a collaborative academic product with faculty members." In "Scholars in Training: Moving from Student Engagement to Student Empowerment," the authors share their experience in moving outside and beyond traditional credit-bearing models of faculty-guided student research such as honors theses and independent studies. As an alternative, they incorporated a student (who is one of the co-authors) into a larger state-level project as co-investigator with faculty members, operating on a professional co-peer basis with both her instructors and collaborators outside the university. The authors suggest that that this mode of collaboration "provides a deep, rich, and multifaceted professional socialization experience" that empowers and challenges the student to view herself/himself as a co-equal in research undertakings with real-world applications and stake-holders.

While Olszewski, Waldron, and Hackey look outside the traditional curricular structure, Ellen Carillo demonstrates ways to empower students within the framework of a writing and research-intensive course. In "Using Pedagogical Interventions to Quell Students' Anxieties about Source-Based Reading," Carillo turns our attention to student anxiety and lack of confidence when confronted with assignments involving extensive

online research. She argues that "exploring the largely neglected affective components of students' development of digital literacy practices is an important step toward quelling students' reading-related anxieties." This perspective drives her crafting of assignments and in-class activities that introduce to students reading strategies that give students a greater sense of control over a seemingly overwhelming amount of information. In particular, Carillo proposes ways to "foster a deeper engagement with fewer sources rather than a superficial engagement with many" that "compels students to slow down both as they search for sources and as they read (and re-reread) these sources." In this way, the author identifies a close synergy between emotional subjectivity and academic rigor, suggesting that addressing students' underlying fears and anxieties is key to promoting effective intellectual performance.

Sharing this view of emotion as an important subject of academic analysis, Sara Hillin applies feminist pedagogies to the problem of how to address the issue of student anxiety, distrust and resistance when unforeseen circumstances disrupt course routines and continuity. In "Seeking Rapport: Emotion, Feminist Pedagogy and the Work of Long-Term Substituting in Writing Intensive Courses," Hillin argues that professors acting as long-term substitutes need to move beyond "quick fixes" and "administrative logistics" such as relying on the previous instructor's materials and methods. While not diminishing the importance of access to these resources for a smooth transition, particularly when the need for a substitute arises suddenly, the author suggests that we "invite emotion into the classroom" in a way that fosters deeper bonds of empathy and rapport between the students and their new instructor. Contending that a major impediment to the success of such courses is students' underlying view of themselves as "abandoned" and of

the teacher as "substitute," Hillin suggests that "teaching practices that acknowledge and bring emotion into the forefront" are critical to alleviating obstructive anxieties and distrust, building classroom relationships, and finding a productive balance between personal vulnerability and professorial authority.

Looking beyond the student-teacher dynamic, Odey Ebi Veronica and Moruwawon Babatunde Samuel define productive intellectual work in terms of forging empathetic connections across cultures. In "The Teaching and Learning of Intensive French at Ekiti State University: A Literacy Based Model for Second Language Acquisition in Nigeria," Veronica and Samuel highlight areas of academic practice where teaching and learning, state policy, and cultural subjectivity collide. Discussing the specific post-colonial context of Anglophone Nigeria's proximity to Francophone countries in Sub-Saharan Africa, they examine the development of pre-degree programs designed to cultivate skills in "listening, speaking, writing and representing" a second language "in an integrated manner" prior to introducing other academic subjects. The holistic approach to second language acquisition that the author proposes extends beyond technical proficiency to the deeper and more transformative level of students' cultural consciousness. Noting that "speech acts" constitutes a "glimpse into the rich field of intercultural pragmatics," Veronica and Samuel argue that the acknowledgment of cultural identities in the classroom is critical to the acquisition of skills needed to engage with the intercultural realities within and beyond the university.

The issue ends with a brief poetic meditation on the intercultural experience of teaching and learning. Based on his experience teaching at Stawa University in Kampala, Uganda, Matthew Johnsen's "Banana Trees and

Rooster Calls" reflects lyrically on the more universal theme of human potentialities that cross over what can otherwise appear to be formidable material and cultural divides.

In "Clips and Links," Kayla Beman directs readers to useful online sites in teaching and learning. While in the last issue the focus was on teaching writing, in this issue Beman draws attention to databases and online learning resource centers that provide a wide range of teaching-related resources and instructional videos and articles.

The book reviews selected by our Book Review Editor, Kisha Tracy, tackle the issue of how we as educators can resist, operate outside of, and find workable alternatives to the corporate structures and mindsets that are besieging academia. The issues addressed in these book reviews range from strategies for making education more openly accessible, finding a "slow learning" alternative to corporate-style models of efficiency and productivity, and inquiring into the learning process itself. Kara Larson Maloney reviews David Wiley's edited volume, *An Open Education Reader* (Pressbooks, Creative Commons License, 2014); Vanessa Osborne reviews Maggie Berg and Barbara K Seeber's *The Slow Professor* (University of Toronto Press, 2016); and Geoffrey B. Elliott reviews Benedict Carey's *How We Learn: The Surprising Truth about When, Where, and Why It Happens* (Random House, 2014).

I would like to extend my thanks once again to all who have made this issue possible. It is, as always, a humbling venture to rely so greatly on the expertise and generosity of colleagues. Particular gratitude goes out to the team of referees and copy editors who con- tributed their time to strengthen the quality and clarity of scholarship. They are, in no particular order, Dana Polanichka, Tim Murphy, Tanya Rodrigue, Pamela Hollander, Lynette Goldberg, Linda Larrivee, Judith Jeon-Chapman, Sandra Burger, Dan Shartin, Charles Cullum, Emanuel Nneji, Jessie Moore, Mary Lynn Saul, Ann Frymier, Sam O'Connell, Doug Downs, Cleve Wiese (who did double duty as reviewer and copy editor), Alison Cook-Sather, Amy Ebbeson, Katrina Liu, Lance Langdon, and Christina Santana. I also would like to extend thanks to several reviewers for the last issue (Spring 2016) whose names were erroneously omitted. They are Nathan Pino, Lori Dawson, Bonnie Kanner, Maria Villalobos-Buehner, and Antonio Guijarro-Donadios. Members of the Editorial Advisory Board represent a core source of inspiration and vision for moving forward with the journal, including the design of themes for the spring issues. They are, again in no particular order, Charles Cullum, Emanuel Nneji, Dan Shartin, Kisha Tracy (also Book Review Editor), Cleve Wiese, and Daron Barnard. My thanks once again to the web designer, Amanda Quintin. It should be noted that the first comment that I hear from colleagues is that the design of the issue is elegant and beautiful, thanks to Amanda's exceptional skills. I look forward to working with our new Marketing Director, Sarah McMaster. I also once again want to express my appreciation for the unremitting supportiveness of Linda Larrivee, Dean of the School of Education, Health, and Natural Sciences, who is always generously available with creative solu- tions whenever issues arise.

ESSAYS

Seeking Rapport: Emotion, Feminist Pedagogy, and the Work of Long-Term Substituting in Writing Intensive College Courses

— Sara Hillin

Sara Hillin is an Associate Professor of English and the Writing Director in the Department of English and Modern Languages at Lamar University. She teaches courses in first year composition, advanced composition, pedagogy, multimedia writing and rhetoric at Lamar University in Southeast Texas. Her areas of research interest include composition theory and pedagogy, rhetorical theory, the scholarship of teaching and learning, and women's rhetorics of the 20th century.

Abstract

We ask of our students, first year all the way through graduate level, that they produce discourses that are sincere, and yet at the same time meet whatever standards of academic discourse we have deemed appropriate. But what about when an instructor has to take up a class, or classes, in medias res, after the initial instructor of record has had to unexpectedly leave for the duration of the term? Such occurrences are much more plentiful than we might think, and yet there is little to no scholarship concerning the emotional impact, on students and writing instructors, that picking up the pieces in such a situation creates. This article seeks to fill in the gap in this discussion by synthesizing pedagogical research on the matter and first hand accounts of what works best when substituting long-term in a writing intensive course.

Introduction

We ask of our students, first-year all the way through graduate level, that they produce discourses that are sincere, and yet at the same time meet whatever standards of academic discourse we have deemed appropriate. So they find themselves nestled within a juxtaposition of our invitation to honesty and the tradition-steeped vernacular of the academy, with its call to conform in various ways: follow an appropriate documentation format, avoid first person except where necessary, cite all references, etc. Regardless of the discipline in which we teach, we guide students through a semester during which they not only master content, but also adapt to increasingly sophisticated rhetorical situations posed by our writing assignments. Instructors in writing intensive courses therefore must work to create a space for our students to enjoy risk taking and playing with language and develop more facility with written composition. Establishing an effective rapport early on with students is, of course, key in creating an environment where these things can happen.

But what about when an instructor, whether in a composition course or any other discipline, has to take up a class, or classes, in medias res, after the initial instructor of record has had to unexpectedly leave for the

ESSAYS

duration of the term? Such occurrences are much more plentiful than we might think, and yet there is little to no scholarship concerning the pedagogical impact of such a situation. A full-time instructor teaching five courses, for example, will potentially leave 125 students behind, and spaces to be filled by as many as five other instructors. The scholarship of teaching and learning is showing increased interest in the practices of creating and maintaining mutually beneficial instructor/student rapport, with scholars from disciplines such as Educational Leadership, Business, Statistics, and Spanish weighing in on these issues [Starcher, 2011; Bledsoe and Baskin, 2014; Smith, 2015; Waples, 2016; Castella, Byrne, and Covington, 2013; and Conner, 2013]. It seems safe to assume, therefore, that this interest would extend to methods for gaining rapport when serving as a long-term substitute, particularly in courses in which writing assignments comprise a major component of the course grade.

To obtain a fresh perspective on long-term substituting, I surveyed three of Lamar University's English and Modern Languages faculty members whom I knew had "subbed" in courses during the last several years. Such reflections are in keeping with a growing need in the field to create, as Kinney (2007) muses, a "place for us to be teacher-scholars engaged in the messiness of our profession," which involves "mining the personal narratives and I-wonderings of our classrooms" (p. 24). Kinney (2007) claims that we need to veer away from the glossed over versions of what goes on in our classrooms, as when we do so we "don't invite readers into the 'true' situation, but instead offer our own limited perspectives" (p. 26). What I asked my colleagues covered a gamut of issues, from the administrative to the pedagogical. Additionally, the questions were designed to elicit a sense of how much, if at all, emotion weighed in as a component in the period of adjustment and also in any specialized pedagogical interventions. The questions I asked were the following:

1) What type and level of course did you take over?

2) At what point in the semester did you take over the course? Had any major assignments been done and graded already?

3) Were you, to your knowledge, the first "substitute" to come in, or had there been more than one prior to your taking over?

4) Was it made immediately apparent that you were going to be the instructor for the duration of the semester, or did you (and the students) initially think that the original instructor of record would return?

5) What particular difficulties did you have in initially developing rapport with students?

6) How much of the original instructor's material (syllabus, assignment sheets, policies, etc.) did you end up using? Did you start fresh with a new syllabus?

7) How would you gauge the "success" of this semester in terms of meeting your overall goals for the course (you can define success rather broadly here)?

The results of this survey are analyzed following a brief literature review and discussion of relevant scholarship on matters of substituting, rapport, and feminist pedagogy.

Literature Review: Substituting in K-12 Education

The gap between what is known about the craft of substituting in K-12 and what is known about the practice in college should be filled by a discussion of what works that is supported by theory and practice. Bucior's insightful 2011 memoir *Subculture: Three Years in Education's Dustiest Corner* is an interesting look at the basics of substituting, but still is limited to the K-12 experience. By college age, students are well accustomed to tolerating the "sub," and the literature on the subject helps bear out the shaky ground any instructor is on in taking over for a class. A search for the purpose of creating a brief literature review on the issue yielded only scholarship geared toward the K-12 community, where substituting

is well known to be commonplace and is a means of contingent, though dismally low paying, employment, especially among those hoping to secure full-time teaching positions in the future. Two book-length studies, Pronin's *Substitute Teaching: A Handbook for Hassle-Free Subbing* (1983) and Dellinger's *The Substitute Teaching Survival Guide* (2005), fill the void for K-12, but literature for college level subbing seems sparse. Bucior (2011) writes in her *New York Times* op-ed piece "The Replacements" that within the U.S., "5.2 percent of teachers are absent on any given day," and ultimately the available data lets us know that students "have substitute teachers for nearly a year of their kindergarten through 12th grade education" (p. 2). It seems logical to assume that the statistics could be similar for college level instructor absences. When her article was published, a promising piece of legislation, the Substitute Teaching Improvement Act, was before Congress; however, it has never been enacted. Substituting, whether short-term or long-term, is treated with similar pedagogical disregard at the college level, where it is a largely under paid effort, unless the substitute becomes the instructor of record formally when the original instructor announces he/she will not be returning to class at all.

Duebber (2000) eloquently calls subbing the "bah humbug" of teaching, elaborating that a substitute "is supposed to manage a class of strangers at a moment's notice," teach "from fractured plans," and "maintain discipline and a sense of humor" (p. 73). Bletzer (2010) offers a relevant perspective on subbing that goes beyond the do's and don'ts checklists offered in most scholarship on the topic ("Some Things to Do Before a Sub Arrives," "A Hand to Substitutes," and "A Practical Guide to Substituting at Different Grade Levels" provide such "quick and dirty" guides). Bletzer (2010) explains that substitute teaching, a "performed experience," is suitable for the research method of auto-ethnography, a method that "holds ethnography to its origins in experiential record-keeping, site immersion where the self centers the author in subsequent write-up, and introspection reflexivity with other people and within oneself" (p. 404). Auto-ethnography has gained some ground in compo-

sition studies in the last twenty years, and so it seems reasonable that this would be one avenue for reflecting productively on the practice of long-term substituting in writing courses. Though the faculty responses discussed later in this article do not formally fit into this methodology, they do underscore the power of reflecting on/observing one's own classroom practice both as it is happening and after the term has ended.

Accounting professor Bloom (2013) does offer an enticingly positive account of substituting at the college level for one of his departmental colleagues, for one class period. The introspection he provides is useful in that he claims that in teaching unfamiliar students, he came to a heightened awareness of the strengths and limits of his own teaching methods (p. 107). Also of relevance is Bloom's admonition to keep abreast of what others are doing in our departments. "To make our courses more integrative," he writes, "we should consider discussing our own subject areas with our colleagues teaching other courses in accounting and other disciplines as well…" (p. 106). In a long-term substituting situation, such knowledge can help fortify us against being taken aback when we are asked to adopt a class, syllabus, and assignments with which we are unfamiliar. In fact, Bloom advocates short-term subbing on occasion for four specific reasons, the most important of which in this context being that substituting creates an opportunity for faculty to "experiment with the application of their own teaching techniques, or for that matter other techniques, to different subject matter in their own discipline and other related disciplines" (p. 107). Such a practice might work well in any discipline, also, as a kind of primer to help instructors acclimatize to unfamiliar classrooms, in the event that they should find themselves long-term subbing in the future.

