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

by

JILL E. STEFANIAK

DISSERTATION

Submitted to the Graduate School of Wayne State University, Detroit, Michigan in partial fulfillment of requirements for the degree of

DOCTOR OF PHILOSOPHY

2013

MAJOR: INSTRUCTIONAL TECHNOLOGY

Approved by:

__________________________________
Advisor Date

__________________________________

__________________________________

__________________________________
DEDICATION

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

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

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

You're my guideposts for everything. This is just as much your accomplishment as it is mine!
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CHAPTER 1
INTRODUCTION

Background

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

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

- To be trained in and understand the process of communication;
To demonstrate active social learning within the classroom by learning with their students;

To be able to use and control instructional media within their classroom;

To learn how to improve the quality of their own teaching by watching themselves teach; and

To learn by watching master teachers that work in their own classroom.

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

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

Statement of the Problem

A challenge that many educators face is designing instruction that meets learner needs on an individual level. Learner analyses often show that while demographics of a particular learning audience may be similar, how they learn will be a variable reference. Understanding how the brain processes information to learn will assist educators with
designing instruction that will have a long-lasting impact. Jensen (2005) suggests that in order for a learner to achieve optimum performance there needs to be a balance between active learning, passive learning, and time to process information that has just been presented. Educators must be able to facilitate learning that is conducive to the needs of their learners.

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

**Purpose of the Study**

The purpose of this study was to take an ethnographic approach to observe what instructional strategies educators currently use in undergraduate classroom settings. Instructional strategies that were observed through direct observation included the
sequencing of course materials, interactions between educators and students, and opportunities for students to engage in active learning. Interviews were conducted with educators to discuss the various challenges that they encounter while teaching. Students were interviewed to provide information pertaining to challenges that they encountered while learning. Educators participated in a cognitive apprenticeship that provided them with tools to incorporate instructional strategies aligned with the premises associated with cognitive learning and conditions-based theories.

This study attempted to answer the following four research questions:

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

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

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

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

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

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

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

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

After initial observations of how they were teaching their students and educators participating in the cognitive apprenticeship were provided with instructional tools that took the principles noted above into consideration. These instructional strategies
included advanced organizers, modeling, collaborative active learning, sequencing of
instruction, rehearsal, repetition, and the use of mental models. These instructional
strategies focused on cognitive load and promoted active learning within the classroom
and interactions between educators and students.

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

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

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

**Constructivism.** Constructivist in nature, “making connections refers to seeing how
new ideas, skills, and experiences are related either personally or academically to what
we currently know or believe” (Caine, Caine, McClintic & Klimek, 2005, p. 72). As
learners retain new knowledge, concepts and principles, they must construct mental
models in order to make sense of the information that is being presented to them. As
schema are constructed with the introduction of new knowledge “mental models facilitate reasoning because they reflect how content is organized” (Richey et al., 2011, p. 118) supporting the premise of conditions-based theory that instructional strategies facilitate the internal process of learning.

There are three characteristics of constructivism:

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

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

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

- Provide time for students to construct meaning pertaining to construct relationships.

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

**Definitions and Key Terms Used in the Study**

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

**Coaching.** In cognitive apprenticeship, assisting and supporting learners’ cognitive activities (Dennen & Burner, 2007, p. 426).
**Cognitive Apprenticeship.** The term, cognitive apprenticeship, “refers to the focus of the learning-through-guided-experience on cognitive and metacognitive, rather than physical skills and processes” (Collins, Brown & Newman, 1989, p. 457).

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

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

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

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

**Instructional Design.** The science and art of creating detailed specifications for the development, evaluation, and maintenance of situations which facilitate learning and performance (Richey, Klein, & Tracey, 2011).
Instructional Media. The physical means via which instruction is presented to learners (Reiser, 2007, p.18).

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


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

Sequencing. The ordering of instructional events.

Significance of Study

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

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

The literature review section, which follows, describes a learner-centered learning environment. Research studies using instructional strategies to support cognitive learning theory and conditions-based theory are reviewed. The framework for cognitive apprenticeships is described and research studies where cognitive apprenticeships have been used as a teaching strategy are reviewed.
CHAPTER 2
LITERATURE REVIEW

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

Cognitive Learning Theory

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

When a learner is presented with new information it is automatically placed in sensory memory. This information has been presented in either a visual or auditory format. Information that is stored in the sensory memory is only stored for a brief amount of time. Through the use of rehearsal, information is passed onto the working memory. Within the working memory, the learner will either organize the information in order to retain it in long-term memory, or do nothing with it and forget the information
after a short period of time. Cognitive scientist George Miller found in the 1950s that the working memory was able to process seven items, plus or minus two. Ways in which information can be organized within working memory and transferred to long-term memory include chunking and rehearsal.

**Instructional Strategies**

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

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

**Advanced Organizers.** Previewing is an instructional strategy in which instructors prime their learners to prepare them for upcoming educational activities and content that they will be focusing on within the classroom by providing them with an advanced organizer. Jensen (2005) describes previewing as taking the form of:
“A hand-out
- A simple explanation
- A set of student-generated questions or brainstorming activities
- A detailed teacher- or student-led overview” (p.39).

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

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

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

**Collaborative Active Learning.** Active learning is considered to be learning that is not passive. Learning is active when the learner is able to manipulate content and apply it to a variety of different applications such as role-playing, games, simulations, case studies, problem-solving, and guided teaching. Roberts (2002) posits that utilizing an experiential methodology for learning new concepts contributes to a rich learning environment in which learners and educators are interactive with one another, social interaction is increased, and feedback is provided in relation to performance with active
learning activities. “Like social constructivists, brain-based educators believe that knowledge is constructed based on social experience and community interaction” (Slavkin, 2004, p. 44).

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

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

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

**Repetition.** Intentional sequencing of information aids a student in the learning process by building upon the information that they already know. Early instructional design theorists have identified that there are several implications to the learning process if content is not sequenced in an appropriate manner. Different forms of repetition that can be incorporated within a learning environment include pre-exposure and presenting information to the learners days, weeks, or even months in advance.
Other forms of repetition include previewing, priming, and reviewing. Previewing and priming are strategies used by educators to provide covert exposure to the learners as to what to expect within the next class, unit, or semester. Covert exposure is not meant to share the details of everything to which the learner will be introduced, but to set the tone for organizing material and bracing oneself for what is to come. Jensen (2005) and Sprenger (1999) posit that cognitive research has shown that repetition of instructional activities assists learners with making connections in the brain.

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

**Brain-based Teaching Model**

Jensen (2005) suggests to educators that there needs to be a balance among active learning, passive learning and general settling time in order for a learner to achieve optimum performance. A “brain-based teaching model” (Jensen, 2005, p. 145), aligning instructional strategies within time intervals, was created as a guide for educators to
organize their lesson plans in such a way that it provided balance within the learning process. The model suggests a framework to assist educators with dividing their lesson plan into three components: before, during and after.

![Brain-based Teaching Model](image)

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

The brain-based teaching model is sequential for face-to-face instruction in the classroom, suggesting that the first 10% of time is spent before the class session in order to prepare the learners of what is to occur during class and to create an optimal learning environment. The majority of the time, 80%, is spent during the actual class time where the instructor is engaged with the learners. During this time, instructional
activities are continuously built upon one another starting with engaging the learners, framing the instructor to make it relevant, acquiring the necessary knowledge, skills, and attitudes required to transfer learning, elaborating the learning experience through the use of active learning and feedback, and connecting the content to previous content and learning processes. The remaining 10% of the time is left for the learner to settle and reflect upon the information in order to allow for an adequate amount of time to process information and to rehearse the information by revisiting it and identifying ways in which to apply the concepts in a real-life setting.

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

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

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

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

A second observation that was made while conducting a review of the current literature is that there are many educators in elementary, secondary and higher education environments that are implementing various aspects of brain-based learning within their classes. Empirical studies have been conducted examining individual components such as working within groups (collaborative learning), active learning techniques versus passive learning techniques, and the use of role-play and simulation. While many of the studies have been conducted implementing one or two of these
concepts related to brain-based learning and cognitive learning theory, they are not necessarily being classified among the literature as such.