Scholarship on Rapport and its Cross-Disciplinary Relevance to Long-Term Substituting

Building and maintaining rapport are of obvious concern across the curriculum, with scholarship from those who teach in a variety of disciplines weighing in. Conner (2013) comments that instructors who make an ef-

fort to build a "positive relationship" with their students "will be compensated with students improving cognitively, behaviorally, and emotionally" (p. 39). Conner's piece, on point with its implicit assertion that much is at stake when rapport is not established, connects nicely to research concerning reasons for and possible antidotes to student disengagement and fear of failure, both of which are risks in classes where a new instructor comes in several weeks or later into the term. Scholarship on building rapport in modern languages courses also gives a nod to rapport. In discussing rapport building with his Spanish students, Bryant Smith recounts that balance is crucial; he writes that, "by showing them that Spanish is relatable and making myself more approachable while still maintaining my professionalism, students are more inclined to perform well" (p. 36).

Castella, Byrne, and Covington (2013) identify two relevant "deflective strategies" that students engage in when they fear failure: "defensive pessimism" and "self-handicapping" (p. 862). The student who engages in defensive pessimism will "alter the meaning of failure by holding unrealistically low expectations for tasks where one's performance will be evaluated," while a student who self-handicaps will explain away the reason for failure and use instead "premeditated excuses" (p. 862). The latter, self-handicapping, looms as a deceptively easy go-to strategy a student might use in a course with a long-term substitute, in which, if rapport is not established, the student might feel she/he was set up to fail in the first place by uncontrollable circumstances. Equipped with these authors' perspectives, a long-term substitute can effectively read into her students' behaviors and perhaps tackle those problems with individual conferences.

Setting the Stage for Theory and Practice of Long-Term College Level Substituting

Regardless of the methods we may use to develop sound practices for long-term substituting in college courses, filling in the gap in this conversation is imperative, especially since our students are already in a vulnerable position, being asked to, as Kill (2006) explains,

"write in genres, and thus assume subject positions for which they might not yet understand the motivations or possibilities" (p. 219). So how do we secure credibility and guide students who are already rattled by the departure of their initial instructor through a productive, writing intensive semester? We can do this through both deliberate and more impromptu opportunities to identify with our students—though collaboration, one-on-one meetings, and copious amounts of process modeling. We should, in these cases, invite emotion into the classroom, using techniques supported particularly by feminist pedagogies and other SOTL findings. The theoretical underpinning for this argument comes from Micciche's (2007) work, especially *Doing Emotion: Rhetoric, Writing, Teaching*, and her articles on feminist pedagogy. Other scholarship that will be used to help theorize a means of rectifying a class fractured by an instructor's sudden departure includes Petterson's "Grammar Instruction in the Land of Curiosity and Delight" (2006), and Johnson's "Beyond Standards: Disciplinary and National Perspectives on Habits of Mind" (2013).

The scholarship on rapport specifically provides a link to feminist pedagogies, tending as it does to advocate pedagogical strategies that increase collaboration among instructors and students, as well as a focus on targeting myriad student difficulties that are rooted in fear of failure. Micciche (2007) writes that "in academic as well as popular culture, emotions raise suspicion because they are said to cloud judgment. Indeed, emotion is regularly cast as reason's spoiler, by everyone from Nietzsche to Donald Trump" (p. 1). The problem with taking emotion seriously as a category of analysis, she further explains, is "the tendency within intellectual as well as popular thought to collapse emotion with all things feminine, a marker that, at least in the history of academic discourse, has signaled a tendency to be weak, shallow, petty, vain, and narcissistic" (p. 3). But the problems created by long-term subbing, as well as the pedagogical solutions to those problems, are largely emotional in nature. Yes, much can be gained from adhering to clearly defined administrative logistics during the initial transition, but if we read into the responses

from faculty I surveyed, we will see that much of that discourse reflects the instructors' empathy for students, their regrets, and their active engagement of students in the process of collaboratively pressing on with new goals they fashioned together. They mention "bonds," as well as the students' transference of their emotions about the situation onto them:

> Faculty Member C:…I was in fact the second "substitute" to take over the course. This proved quite problematic in that students felt like poor "stepchildren," namely because their perception entailed being an "unwanted" class—in not only having been "abandoned" by the original instructor, they felt (and in fact verbalized) that they felt like orphans being "shuffled around" with various foster parents. This disturbed me deeply, and I attempted to reassure them that the unfortunate situation was not a reflection of them by ANY means, merely an issue that involved a certain amount of time in finding a teacher who would remain with them for the remainder of the semester.

This same instructor found employing humor to be of immense help in taking over a junior level creative writing course:

> In the poetry writing seminar, I did sense a degree of suspicion and even a bit of resentment toward me for having taken over the course. I understood this, however, as a compliment to the original instructor and of course did not take it personally. A strategy that helped me with this was employing a bit of humor when I felt tension arise. For example, I would exclaim, "Well, I'm not [the original instructor], nor will I ever be, so y'all are just stuck with me."

In situations of long-term subbing, it is predictable perhaps that an instructor would occasionally resort to humor in order to break the tension. Indeed, there is some evidence that well-timed humor can be an aid to learning in the composition classroom. Mingzheng (2012) states that "some general pedagogical benefits of humor are uniquely suited to the language class room

in general" (p. 397). The relevance of the theory of affective filters lies in its connection to self-efficacy and emotion. Mingzheng (2012) explains that "[t]he filter is up when the acquirer is unmotivated, lacking in confidence, or concerned with failure. The filter is down when the acquirer is not anxious and is trying to become a member of the speaking group" (p. 397). Petterson (2006) alludes to employing humor effectively in a writing intensive course, stating that "true language play is delirious, it is infectious, it is delicious and perhaps even necessary food for the brain. What better place for that precious delirium than the classrooms in which we teach writing (p. 391)?" If the use of humor is an effective but perhaps optional strategy in classes where students have had the luxury of the same instructor through the whole term, then surely it becomes far more important as a pedagogical intervention in a long-term substituting situation in which students' affective filters are up (fearing failure, etc.).

Although this technique worked for Faculty Member C, humor should not necessarily be considered a panacea for diffusing unease in the classroom. In fact, some more reserved students, suffering from "gelotophobia" (a fear of being laughed at) may "perceive classroom laughter as threatening and shame-inducing," a reality which prompts Bledsoe and Baskin (2014) to caution that an instructor who believes humor to be the best way to solidify rapport "may actually be contributing to the fear-based responses of some students…" (p. 34). These researchers offer advice that can be of help to a long-term substitute. In essence, they urge instructors to help students "manage or reduce their anxiety" through explicit discussion of those anxieties and using interventions such as "guided imagery, expressive writing, or stretching or relaxation methods…" (p. 37). These strategies, while they may not *typically* fit into an instructor's curriculum during a semester that goes smoothly from start to finish, may become vital in preventing attrition, disengagement, and a host of other behavioral issues in a semester where a new instructor takes over. Therefore, the goal, particularly in a long-term substituting situation, is to address these anxieties proactively in order to move stu-

dents from a static "fixed mindset" to a "growth mindset," in which students recognize themselves as being able to learn "beyond a fixed level of knowledge" (p. 37).

In a classroom long-term substituting situation, it is possible that there is nothing to lose and everything to be gained from questioning with one's students, as feminist pedagogies advocate, "links between power/control and emotion/embodiment" (Micciche, 2014, p. 136). Collaborative practices aligned with feminist pedagogies mentioned by the faculty in my survey include working together on a new syllabus, as well as designing activities that allow students to further strengthen the bonds they began to build with each other prior to the substitute's appearance. In her article on feminist pedagogies, Micciche (2014) explains that emotion is "the grounds of self-other relations and an inescapable element of all cultural institutions," as well as being tightly woven into our judgments and beliefs (p. 136). Some knowledge of feminist pedagogies can also allow us to acknowledge and participate in our students' moral and ethical development, since, as Bletzer (2010) reminds us, the academic world is a place where students "are developing a 'moral imagination' as they are taught how to effectively function within the world" (p. 412). That development certainly continues well into students' college years, where we as instructors contend with our students' levels of moral maturity and independence.

Faculty Survey Results on Long-Term Substituting: The Real World Perspective

Below are the three faculty profiles for the instructors who have served as long-term substitutes in a variety of writing intensive courses. Their commentary helped to inform the analysis and discussion that follows their responses. These responses indicate that the level of disruption and the need for intensive pedagogical strategies increases depending on factors such as how many class sessions have been passed when the new faculty member takes over, how many substitutes have previously taken the class, and whether there is a clear dissonance between the original instructor's methods, materials and teaching philosophy and those of the new instructor. All courses referenced were face to face, and all were taught during a sixteen-week fall or spring semester. The profiles are arranged from the least challenging long-term substituting situation to the most challenging.

Though the focus of the case studies presented in this article is the writing intensive English course, it is clear that the anxieties that students experience in other disciplines, and thus the strategies that can be most useful in a long-term substitute situation, are nearly identical. Waples (2016), writing from the vantage point of a statistics instructor, comments that students in such courses enter them with a "high level of statistics anxiety" and also that three keys to establishing rapport in such courses are implementing "reciprocal sharing and respect while humanizing the subject of statistics," increasing students' sense of self-efficacy by continually "monitoring the learning process," and "ensuring classroom connectedness through teacher-student collaboration" (p. 285). Indeed, the rapport analogy works perfectly if we substitute the word "statistics" in Waples' comments with the word "composition," and, I would venture, "math," and so on. Even the prior experiences that have led students to fear failure in statistics—not being able to forge a "personal connection with the topic," "inability to appreciate the subject" (p. 286-287)—and the like, are, if we extrapolate from her argument, replicated in writing intensive courses. What may be especially useful about these case studies for those in disciplines other than English is that, being so completely focused on writing (and thus the constant creation, sharing and revision of texts and even beliefs), the situations presented amplify the manifestation of students' anxieties; similar issues might emerge but otherwise fly under the radar in courses with a long-term substitute that are less writing intensive, but nonetheless they can still significantly hamper students' ability to move from a "fixed" to a "growth" mindset. Waples (2016) adds further credibility to the findings of Faculty Members B and C in particular, asserting that the "availability of the instructor" (p. 289), perhaps above and beyond what is required in contact hours, is key to creating an effective rapport.

Three Faculty Profiles

Faculty Member A

The first faculty member discussed taking over two sections of first-year, first-semester composition (during the same semester) within the first week of classes. His responses reflect a virtually seamless transition, which can somewhat be attributed to the fact that students had not yet met with their instructor regarding substantive policies, syllabi, or major assignments. He was the first substitute instructor to come into the class, and he writes that "it was made apparent very early that I would be instructor of record for the duration of the semester." He further comments that he "had no trouble developing a rapport with the students" and that he did not use the original instructor's syllabus at all, having "started and finished the course with my own syllabus and curriculum." It is clear from this instructor's reflections that there was little to no distressing interruption in the normal course of his plan for the semester; he was able to conduct these particular courses as he does his others:

> I did what I normally do with my classes. I try to be honest, consistent, clear, and above all, fair. I try to give them some measure of choice, when and if it is prudent to do so. Having some semblance of control does seem to have very positive results with regard to the teacher/student rapport.

Essentially, the context in which this instructor inherited the course (during the first week, having immediate certainty that it was now his course, and having the ability to begin and end with his own assignments and curriculum) enabled him to easily assume the authority necessary to guide his students through the semester, "unencumbered," as he says, "with regard to any previous expectations on the students' part." Therefore, no unique pedagogical interventions proved necessary in this situation. Faculty Member A's experience warrants inclusion here because it provides a nice juxtaposition with the other two, further illustrating how long-term substituting can create increasingly problematic pedagogical issues depending on how much time in the semester has elapsed before the new instructor takes over.

Faculty Member B

The second faculty member took over a face-to-face first-year, first-semester composition course during the third week of the semester. Nothing had been graded at that point; however, the instructor states that "students had already received their first assignment." In contrast to Faculty Member A, Faculty Member B did not have the apparent luxury of serving as the course's first substitute:

> I was by far not the first 'substitute' for the class. I believe that, in addition to the instructor of record, I was the fourth instructor that semester. (I will add that this was further complicated by the students attending a library workshop which added, in the students' perspective, yet another instructor to their class.)

This statement, which contextualizes a problematic scenario in which the new permanent instructor is another in a long line of substitutes, illustrates how this instructor encountered an uphill battle not only to establish rapport but also to convince students that she was in fact the last instructor who would be taking the class. This instructor did know that she would be teaching the class for the duration of the semester; despite this assurance, however, she discusses a classroom dynamic that was tenuous at best and further hampered by her lack of access to the course's print and online materials:

> The students were guarded at first, and who can blame them? I spent my first day in the class getting to know the students and having them explain to me what instruction they received previously, what their assignment was, and how far they'd progressed with the assignment. Most of the students had done little to work toward the assignment, and many stated that this was because they needed further guidance from the instructor and were waiting to ask questions of her.

This passage indicates both the instructor's empathy for her students, who were already reeling from a revolving door of substitute instructors, and the students' initial attitude, fleshed out more fully in the following com-

mentary, that she was an imposter in the class, and that they had no interest in receiving instruction from her on their major assignments:

> There was very much an atmosphere that first day of this being somebody else's assignment and something I was not qualified to discuss with them. I'm certain it did not help that I did not even have a copy of the assignment sheet, their syllabus, or any other materials for the course; I did not yet have access to the course outline.

In obtaining the original instructor's materials, this new instructor was trying to create what little sense of stability she could for the students, but ultimately she ran into obstacles and transitioned the students to her own course plan and syllabus. She notes that there was a distinct difference in teaching style between herself and the original instructor (she describes herself as being "laid back" in contrast to what she saw as a "rigid" syllabus which included a pop quiz component, which she opposed). Due to the difference in teaching philosophies, this faculty member struggled to give the students the assurance that she was in fact the one in charge. A strategy she used to accomplish this was to integrate her own syllabus into the class, in part to build trust with the students, and in part to eliminate some of the minutia from the original syllabus that did not fit in her teaching style. In response to the last survey question, Faculty Member B offered a particularly salient reflection on establishing rapport and what we mean when we refer to the "success" of such a class:

> …I can never consider this course a 'success' in my teaching dossier. I develop a rapport with my students in the first two weeks of the course. I use that time to get to know the students and to ease them into learning through discussions about their experiences, fears, and expectations with writing. When you rely on this time to build the relationship with your students, it's hard to take over a course after this window of time passes and consider the course a success. I never felt the students trusted me, and

I never developed the dialogue that I had with students in other classes.

Faculty Member B is of course correct in her firmly rooted belief that rapport is most effectively established during the first couple of weeks of class, a time during which, according to Bledsoe and Baskin (2014), "students exhibit shyness in the classroom" (p. 34). To follow up on her belief in this practice, there is some mention in the scholarship of teaching and learning of not only how rapport is established and the benefits of a good rapport, but also the optimum window of opportunity for building that rapport. Starcher (2011), Professor of Business at Indiana Wesleyan University, discusses using a portion of the first day of his classes to detail his plan to meet individually with each student for fifteen minutes during the first four weeks of class, a plan which he asserts makes students "more comfortable speaking out in class and asking me questions both inside and outside of the classroom" (p. 162). Prior to the meeting, students fill out a "Student Information Inventory" with basic questions that establish the student's background and professional goals. Although the author's successful implementation of this pedagogical tool illustrates that, yes, establishing one's identity as an instructor committed to fostering good rapport is important from the outset, it can also offer a long-term substitute a focused plan to use at whatever point in the semester they may take over the class.

Due to a more chaotic transition to assuming the instructor role in this class than that experienced by Faculty Member A, it is clear that Faculty Member B experienced greater difficulty in establishing trust and rapport, and thus in guiding students through their written work, particularly in relation to their apparent initial allegiance to the original instructor, who was now gone indefinitely.

Faculty Member C

The third faculty member had the most extensive experience with long-term substituting in writing intensive courses, both in terms of the number of courses she sub-

stituted in and the diversity of courses taught. Perhaps for this reason, this instructor offers the most emotional content in her reflection as well as the most practical consideration of effective pedagogical interventions in these situations. This instructor, during her ten years as full-time faculty, has done long-term substituting work in four courses: a junior level poetry writing course, two basic writing courses, and one sophomore level world literature course. In all instances, she was aware that she would become the instructor of record. With the poetry and world literature courses, she took over almost a month into the semester. In both cases, students had either already received substantive feedback on their creative work or they had already completed a major exam. In the case of the basic writing courses, she took over about two weeks into the semester. Her experience in the world literature course, in particular, for which she was the third substitute, generated reflections concerning her need to take a sympathetic stance toward these students, who, she sensed, seemed to blame themselves for the loss of the previous two instructors:

> They seemed disappointed to have lost two instructors in a row. They much preferred the second one better than the first one, and I found him a 'tough act to follow.' Also, being that I was the one who had to return their exams, it became that much more problematic. Nevertheless, I found myself constantly having to reassure them that I would not leave them, and that I would help them in any way that I could.

This faculty member's assessment of student resistance and apprehension was translated into specific strategies for creating and maintaining mutual trust and respect in and out of the class. The first difficulty she encountered in developing a rapport concerned the students' questions about what exactly had happened to the previous instructors. Dealing with this initial problem was, as she indicates, central to being able to move on to the course goals, especially in the poetry writing course. Faculty Member C writes that in response to the students' queries, she told them what she could within the bound-

aries of professional confidentiality. "This concern very much touched me," she writes, adding that she turned this concern into a teachable moment, admonishing the students that "to honor the original instructor, and to honor themselves, they were to do their best work and that I would assist them in this endeavor in any way I could." Seeking an opportunity to enhance her situated ethos with her students, she informed her creative writing students that "I had earned my M.F.A. from the same institution as the original instructor and that we had shared some of the very same mentors." She echoes a dilemma that Faculty Member B mentioned regarding access to exactly what had previously been covered; she hesitated to ask students outright, as she did not want to appear "inept," hence "increasing their anxiety." Additionally, she states that she felt doing so would have created a burden on the students to guide her through her own teaching. In both the creative writing course and the basic writing courses, she used the original instructor's materials out of necessity, as she had not taught these courses before. In world literature, however, she had experience and thus the latitude to begin fresh with her own syllabus. In contrast to Faculty Member B, Faculty Member C had, as she writes, "well thought out and meticulous materials at my disposal" in both her basic writing and creative writing courses. She reflects that she is "indebted" to the instructors who left those materials behind for her and her students' benefit.

Faculty Member C also offers helpful commentary on a strategy that, though perhaps time consuming, speaks to the amount of emotional labor we invest in our writing intensive courses:

> Another strategy that proved effective was being more flexible than normal in meeting students individually. In other words, expanding/revising office hours was critical in gaining trust. Thus, by demonstrating to students that I was willing to work longer hours if necessary to accommodate them, they too realized that the situation wasn't exactly facile for me either. When they began to view me as another human being caught in the situation

along with them, and not as the one who caused the situation, things flowed much more smoothly. And when they realized that I wanted to help them make that transition, and that I was on "their side," rapport was strengthened.

Her keen sense of her students' needs also extended to the creation of more active learning techniques, which allowed students to build on the connections they had already forged among each other as peers prior to her taking over the classes. She had this to say about her pedagogical interventions in her world literature course:

> I adjusted the course goals to include more collaborative activities, which proved quite effective. Perhaps this was due to the bond that the students had developed with each other (having been through three different instructors within a relatively short time span), or perhaps due to the individual assistance I gave them. I also enlisted their help in creating a new syllabus (inquiring about their preferences in genres, etc.), so that they felt that they actively contributed to their learning. This strategy also helped them feel more autonomy and control over what seemed an unpredictable situation at first.

Faculty Member C, taking into account the extra work put into establishing a rapport with students in all four courses, counted each of these courses as relatively successful, adding the insight that whether or not a long-term substituting situation is to be successful in a writing intensive course depends much on the "nature" of that course in relation to trust between teacher and student:

> Sharing poetry in a workshop setting requires even more trust than in other academic settings, so this course proved particularly challenging. It really does depend, to a large extent, on the nature of the course. More lecture-oriented courses would most likely be easier to begin teaching mid-way.

Faculty Member C, due to her intense empathetic sense of the students' dilemma (their feelings of abandonment, and her own need to develop trust quickly, particularly in the workshop-based poetry writing course) and also her ready access to most course materials, was able to craft appropriate, student-centered pedagogical interventions that in turn led her to deem her courses successful.

Discussion and Analysis

The colleague who stepped into a class one week after the semester began had no apparent difficulties, and this finding is unsurprising. The proverbial deck seems to be stacked, though, against any substitute who comes into a class more than a couple of weeks into the semester. In such situations, the classroom climate is changed dramatically, such that the classes in which we are subbing cannot realistically be compared to others in which we establish connections with our students from day one—Faculty Member B's commentary on the issue expertly defined what she saw as a critical, two-week window in which to solidify that trust and rapport. The fact is that writing intensive courses are sites of risk for our students, and in taking these risks—with genre, with sentence-level conventions, with ideas—they grow as writers. In long-term substitute situations, the business of risk is shunted further and further into the future, and, perhaps, in the most chaotic of circumstances, never realized at all. Some instructors, for example, might "play it safe" by relying on the original instructor's material even if they feel pedagogically opposed to an assignment or aspect of the syllabus. Also, as we can see from Faculty Member B's commentary, students can develop loyalty to an instructor in a remarkably short period of time, even in a week or two, and so, from their vantage point, ripping away the security of a promised instructor is certainly jarring and may create ire and distrust, even though the new instructor is in fact doing those students an immense favor by stepping in. Faculty Member B offered a particularly salient analytical comment regarding classroom dynamics and teaching style:

> We all know that our classroom atmosphere is inherently tied to teaching persona, and trying to change the atmosphere is incredibly challenging. I wished, after the class, that I had tweaked the course schedule in such a way that I did devote at least a week of that takeover to starting over, but in hindsight, I don't think that would have helped. Put in the same situation again, I would certainly try it, just to see if it did have any effect on the overall atmosphere.

And thus, something that should be apparent in the discussion so far is the presence of emotion as a mitigating factor in whether these courses reach a measure of success. How well we acknowledge and process our own emotions, as well as those of our students, in these courses, is a crucial factor in determining how and if our students will eventually cease to see us as "substitutes" or themselves as "abandoned."

As Micciche (2005) explains, we as instructors have already been somewhat primed to see to students' ethical and emotional development in the "'caring space' of composition classrooms" (p. 167). She writes that, "efforts to produce critical thinkers, cultural workers, or enfranchised citizens—all of which are by now commonplace goals regularly articulated in composition scholarship, are most certainly efforts to construct an emotional culture in the classroom" (p. 178). This idea is echoed by Johnson (2013), a composition instructor who asserts that influential documents like the *Framework for Success in PostSecondary Writing* ask that we "address the person behind the writing products and processes" and to "consider intellectual agency and the ethical aims of writing instruction" as well as teach habits of mind (p. 527). The construction of such an environment becomes a much taller order, however, when instructors are faced with the task of engaging students who may feel, regardless of the validity of that feeling, that they have already been "abandoned." The solution, however, is not simply to allow our students

to see us as sympathetic friends or their peers. As Maher and Tetrault (2001) assert, "feminist professors cannot simply become equals, or "sisters," to their students" (p. 150). They also explain that the "complex grounds for authority lie in the intersection of personal identity and professorial and academic responsibilities" (150). As Faculty Member C reflected, given the right circumstances, instructor authority can be rectified and created collaboratively, through activities such as working together on a new syllabus.

Conclusion

It is evident, both from my informal survey of faculty and from the scholarship on the topic, that the more time students have spent with the original instructor of record during the term, the more problematic it is for a new one to take over. One could argue that a quick fix for such dilemmas would be the use of identical syllabi, schedules, and assignments in similar courses. But beyond state mandated student learning outcomes for core-level and advanced courses, the reality is that a sense of academic freedom gives us room to choose, within wide parameters, our teaching styles, philosophies, and strategies for engaging our students. Quick fixes should include making sure a new instructor has ready access to any of the previous instructor's materials—syllabi, schedule, assignments—beforehand. This access in large part determined the success of Faculty Member C's basic writing courses. But the grayer area relates to how we pick up the pieces of a potentially broken class when we must rely on a toolbox of savvy pedagogical tools to establish trust with our students. Long-term substituting is far from an educational anomaly, and as educators our strategies for successfully taking over a course are strengthened by considering cross-disciplinary scholarship on building rapport, addressing students' anxieties, and feminist pedagogical theory.

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Scholars in Training: Moving from Student Engagement to Student Empowerment
— Todd Olszewski, Danielle Waldron, and Robert Hackey

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Abstract

In recent decades, U.S. colleges and universities have undertaken concerted efforts to promote engaged learning to strengthen and broaden research opportunities for undergraduate students. To date, traditional models of engaged scholarship have relied on faculty-directed interactions. In this article, we discuss a collaborative approach to engaged undergraduate research and propose an alternative model: empowered scholarship. In this model, faculty members collaborate with undergraduate researchers as co-equal junior investigators. In this way, empowered scholarship provides unique professional socialization opportunities for "scholars in training." Our essay reflects upon the authors' experiences as field researchers for the Rockefeller Institute's ACA Implementation Research Network, explores the methodological and institutional challenges associated with empowered scholarship, and offers advice for students and faculty interested in pursuing similar collaborative research projects.

Keywords

student engagement, undergraduate research, mentoring, policy analysis

TEACHING REPORTS

Over the past two decades, U.S. colleges and universities have placed a renewed emphasis on engaging undergraduate students in research as part of a broader focus on developing active environments for student learning. Hands-on experience with research yields tangible benefits for undergraduates, as participating in undergraduate research projects bolsters students' motivation, self-confidence, and presentation skills (Mabrouk, 2009). In the sciences, undergraduate research opportunities have also helped students to clarify career goals and increased their desire to pursue graduate study (Russell, Hancock, & McCullough, 2007). Presenting papers in formal settings at undergraduate research conferences provides students with significant professional socialization experiences (Caprio & Hackey, 2014; Helm & Bailey, 2013). High-impact practices such as internships, senior capstone courses, service learning opportunities, and study abroad programs offer students rich educational experiences to shape their intellectual and professional development (Kuh, 2008). Collaborative learning environments also have the potential to transform classroom experiences for students and faculty when implemented effectively (Harrison & Grant, 2015; Hjelm, 2013).

Traditional models of student engagement typically build upon an established academic course in which the faculty member directs and evaluates student work. In this model, faculty members define, organize, and evaluate the goals and methods of the research, the process of gathering data and/or preparing analyses, and the preparation of a final scholarly product. Drawing upon our experience working on a state-level analysis of health care reform, we explore a complementary – yet distinct – opportunity for faculty-student collaboration that not only engages undergraduates in active learning, but empowers them to work side-by-side with faculty as junior colleagues on cutting-edge research projects. Our model of "empowered scholarship" provides opportunities for professional growth and development for undergraduate scholars in training. In an empowered scholarship model, faculty members collaborate with undergraduate researchers as co-equal junior investigators throughout

the development, execution, and publication of a research project.

Empowered scholarship offers a new model of academic engagement by creating opportunities for faculty members to engage in research collaborations outside the classroom, while affording students considering graduate school – or careers in policy analysis – a chance to immerse themselves in meaningful, real-world research projects. Faculty from many disciplines – including not only health policy, but political science, public administration, sociology, and urban studies – may find their scholarly expertise in demand by external constituencies such as nonprofit organizations or state and local governments. Many faculty members encounter opportunities to work with external partners on applied research projects, typically generating a report or other deliverable. The higher education community places great emphasis on fostering partnerships between colleges and nonprofits, which often take the form of service learning requirements and/or internship programs at the departmental or institutional level.

Participating in such partnerships and projects, however, can be difficult for faculty teaching at primarily undergraduate institutions with substantial teaching loads. In this context, empowered scholarship offers tangible benefits for both faculty and students. Empowered scholarship enables faculty members to mentor students in an intimate academic setting that fosters close, professional relationships. Developing students as co-investigators on research projects can make in-depth community partnerships possible. For students, participating in research collaborations with actual clients develops marketable "real-world" skills.

Empowered scholarship, in short, opens the door to high impact practices that engage students. Data from the 2013 National Survey of Student Engagement suggests that students who engage in service learning activities are more likely to vote and solve real-world problems. Similarly, 59% of college seniors surveyed reported that their service-learning experience helped to connect their academic studies to "real life" (NSSE,

2013). However, the survey also indicated that students were more likely to report being engaged in "technical" aspects of research projects such as data collection and data analysis than in designing studies and presenting or publishing findings (NSSE, 2013). Our model of empowered scholarship incorporates students equally into all phases of a project, providing them with a fuller and more complete understanding of the research process. Our student team member was directly involved in the design, execution, and promotion of the academic project described in this article. Indeed, such full and consistent student participation is integral to the success of our model of empowered scholarship.

Opportunities for empowered scholarship come along at unexpected times that do not necessarily adhere to the traditional academic calendar year. Because the invitation to participate in our research project arrived several weeks into the spring semester, a traditional credit-bearing directed study was not a feasible option for this project. When opportunities fall within the confines of the traditional academic calendar, however, traditional independent study or directed study courses can provide an administrative home for collaborative student-faculty research. In such cases, however, we recommend that students be evaluated on a "pass-fail" basis to underscore the non-hierarchical nature of the project. Since our project was not embedded within the confines of a course, no assignments or due dates were included. Instead, the research and writing schedule was driven by our accountability to an external constituency and a desire to finish a draft of the report before a national conference convened at the Brookings Institution in October 2014. To seize these opportunities, faculty and students must be willing to work in nontraditional ways and structure projects accordingly. The opportunity to participate in a national research project on the Affordable Care Act afforded unique networking opportunities and professional recognition for both participating faculty and students. In addition, participation also raised the institution's visibility among relevant stakeholders.