**Conditions-Based Learning Theory**

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

Table 2.1

*Traditional Lecture Strategies Compared to Learner-Centered Strategies*

<table>
<thead>
<tr>
<th>Traditional Strategies</th>
<th>Learner-Centered Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take lecture notes</td>
<td>Self-teach</td>
</tr>
<tr>
<td>Listen in class</td>
<td>Collaborate with others</td>
</tr>
<tr>
<td>Read the textbook</td>
<td>Work in teams/groups</td>
</tr>
<tr>
<td>Read other assigned reading</td>
<td>Take part in discovery learning</td>
</tr>
<tr>
<td>Take tests and quizzes</td>
<td>Teach others</td>
</tr>
<tr>
<td>Take part in recitation</td>
<td>Evaluate own learning</td>
</tr>
<tr>
<td></td>
<td>Evaluate other’s learning</td>
</tr>
<tr>
<td></td>
<td>Perform/present learning publicly</td>
</tr>
<tr>
<td></td>
<td>Solve authentic problems</td>
</tr>
<tr>
<td></td>
<td>Engage in reflection</td>
</tr>
<tr>
<td></td>
<td>Demonstrate use of teacher feedback to improve performance</td>
</tr>
<tr>
<td></td>
<td>Take learning risks</td>
</tr>
<tr>
<td></td>
<td>Take class notes</td>
</tr>
<tr>
<td></td>
<td>Listen in class</td>
</tr>
<tr>
<td></td>
<td>Read the text book</td>
</tr>
<tr>
<td></td>
<td>Read other assigned reading</td>
</tr>
<tr>
<td></td>
<td>Take tests and quizzes</td>
</tr>
<tr>
<td></td>
<td>Take part in recitation</td>
</tr>
</tbody>
</table>
**Instructional Strategies Used in Speech Courses**

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

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

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

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

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

**Constructivism**

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

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

Cognitive Apprenticeships

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

*Traditional Apprenticeship Compared to Cognitive Apprenticeship*

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

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

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

**A Framework for Cognitive Apprenticeships**

Collins, Hawkins & Carver (1991) suggest that the framework for a cognitive apprenticeship learning environment must address content, method, sequencing, and
sociology. Design principles for these four dimensions of the framework are included in Table 2.3.

Table 2.3


<table>
<thead>
<tr>
<th>Content</th>
<th>Method</th>
<th>Sequencing</th>
<th>Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain knowledge: Subject-matter-specific concepts, facts, and procedures</td>
<td>Modeling: Teacher performs a task so students can observe</td>
<td>Increasing complexity: Meaningful tasks gradually increasing in difficulty</td>
<td>Situated learning: Students learn in the context of working on realistic tasks</td>
</tr>
<tr>
<td>Heuristic strategies: Generally applicable techniques for accomplishing tasks</td>
<td>Coaching: Teacher observes and facilitates while students perform a task</td>
<td>Increasing diversity: Practice in a variety of situations to emphasize broad application</td>
<td>Community of practice: Communication about different ways to accomplish meaningful tasks</td>
</tr>
<tr>
<td>Control strategies: General approaches for directing one's solution process</td>
<td>Scaffolding: Teacher provides support to help the student perform a task</td>
<td>Global to local skills: Focus on conceptualizing the whole task before executing the parts</td>
<td>Intrinsic motivation: Students set personal goals to seek skills and solutions</td>
</tr>
<tr>
<td>Learning strategies: Knowledge about how to learn new concepts, facts, and procedures</td>
<td>Articulation: Teacher encourages students to verbalize their knowledge and thinking</td>
<td></td>
<td>Cooperation: Students work together to accomplish their goals</td>
</tr>
</tbody>
</table>

**Content.** Within the dimension of content there are four types of knowledge as described by Collins et al. (1989): domain knowledge, heuristic strategies, control strategies, and learning strategies. Domain knowledge encompasses conceptual and factual knowledge pertaining to a specific content area. While it is often necessary for a
learner to possess this knowledge, it will not predict whether the learner will be able to apply this knowledge solely to solve problems. Heuristic strategies can be used to provide learners with tips on how to perform a specific task. While these strategies will not work in every given situation, they are useful examples of how particular strategies have been used in other situations. “Most heuristics are tacitly acquired by experts through the practice of solving problems” (Collins et al., 1989, p. 478).

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

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

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

**Methods.** “Instruction is the act of providing students with these tasks and providing them with the tools needed to develop the skills of constructing an informed response and form evaluating alternative responses” (Bednar, Cunningham, Duffy & Perry, 1992, p. 29). Within the cognitive apprenticeship framework, there are six instructional
methods that are employed: modeling, coaching, scaffolding, articulation, reflection, and exploration. Modeling consists of the teacher performing a task so that their students can watch and observe. This is often done at the beginning of the instructional relationship so that the student can preview what they should be able to achieve upon completion of instruction.

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

Articulation consists of the process of having students verbalize their thinking as they perform a particular task. This instructional method involves the teacher encouraging students to vocalize what they are doing so that they can provide evidence to the teacher that they understand the material and are intentionally applying content knowledge to the task that they are completing. Reflection provides students with an
opportunity to reflect on their performance and compare their performance with others. During this phase of instruction, the learners are self-assessing their performance and identifying areas of strength and weakness.

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

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

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

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

**Assessment of Performance within a Cognitive Apprenticeship Model**

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

The student can defend his/her judgments” (p. 29).

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

**Cognitive Apprenticeships in Educational Environments**

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

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

Results of this study found that the cognitive apprenticeship method proved to be more effective during the length of the course as compared to traditional lecture. While limitations of this study include that within the small sample size three students in the
control group had received previous training and that assessment of outcomes was mainly a multiple choice examination, its implications suggest that cognitive apprenticeships could yield more effective outcomes in other technical content areas.

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

According to the content dimension, when looking at feedback with regard to students’ abilities to acquire both domain and strategic knowledge, Boling and Beatty (2010) found “numerous examples of feedback that came from both students’ and the teacher’s online discussions” (p. 54). The methodology used by the teacher within the discussion boards portrayed examples of modeling, coaching, and scaffolding (Boling & Beatty, 2010). Throughout the course, the instructor provided feedback to the students regarding their posts and modeled a desired approach in her response to the students. Students gradually began to display changes in their performance in accordance to the writing principles that the instructor was demonstrating. Sequencing was integrated within the cognitive apprenticeship model by increasing complexity of the expectations for the writing assignments. The goal was that by the end of the course, the students would be able to write more critically. Students gained insight from reviewing and responding to one another’s postings, eventually creating a community of practice.
This study is limited in that the cognitive apprenticeship model was only applied to the online writing assignment. The researchers “did not have a great deal of data related to how students were supported in giving feedback during classroom interactions” (Boling & Beatty, 2010, p. 65). This study demonstrates how student performance was improved during the online writing assignment with the incorporation of the cognitive apprenticeship model.

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

Kolikant et al. (2006) explored the usefulness of a cognitive apprenticeship model for teaching novice students how to read and write scientifically. The majority of their students had never taken a science course before that had a substantial writing component to it. The instructors surveyed the students at the beginning of the class to
determine their level of expertise and their need for scaffolding. Scaffolding and guided instruction was used as the primary instructional methodology for the course.

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

**Cognitive Apprenticeships as a Means for Teacher Education**

The majority of studies pertaining to the use of cognitive apprenticeship in higher education focus on teacher education programs (Dennen & Burner, 2007; Liu, 2005; Stewart & Lagowski, 2003). In a design-based research study, Bond-Robinson and Rodrigues (2006) applied an apprenticeship model to teaching graduate teaching assistants on how to manage and teach chemistry labs. Through the use of modeling, scaffolding, and coaching and a series of course iterations that were made based on the level of skill of the graduate assistants, the researchers final iteration of the teaching course provided an intensive focus in four ways: “(1) Examples were utilized earlier and often; (2) a handout was produced to give explicit guidance in using directed and generic questioning; (3) teaching assistants were reminded to illustrate good
interactions; and (4) higher responsibility was reinforced for graduate teaching assistants to analyze their own teaching” (Bond-Robinson & Rodrigues, 2006, p. 320).