Our project emphasized the potential of students and faculty collaborating as co-equals on real-world policy analysis. Many honors theses and independent studies are "student directed" in that students choose the topic, develop their argument, and submit their work for faculty review. Nevertheless, even in these cases, the faculty member always asserts his/her authority as the evaluator. Writing a senior thesis is an important and integral academic activity in its own right, but our model of empowered scholarship parallels more traditional academic research opportunities by encouraging students to develop research questions, conduct an independent inquiry, and develop a collaborative academic product in conjunction with – rather than directed by – faculty members.

An integral aspect of our project entailed working with the Nelson A. Rockefeller Institute's ACA Implementation Research Network ("the Network") to provide detailed state-level analyses of the implementation of the Affordable Care Act over time. The Network recruited scholars and health professionals to serve as field researchers to assess health reform implementation experiences at the state level. Researchers associated with the Network agreed to employ a common Field Research Report Form developed by the project coordinators to facilitate comparisons of implementation processes and outcomes of the Affordable Care Act across various states. The Report Form shaped our research questions, responsibilities, and format in preparing a detailed state-level analysis of ACA implementation in New Hampshire. While for some this represents a certain loss of control, we maintained the freedom to conduct research operations and craft a final product as we saw fit.

Structuring our Research

Participating faculty viewed this project as an opportunity to try a new approach to collaborating with – rather than simply directing – student researchers. We sought to provide a deep, rich, and multifaceted professional socialization experience that reflected our institution's

motto to "transform yourself, transform society." By empowering our student as a colleague, not simply as a research assistant, we hoped to provide her with a hands-on sense of what a career as a policy researcher entailed. Many empowered scholarship tasks are comparable to those associated with traditional models of engaged learning such as directed studies and other forms of independent research. However, the team-based nature of our collaboration – and the interdependence of team members while preparing the case study report – required faculty and students to develop new ways of working together. The result was not only different in terms of the scope of the project (a published report for a nationally-recognized health policy think tank), but also for the process used to structure our work, which spanned three semesters in two different academic years.

In organizing our research project, tasks were conducted side-by-side rather than in a top-down fashion in which faculty assigned students certain tasks or responsibilities. Working from a core set of research questions, each team member discovered new sources, organized research findings, and drafted sections for the final report. Unlike traditional independent study projects on our campus where faculty members develop a syllabus, assign readings, and grade assignments, our research project was based upon a collaborative partnership, not a hierarchical power relationship. Faculty and students critiqued each other's writing, worked together to identify data and other sources, and edited (and re-edited) the final report multiple times.

Collaborative faculty-student research teams must determine the division of labor appropriate for their particular research project. We identified particular competencies for each team member during preliminary meetings and assigned primary responsibility for certain topics and sections. Faculty and students both held secondary responsibilities of reviewing and revising each other's work. In this sense, the division of labor was even. It is entirely possible for such a division of labor to result in uneven levels of ownership and knowledge, particularly if faculty members work on tasks that re-

quire skills that students do not possess. By fostering a sense of collaboration among equals, students retain a sense of independence but can still learn new skills from faculty members when necessary. Students are thus empowered to learn new skills to accomplish their assigned project responsibilities.

A conscious commitment to interdisciplinarity shaped the assignment of responsibilities for respective team members. At an initial organizational meeting, team members reviewed the materials provided by the project directors, along with two existing reports from other states and identified several key tasks for structuring their research. Each team member identified areas of particular interest within the reporting framework; responsibility for tasks was assigned based on the expected level of detail and complexity associated with each section. One faculty member's prior experience writing about insurance market reform and federalism provided a natural fit for the sections dealing with Medicaid expansion, the certification of qualified health plans, and coordination among state and federal officials, along with data and reporting requirements. Another faculty member's training as a historian afforded an unusually good match for the first section of the report that explored the statutory history of reform; this section mined news articles, public opinion polls, press releases and other official documents to place New Hampshire's experience in context. His research responsibilities also included an overview of the state's small business exchange and an analysis of enrollment data. Our student's previous work as a research assistant engaged in marketing research to promote a recently published book manuscript prepared her to take on sections regarding the state's publicity, stakeholder input, and interagency relations. Her prior coursework in policy analysis, which included identifying and analyzing primary source materials such as board meeting minutes, grant decisions, and local newspaper articles, enabled her to report on the leadership, staffing, and consumer education and outreach initiatives in the state.

Mutual accountability, rather than a traditional supervisory faculty-student relationship, defined our approach to organizing our timeline and workflow. In our initial report, one team member claimed the primary responsibility for writing a particular section while the other two team members claimed secondary responsibility for reviewing and editing that same section. All team members were thus able to claim co-ownership for the report in its entirety, as each team member contributed to developing every section of the final report. For this article, we applied the same approach of assigning primary writing responsibilities and secondary editing responsibilities to all team members so each could claim co-ownership and co-authorship. Faculty felt strongly that the student team member should be included as a full co-author, signifying that her contributions were co-equal.

Re-envisioning the Student Experience—From an Empowered Student Perspective

Our student's participation in the Network complemented her undergraduate experience and helped frame her post-graduate plans. In the fall of 2014, after evaluating health policy and co-authoring this report, she gained a clearer understanding of professional health policy research and writing. As a full co-author, as opposed to an undergraduate research assistant, she experienced the organic frustrations and successes involved in research and policy analysis. She independently compiled membership profiles of key decision makers, documented the transfer of grants and funding between different levels of governments and private entities, and closely monitored the state's consumer education and navigational assistance activities. By researching, re-researching and updating these ever-changing components of the report, the student learned the importance of monitoring the fluidity of staffing and money in policy analysis. She also developed a growing knowledge of health policy terminology, political climate, and other substantive information while preparing the report.

Moreover, through this research and collaboration, she gained keen insight into editing and revision.

After several months of collaboration and sharing work in progress, our student developed a level of comfort with critiquing and editing her professors' writing as if they were peers. She also recognized strengths in her own set of research skills and learned new editing techniques to improve her own writing. More importantly, this continual process of self-review, partner critique, and correction strengthened her sense of ownership in the deliverables associated with the research project. As an undergraduate, she also corresponded with editors from our research sponsor as a professional—responsibilities that many research teams may not typically extend to an undergraduate student. After experiencing the innate frustrations and satisfactions of both writing and publishing this report, she developed a unique understanding of policy analysis through this model of empowered scholarship. By the conclusion of this project, she was transformed from a capable student into a young professional. Her personal growth evolved over the course of the project as she recognized that if she continued to produce good quality work, this project would serve as an opportunity not only to take control of her own intellectual development, but also to develop an identity in her chosen field as a twenty year-old undergraduate student. With this drive, an ability to self-correct, and a sense of confidence, she became a published author before college graduation. This tangible end product solidified her identity as an empowered learner.

Our student's involvement in the project bolstered her academic confidence and inspired her to plan and conduct a second independent research project that required IRB approval. She embarked on this independent study with one of the two professors involved in the empowered student learning experience. Initially, they developed a course schedule and discussed weekly readings, as assigned by the faculty member. However, as their Network collaboration continued, the student began establishing her own independent study deadlines, drafting her IRB application, and compiling the report independently. Watching her growth, the faculty member trusted that she would complete the work as she had in their Network collaboration, making the shift in

relationship dynamics very natural. Ultimately, she created and executed a year-long senior thesis. Growing and developing skills as a researcher through her participation with the Network, she subsequently applied these skills to the traditional senior thesis format. These two projects spurred a shift in her professional aspirations—rather than pursuing a clinical career, she gained admission to a Ph.D. program to pursue a career in policy analysis and teaching. Thus, in this case, the traditional senior thesis model and our empowered learning model assumed distinctive, yet mutually beneficial roles in her undergraduate experience.

Undergraduate students, especially those studying at liberal arts colleges, may embrace a variety of learning experiences that include unpaid internships and research assistantships. These learning experiences help them determine or eliminate potential career paths. For the right student, empowered scholarship is a long-term investment, affording both publication and networking opportunities. Students interested in pursuing a career in academia, in particular, will recognize the importance of publications in establishing credibility in their fields.

Advice from an Empowered Student to Faculty

Our model of empowered collaboration aims to demonstrate how students and faculty members can work together on innovative research projects. We believe this model of scholarship can transfer to other disciplines and universities and have identified concrete lessons for faculty members seeking to embark on a collaborative research project with one or more students. Advice and suggestions from our student author to faculty members interested in the empowered scholarship model include:

- Remind your students that empowered scholarship may require more intensive effort than what is typically expected of a student enrolled in an independent or directed study. This is most likely a new experience for both students and faculty members. Student-faculty collaborations offer unique and exciting experiences and rewards that are different from typical classroom or credit bearing assign-

ments, but also require a substantial amount of work by both parties.

- Communicate with your students and listen to their questions. Suggest that your students allot time to conduct preliminary research and be prepared to revisit and reread documents as the project develops. Keep in mind that the process may take longer for the student researchers than for their faculty colleagues, who may have more contextual background knowledge and experience with the processes of research, revision, and publication. Thus, your students may require additional clarification.

- Be confident in your students' abilities. Although it may be their first time embarking on such a project, continue to offer support while recognizing their potential as independent researchers. Remind students that their previous reading assignments, class projects, and research papers have prepared them for this collaborative research project.

- Be open-minded, patient, and committed. The research process may be technical, even tedious or frustrating. Students may follow false leads and come to dead ends, but these challenges should be expected. Edits and revisions also require substantial time and effort. More importantly, encourage students from the very beginning to offer suggestions or revisions on their professors' writing and to expect the same for their own work.

- Be able to compartmentalize and adjust to shifting professional roles. Students may find themselves in the role of co-author at 10am, but at noon revert back to a traditional role in a professor's classroom before returning to their co-author role when critiquing a passage written by their professor and team partner.

- Step back and analyze how the experience is affecting your students' future plans. For our student team member, participating in this collaborative project bolstered her academic confidence and inspired her to plan and conduct a second independent research project that required IRB approval. Reflection on your work and honest discussion of this experience are invaluable to your students' future career paths.

Advice from Faculty to Faculty

Conducting a major empowered scholarship project within the confines of a liberal arts college is a challenging endeavor. In particular, faculty members and students engaged in empowered scholarship projects may face both methodological and institutional challenges.

For faculty, opportunities for release time are limited due to administrative responsibilities and the need to offer required courses for majors. Similar challenges face students who participate in significant research projects, as classes, assignments, extracurricular activities, and jobs compete with the project for the student's time and attention. Our sponsoring organization lacked funding for stipends, travel grants, or other support for participating scholars. These funding limitations also limited the time required for grant writing and reporting. We, therefore, offer empowered scholarship as a model for colleagues at other institutions who seek to develop an active research program but who face limited funding coupled with substantial teaching or administrative obligations.

Empowered scholarship affords faculty members the opportunity to serve as colleagues, co-investigators, and mentors, but faculty members who consider embarking on empowered scholarship with their undergraduates should keep several important lessons in mind:

- Assess and self-assess—and be honest. When organizing a research team, identify and play to the strengths and skills of prospective team members. Each team member will need to utilize his/her strengths and skills and be mindful of any weaknesses when the team assigns research tasks and writing responsibilities.

- Emphasize the process. Guiding students through all steps of the research process—data collection, writing, and editing—can be a rewarding and enlightening experience. Empowered scholarship means envisioning an undergraduate team member as an equal colleague rather than as a traditional research assistant with circumscribed responsibilities. As a

result, there will be a learning curve for everyone. A collaborative project organized around the notion of empowered scholarship can and should be a professional socialization activity for students. While the final product—an article, chapter, or report—is a tangible indicator of team achievement, the process by which empowered scholarship is produced is equally integral as an indicator of success.

- Compartmentalize. Although students are colleagues on a collaborative project, they also wear different hats as advisees or students in class. This may be the most challenging aspect of empowered scholarship—for both students and faculty members. Establishing clear boundaries while simultaneously promoting mutual respect can ensure that faculty and students interact comfortably and professionally in the classroom and during research meetings.

- Be flexible. Prepare for unexpected challenges that may arise. Although tasks and responsibilities may be assigned to particular team members, be willing to trade or assist fellow team members as needed. If the collaborative project is a non-credit-bearing experience for student partners, remain cognizant of their other academic responsibilities.

Collaboration and Risk Taking

Our approach to organizing our work marked a new chapter for both faculty and student members of the research team. Our initial discussions about how to manage the project underscored how each member of the team was taking a risk by participating in the project. Potential risks for faculty members include identifying team members who have a certain degree of comfort and familiarity with each other, developing mutual trust with respect to completing assigned responsibilities (and indeed, assigning responsibilities), and taking on new responsibilities in a non-academic credit capacity. Building the team—that is, identifying the student co-author(s)—is key. The choice of student co-author(s) needs to be weighed carefully by faculty members. Empowered scholarship is not a "one size fits all" model: a student who could excel needs to come to the table with established skills that are then employed in a very

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concrete way. Presumably, students involved in empowered scholarship activities will be upperclassmen who have completed the core requirements for their major and developed a foundational knowledge of the content area. Our student co-author had already demonstrated in a required course a facility for identifying key stakeholders, researching key interest group positions, and describing the policy-making process at the state level in a group project in our program's required policy analysis course. We sought to employ these practical research and problem-solving skills in our project.

Research collaborations with students might be uncommon within the culture of particular institutions, thus making it vital for untenured faculty members to explain their research program to the institution's tenure review committee. A substantial risk for faculty members is professional credibility. By bringing students into the project with less training and experience, and assigning them real responsibilities, there is a potential loss of control and also the possibility that the final product might not be as finished or polished as it might have been if graduate students had been in this co-author role. Similarly, faculty members committed to conducting research with students may alter the sorts of journals they consider for submission. For an untenured faculty member, this may prove a risky strategy when applying for tenure and promotion. However, if a student-faculty team is able to effectively marshal resources and share clearly delineated responsibilities, the quality of the academic product should be comparable to the quality expected for publication in top-tier peer-reviewed journals.

Likewise, student researchers also take risks when partnering with faculty members on such projects. Students must set aside ample time to work on the research collaboration, which may challenge their ability to balance other coursework and other responsibilities. However, if students organize and prioritize their research and schoolwork, they can manage both types of experiences effectively. In addition, students must overcome any uncertainties they may have about the process, as the research collaboration is new and unknown territory that can be intimidating.

Conclusion

Our project demonstrates the potential of collaborative research to not only engage students, but to develop "scholars in training" on significant projects with external stakeholders. The payoff of our strategy is evident in both the process and the final product. After many months of research and writing that fit in around other projects, internships, and a wedding for one team member, our team's report was published in January 2015.

Faculty members interested in empowering students as "scholars in training" should first identify appropriate community partners and projects, then select students with relevant skills to collaborate as co-authors while also assessing students' availability to devote time to the project, their maturity in dealing with faculty, and their accountability. Viewing student researchers as co-equal (albeit junior) partners requires faculty to abandon traditional notions of the roles of instructors and students. Doing so provides significant mentoring opportunities beyond a traditional independent study or directed reading course.

Our model of empowered scholarship is applicable for faculty members and students in any discipline who are pursuing research opportunities with external organizations. Ideally, empowered scholarship provides an opportunity for faculty and students to collaborate and tap into new, cutting edge needs with real-world applications for actual clients, with the ultimate goal of providing an enhanced professional socialization experience for the students.

Acknowledgments

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Using Pedagogical Interventions to Quell Students' Anxieties about Source-Based Reading

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Abstract

This teaching report details pedagogical interventions that allow instructors to address students' anxieties as they relate to the reading of source materials. Drawing on data indicating that students experience anxiety while conducting online research, this piece argues that exploring the largely neglected affective components of students' development of digital literacy practices is an important step toward quelling students' reading-related anxieties. In so doing, instructors can more comprehensively support students' development of the intellectual capacities important to source-based reading and writing.

Keywords

digital research practices, research writing, plagiarism, reading pedagogies, reading-writing connections

Background

Although today's college students are often expected to conduct research using the internet, studies indicate that they seem to lack the ability to effectively undertake this work. Students' reliance on Wikipedia (Nicholas, Rowlands & Huntington, 2009), as well as Google-based searches, has been documented (Nicholas, Rowlands & Huntington, 2009; Purdy, 2012), as have their poor skills evaluating the credibility of the sources they find online (Ostenson, 2009; Hargittai, Fullerton, Menchen-Trevino, & Thomas, 2010). Studies have indicated that students choose sources based on their ease of use as opposed to the relevance to their subject (Purdy, 2012, p.7) and that students— who quote primarily from the abstracts and first page of sources— may even lack the ability to understand what they are reading (Howard, Serviss, & Rodrigue, 2010, p. 189).

Certainly, instructors at all levels and across the disciplines have a significant amount of work to do in order to help students develop stronger information literacy skills and digital research practices. Part of that work, which remains largely unexplored, includes addressing the affective component of conducting digital research, including the reading of source-based materials this research involves. While studies of students' research practices often report students' feelings of frustration at various points in the research process (Head, 2007; Head and Eisenberg 2009, 2010; Kuhlthau, 2004) these findings tend to be overshadowed by findings that provide insight into students' progress toward more intellectually productive research practices. Although not a formal study of students' digital research or reading practices, Amy E. Robillard's (2015) "Prototypical Reading: Volume, Desire, Anxiety" addresses these affective responses. Robillard describes her students' anxieties surrounding whether they are reading enough, whether they are reading the right things, and whether they will ever feel as though they have even scratched the surface of all they need to know. The scope of Robillard's piece, however, does not allow her to explore some of the potential pedagogical implications of her focus. Picking up where Robillard leaves off, this teaching report describes ways instructors can help quell these reading-related anxieties in students as a means toward helping students develop intellectual capacities crucial in research-based writing courses in which a focus on source use is presumably most common.[1] I have included IRB-exempt, anonymous student responses from course evaluations throughout this piece because they speak not only to students' development of productive reading and research practices in my course, but when looked at closely, they also attest to students' development of confidence in these abilities.

Dispelling Students' Anxieties About Finding Every Source

Refusing to distinguish between the anxieties that students and professional scholars feel, Robillard recommends that students and scholars alike come to terms with the fact that "we do not—nor can we—systematically read everything there is to be read" (p. 210). Accepting this fact, argues Robillard, and instead, "pay[ing] attention to how we find what we find" (2015, p. 211), can help dispel anxiety. What does this look like from a pedagogical perspective, though? How might an instructor emphasize "how we find" as a means of quelling students' anxieties about the impossibility of finding everything?

One way of working toward this goal involves helping students understand that while they are not expected to find everything ever written on a subject, they can take steps to find the most important scholarly voices and sources on that subject. Spending time describing and modeling for students the process of mining another scholar's reference page, for example, gives students a systematic way of finding the most frequently cited sources and scholars on their topics. Thinking sources are "possessable" (Robillard, 2015, p. 212), some students believe this practice must violate a school's academic integrity policy. Other students view reference pages as superfluous and ignore them altogether. Dedicating some time in class to showing students how to trace where a scholar "has been" (to use Robillard's metaphor) in order to imagine the stops on that journey that might be productive for their own scholarship, as well, can go a long way toward helping students become more confident in their abilities to find the most relevant scholarship. Moreover, this proactive approach means that students are less likely to get bogged down in and stymied by the sheer volume of information available to them. As students apply this targeted approach, they begin to notice that some sources appear over and over again on multiple reference pages, and they come to realize the importance of those voices to the conversation. Genuine discoveries like these quell the anxiety associated with information overload and create a space for a research process that is characterized by excitement and curiosity rather than insecurity and anxiety.

Shifting Attention to the Relevance of Sources

Instructors can design assignments that help students narrow the field of potential sources by emphasizing the relevance of sources and refraining from requiring

students to include an unnecessarily large volume of sources in their research writing. In light of the findings from The Citation Project, an empirical study of how students across postsecondary institutions use sources in their research-based writing, Sandra Jamieson calls for the adoption of a "less-is-more philosophy." She explains:

> If our goal in assigning researched writing is to teach students to engage with sources and enter conversations with them on a topic, there is no real reason for that process to include more than three or four sources. Similarly, if one of our goals is to teach information literacy skills, we can do that by asking students to find two additional sources that are in dialogue with the sources read in class and the issues that interested students within them. (par. 67)

Informed by these recommendations of The Citation Project, as well as Purdy's (2012) research indicating that relevance was one of the least important criteria students reported using for choosing an online source (p. 8), I recently revised an annotated bibliography assignment I had been using for years. With the goal of fostering a deeper engagement with fewer sources rather than a superficial engagement with many, I now ask students to include in each annotation a few sentences about the potential relevance of each text to their project. Students need to articulate how and why each source might work within the context of their research, as well as under what conditions each text might not work (e.g., the topic veers in a different direction or the student ends up taking a different position). This slight change in the assignment compels students to slow down both as they search for sources and as they read (and re-reread) these sources. This metacognitive aspect of the assignment gives students a greater sense of control and purpose, which has helped dispel anxiety much like Robillard's commitment to helping students pay attention to "how we find what we find" (2015, p. 211).

Moreover, students can no longer mindlessly grab sources only from the first page that a search-engine returns, a practice Randall McClure (2011) noticed students engaging in during his study of students' online research habits. Although the sources appearing on the first page of a search may be some of the most relevant ones, I would posit that students often stop there because the volume of pages any given search returns can be overwhelming particularly if students are not adept at narrowing the search through the manipulation of search terms. By shifting the annotated bibliography's emphasis away from volume, the assignment has stopped producing anxiety in students because they no longer feel compelled to use whatever sources their search produces just to meet the required number of sources. Instead, the assignment privileges relevance and gives students the opportunity to take ownership of the decisions they make regarding which sources to include in their annotated bibliographies. This revised annotated bibliography assignment and the resulting research-driven essay in which students whittle down the number of sources even further have proven to be important antidotes to the unnecessary and anxiety-producing emphasis on the volume of sources that students report experiencing in other courses and contexts. In fact, in their anonymous course evaluations, students regularly comment on how being more deliberate when looking for sources and considering sources in more depth has been beneficial. One student noted, "I have learned to look for good evidence and how to slow down and analyze a research question. Before I would jump in really quickly." Others describe learning "how to do research better and use my sources differently" and how to "dra[w] similarities/differences across sources" as well as learning "different techniques for engaging with sources." These comments suggest that students recognize the value in focusing more closely and deeply on (fewer) sources and indicate the degree of confidence that emerges from such work. Whereas the student mentioned above previously "would jump in really quickly," the student has the confidence to replace that practice with the new prac-

tices introduced in the course. This student and others have come to recognize their abilities to "look for good evidence," "do research better," use "sources differently" and apply "different techniques for engaging with sources." To change one's practices, particularly those that are so ingrained—like students' reading and research practices— is a bold step in and of itself, and one that can be anxiety-producing. Yet, these comments speak to the opposite result— namely students' high estimation of their abilities in several aspects of research-based writing.

Teaching Students How to Read Source Materials

When students describe the abilities they are honing—as they do in the quotations just above— they are commenting, in part, on their reading abilities. For example, finding good evidence and drawing similarities across sources necessitate strong critical reading skills. Other students remarked even more directly on reading in their anonymous course evaluations. One student noted that "the most beneficial aspects of this course was [sic] learning how to become a better reader and writer" while others listed the course's attention to "close reading" and "active reading" as especially beneficial. Giving students the tools they need to be successful readers of the sources they encounter is crucial as all too often instructors take students' reading abilities for granted, assuming they will be able to read whatever texts they find. Recent studies, though, suggest that students' critical reading abilities are rather weak. The SAT Verbal/Critical Reading Portion, for example, has shown a steep decline in students' reading abilities over the last several decades. Despite criticisms of the test, its long history allows for comparisons over time, comparisons that reveal that "in 2015 [the date of the most recent published study], the average score on the SAT verbal test was near historic lows" (par. 2).

As mentioned above, students' reading problems and related instances of source misuse have also been documented by The Citation Project. In the students' writing samples from the study, researchers found that

students focused on a very limited amount of text while summarizing these sources, raising questions about "whether students understand the sources they are citing" (Howard, Serviss, & Rodrigue, 2010, 189). Students often constructed arguments "from isolated sentences pulled from sources" (Howard, Serviss, & Rodrigue, 2010, 189), suggesting that they may not have understood the larger ideas and arguments put forth in the sources. These findings have led Jamieson (2013) to conclude that "students lack the critical reading and thinking skills necessary to engage with the ideas of others and write papers reflecting that engagement in any discipline." Jamieson further explains her conclusion:

> Students are less likely to be able to understand the larger concepts in the texts they read, or to be able to assess how an argument unfolds, how sources are in dialogue with each other, or how the author uses an accumulation of references and sources to further a position of his or her own, or support, challenge, or revise a position or interpretation presented by another scholar.

In order to help students develop their abilities to engage in the work that Jamieson outlines, instructors must deliberately focus on teaching students how to read so students can do so more effectively and ultimately feel more confident about their encounters with texts. There are any number of ways to engage in this important work. Alice Horning (2011), one of the foremost experts on reading in the field of composition, has argued that instructors can help students, who are novice readers, read "extended informational prose texts" by teaching them skills such as analysis, synthesis, evaluation, and application, which experts regularly use. She describes the importance of helping students develop into "meta-readers" who, like expert readers, remain remarkably aware throughout their reading process— aware of the different reading skills they are applying, aware of where texts come from, how texts fit into larger conversations, how language works, and so on (par. 3). Horning notes that "this goal can be achieved through teachers' understanding of what experts do, through specific instructional

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scaffolding strategies. . . and through requirements of extended, focused practice," all of which Horning details in her essay (par. 12). Like Horning, literacy expert Donna Qualley (1993) also recommends active reading strategies, but she takes these even one step further and requires that her students meet with her for individual reading conferences in addition to the more common writing conferences. In these reading conferences, Qualley talks to her students about their active reading strategies, what they are reading, how they are reading, what they focus on as they read, and any questions they have about what they are reading. The personal connections Qualley builds with her students during these conferences and this individualized way of intervening into their reading practices is a model that benefits students and instructors. Reading conferences offer students a safe space to discuss their reading and learn about themselves as readers while also allowing instructors to gain insight into students' anxieties surrounding reading and what steps may need to be taken to help them negotiate these issues.

Larger classes may not be conducive to holding individual reading conferences, but there are other ways of helping students become stronger readers and more confident in their reading abilities. In my own classes, I spend time modeling different ways of reading, and we discuss the need to choose a reading approach based on the purpose of the related writing assignment. In a research writing course, assignments vary radically from a short summary of a source to the final, full-scale research-driven essay. Students' reading approaches should vary as much as the assignments. For example, the way one reads a source in order to summarize it should be different from how one reads a source in order to compare it to another source. Rather than assume students know how to summarize, instructors can devote class time to teaching students how to read for main ideas so that they are prepared to summarize sources in their entirety rather than summarize decontextualized sentences

from the sources as did many of the students who were part of The Citation Project's research sample. Instructors might hold workshops on the difference between summary and analysis to help students recognize what it means to read in order to summarize versus reading in order to analyze.

Teaching students how to read source material rhetorically is also an important reading practice that many students don't already possess. It is not even necessary to start with what might be thought of as advanced reading skills such as rhetorical reading. In fact, my first step when focusing on reading with my students in a research writing course involves teaching them how to productively annotate and then requiring them to adopt this approach instead of highlighting, which is often students' default and largely ineffective form of annotation. The point is that instructors need to address students' reading abilities through targeted interventions that will not only help students become better readers, but that will make them more confident when they are faced with difficult source material. With dedicated instruction along the lines of what is described above, students will be prepared to engage sources more effectively and productively as they read and, ultimately, as they write in all of their courses.

In fact, in their anonymous evaluations of my research-writing course, students were asked what they thought they could take from this course to other courses, and the most common response was that they felt more prepared to complete research-driven assignments. One student commented, "This course helped me understand the importance of preparing to write" and [I will take with me] "the ability to write an effective research paper, as well as new study and preparation strategies." Similarly, another student mentioned that she will bring with her to future courses "the strategies for writing papers, and for preparing for them, as well." A particularly enthusiastic student noted "Everything [from the course] has benefitted my research and writ-

ing skills. I feel like I am now better prepared to write research papers in the future." And, finally, one student seemed to connect this emphasis on preparation with decreased anxiety, noting "It is a great course for those intimidated by 'W' courses. They should take this first before any other 'W' [course]." As this student notes, this potentially intimidating course on research-based writing did not, in fact, produce anxiety, and is recommended to other students for that very reason. In all of these comments, as well as those quoted earlier, students share their positive feelings about their abilities, suggesting that the pedagogical strategies I have described here have the potential to help students not only become stronger readers, writers, and researchers, but more confident ones, too.

Concluding Thoughts

Students' preparation is perhaps the most important antidote to their insecurities and anxieties surrounding reading in our information-saturated culture. As educators continue to imagine ways of better preparing our students to conduct digital research and engage the source materials they locate, we would be wise to

think not only in terms of students' intellectual needs, but their emotional needs, as well. As Robillard details, students experience many of the same anxieties as professional scholars when it comes to source-based reading and writing. This connection between students and their instructors, many of whom are professional scholars, can serve as a gateway into discussions that underscore realistic rather than overblown and anxiety-inducing expectations regarding conducting research. Moreover, giving students the tools to locate the most relevant sources and scholars on a subject, as well as engage with source materials means that students are less likely to be stymied by the sheer volume of information at their fingertips. Shifting attention to students' emotional needs in addition to their intellectual needs— and using the former to better understand the latter— is an important step toward developing pedagogical interventions that target the anxieties surrounding source-based reading.

By addressing sources and source use within the admittedly limited context of research-focused writing courses and assignments, I do not intend to oversimplify Robillard's discussion. Robillard's use of the term "source" is certainly more expansive and complex than the focus of this short piece suggests.