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

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

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

METHODOLOGY

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

Purpose of the Study

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

The research questions for this study were:

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

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

**Research Design**

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

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

A design-based methodology was employed as instructional interventions were customized to meet the needs of the faculty participants throughout the course of the study. A fundamental characteristic of design-based research is that it places focus on “designing and exploring the whole range of designed innovations: artifacts, as well as
less concrete aspects such as activity structures, institutions, scaffolds, and curricula” (The Design-Based Research Collective, 2003, p. 5).

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

Faculty participants enrolled in the experimental group participated in a semester-long cognitive apprenticeship. I worked closely with faculty participants on an individual basis by following a cognitive apprenticeship framework to train them on how to incorporate more learner-centered instructional methods into their course. Surveys were administered to students enrolled in both the control and experimental courses to measure their perceptions of motivation as it pertained to learning the course material. Surveys were administered to faculty participants in both the control and experimental groups to measure their perceptions of motivation with regards to teaching the course material. Interviews were held with each faculty participant and a sample of their students (approximately four or five) inquiring to the instructional strategies used in class, the sequencing of content, and the overall learning environment.
Figure 3.1 outlines the cognitive apprenticeship framework that was used with the experimental group of faculty participants during the study.

<table>
<thead>
<tr>
<th>Cognitive Apprenticeship Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Collins, Hawkins &amp; Carver, 1991, p. 228)</td>
</tr>
</tbody>
</table>

**Content**
- Domain knowledge
- Heuristic strategies
- Control strategies
- Learning strategies

**Method**
- Modeling
- Coaching
- Scaffolding
- Articulation
- Reflection
- Exploration

**Sequencing**
- Global to local skills
- Increasing complexity
- Increasing diversity

**Sociology**
- Situated learning
- Community of practice
- Cooperation

*Figure 3.1 Cognitive Apprenticeship Framework*

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

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

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

While course assessments and grading measures have been standardized among the various course sections, instructors are enabled to organize the content and schedule from week to week as they choose. Instructional sequencing, classroom activities, and assignment deadlines fall within the individual instructor’s purview. It is
also up to the instructor to decide how much content from the textbook will be covered during class sessions; however, students are required to be familiar with the textbook as the final exam is based entirely off of the textbook material.

Participants

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

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

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

Exclusion criteria for the faculty members included the following criteria:

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

Student Participants. The student participants for this study were enrolled in one of the faculty participants’ sections of the Oral Communication: Basic Speech course. Exclusion criteria for the students included the following criteria:

- Previously enrolled in the course.
• Failure of the course during a previous semester.

Data Collection Methods

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

Table 3.1

Research Study Alignment with Ethnographic Characteristics

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

Domain analysis was used to identify themes within the data collected during the study.

It uses the concept of culture as a lens through which to interpret results.

This study sought to explore the culture of an undergraduate classroom.

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

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

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

*Cognitive Apprenticeship Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Experimental Group (n=3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• I worked with faculty participants on identifying and selecting learner-centered strategies to be used in their classes.</td>
</tr>
<tr>
<td>2</td>
<td>• I provided faculty participants with examples of learner-centered strategies and demonstrated how they could be used in their classes.</td>
</tr>
<tr>
<td>3</td>
<td>• I decreased the amount of assistance provided to faculty participants with identifying learner-centered strategies for their classes.</td>
</tr>
<tr>
<td>4</td>
<td>• Faculty participants shared the learner-centered strategies that they identified for their classes.</td>
</tr>
<tr>
<td>5</td>
<td>• I provided feedback to the faculty participants on their selection of learner-centered strategies.</td>
</tr>
<tr>
<td>6</td>
<td>• Faculty participants identified and selected learner-centered strategies without my assistance.</td>
</tr>
</tbody>
</table>

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

**Research Questions and Data Collection Methods**

<table>
<thead>
<tr>
<th>Research Question # 1</th>
<th>Data Source</th>
<th>Data Collection Method</th>
<th>Instrument</th>
<th>Triangulation</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do undergraduates experience learning in a learner-centered teaching environment?</td>
<td>Faculty Students</td>
<td>Participant observation</td>
<td>Observation Field notes</td>
<td>Primary Method</td>
<td>Domain analysis, Taxonomic analysis</td>
</tr>
<tr>
<td></td>
<td>Faculty</td>
<td>Interviews</td>
<td>Interview guide</td>
<td>Secondary</td>
<td>Domain analysis, Taxonomic analysis</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>Interviews</td>
<td>Interview guide</td>
<td>Secondary Method</td>
<td>Domain analysis, Taxonomic analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Question # 2</th>
<th>Data Source</th>
<th>Data Collection Method</th>
<th>Instrument</th>
<th>Triangulation</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>What challenges do educators experience with implementing learner-centered instructional strategies within a course?</td>
<td>Faculty</td>
<td>Interviews</td>
<td>Interview guide</td>
<td>Primary Method</td>
<td>Domain analysis, Taxonomic analysis</td>
</tr>
<tr>
<td></td>
<td>Faculty</td>
<td>Participant reflections</td>
<td>Reflection guide</td>
<td>Secondary Method</td>
<td>Domain analysis, Taxonomic analysis</td>
</tr>
<tr>
<td></td>
<td>Faculty Students</td>
<td>Participant observation</td>
<td>Observation Field notes</td>
<td>Tertiary Method</td>
<td>Domain analysis, Taxonomic analysis</td>
</tr>
<tr>
<td>Research Question # 3</td>
<td>Data Source</td>
<td>Data Collection Method</td>
<td>Instrument</td>
<td>Triangulation</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------</td>
<td>------------------------</td>
<td>------------</td>
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<td>---------------</td>
</tr>
</tbody>
</table>
| What is the difference in perception of motivation, if any, between students enrolled in a course where the educator is participating in a cognitive apprenticeship as compared to students enrolled in a course where the educator is not participating in a cognitive apprenticeship? | Student(s) | Survey | Course Interest and Instructional Materials Motivation Survey Instrument | Primary Method | • Descriptive statistics  
• Frequency  
• 2-independent sample t-test |
| Faculty Student(s) | Participant observation | Observation Field notes | Tertiary Method | Domain analysis  
Taxonomic analysis |
| Faculty | Survey | Course Interest and Instructional Materials Motivation Survey Instrument | Primary Method | Domain analysis  
Taxonomic analysis |
| Faculty | Interviews | Interview guide | Secondary Method | Descriptive statistics  
Frequency  
Paired-t-test |
| Faculty | Participant reflections | Reflection guide | Secondary Method | Domain analysis  
Taxonomic analysis |
| Faculty | Participant | Observation | Tertiary | Domain |
The data collection methods that were used for this study included participant-observations, open-ended interviews, surveys, and participant reflections. Participants were assigned to either a control group or experimental group by pulling participants names out of a hat. Faculty participants were briefed on the study using the research consent form (Appendix B) and received a copy of the consent file for their records. All faculty participants were consented at the beginning of the semester.

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

*Participant-observation Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Control</th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3 faculty participants</td>
<td>3 faculty participants</td>
</tr>
<tr>
<td>2</td>
<td>3 faculty participants</td>
<td>3 faculty participants</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3 faculty participants</td>
<td>3 faculty participants</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3 faculty participants</td>
<td>3 faculty participants</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3 faculty participants</td>
<td>3 faculty participants</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Semi-structured Interviews.** 3 semi-structured interviews (O'Reilly, 2009) were conducted with faculty in the control group and 6 semi-structured interviews were conducted with faculty in the experimental group during the course of this study. Faculty members in the control group were interviewed during the first week of the semester. Faculty members in the experimental group were interviewed during the first week of the semester and the last week of the semester. Semi-structured interviews were used because it provided structure and consistency to the interview but also provided the
researcher with the opportunity to explore more in-depth answers provided by the participants. Appendix D provides an outline of the questions asked during the faculty participant interviews at the beginning of the research study. Appendix E provides an outline of the questions to be asked at the end of the research study of faculty participant interviews in the experimental group. Semi-structured interviews were also conducted with students enrolled in each faculty participants’ class during the semester. Interviews were conducted towards the end of the semester. The purpose of these interviews was to explore student feedback pertaining to the instructional strategies that were being used within the course. Appendix F provides an outline of the questions to be asked during the student participant interviews. A digital voice recorder was used to record all interviews. Student participants who volunteered to participate in an interview during the study were briefed on the study using the research consent form (Appendix G) and received a copy of the consent file for their records.