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The Teaching and Learning of Intensive French at Ekiti State University: A Literacy Based Model for Second Language Acquisition in Nigeria

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Abstract

While the teaching and learning of English is given prominence in Nigeria, French is not accorded much relevance in the country. The disparity is due to the colonial history of the country, a former colony of the British government. This paper discusses the conceptualization of intensive French at Ekiti State University and the intersection of intensive second language teaching, cultural theories, and public policy in Nigeria. The paper draws up major components and implications of the program in relation to state policies on education and regional relations. The key contribution of the article is that in view of the diminishing interest of Nigerians to the learning of French language, intensive teaching of French at the pre-degree level at Ekiti State University represents a good literacy model for the acquisition of French as second official language in Nigeria. Although Nigeria has centers (Alliance Française and private French Centers) across the country where professionals and private individuals can learn the language, the efforts of these centers are not enough to meet the demands of learners who are interested in learning the language, thus, making Ekiti State University a viable platform for the teaching and learning of French in Nigeria.

Keywords

teaching, learning, french, culture, nigerian university

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The Teaching and Learning of Intensive French *continued*

1. 0. Introduction

The intensive French program refers to the enrichment of the teaching and learning of French language from three to four times the number of hours regularly scheduled for the teaching and learning activity in a concentrated period of time. The intensive French program is offered at the end of the secondary school cycle when students have been offered post-secondary school admission, preferably into a University. The intensive program in French recognizes the students' ability to learn the foreign language implicitly, respond well to it and move on to more advanced activities in French at the intermediate level. In most Nigerian Universities, the intensive French program is offered in the pre-degree level, where two to four teachers are involved in the teaching and learning activity. All activities related to the learning of French as a second official language are taught with the conditions and priorities of the university in mind. This feature makes the program open to students over a wider variety of ability levels than is generally the case in other non-language related disciplines. In an attempt to guarantee the development of communication skills in French and accelerate spontaneous use of French by the learner, the period allocated to the teaching of other subjects in the regular curriculum is deferred to the end of the academic session when the learner is promoted to the first year level of the University.

In some universities where French language is combined with other foreign languages, such as German, Portuguese, Spanish, Italian, as the case may be, the amount of time devoted to French is reduced. The amount of reduction in each subject area varies from university to university. The intensive French program serves as a literacy-based model for second language acquisition and emphasizes the development of literacy skills in French and spontaneous communication ability in the Anglophone learners of French language. Listening, speaking, writing and representing are developed in an integrated manner to ensure good communicative ability of the learner. The intensive French program assumes that a learner has no previous linguistic knowledge in the first language. The learner is expected to bring much discourse competence from their first language and, through the use of French in interaction, the learners enhance their general cognitive development. It is for this reason that the use of interactive teaching strategies is one of the major characteristics of the Intensive French Program (Joan and Germain 2004:290).

2. Historical Overview of Intensive French

The intensive French program was first developed in Canada in order to respond to the serious difficulties of teaching communication in the core French classroom. The first step in the conception of the program was to review empirical research about second language learning. According to Joan and Germain (2004: 279), three findings appeared to be crucial:

a. The level of achievement attained in a second language is closely related to the amount of time spent in learning the language.

b. Students exposed to intensive periods of language learning attain a higher level of achievement than those who receive the same amount of instruction time spread out over a longer period.

c. Students exposed to a period of authentic use of language, as is the case in immersion program, attain a higher level of communicative competence than that achieved by their peers who are exposed to language only as an object of study.

These findings appeared to indicate that in order to improve the results of the core French program, the integration of an intensive period of exposure to French in which French is used as the language of communication would be necessary (ibid.: 279). Following the proclamation of Canada's Official Language Act in 1969, parents began to look for more effective ways for their children to learn to communicate in French and English as a second language in school. At that time, a group of Anglophone parents on Montreal's South Shore convinced the school board in Saint Lambert to start the first French immersion classes. The success of these classes caused francophone parents on the North Shore of Montreal to develop an interest in English immersion activity. Classes in English immersion began in the middle 1970s, based on the Saint Lambert model.

In 1974, the school district in Mille-Iles undertook an evaluation of its French immersion classes and compared the results to those of the classes *d'accueil* (reception classes) for children of immigrants offered by the Montreal Catholic School Commission. In these classes that Quebec instituted in 1969, children learned French orally for five months, without the addition of any subject matter, followed by five months of instruction in the language related to the different subjects, before the students entered the regular stream to learn all their subjects in French. As a result of the quality of the results obtained in the classes *d'accueil*, (reception classes) the Mille-Illes school district decided to begin a similar type of program for teaching French to Anglophone students. This program experienced similar success and the school district decided to embark on the teaching of English to Francophone students in the same way, initiating in 1976 a five-month intensive English program at Grade Six, as English was taught in Grade One. In the same year, intensive English classes were also begun in Greenfield Park in the South Shore of Montreal. The first classes for intensive French based on the model of the classes *d'accueil* for immigrant children were organised by Lise Billy of the Mille-Iles school District. The results of these intensive classes were evaluated by researchers from Concordia University for English and Université du Quebec in Montreal for French (Billy, 1980: 420).

The findings indicated an intensive period of language study was a valid option for improving communicative abilities and that this option was more effective at the primary level than with students at Grade One. After two years, the results of the intensive French experience were summarized this way: Teaching a second language through an intensive period can work for small children as well as older ones but younger children require more time to achieve results comparable to those of eleven years-olds (Joan and Germain, 2004: 264). The success of intensive French in Canada has gone beyond the continent and spread to other countries of the world, including Nigeria, and has become a popular means of developing communicative competence in French among Anglophone learners of French as second official language in Nigerian Universities.

3.1. Nigerian Policy on French Language as Second Foreign Language in Nigeria

After independence, the Nigerian government realized the importance of French. This is because the nation is surrounded by French speaking neighbors: Republic of Benin, Cameroon, Republic of Niger and Republic of Chad. Geographically, Nigeria is supposed to be a French speaking nation but due to colonial factors, the country is an English speaking nation. In spite of the colonial history of the country, some states of the Federation such as Sokoto State, Cross River State, Ogun State, Kwara State, Oyo State, Borno State, Adamawa State and Kano State share some identical cultural leanings found in the surrounding Francophone countries. Both Nigeria and these Francophone neighbors revolve around economic, political and cultural exchanges that make it compulsory for the country to learn and speak the French language. In view of this, in 1996 General Sanni Abacha, the former Nigerian military Head of State, declared in Ouagadougou the new status of French as Nigeria's second official language. The declaration was welcome because French as a modern language would serve as a means of communication and understanding not only within Africa but also beyond Africa, since no African language has evolved and developed to meet this purpose. The two most developed languages in Africa are Hausa and Swahili and they are mainly spoken in West and East Africa respectively (Offorma, 2012: 142).

The declaration of French as Nigeria's second official language is not limited to the then Abacha regime. President Olusegun Obasanjo made a similar declaration in 2002 when he made French the second official language as well as giving it the status of core subject in both Junior and Senior secondary schools across the country (Igboanusi 2008). The major challenge of teaching and learning French in Nigeria is the lack of competent teachers to handle the teaching of the language. The government realized this and empowered the

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nation's universities to rise up and save the situation. The University of Ibadan and University of Nigeria, Nsukka commenced a pilot course in French with the sole aim of producing French teachers for the nation. Today, French language is taught in federal, state and private universities in the country. However, most parents are not warm to send their children to learn the language in private universities due to high tuition charges.

3.2. Ekiti State University and the Teaching of Intensive French

The Intensive French program was developed at Ekiti University to respond to the challenge of teaching and learning of French in the University. Ade Ojo (1993:4) remarks that on the eve of the 21st Century, when it is now compulsory within the European Economic Commission countries for the child to learn at least three international languages, every Nigerian child should be motivated to learn French in addition to English in order to be at ease with his or her peers in the modern world. Following the official proclamation more than two decades ago by the late Nigerian Military ruler, General Sanni Abacha, to make French Nigeria's second official language, and the need to increase and encourage Nigerians to learn French, Ekiti State University has since mobilized her resources to arrest the decline in the number of French teachers and French schools in the nation. Let me state here that French language is associated with Christian religion in some quarters in Nigeria, especially in the Northern part of Nigeria. This explains why some Muslim parents discourage their children from learning French, particularly at the secondary school level (Amosu, 2005: 111). The intensive French program was developed in Nigerian universities where French is taught as a discipline to respond to the challenge of teaching and learning French in Nigeria. Intensive French is known as a pre-degree program at Ekiti State University.

3.3 Academic Program

Learners of French at the pre-degree program are expected to have not less than sixteen hours of contact

with their teachers in a week with emphasis on four skills: listening, speaking, reading and writing. The program stresses orality before literacy. At the pre-degree level, effective syllabus is developed for the learners and more suitable course materials are prepared for them. It must be noted here that French is a unique foreign language to the Nigerian learner of the language. The reason for this is that the Nigerian learner does not have the opportunity to interact with native speakers of the language outside the classroom setting. The creation of Nigeria French Village is designed to facilitate communication in French in the English speaking Nigerian environment due to the high cost of the acculturation fee at the approved language immersion center located at the Village du Benin, University of Togo, Togo.

During the teaching and learning activities in the classroom, emphasis is on learning to communicate in the second language because French is taught throughout the learning hours with the use of a great variety of interesting activities. The objective of the program is to improve the learner's communication abilities. The intensive French program is not based on student selection, a feature that makes it different from program in other universities outside of Nigeria. For example, in Canada, it is based on student selection. According to Joan (2004: 280), the intensive English program is generally offered to selected students. In order to be chosen for the program, students must show considerable motivation for learning English, as well as achieving above-average levels in all their studies. These selection criteria are in part imposed because of the increased work load that students must accept in the second semester when they complete the entire regular curriculum for all other subjects. One of the basic principles of the intensive program is the belief that while learners are learning a second language, they are equally developing capacities that can be used in the L1 setting (Cummins, 2001; Netten and Germain, 2000b).

3.4 Program Resources and Personnel

Ekiti State University has qualified personnel to handle the courses designed for the program. The program

anchors twelve instructors: one professor, two senior lecturers, five lecturers (four of the category Lecturer 1 and one of the category Lecturer II), and one assistant lecturer. Intensive French is one of the means through which some universities in Nigeria obtain candidates into the various departments in the universities. Intensive French is offered in most Nigerian universities, with each maintaining some guidelines for its implementation as approved by the Senate of the university. Parents, students, and teachers have acclaimed the program as very efficient for the acquisition of French in Nigeria.

4. Cultural Awareness among Anglophone Learners of French at Ekiti State University

Culture is an important constituent of language and second language acquisition. Each culture has a unique pattern and the behavior of an individual, linguistic or otherwise, is manifested through culture. Foreign language acquisition implies the modification of the learner's behavior and injecting a new way of life and new values of life into the already settled behavior pattern (Trivendi 1978:92). When we talk of equivalence in teaching or learning a second language we raise the difficult problem of setting up semantic equivalence in the matrix of the target-language culture. Second language learning involves a process of cultural acquisition, and cultural problems in language arise because of the infrastructure of preconceived and hidden notions. It is not possible to learn a new language without having a sympathetic understanding of the cultural setting of the language.

Culture is defined as the socially inherited assemblage of practices and beliefs that determine the texture of our lives. This socially inherited assemblage of practices and beliefs, or cultural patterns, may be (i) static units: man, woman, horse, dog, cow, teacher, barber, animal, church, etc.; (ii) process: to rest, to study, to run, to think, to hear, to read, etc.; or (iii) qualities: good, bad, hot, cold, slow, fast, moral immoral (Sapir 1949:546). These classifications are never the same in a given culture at a given time. It means that culture involves all aspects of shared life in a community. Mis-

understanding occurs in second language learning when the learner unfavorably compares his own culture with the culture of the language to be acquired. This results in a great handicap in language learning. In language learning, two languages and two cultures come in contact, and hence a great deal of sympathetic understanding of cultural patterns of the second language and culture is essential. Elizabeth (2006:592) commented on learners' attitudes towards a second or foreign culture thus:

> A classroom interaction several years ago led me to reflect upon the relationship between the learner's cultural identity and his or her attitudes towards cultural differences and to think of the implicit culture agenda governing my own teaching. During an oral exercise, a student had occasion to utter the exclamation "Ooo là, là!". By way of response. I laughed and added, Mais en France, on dit "Oh là là!," to which he unhesitatingly replied, in English, "But I'm American!". I was struck by the contrast between my student's attitude toward cultural identity and mine as an instructor. I wanted to present my student with native-speaker models of language. My student, by contrast, was clearly not interested in sounding or acting French. Instead, he asserted his American identity and gave voice to it through the speaking of French, a reaction that seemed to me at the time to reflect a certain resistance to language and culture learning.

The learner's attitude toward a second language culture may range across fear, hostility and resistance among other things. However, the most challenging situation is when the learner is not fully willing to identify with or become like the cultural other, which raises the question of identity while equally pointing to the need to acknowledge the learner as a cultural subject. Just as we may have the pleasure of teaching students who are motivated by the appeal and excitement of difference and who, as a result of classroom study or experience abroad, even adopt an altered cultural personality or identity, so too, we may grapple with the problem of students who rigorously embrace long-standing negative stereotypes and images of a second or foreign culture (Damen

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1987:142). Widdowson (1998:712) writes that cumulative approaches to language instruction must come to terms with the learners' reality, and that certain approaches create contextual conditions that are appropriate to the learners and enable them to authenticate the language as discourse on their own terms. Similarly, culture learning is most legitimately considered authentic when the reality of the learner's cultural identities, and the mixed messages and feelings that are apt to emerge when studying other cultures, are acknowledged in the classroom rather than displaced or repressed. The main objective of teaching culture in foreign language acquisition is to foster understanding.

Murti (2002:29) underscores the unique advantage of the non-native instructor, who, in her words, is well situated to teach people from other cultures how to use somebody else's linguistic code in somebody else's cultural context. Learning a foreign language implies learning the values and practices of the language. It equally informs us about our own culture, values and practices. Culture-specific content includes knowledge about societal values, practices and products. These goals relate to the recognition and comprehension of distinctive cultural views on various issues and patterns of behavior and interaction, as well as to familiarization with cultural production of many kinds ranging from implements of daily life to painting of literature (Elizabeth 2006:595). Cultural awareness in foreign language acquisition involves not only the understanding of foreign culture, but also the recognition and understanding of self as a cultural object. This awareness of self is a necessary corollary to awareness of others as affirmed by Damen (1987:141):

> Cross-cultural awareness involves uncovering and understanding one's own culturally conditioned behavior and thinking as well as the pattern of others. Thus, the process involves not only perceiving the similarities and differences in other cultures but also recognizing the given of the native culture.