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

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

Part two consisted of a 66-item survey using a five-point Likert-type scale: (1) not true, (2) slightly true, (3) moderately true, (4) mostly true, and (5) very true. Items within
the survey were categorized within each of the four ARCS categories: attention, relevance, confidence, and significance (Keller, 2007). The survey was intended to measure the faculty members’ level of motivation and confidence towards teaching the class.

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

A second survey (Appendix K) was developed and administered to student participants as one of the data collection methods to address Research Question Three. Student participants were briefed on the purpose of the study using a research information sheet (Appendix M) and received a copy of the documentation for their records. Surveys were administered to students at the end of the semester during a scheduled class session in a manila envelope with a copy of the research study information sheet (Appendix O). Students were instructed to complete the anonymous survey and place the completed survey inside the envelope for the researcher to collect
at the end of the class session. Students who were not interested in participating in the study were instructed to leave the materials in the envelope for the researcher to collect at the end of the class section. This was done to protect the anonymity of the student participants.

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

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

A pilot study was conducted to validate the student survey in relation to the speech communication course. Student participants were briefed on the purpose of the pilot study using a research information sheet (Appendix M) and received a copy of the documentation for their records. A survey was administered in four speech communication courses during the 2012 Spring/Summer semester to 63 students. Students reviewed the survey tool and provided feedback as to what questions were
difficult to answer, and the survey was adjusted to reflect questions that were relevant to the speech communication course. Students enrolled in the faculty participant’s speech communication course completed the validated survey towards the end of the semester. Data collected from this pilot study revealed that students were confused with how they should distinguish between the words “lesson” and “course” while answering the survey questions. Students also revealed that they were confused on how to distinguish between the words “class” and “course” while answering the survey questions. Questions that contained the word “class” or “lesson” were changed to “course” to make it easier for the student participants to understand.

**Participant Reflections**

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

Table 3.5

*Participant-reflection Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3 faculty participants</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3 faculty participants</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3 faculty participants</td>
</tr>
</tbody>
</table>
Appendix N outlines the questions that were provided to the faculty for each of the guided reflections. The reflections were emailed to the faculty participants with a deadline of one week to respond, allowing the faculty time to reflect and answer the questions thoughtfully.

Data analysis

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

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

Table 3.6

Domain Analysis Worksheet

<table>
<thead>
<tr>
<th>Domain Analysis Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semantic Relationship:</td>
</tr>
<tr>
<td>Form:</td>
</tr>
<tr>
<td>Example:</td>
</tr>
</tbody>
</table>
Research Question Two. What challenges do educators experience with implementing learner-centered instructional strategies within a course?

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

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

Analysis. The survey administered to student participants consisted of 70 items on a five-item Likert Scale. Results from the surveys completed by the student participants were tested for parametric assumptions for a 2-independent sample t-test for student
groups (control group and experimental group) for each faculty participant. In addition, overall scores for all students in the control group were compared to overall scores for all students in the experimental group. Descriptive statistics (mean, median, mode, standard deviation) of the responses were also analyzed. Frequency distribution of responses for each item was also reviewed. According to scoring instructions (Keller, 2010), “scores are determined by summing the responses for each subscale (attention, relevance, confidence, and satisfaction) and the total scale (p. 284).

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

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

**Analysis.** The survey administered to faculty participants consisted of 66 items on a five-item Likert Scale. Results from the surveys completed by the faculty participants were tested for parametric assumptions for a paired t-test. Descriptive statistics (mean,
median, mode, standard deviation) of the responses were also analyzed. Frequency distribution of responses for each item was also reviewed. According to scoring instructions (Keller, 2010), “scores are determined by summing the responses for each subscale (attention, relevance, confidence, and satisfaction) and the total scale (p. 284).

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

**Validity and Reliability**

All interviews that were conducted with faculty and student participants were audio-recorded and transcribed. Each faculty and student participant was assigned a unique participant code to be used for encoding the interview data. The audio transcripts included line numbering down the left-hand margin of the page in order to provide reference for comments included in the final report of this study. An Excel spreadsheet was used to analyze the interview transcripts for themes. Each interview question was listed in a separate column with participant responses underneath. A separate column was reserved beside each interview question column to include my notes and assigned codes. I read through the data and began making notes in the code columns.
In order to ensure reliability of codes that were interpreted from the interview transcriptions, a second researcher who was not involved in data collection reviewed the transcripts and verified whether or not they agreed on the transcription notes and codes assigned to the responses. A third researcher was brought in to make a final decision when there was any perceived discrepancy with the coding.

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

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

*Figure 3.2* Triangulation of Methods for Research Question One
Figure 3.3 outlines the triangulation methods that were used to answer Research Question Two: What challenges do educators experience with implementing learner-centered instructional strategies within a course?

![Research Question Two Diagram]

**Figure 3.3 Triangulation of Methods for Research Question Two**

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

![Research Question Three Diagram]

**Figure 3.4 Triangulation of Methods for Research Question Three**
Figure 3.5 outlines the triangulation methods that were used to answer research question Four: What is the difference in perception of motivation to teach using learner-centered instructional strategies, if any, between educators participating in a cognitive apprenticeship as compared to educators who are not participating in a cognitive apprenticeship?

![Triangulation Methods Diagram]

*Figure 3.5 Triangulation of Methods for Research Question Four*

**Summary**

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

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

RESULTS

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

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

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

Table 4.1

Faculty Participants’ Demographic Information

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

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

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

*Number of Students Enrolled in Each COM 1010 Section*

<table>
<thead>
<tr>
<th>Group</th>
<th>COM 1010 Section</th>
<th>Number of Students Enrolled in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>CON1</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>CON2</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>CON3</td>
<td>27</td>
</tr>
<tr>
<td>Experimental Group</td>
<td>EXP1</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>EXP2</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>EXP3</td>
<td>27</td>
</tr>
</tbody>
</table>

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

**Students’ Experiences in a Learner-Centered Teaching Environment**

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

During the course of the study, I observed each faculty participant teaching five class sessions. Faculty participants were not provided with any notice in order to ensure that changes were not made to lesson plans due to a spectator being present. The type of data collected during the class observation sessions consisted of observation field notes.
Faculty participants in both the control and the experimental groups participated in an interview during the first week of the study, discussing their individual teaching philosophies, experience teaching COM 1010, and teaching strategies that they commonly use. All interviews were conducted prior to the faculty participants assigned to the experimental group participating in the cognitive apprenticeship. I used a structured interview guide (Appendix D) to pose the same questions to all faculty participants. Interviews were audio recorded and transcribed (Appendix O). I read through the interview transcripts and created a list of summary statements for each of the responses. A second researcher reviewed the summary statements and synopses to verify the thematic analysis.

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

Table 4.3

**Faculty Responses to Interview Question 1**

<table>
<thead>
<tr>
<th>Interview Question 1: How would you describe your teaching style?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONF1</td>
<td>uses a participatory style</td>
<td>EXPF1</td>
</tr>
<tr>
<td></td>
<td>encourages group discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>elaborates on examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>relates to practical life</td>
<td></td>
</tr>
<tr>
<td>CONF2</td>
<td>laid back</td>
<td>EXPF2</td>
</tr>
<tr>
<td></td>
<td>strict with policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>avoids lecturing for too long</td>
<td></td>
</tr>
<tr>
<td>CONF3</td>
<td>interactive with students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>engage in class discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>old school</td>
<td>EXPF3</td>
</tr>
</tbody>
</table>
- laid back
- organized
- fun
- try to create a comfortable learning environment

Table 4.4 consists of the summary of faculty participant responses for Interview Question 2.

Table 4.4

Faculty Responses to Interview Question 2

<table>
<thead>
<tr>
<th>Interview Question 2: On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
</table>
| **CONF1** | • confident with material  
• not confident in organizing class discussion | | **EXPF1** | • very confident  
• recognizes that there is always room for improvement |
| **CONF2** | • really confident  
• recognizes that there is always room for improvement | | **EXPF2** | • recognizes that he's not an expert  
• confident that he can break down concepts to help students |
| **CONF3** | • confident  
• recognizes there is always room for improvement | | **EXPF3** | • recognizes that there is always room for improvement  
• continues to read to stay current |

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

**Faculty Responses to Interview Question 3**

<table>
<thead>
<tr>
<th>控制组</th>
<th>被试组</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONF1</td>
<td>yes</td>
</tr>
<tr>
<td>CONF2</td>
<td>yes</td>
</tr>
<tr>
<td>CONF3</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Table 4.6

**Faculty Responses to Interview Question 4**

<table>
<thead>
<tr>
<th>控制组</th>
<th>被试组</th>
</tr>
</thead>
</table>
| CONF1 | strategies for public speaking  
  communication theory | EXPF1 | making students comfortable with public speaking |
| CONF2 | public speaking skills | EXPF2 | introduction of communication  
  fundamentals of public speaking |
| CONF3 | public speaking skills | EXPF3 | basics of communication  
  fundamentals of public speaking |

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

Table 4.7
Table 4.7

**Faculty Responses to Interview Question 5**

**Interview Question 5: Can you walk me through what a typical class is like? What activities do you do?**

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONF1</strong></td>
<td>EXPF1</td>
</tr>
<tr>
<td>• Conversation</td>
<td>• in class writing activities in the past</td>
</tr>
<tr>
<td>• straightforward teaching</td>
<td>• uses group work</td>
</tr>
<tr>
<td>• show videos</td>
<td>EXPF2</td>
</tr>
<tr>
<td>• explain concepts</td>
<td>• in class writing activities</td>
</tr>
<tr>
<td>• discussion</td>
<td>EXPF3</td>
</tr>
<tr>
<td><strong>CONF2</strong></td>
<td></td>
</tr>
<tr>
<td>• announcements</td>
<td>• highlight the book and breakdown into terms</td>
</tr>
<tr>
<td>• 5-10 minute lecture on book</td>
<td>• relate to their own world</td>
</tr>
<tr>
<td>• group discussion</td>
<td></td>
</tr>
<tr>
<td>• summarize activities at the end</td>
<td></td>
</tr>
<tr>
<td><strong>CONF3</strong></td>
<td></td>
</tr>
<tr>
<td>• discuss public speaking in the news</td>
<td>• review what class did during the previous week</td>
</tr>
<tr>
<td>• lecture of the chapter using PPT</td>
<td>• uses PPTs for lectures but doesn't include a lot of information on them so students will listen</td>
</tr>
<tr>
<td>• break students into group activities</td>
<td>• incorporates questions during lecture</td>
</tr>
<tr>
<td></td>
<td>• discussions in class</td>
</tr>
</tbody>
</table>

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

Table 4.8

**Faculty Responses to Interview Question 6**

| Interview Question 6: What challenges have you encountered while teaching this course? |
|----------------------------------------|----------------------------------------|
| Control Group | Experimental Group |
| **CONF1**     | EXPF1               |
| • ESL       | • required course that students postpone |
| • challenges with the book | • students are afraid of public speaking |
| **CONF2**     | EXPF2               |
| • helping students with high anxiety feel comfortable with public speaking | 1. instructor felt like an imposter first time teaching |
|               | 2. class size is too large to be engaging |
Table 4.9 consists of the summary of faculty participant responses for Interview Question 7.

Table 4.9

Faculty Responses to Interview Question 7

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONF1</td>
<td>EXPF1</td>
</tr>
<tr>
<td>• use videos</td>
<td>• avoids lecture</td>
</tr>
<tr>
<td>• current facts</td>
<td>• thinks paying attention in class is overrated</td>
</tr>
<tr>
<td>CONF2</td>
<td>EXPF2</td>
</tr>
<tr>
<td>• avoids lecturing</td>
<td>• requires students to treat each other with respect</td>
</tr>
<tr>
<td>• class activities</td>
<td></td>
</tr>
<tr>
<td>• shows videos</td>
<td>EXPF3</td>
</tr>
<tr>
<td>CONF3</td>
<td></td>
</tr>
<tr>
<td>• try to be conversational</td>
<td>• ask students questions</td>
</tr>
<tr>
<td>• use humor</td>
<td>• remind students that it's ok to have different opinions</td>
</tr>
<tr>
<td>• challenge them to be creative</td>
<td></td>
</tr>
</tbody>
</table>

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

Faculty Responses to Interview Question 8

<table>
<thead>
<tr>
<th>Interview Question 8: How would you describe your students’ motivation in regards to this class?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONF1</td>
<td></td>
<td>EXPF1</td>
</tr>
<tr>
<td>• some students are not motivated</td>
<td></td>
<td>• (Did not answer question)</td>
</tr>
<tr>
<td>• some students are not interested in culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONF2</td>
<td></td>
<td>EXPF2</td>
</tr>
<tr>
<td>• pretty low</td>
<td></td>
<td>• mixture of students</td>
</tr>
<tr>
<td>• students are often happy they took the class at the end</td>
<td></td>
<td>• some engaged</td>
</tr>
<tr>
<td>• some not</td>
<td></td>
<td>• some not</td>
</tr>
<tr>
<td>CONF3</td>
<td></td>
<td>EXPF3</td>
</tr>
<tr>
<td>• students are motivated by grades</td>
<td></td>
<td>• students are motivated by grades</td>
</tr>
<tr>
<td>• group speeches are competitive</td>
<td></td>
<td>• others want to please the instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• students who don’t care</td>
</tr>
</tbody>
</table>

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

Table 4.11

Faculty Responses to Interview Question 9

<table>
<thead>
<tr>
<th>Interview Question 9: How do students know what materials/content will be covered in each class?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONF1</td>
<td></td>
<td>EXPF1</td>
</tr>
<tr>
<td>• Blackboard</td>
<td></td>
<td>• (Did not answer question)</td>
</tr>
<tr>
<td>• syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONF2</td>
<td></td>
<td>EXPF2</td>
</tr>
<tr>
<td>• syllabus</td>
<td></td>
<td>• syllabus</td>
</tr>
<tr>
<td>• course calendar</td>
<td></td>
<td>• remind them in class</td>
</tr>
<tr>
<td>CONF3</td>
<td></td>
<td>EXPF3</td>
</tr>
<tr>
<td>• course calendar</td>
<td></td>
<td>• course calendar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• class discussion</td>
</tr>
</tbody>
</table>
Table 4.12 consists of the summary of faculty participant responses for Interview Question 10.

### Table 4.12

**Faculty Responses to Interview Question 10**

<table>
<thead>
<tr>
<th>Interview Question 10: Would you say that your students come to class prepared?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Group</strong></td>
</tr>
<tr>
<td>CONF1</td>
</tr>
<tr>
<td>• most of the time students are not prepared</td>
</tr>
<tr>
<td>CONF2</td>
</tr>
<tr>
<td>• most of the time</td>
</tr>
<tr>
<td>• some forget their assignments</td>
</tr>
<tr>
<td>CONF3</td>
</tr>
<tr>
<td>• no</td>
</tr>
<tr>
<td>• students do not do readings</td>
</tr>
<tr>
<td>• students are prepared during speech delivery days</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

### Table 4.13

**Faculty Responses to Interview Question 11**

<table>
<thead>
<tr>
<th>Interview Question 11: How do you assess learner performance in this class?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Group</strong></td>
</tr>
<tr>
<td>CONF1</td>
</tr>
<tr>
<td>• detailed evaluation criteria</td>
</tr>
<tr>
<td>CONF2</td>
</tr>
<tr>
<td>• speeches demonstrate whether students are learning the material or not</td>
</tr>
</tbody>
</table>
Table 4.14 consists of the summary of faculty participant responses for Interview Question 12.