The objective of understanding self and others as culturally constructed features is to broaden the learner's cultural horizons with the understanding that different cultures use different patterns that are similar to the learner's culture. In addition to identifying the learner's position as a cultural subject, the development of cross-cultural awareness requires recognizing the internal diversity and conflict that typically characterize the home culture (Galloway 1999:164). The purpose of developing awareness of self as a cultural subject in classroom study is thus to increase the learner's understanding of the nature of cultural identity with its conflicts and multiple dimensions, to make cultural practices in their own environment visible to them (Crawford and McLaren 2003:146), and to preclude simplistic reactions to difference and overgeneralization about regional or national cultures. The consideration of culture in second foreign language acquisition is a paramount feature of Anglophone learners of French in Nigerian universities.

Due to the academic needs of these learners, the National Universities Commission approved centers within and outside Nigeria where foreign language learners are made to acquire cultural immersion in the foreign language. Before the establishment of The Nigerian French Language Village in 1991, cultural immersion for all foreign language learners used to require that students spend their "one year abroad program in France". The inability of the Nigerian government to finance candidates in this program led to its replacement with the following approved centers: the Nigerian French Language Village, located in Badagry, a border town between Nigeria and the Republic of Benin; and Le Village du Benin, located in the heart of Université Nationale du Togo, Togo. By 1991, the Nigerian French Village was created for the purpose of providing cultural and linguistic immersion for all Nigerian learners of French, including those from colleges of education, polytechnics and universities.

The driving force for the recognition of these centers is humanistic, linguistic and cultural as well as practical with emphasis on culture-specific language behavior. It accommodates speech acts such as extending, accepting or refusing invitations, apologizing and offering or receiving compliments, providing a glimpse into the rich field of intercultural pragmatics. The learners analyze how these speech acts manifest in French in contexts that are familiar to them. Following this, they view segments of television programs and films to listen and to look for how native speakers of French behave in various similar contexts. Cultural understanding is not an automatic by-product of language acquisition (Brière 1986:205). Thus, it is important to place a high premium on it in the early formation of the second foreign language learner. All Anglophone learners of French in Nigerian universities are required to follow this model for the acquisition of French. This model provides a formative opportunity to reflect upon the nature of language and culture and on the cultural dimension of their own identities.

5. Implications of Intensive French for Teaching and Learning Activity at Ekiti State University

The goal of the intensive French program at Ekiti State University is to help students acquire communicative skills in an Anglophone setting. In a classroom environment, the presence of the instructor allows students to establish direct dialogue with the instructors and with one another. Teaching and learning challenges are resolved as they arise, and solutions are found, thus creating opportunities for the learner to carry on with the learning activity. The use of modern teaching methods equally contributes to the learning capability of the learners coupled with the extensive attention of the teachers, who act as moderators during teaching activities while ensuring at the same time that different concepts taught in the course are understood. Admitting students from different parts of the country and beyond creates the challenge of inter-culturalization, defined as the effort made to adapt course content to the environment and experiences of these students. This implies that the foreign language teaching is carried out while taking into account the diverse cultural backgrounds of the learners. Informal public surveys of the program affirms that the program is good for Anglophone learners of French in Nigeria because it meets students' needs.

The success of the program is based on balanced course contents and the professionalism of the teachers. The placement rate of graduates of the program is very high. The graduates of the program get offers of appointment in the job market upon completion of the mandatory one year in the National Youth Service Corps.

The contribution of the intensive program has been conclusively tremendous among Anglophone learners of French at Ekiti State University. It has helped course developers and instructors to be more aware of inter-culturalization, thus enhancing the quality of education, which has been recognized worldwide. Most importantly, graduates have manifested satisfaction through an informal survey.

Conclusion

Globalization is the current focus of every government, institution and department across the globe. Ekiti State University strives to achieve this feat by following the examples of Japan and China who adhere strictly to the implementation of their nation's foreign language policy by ensuring that one foreign language is taught at the pre-university level. The intensive program at Ekiti State University pays attention to the attainment of the Millennium Development Goals and National Economic Empowerment Strategies of the country. The key contribution of this article is that, in view of the diminishing interest of Nigerians to the learning of the French language, the intensive teaching of French at the pre-degree level at Ekiti State University represents a good literacy model for the acquisition of French as second official language in Nigeria. Although Nigeria has centers (Alliance Francaise and private French centers) across the country, where professionals and private individuals can learn the language, the efforts of these centers are not enough to meet the demands of learners who are interested in learning French, thus making Ekiti State University a viable platform for the teaching and learning of French in Nigeria.

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Websites Related to Teaching and Learning

— Kayla Beman

"Currents Clips and Links" is a list of links to interesting, non-commercial websites related to teaching and learning, compiled by Kayla Beman. Currents invites reader recommendations of similar sites that they've found useful.

The Stanford Teaching Commons is a website designed by the Stanford Center for Teaching and Learning and Stanford's Vice Provost for Online Learning. The website serves as a resource for faculty and staff to share ideas and collaborate on teaching and learning issues. The website provides webpages on different aspects of teaching such as course design, writing learning goals, and developing online courses. The website also features a blog called, "Teaching Talk", where faculty and staff can write blog posts on special interest topics and teaching and learning issues. https://teachingcommons.stanford.edu/

The Cornell University Center for Teaching Excellence is based out of Cornell University and features a website with multiple resources for teaching and learning. The Center website has a section called, "Teaching Ideas", which features webpages dedicated to course design, teaching large lectures, teaching with technology, and assessing student learning. The website also has an interactive section called, "Two Minute Teaching Tips", where the Cornell faculty can share their own methods of classroom instruction. Some topics include benefits of active learning and online discussion. These sections also feature instructional videos and links to other resources regarding each topic. https://www.cte.cornell.edu/

The Dartmouth Center for the Advancement of Learning is based out of Dartmouth College and features a website with resources pertaining to course design and course assessments and evaluations. The course design portion lists articles on creating a syllabus template and developing learning objectives. The section also contains a recommended reading list on teaching and learning in general. The resources portion of the website also features sections on classroom assessment and how to understand end-of-the-term evaluations. http://dcal.dartmouth.edu/

The McGraw Center for Teaching and Learning is based out of Princeton University and features a website with a variety of resources for faculty. Of note, the website has a section called, "The Scholar as Teacher: Tip-Sheet Series", which is a collection of webpages dedicated to common teaching and learning issues. Some topics include: Strategies for Blended and Online Learning, Giving Lectures and Leading Discussions, Grading Students and Course Assessment, Understanding Student Learning, and Advising and Mentoring Students. The website also features a section on Mid-Semester Course Evaluations and provides instructions on how to conduct a Mid-Semester Course Evaluation. https://mcgraw.princeton.edu/

The Teaching Center is based out of Washington University in St. Louis and provides a variety of resources for teaching and learning. The website features sections on course design, writing assignments and feedback, teaching methods, and digital pedagogy. Each of these sections contain subsections that correspond with each topic. For example, under course design, there are subsections on preparing a syllabus, tips for faculty teaching for the first time, and structuring an introductory lecture course. The website also features a blog where faculty and staff at Washington University can post special interest topics in teaching and learning. https://teachingcenter.wustl.edu/

BOOK REVIEWS

An Open Education Reader. Edited by David Wiley. Pressbooks, Creative Commons License, 2014.

— Kara Larson Maloney, PhD, is adjunct faculty in the English department at Binghamton University.

Open universities and accessible education are not new topics within the realm of academia. Institutions and organizations around the world have been trying to break down education barriers for decades, whether or not these organizations were affiliated with the academe. "Open" defines content that is a copyrightable work licensed in an accessible format, so that others might retain, reuse, revise, remix, or redistribute it. As a learning philosophy, open education seeks to use such materials to empower students through more flexible, hands-on learning processes. In an idealistic world, professors and instructors would easily navigate the line between "facilitating" and "dominating" learning, but that is not always the case. As such, book projects like David Wiley's *An Open Education Reader* can be an asset to newly-minted instructors and senior faculty alike as we all negotiate this struggle.

An Open Education Reader is a self-professed "collection of readings on open education with commentary." David Wiley compiled this collection as part of his IPT 515R course at Brigham Young University, entitled *Introduction to Open Education* in Fall of 2014. What makes this book unique, especially in terms of pedagogy, is that the contributing authors of this volume are students from that particular course, each adding summaries and discussion questions for the readings in this book. Another fascinating aspect is that Wiley intends this to be a living document, inviting and encouraging the community to suggest improvements and corrections to ensure that this book is as complete and accurate as possible.

Wiley's *Reader* serves as an excellent introduction to Open Educational Resources (OER) and the dilemma of intellectual property laws. The book itself is an interactive website, wherein each reading includes background and summary information, as well as discussion questions that the reader may use to further their own conversation on the topic. Each section also includes links to additional resources which will assist in broadening the conversation and increasing the reader's understanding. The book makes use of articles, wikis, and other resources that are all available under open copyright and Creative Commons attribution, so that anyone might access them, as long as they have internet access. Each chapter feeds into the next, and the reader can easily toggle between them using arrow navigation or the Table of Contents at the top of the browser window.

David Wiley has been involved in the field of open education for over two decades and coined the term "open content" in 1998. He received his PhD in Instructional Psychology and Technology from Brigham Young University in 2000 and served as a postdoctoral fellow at Utah State University in Instructional Technology. As co-founder of Lumen Learning, an organization engaged in making OER a larger, more accessible part of the pedagogical landscape, he has devoted much of his academic career to, as he puts it, "reinvigorating pedagogy" and making the idea of higher education more affordable and attainable. These qualities are visible within the *Reader* and cement the credibility of his work. He has sourced the resources that are, in his eyes, the most comprehensive tools available to allow people to engage in the conversation about Open Education.

Chapter topics include Intellectual Property, Free Software, Open Source, Open Content, differentiating between Open Source Software and Content licenses, CourseWare, Educational Resources, and Textbooks. Most important perhaps to graduate students, junior scholars and new instructors is the section on Research in Open Education and The Economics of Open. One of the greatest fears and hesitations about OER can be the uncertainty of its economics and sustainability, as well as the issue of credibility – how will this research be validated if it is not vetted by a known press and a rigorous peer-review process? Readings from the OER Research Hub and the Open University in the United Kingdom help quell some of these initial fears and open up a legitimate dialogue in which scholars may address these issues on their own terms. The *Reader* also offers up a careful comparison of the types of open source licenses, such as MIT, BSD, Creative Commons, and Apache, showing the pros and cons of each and how they intersect. Touching upon the role of media and how it intersects with education, this text also presents new opportunities to bring technology into the classroom that were possible twenty and thirty years ago, as well as the questions that these new innovations eventually bring, such as who owns what material and has the right to disseminate it. This collection also includes access to evaluation reports that MIT ran in light of its own open courseware system to show the benefits that OER has on a community. Also of use is the OER Literature Review from 2012 that will give readers a better idea of the state of the scholarly conversation and how OER has evolved since its inception.

One of the questions of OER is the future of publishing and what effects open-access resources will have on the scholarly publication and textbook industries. This is a question that many other industries, including entertainment and news organizations, are currently wrestling with and will continue to do so into the future. David Wiley's *Reader* addresses these concerns on several levels, not only in terms of "intellectual property" but also as it relates to quality and economy. This text considers the barriers to the use of OER and what is needed to make it economically feasible and sustainable, as well as promoting quality. Wiley points out that OER will not end traditional textbook publishing as we know it, but instead will offer up resources to an unreached area of the market. His *Reader* helps supporters and proponents understand OER's place within the educational continuum by consolidating on-topic resources in one single place.

This reader is an excellent conglomeration of resources on the topic of Open Education. It serves as a self-directed course on the topic and helps introduce and reinforce the ideas of OER and its importance to the academe. There are drawbacks, however, to this format in terms of connectivity and accessibility. Rather than a traditional publisher, Wiley utilizes Pressbooks, an online software that allows authors to create books in a number of print and e-formats, and to make these books available to readers through a variety of platforms. Wiley's text is available as a free website, allowing anyone the ability to view and read it at their leisure. Because of its size and its format, however, the *Reader* is only available as a website and is not easily downloadable. This decision is understandable, as the *Reader* itself serves as a holding space for a variety of readings, connecting them together to make a comprehensive web-based textbook, but, for those who might need or want a reading offline in PDF format, it becomes problematic to access the various chapters.

While there is some commentary in the form of article summaries and key points, this *Reader* might benefit from a more comprehensive transition between the chapters and topics, so that readers might see the interconnectivity and participate to a greater degree in the larger conversation. The chapter, "Open Business Models," achieves this somewhat in its section describing "A Summer 2014 Conversation on Business Models in Open Education." In this section, four articles are put into context with each other, and the included background and discussion questions help guide readers through this particular conversation on the OER

market and its feasibility as far as corporate buy-in, economics, and social acceptability. As a conclusion, this section does work to wrap up the incredibly-inclusive collection of readings, but this conversation could be pushed further to include a more comprehensive wrap-up and potentially even provoke greater conversation to be explored in future editions of this text. The editor and authors might also take advantage of the web-based interface to create a truly interactive section in which readers could comment and engage with the text and each other directly.

An Open Education Reader is not a textbook to be undertaken as a straight read-through, but provides an excellent background and source list for those who want

to dip their toes in the water in the field. The *Reader* helps put open education concepts into context so that we as a community might solve its inevitable pitfalls: how to navigate intellectual property and copyright, commercial versus private and educational use, the technological and ethical history of open source, and validating and verifying information's authenticity. It offers up an incredible wealth of information that covers the history of OER and how Open Education can widen the academic playing field for historically underrepresented students.

BOOK REVIEWS

The Slow Professor. Maggie Berg and Barbara K. Seeber. University of Toronto Press, 2016
— Vanessa Osborne is a Lecturer in The Writing Program at the University of Southern California

The Slow Professor, a short and accessible volume, offers pragmatic and empowering strategies to resist the effect of university corporatization on teaching, learning, research, and collegiality. The volume explicitly counters the conventional crisis discourse that the authors see as instilling a kind of defeatism and passivity. Blending the conventions of self-help manuals and critiques of the corporate university, Berg and Seeber find inspiration in an unlikely place—the Slow Food Movement. This worldwide movement, begun in 1989 in Italy as a resistance to fast food's standardized and globalized offerings and its effects on agricultural, dining, and labor practices, emphasizes pleasure, passion, and mindfulness. The authors imagine that professional practices guided by the Slow Food manifesto can, to use a popular corporate buzzword, "disrupt" the corporate ethos of efficiency, productivity, and speed (p. 11). Through their focus on politics joined with pleasure, the authors offer tangible strategies for resistance in chapters dedicated to time management, teaching, research, and collegiality.

The Slow Professor's first chapter examines time management schemes and identifies increasing work obligations as a significant stressor, undermining the intellectual work required of teaching and research. Berg and Seeber acknowledge the many privileges of the academic lifestyle—most notably, flexible schedules and working on projects that captivate us. But they point out that the idealism that motivates academics can also be manipulated and lead to overwork. In response the authors evaluate popular time management schemes and find them universally lacking, preoccupied with fragmentation, regimentation, and a guilt-inducing

obsession with maximizing productivity. They deduce that the core conflict that faces professors is not poor time management but rather the challenge of trying to negotiate two disparate and contradictory temporalities—corporate time and the "timeless time" required for academic work (p. 25). The authors enumerate how timeless time enables us to think creatively and critically and, paradoxically, increases output quantity and quality. The last few pages of the chapter offer manageable steps to protect a time and place for timeless time not as an indulgence but as a necessity for intellectual work (p. 28). These recommendations include some practical steps such as getting off line, finding time to do nothing, or acknowledging how long a task will realistically take (pp. 30-31). Other items on the list—silencing the inner critic in particular—are not as easily accomplished as an item on a list of suggestions implies.