Table 4.14

*Faculty Responses to Interview Question 12*

<table>
<thead>
<tr>
<th>Interview Question 12: How do you provide feedback to students in your class?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Group</strong></td>
<td><strong>Experimental Group</strong></td>
</tr>
<tr>
<td>CONF1</td>
<td>EXPF1</td>
</tr>
<tr>
<td>• email students</td>
<td>• email students</td>
</tr>
<tr>
<td>• office hours</td>
<td>• provide instructions before class activities</td>
</tr>
<tr>
<td>• feedback on speeches</td>
<td>• goal setting exercise</td>
</tr>
<tr>
<td>CONF2</td>
<td>EXPF2</td>
</tr>
<tr>
<td>• in class work day where students can meet one on one with instructor</td>
<td>• rubrics (worksheets)</td>
</tr>
<tr>
<td>CONF3</td>
<td>EXPF3</td>
</tr>
<tr>
<td>• available to students during office hours</td>
<td>• provide overall feedback after speeches to class as a group</td>
</tr>
<tr>
<td></td>
<td>• written and verbal</td>
</tr>
<tr>
<td></td>
<td>• available to contact outside of class</td>
</tr>
</tbody>
</table>

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

*Faculty Responses to Interview Question 13*

| Interview Question 13: If you had to give advice to someone who was beginning to teach at the undergraduate level, what advice would you impart to him or her? |
|---|---|
| **Control Group** | **Experimental Group** |
| CONF1 | EXPF1 |
| • try to make the class engaging and interesting to the students | • stick with what the students find engaging |
| • avoid being one-directional | • give guidance on assignments |
| CONF2 | EXPF2 |
| • be organized | • try to focus on things that they’re interested in |
| • be prepared to make mistakes and learn from them | • get to know your students |
| • remember that students are at different levels | • try to remember what it’s like to be a student |
| CONF3 | EXPF3 |
| • be yourself and try to relate to students | • stay organized |
| • be prepared | • don’t spoon feed students |
| | • empower them to think through solutions |

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

**Table 4.16**

*Faculty Responses to Interview Question 14*

| Interview Question 14: How do you prepare for classes that you’re teaching? How much time do you spend? |
|---|---|
| **Control Group** | **Experimental Group** |
| CONF1 | EXPF1 |
| • review the material the day before | (doesn’t really answer the question) |
| • read the concepts | |
| • make a lecture plan | EXPF2 |
| CONF2 | |
| • post-it note with 3-4 bullet points | • read the materials, develop PPT |
| | • find relevant videos |
| | • practice to take time into account |
Table 4.17 consists of the summary of faculty participant responses for Interview Question 15.

<table>
<thead>
<tr>
<th>Interview Question 15: What do you perceive your role to be as the instructor in the class?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Group</strong></td>
</tr>
<tr>
<td>CONF1</td>
</tr>
<tr>
<td>• a guide</td>
</tr>
<tr>
<td>• help students learn different concepts</td>
</tr>
<tr>
<td>CONF2</td>
</tr>
<tr>
<td>• guide and a resource</td>
</tr>
<tr>
<td>• provide students with tools to help later</td>
</tr>
<tr>
<td>CONF3</td>
</tr>
<tr>
<td>• ringmaster</td>
</tr>
<tr>
<td>• to facilitate and encourage confidence</td>
</tr>
</tbody>
</table>

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

**Faculty Responses to Interview Question 16**

<table>
<thead>
<tr>
<th>Interview Question 16: How would you define a learner-centered teaching environment?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
</table>
| CONF1                                                                            | balancing the liberty between the teacher and student  
  ● judging the class on how much students learn versus number of topics | EXPF1.say students are actively engaged               |
| CONF2                                                                            | focus on what the students need to get out of the class  
  ● consider your students needs  
  ● customize for students special needs | EXPF2. Doing different activities  
  ● keeping the learners in mind with everything you do | EXPF3. Focusing on students’ needs  
  ● modifying as you go based on their performance |
| CONF3                                                                            | students are actively engaged with the instructor  
  ● bottom-up model | EXPF1. Yes | EXPF2. I try |
|                                                                                   | EXPF3. I think so | EXPF3. I think so |
Table 4.20 consists of the summary of faculty participant responses for Interview Question 18.

Table 4.20

**Faculty Responses to Interview Question 18**

<table>
<thead>
<tr>
<th>Interview Question 18: If you could change anything about the course you are teaching, what would it be?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Group</strong></td>
</tr>
<tr>
<td>CONF1</td>
</tr>
<tr>
<td>• change the textbook</td>
</tr>
<tr>
<td>• more audio-visual materials</td>
</tr>
<tr>
<td>CONF2</td>
</tr>
<tr>
<td>• provide instructors with more flexibility</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>CONF3</td>
</tr>
<tr>
<td>• change the textbook</td>
</tr>
<tr>
<td>• remove the final multiple choice exam</td>
</tr>
</tbody>
</table>

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

Table 4.21

**Demographic Information of Students who Participated in an Interview**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Male Students Interviewed</th>
<th>Female Students Interviewed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshman</td>
<td>Sophomore</td>
<td>Junior</td>
</tr>
<tr>
<td>CONF1</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>CONF2</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>CONF3</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>EXP1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EXP2</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EXP3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
I used a structured interview guide (Appendix F) to pose the same questions to all student participants. Interviews were audio recorded and transcribed (Appendix P). Each student participant was assigned a unique participant code to be used for encoding the interview data. I read through the interview transcripts and began making a list of summary statements of each of the responses. An additional step included synthesizing responses and identifying themes. A second researcher reviewed the summary statements and synopses to verify the thematic analysis. A third researcher reviewed the themes in the event that there was a discrepancy.

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

Table 4.22

**Student Responses to Interview Question 1**

<table>
<thead>
<tr>
<th>Interview Question 1: Can you give me an overview of your course?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• speaking in front of people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• basic speech skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• communicating in different ways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• preparation for the future</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CON2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• required course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• delivering speeches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• background on public speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• speaking techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• writing a speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• improving communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• stressful class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CON3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• communicating in different ways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• delivering speeches</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXP1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• how to communicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• public speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• functions of communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXP2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• preparation for the future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• delivering speeches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• different ways to communicate with people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• a lot of participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• speaking in front of people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• how to communicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• improving communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXP3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• history and breakdown of communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• impact of communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• delivering speeches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• communication theory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.23 consists of the summary of student participant responses for Interview Question 2.

Table 4.23

**Student Responses to Interview Question 2**

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td></td>
</tr>
<tr>
<td>- encouraged students</td>
<td>- laid back but tries to interact with the students</td>
</tr>
<tr>
<td>- provided examples</td>
<td>- Style is around the book</td>
</tr>
<tr>
<td>- shows different types of speeches</td>
<td>- Motivating</td>
</tr>
<tr>
<td>- mostly lecture</td>
<td>- provided examples</td>
</tr>
<tr>
<td>- reads from the slides and the book</td>
<td>- tried to relate to students' lives, videos</td>
</tr>
<tr>
<td><strong>CON2</strong></td>
<td></td>
</tr>
<tr>
<td>- tries to relate to the students</td>
<td>- a little dry</td>
</tr>
<tr>
<td>- provided examples</td>
<td>- get's her point across</td>
</tr>
<tr>
<td>- laid back</td>
<td></td>
</tr>
<tr>
<td>- critiquing students,</td>
<td><strong>EXP2</strong></td>
</tr>
<tr>
<td>- does not turn down questions</td>
<td></td>
</tr>
<tr>
<td>- very open to students.</td>
<td>- engaging,</td>
</tr>
<tr>
<td>- Could use more visual aids</td>
<td>- interactive</td>
</tr>
<tr>
<td>- Enthusiastic</td>
<td>- informal</td>
</tr>
<tr>
<td>- Not a push-over</td>
<td>- encourages group discussion</td>
</tr>
<tr>
<td>- Didn’t really teach</td>
<td>- provides examples</td>
</tr>
<tr>
<td>- No presentation of book content</td>
<td>- aid back and informative</td>
</tr>
<tr>
<td>- unstructured</td>
<td>- very open to students</td>
</tr>
<tr>
<td><strong>CON3</strong></td>
<td></td>
</tr>
<tr>
<td>- relaxed, conversational</td>
<td>- makes a comfortable learning environment for students to speak aloud</td>
</tr>
<tr>
<td>- encourages feedback from students</td>
<td>- having fun learning helps you remember information</td>
</tr>
<tr>
<td><strong>EXP1</strong></td>
<td></td>
</tr>
<tr>
<td>- laid back but tries to interact with the students</td>
<td>- more relaxed than most, informal</td>
</tr>
<tr>
<td>- Style is around the book</td>
<td>- rapport is open</td>
</tr>
<tr>
<td>- Motivating</td>
<td>- very familiar with the literature,</td>
</tr>
<tr>
<td>- provided examples</td>
<td>- uses a lot of in class group activities,</td>
</tr>
<tr>
<td>- tried to relate to students' lives, videos</td>
<td>- encourages feedback</td>
</tr>
<tr>
<td>- a little dry</td>
<td>- encourages class discussion</td>
</tr>
<tr>
<td>- get's her point across</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.24 consists of the summary of student participant responses for Interview Question 3.

Table 4.24

**Student Responses to Interview Question 3**

<table>
<thead>
<tr>
<th>Interview Question 3: Can you walk me through what a typical class is like? What activities do you do?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td>• tries to establish a rapport with students</td>
<td>• starts class with attendance activity to get students talking</td>
</tr>
<tr>
<td></td>
<td>• uses PPT</td>
<td>• video examples</td>
</tr>
<tr>
<td></td>
<td>• students can ask questions at the end</td>
<td>• exercise at the end of class</td>
</tr>
<tr>
<td></td>
<td>• goes through the book, asks students discussion questions in book</td>
<td>• review upcoming assignments</td>
</tr>
<tr>
<td></td>
<td>• students take notes from slides</td>
<td>• review concepts from the book</td>
</tr>
<tr>
<td></td>
<td>• just lecture</td>
<td>• lecture</td>
</tr>
<tr>
<td><strong>CON2</strong></td>
<td>• reviews upcoming assignments</td>
<td>• provides a briefing of class that day</td>
</tr>
<tr>
<td></td>
<td>• review terminology students are having challenges with</td>
<td>• little assignments during class</td>
</tr>
<tr>
<td></td>
<td>• asks if students have questions</td>
<td>• PPT presentation</td>
</tr>
<tr>
<td></td>
<td>• provide examples of videos</td>
<td>• Watch video example of speech</td>
</tr>
<tr>
<td></td>
<td>• discuss speech ideas individually with instructor</td>
<td>• Group discussion</td>
</tr>
<tr>
<td></td>
<td>• lecture once in a while</td>
<td>• Review upcoming assignments</td>
</tr>
<tr>
<td></td>
<td>• mostly showed online videos of examples of speeches</td>
<td>• Relates to the book</td>
</tr>
<tr>
<td><strong>CON3</strong></td>
<td>• discuss public speaking in the news</td>
<td>• Critique speeches</td>
</tr>
<tr>
<td></td>
<td>• show video examples</td>
<td>• Lecture</td>
</tr>
<tr>
<td></td>
<td>• sometimes will go through lecture notes briefly</td>
<td>• Provides handouts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Open discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small group activities presenting content to class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Encourages students to make up their own examples</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reviews content from the book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asks if students have questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A lot of group participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review speeches</td>
</tr>
</tbody>
</table>
Table 4.25 consists of the summary of student participant responses for Interview Question 4.

Table 4.25

**Student Responses to Interview Question 4**

<table>
<thead>
<tr>
<th>Interview Question 4: Have you encountered any challenges with learning the material in this course?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td>• Need to read the book before class</td>
<td>• No challenges identified</td>
</tr>
<tr>
<td></td>
<td>• No challenges identified</td>
<td>• Instructor book is horrible</td>
</tr>
<tr>
<td></td>
<td>• Have to learn material on your own</td>
<td>• No challenges identified</td>
</tr>
<tr>
<td></td>
<td>• Instructor does not make it relatable</td>
<td>• Book is difficult to understand</td>
</tr>
<tr>
<td><strong>CON2</strong></td>
<td>• No challenges identified</td>
<td>• No challenges identified</td>
</tr>
<tr>
<td></td>
<td>• Writing speeches with the outlines</td>
<td>• No challenges identified</td>
</tr>
<tr>
<td></td>
<td>• Does not like public speaking</td>
<td>• Book is difficult to understand</td>
</tr>
<tr>
<td></td>
<td>• Difficulty to synthesize content in the book</td>
<td>• No challenges identified</td>
</tr>
<tr>
<td></td>
<td>• A lot of reading</td>
<td>• No challenges identified</td>
</tr>
<tr>
<td></td>
<td>• Lack of guidance on content in the book</td>
<td></td>
</tr>
<tr>
<td><strong>CON3</strong></td>
<td>• Challenges understanding definitions in the book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instructor lectures fast</td>
<td></td>
</tr>
</tbody>
</table>

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

Table 4.26

**Student Responses to Interview Question 5**

<table>
<thead>
<tr>
<th>Interview Question 5: What teaching strategies does your instructor use in class? Are there any in particular that you liked?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td>• Likes group speech assignment</td>
<td>• Speeches</td>
</tr>
<tr>
<td></td>
<td>• Two-way communication/discussion</td>
<td>• Self-reflection papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asks students a lot of personal questions to</td>
</tr>
</tbody>
</table>
Table 4.27 consists of the summary of student participant responses for Interview Question 6.

Table 4.27

Student Responses to Interview Question 6

<table>
<thead>
<tr>
<th>Interview Question 6: Are there strategies that you didn’t like?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON1</td>
<td></td>
<td>EXP1</td>
</tr>
<tr>
<td>• Instructor reading from the book</td>
<td></td>
<td>• Anything related to the book</td>
</tr>
<tr>
<td>• Instructor just lectured</td>
<td></td>
<td>• Awkward moments of silence during class</td>
</tr>
<tr>
<td>• Student wished they had group participation</td>
<td></td>
<td>• Instructor says ‘ummm’ a lot</td>
</tr>
<tr>
<td>• Hard to understand the content</td>
<td></td>
<td>EXP2</td>
</tr>
<tr>
<td>• Doesn’t provide handouts</td>
<td></td>
<td>• Had to do speeches</td>
</tr>
<tr>
<td>CON2</td>
<td></td>
<td>EXP3</td>
</tr>
<tr>
<td>• Group speech</td>
<td></td>
<td>• The book</td>
</tr>
<tr>
<td>• Not fond of watching videos</td>
<td></td>
<td>• Taking notes</td>
</tr>
<tr>
<td>• Instructor doesn’t really teach</td>
<td></td>
<td>• Course is too reliant on the book</td>
</tr>
<tr>
<td>CON3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Examples</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.28 consists of the summary of student participant responses for Interview Question 7.