The chapter on teaching, "Pedagogy and Pleasure," resoundingly advocates for live lectures during a time when the trend toward streaming lectures and online classes are a corporate university's answer to being more "student-centered." Berg and Seeber perhaps too quickly dispatch the concerns over remote learning, focusing instead on how the "proximity of bodies and the transmission of emotions" yield the enthusiasm, enjoyment, and pleasure that best enable student learning (p. 34). Much of Berg and Seeber's discussion of pedagogical effectiveness focuses on the embodied nature of classroom teaching. Supported by research, they contend that intelligence is embodied—shaped by context and by emotions. Citing student evaluations, the authors propose that students link their emotions to their assess-

BOOK REVIEWS

The Slow Professor *continued*

ment of a course, suggesting that how students feel is integral to how they learn (p. 36). In discussing the ways that emotions contribute to the learning experience, the authors ascertain that much more than an exchange of facts or ideas happens in a live classroom. A community of affect, shared positive feelings, emerges, one that motivates students to rise to academic challenges and emphasizes their belonging to a broader academic collective (pp. 38-39).

In order to facilitate the emergence of this connected community linked by positive emotions, the authors propose that teaching should be enjoyable, not as a Pollyanna-ish pervasive cheerfulness but as a way to generate positive meaning even "within diversity" (p. 40). To manifest this enjoyment Berg and Seeber offer advice and list spaces for self-examination in terms of one's presentation and approach as a teacher. These recommendations, linked to specific moments—entering class, sustaining class, preparing for class, and marking—attend to the embodied nature of classroom teaching. Selections on "laughing," "listening," and "marking" propose that we shift the energy in the classroom away from the teacher and toward the students, encouraging laughter by not taking ourselves so seriously, taking time to really hear students' concerns, or focusing on creating assignments that go beyond evaluation to consider what is useful and enjoyable for students. While many of these ideas are quite useful, Berg and Seeber's advice seems less appropriate for a novice teacher or someone who may struggle with "imposter syndrome." While casting aside the "authority, control, and encyclopedic knowledge" that could "distance" students might be possible for a veteran teacher, for those whose authority may be questioned due to age, gender, appearance, experience, or ethnicity, shedding conventions of authority may not happen so easily or uncomplicatedly (p. 42).

Chapter three identifies how the corporatized university affects research, often its most visible and quantifiable marker of success and achievement. Berg and

Seeber contend that the pressure to generate knowledge that directly responds to practical community needs narrows the scope of research, privileging some kinds of work over others to the detriment of expanding the field of knowledge (p. 53). In order to resist this kind of thinking, the authors propose that we prioritize understanding, shifting away from focusing on product or results to recognizing the value of process. To begin this shift, the volume enumerates ways to challenge the corporate understanding of research. Many of these steps are simple shifts in thinking but one suggestion, creating a shadow CV of rejections, "detours, delays, and abandoned projects" carries within it a way to push against the "culture of excellence" that suffuses academic life (p. 65). While *The Slow Professor* does not mention it, this idea gained traction in the popular academic discourse after Devoney Looser published "Me and My Shadow CV" in *The Chronicle of Higher Education*. Creating a publicly-disseminated shadow CV, particularly for those who are esteemed in their fields, could help shape the conversation about the ways in which research projects do not follow a quick linear trajectory from idea to publication.

Chapter four and the volume's conclusion turn toward collegiality's decline in the corporate university, arguing that connectivity and networking have supplanted the kind of conviviality and collegiality that can sustain a community. Not only has our current university structure instrumentalized time and research, it encourages us to think of our colleagues as resources to be leveraged—to engage with one another solely in ways that can be accounted for on a CV. Berg and Seeber suggest that we alter our approach to our colleagues, thinking of how we can actively build community as a means to creating a mutually supportive work environment. The conclusion offers a manifestation of these ideas whereby the two authors explain how they see the collaborative process of writing this volume, the "conviviality of thinking together" as resistance to the atomization that characterizes labor in the contemporary university (p. 89).

On the whole the volume offers solid generalized advice for how to resist the effect of the increasing corporatization of the university by invoking the useful conceit of the Slow Food Movement. But, as the volume goes on the connection to the politics and purpose of Slow Food winnows away, and one is left wondering if mapping a movement based on food production, practices, and consumption is useful or even necessary for a book on university labor practices. Most of the advice, focusing on "timeless time" and corporality could be accurately listed under the increasingly trendy concept of "mindfulness." "Mindfulness," however, lacks the political, activist bent of Slow Food, so perhaps does not quite captures the authors' intentions.

Another critique stems from the way this book, as a sort of manifesto, speaks to a generalized professoriate and, thus, tends to gloss over the ways in which academic labor operates differently depending on one's gender and race. With respect to gender in particular, the volume frequently links the corporate university to patriarchal alignment of university of the past. Despite repeating this concept, the book undertheorizes the gender dynamics of academic labor. A book about embracing affect, bringing corporeality into the class-

room, listening to students, creating collaborative work opportunities, and balancing career and personal time obligation calls out for a nuanced theorization of the ways in which gender and race plays into these behaviors and conditions. For example, the book's suggestions of bringing one's emotional self into the classroom or setting aside the trappings of conventional academic authority are likely to elicit a different response from students if the professor is a young, black woman or a middle-aged white man. In their attempt to articulate generalized and tangible strategies for instructors across the university, the authors problematically overlook both institutional inequalities and the distinct ways that cultural assumptions shape one's self-presentation and interactions.

Nevertheless, this volume approaches a dire situation with an empowering enthusiasm and practicality that much of the academic discourse on the corporate university lacks. *The Slow Professor* offers a compelling salvo in the fight against the corporate university, one that will perhaps inspire others to respond with more specific and individualized strategies of resistance.

BOOK REVIEWS

How We Learn: The Surprising Truth about When, Where, and Why It Happens. Benedict Carey Random House, 2014.

— Geoffrey B. Elliott is part of the English faculty at Schreiner University in Kerrville, Texas

Carey's 2014 book enters a cacophonous, multiple-register discussion about effective learning and contributes a lucid, informed, conversational thread to it. The text works through a brief introduction into a four-part discussion that treats basic cognitive theories, issues of retention, methods of problem-solving, and means of tapping the subconscious mind before offering a reflective conclusion and summarizing the book's findings in a question-and-answer appendix. In it, the author presents and expounds upon an idea of learning that seems to run counter to many prevailing pedagogical assumptions and practices but seems also to chart out what is often an intuitively understood path to learning.

The book's main discussion begins with a basic explication of the brain and the history of brain studies, providing useful context for the reader and, more helpfully, presenting memory and the workings of the brain as narrative. It moves thence to forgetting, notably citing the idea that forgetting allows the brain to limit what the conscious mind has to process; he calls it the "Forget to Learn Theory" (p. 25), presenting it as the mind shunting information aside for later recall or retraining without interfering with immediate concerns. He then expounds upon the processes involved in forgetting and the attendant virtues thereof—acknowledging the counter-intuitiveness of praising forgetting. From there, he shifts into concepts of relative storage and retrieval strengths of memories—how well they are retained and how easily they can be recalled. The former can only increase, while the latter is more flexible (pp. 36-37).

Context provided, Carey moves on to address the long-standing notion that consistency of study situations is helpful—it helps, but not so much as is often supposed. Reproducing the situation in which something is learned can help it be recalled, to be sure, but full reproduction is not possible, and the primary factor that *needs* reproduction is unclear. Rather, studying in a variety of situations proves helpful, as it disassociates the knowledge from one specific physical context, aiding generalization. Similarly, long periods of focused study are of less effect than is commonly supposed; it is far better to split study time and stagger it across time (which is a commonplace, although one not often heeded). While there is not necessarily consensus about the optimal pattern of staggering, it seems to be around 20% of available time; breaking the study time into fifths seems to make it most helpful. Further, each session, according to the text, should be split into thirds, with the first third in reading review and the remaining two thirds in recitation. Carey then advocates the idea of pretesting as a teaching tool, reporting that having to make uninformed or minimally informed guesses activates the faculties in such a way that the more readily take in the information that follows—but it has to follow quickly or immediately to be of any value.

From concerns of improving retention, the book moves to application—and begins to run counter to much formal instruction. Carey emerges as an advocate of an idea voiced by Isaac Asimov in "The Eureka Phenomenon" (not cited in Carey, which seems odd) that time away from the learning task improves performance on it. Moving away from a difficult task, contrary to

discussions of "grit" in other treatments of learning, allows the subconscious mind to attend to the learning task unencumbered by the demands conscious thought imposes. The results of such workings need verification and refiguration, but they are often useful. For Carey, motion away from the task need not be idle—indeed, it is better if not, but instead something else that demands conscious attention and focus, so that the mind remains working and attending to other matters than that on which it had gotten stuck.

Afterward, Carey treats the subconscious that performs unseen work. Synthesizing research, he asserts that much effective learning depends on perceptual discrimination that has to be trained up, explicitly and implicitly through life experience. (Indeed, he comments to the effect that individualized exercises in such discrimination are likely to be a major component of instruction moving forward.) He also argues for the need for sleep, explicating its utility to the learning process and suggesting it as a helpful side-stepping of difficult mental tasks in what he calls a "Night Shift Theory" (pp. 206-09). From there, he returns to more broadly reflective questions about current difficulties understanding learning, situating them in the juxtaposition of current civilizations and the hunter-gatherer past of humanity. In doing so, he offers some hope that matters will come to be better understood; human attention to the study of learning is still in its infancy and can thus be expected to grow.

Much in the book merits commendation. For example, Carey makes free reference to a variety of psychological and pedagogical studies conducted across decades. It is to his credit that he looks at both disciplines broadly, using not only standard works within each, but also less-known studies, including one that "disappeared entirely form the website of the journal in which it originally appeared…it took editors weeks to find it" (p. 152). He also does well to expand his searches beyond traditionally major institutions—although the work done at them is often referenced—giving attention to such small schools as Rose State College in Oklahoma.

In both, Carey motions helpfully towards the idea that no person, institution, or group has a monopoly on learning and on improving learning, offering a somewhat prescient aversion of the perceived coast-based bias of academic intellectual work.

Similarly side-stepping the perception of elitism, and similarly a credit to the author, is the remarkably conversational tone of the text. Although evidently well researched, it is not an academic text in the sense that many studies are. Where jargon is used, it is explained in great detail. Where studies are presented, they are summarized helpfully and presented as short narratives within the broader text—itself liberally interspersed with narrative asides, engaging anecdotes derived in large part from the author's experience as a journalist and science writer. In all, the text is easily accessible to a broad audience, presenting in simplified form—typically announced as "in plain English" or otherwise paraphrased—complex concepts without doing so in a condescending or overly reductionist manner.

Indeed, the text is quick to point out its own limitations. Early in the text, Carey puts forth an explanatory metaphor, likening the function of the brain to that of a movie production crew before launching into a sidebar about the limits of metaphors as explanatory devices (pp. 5-6). He also notes in the text no few times that his own background and experience make him something of an unlikely character to treat learning as a topic, and he is careful to note that much he explains from his own experience is anecdotal. As such, he usefully circumscribes his claims, presenting his view as but one of many and encouraging further reading through his discussion. For general readers, then, or academic readers not necessarily familiar with the disciplinary backgrounds concerned, the text is a valuable resource.

That he does much well, however, does not mean he does all well; there are problems to be found in the text. Particularly in the introduction and conclusion, but to some extent throughout the whole book, Carey betrays some anxiety about his ethos. He asserts and reasserts his credentials and experience as a journalist reporting

on the kinds of materials his book treats, which can come off as the author trying to convince himself and his reader that he has the authority and ability to handle his topic. At the same time, the repeated assertions of his own limited capacities as a student and scholar come off as something like the medieval *humilitas*, ostensibly protesting his unworthiness as a means of ironically highlighting his perceived worth—or else as another means to put across the point that even "plain folks" can find some use in what he writes. Perhaps one with the latter is the casual assumption at a few points of the masculine as general, something which most style guides repudiate.

Even so, in terms of teaching, Carey's book offers much of use. In addition to reminding teachers that forgetting is not failure, that getting stuck on an issue is not failure, but that both are marks of the mind working as it ought, it offers direct, useful advice for the classroom,

which is all too often lacking. The idea emerges that classroom activities ought to be divided, both across instructional terms—the discussion of Ronda Leathers Dively is a useful example (pp. 144-45)—and within instructional sessions. Pretesting and immediate review is presented as a useful technique, as are interrupting tasks to foster further attention to them and presenting multiple types of tasks in succession to stimulate mental flexibility. Despite some problems, *How We Learn: The Surprising Truth about When, Where, and Why It Happens* is likely to be a useful addition to educators' bookshelves; I, at least, am glad to have read it.

POETIC NOTE

Banana Trees and Rooster Calls[1]

— Matthew Johnsen

In a classroom without lights—
Only natural light.
In a classroom without windows—
Holes in walls.
The cool breeze and the sounds
Of rooster crowing,
The sounds of babies bawling,
Of children playing
Seep into the classroom.

The green leaves of banana trees
Form a backdrop to the lessons.
The distance between today and
The future seems so great.
The distance between the poverty
That seeps through the holes in the walls
Threatens to overwhelm
The hoped for riches.

The students
    Ambitious, bright,
    Dedicated, driven—
The only way they can be
Coming from where they are.

If they were any less driven,
They would not be here.
Any less dedicated,
They may have given up.
Any less bright,
They may not have recognized
The promise.

Making good on that promise,
Keeping the hope,
The vision of a future
Moving ever closer,
This is what we are called to do.
Filling heads not with facts,
But with visions of possible futures,
And the paths to get there.
Opening pathways.

Convincing men and women
To make their own futures.

Written in Kampala, Uganda
February 3, 2016

[1] This poem was written while the author was on sabbatical from Worcester State University where he is a Professor in the Sociology Department. It reflects on his time teaching sociology for one month at Stawa University in Kampala, Uganda in January/February 2016. He was struck by the contrast between the relatively primitive and impoverished teaching conditions compared with the students, who at their best were as well prepared as college students in the United States. This poem was written in Uganda and reflects, he believes, the fundamental nature of the teaching and learning experience.

Information

Call for Submissions

Currents invites general submissions on issues of teaching and learning, including:

Short reports from different disciplines on classroom practices (2850-5700 words).

Longer research, theoretical, or conceptual articles, and explorations of issues and challenges facing teachers today (5700-7125 words).

Book and website reviews.

We welcome both individual and group submissions. All submissions must be original, previously unpublished work. Submissions received will be reviewed on a rolling basis.

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e-mail: currents@worcester.edu

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