Table 4.28

**Student Responses to Interview Question 7**

<table>
<thead>
<tr>
<th>Interview Question 7: Are you bored in this class?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON1</td>
<td></td>
<td>EXP1</td>
</tr>
<tr>
<td>• No</td>
<td>• No</td>
<td>• Yes</td>
</tr>
<tr>
<td>• Yes</td>
<td>• Yes</td>
<td>• Sometimes</td>
</tr>
<tr>
<td>• Irrelevant class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Not interested</td>
<td></td>
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<tr>
<td>CON2</td>
<td></td>
<td>EXP2</td>
</tr>
<tr>
<td>• No</td>
<td>• No</td>
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<tr>
<td>• Bored during speech days</td>
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<tr>
<td>• Sometimes</td>
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<tr>
<td>• Looks forward to class</td>
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<tr>
<td>• Yes</td>
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<tr>
<td>CON3</td>
<td></td>
<td>EXP3</td>
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<tr>
<td>• Sometimes</td>
<td></td>
<td>• No</td>
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<td>• Sometimes</td>
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</tbody>
</table>

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

Table 4.29

**Student Responses to Interview Question 8**

<table>
<thead>
<tr>
<th>Interview Question 8: Does your instructor do a good job at keeping your attention?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON1</td>
<td></td>
<td>EXP1</td>
</tr>
<tr>
<td>• Provides feedback after speeches</td>
<td>• Directs questions and statements to individual students to get their opinions</td>
<td></td>
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<tr>
<td>• No, there is no participation during class</td>
<td>• Instructor tries to. Content is too dry to keep anyone’s attention</td>
<td></td>
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<tr>
<td>• Student wishes instructor would do activities (there are none)</td>
<td>• Asks students questions</td>
<td></td>
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<tr>
<td>CON2</td>
<td></td>
<td>EXP2</td>
</tr>
<tr>
<td>• Instructor is funny</td>
<td>• Visual aids</td>
<td></td>
</tr>
<tr>
<td>• Instructor tries to relate to students</td>
<td></td>
<td></td>
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</tbody>
</table>
Table 4.30 consists of the summary of student participant responses for Interview Question 9.

Table 4.30

**Student Responses to Interview Question 9**

<table>
<thead>
<tr>
<th>Interview Question 9: How would you describe your motivation in regards to this class?</th>
<th>Control Group</th>
<th>Experimental Group</th>
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</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student does not feel nervous</td>
<td></td>
<td>Wanted to get the class out of the way</td>
</tr>
<tr>
<td>Student has an opportunity to speak in class</td>
<td></td>
<td>Student is focused on the grade</td>
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<tr>
<td>Required class</td>
<td></td>
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<tr>
<td>Student is nervous about speaking in front of others</td>
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<tr>
<td>Student is focused on the grade</td>
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<tr>
<td><strong>CON2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required course</td>
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<tr>
<td>Instructor is friendly and that motivates the student</td>
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<tr>
<td>Student enjoys public speaking</td>
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<tr>
<td>Student excited to take the class</td>
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<tr>
<td>Student likes that they get to choose their own speech topics</td>
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<tr>
<td><strong>EXP1</strong></td>
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</tbody>
</table>
- Motivation is low
- Public speaking is important and will be useful for the future
- Student is focused on the grade
- Student does not see the need for a speech class

<table>
<thead>
<tr>
<th>CON3</th>
<th>EXP3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required course</td>
</tr>
<tr>
<td></td>
<td>Began to enjoy the class after recognizing it'll help with the future</td>
</tr>
<tr>
<td></td>
<td>Course is not as bad as student anticipated</td>
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<tr>
<td></td>
<td>Student is focused on the grade</td>
</tr>
<tr>
<td></td>
<td>Motivation is high</td>
</tr>
<tr>
<td></td>
<td>Nervous at the beginning but glad that they took the class</td>
</tr>
</tbody>
</table>

- Very motivated-it’s a break from other courses

Table 4.31 consists of the summary of student participant responses for Interview Question 10.

Table 4.31

**Student Responses to Interview Question 10**

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group</th>
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</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td><strong>EXP1</strong></td>
</tr>
<tr>
<td>• Not all students</td>
<td>• Students do not read the book</td>
</tr>
<tr>
<td>• Students can’t answer questions</td>
<td>• Students bring book to class</td>
</tr>
<tr>
<td>• Students do not pay attention in class</td>
<td>• A majority do</td>
</tr>
<tr>
<td>• During speech day, it's a free for all</td>
<td>• No</td>
</tr>
<tr>
<td>• Students don’t read</td>
<td><strong>EXP2</strong></td>
</tr>
<tr>
<td>• Instructor doesn’t enforce anything</td>
<td>• Some do</td>
</tr>
<tr>
<td>• Students don’t come prepared for speech day</td>
<td>• Students get nervous when asked questions</td>
</tr>
<tr>
<td>• Most do- Students type on computers and bring books to class</td>
<td>• Students do not need to read the book because the instructor covers it in class</td>
</tr>
<tr>
<td>• The book is interesting</td>
<td>• Yes, students enjoy the class</td>
</tr>
<tr>
<td><strong>CON2</strong></td>
<td><strong>EXP3</strong></td>
</tr>
<tr>
<td>• For the most part</td>
<td>• As prepared as you can be for a group discussion</td>
</tr>
<tr>
<td>• No</td>
<td>• Instructor doesn’t give a lot of reading</td>
</tr>
<tr>
<td>• Instructor didn’t check to see if students were prepared</td>
<td>• Students do not need to take notes</td>
</tr>
<tr>
<td>• Preparation wasn’t a priority</td>
<td><strong>EXP3</strong></td>
</tr>
<tr>
<td>• Sometimes students forget their speech outlines</td>
<td>• Students do not read but come prepared for group discussions</td>
</tr>
<tr>
<td>• Students don’t pay attention during class</td>
<td>• Students do not read but bring the chapter outline to go through during class</td>
</tr>
<tr>
<td>• Students prepare for quizzes</td>
<td>• Activities during class force students to read</td>
</tr>
<tr>
<td>• Students scramble and avoid eye contact</td>
<td><strong>EXP3</strong></td>
</tr>
<tr>
<td><strong>EXP3</strong></td>
<td><strong>EXP3</strong></td>
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</tbody>
</table>

- Required course
- Began to enjoy the class after recognizing it'll help with the future
- Course is not as bad as student anticipated
- Student is focused on the grade
- Motivation is high
- Nervous at the beginning but glad that they took the class
<table>
<thead>
<tr>
<th>during class</th>
<th>book in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students don’t show up for class to deliver speech on assigned day</td>
<td>• Half and half- students admit to not reading the book before class</td>
</tr>
<tr>
<td>• Students don’t read the book</td>
<td>• No</td>
</tr>
<tr>
<td>• Students don’t participate in class</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CON3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No</td>
</tr>
<tr>
<td>• Students do not take notes</td>
</tr>
</tbody>
</table>

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

Table 4.32

**Student Responses to Interview Question 11**

| Interview Question 11: How do you prepare for classes? How much time do you spend? What challenges do you experience while preparing for class? |
|---|---|
| **Control Group** | **Experimental Group** |
| CON1 | EXP1 |
| • Reads before class | • No preparation |
| • Does not prepare, syllabus has changed and student does not know where the class is at | EXP2 |
| • Writes notes during class | • A couple of hours |
| • Skims chapter before class | • Just prepares for speech days |
| CON2 | |
| • Not much time | • Checks email for class announcements |
| • Reads for quizzes | • Reviews slides on Blackboard before class |
| • Not much because there’s not much room for participation | • Not a lot of preparation |
| • Doesn’t review anything until the day of quiz | • Spends 10 minutes glancing at chapter |
| • Reviews materials the day before class | EXP3 |
| • Student does the bare minimum; can’t learn from the class | • Reviews class calendar |
| • Looks at the syllabus and upcoming assignments | • Skims readings |
| • No preparation | • A few hours each week |
| | • Goes through the course organizer the instructor provides |
Table 4.33 consists of the summary of student participant responses for Interview Question 12.

### Table 4.33

**Student Responses to Interview Question 12**

<table>
<thead>
<tr>
<th>Interview Question 12: Does your instructor provide guidance to you in class?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td></td>
<td><strong>EXP1</strong></td>
</tr>
<tr>
<td>After speeches</td>
<td></td>
<td>Provides rubric to students ahead of time</td>
</tr>
<tr>
<td>Instructor responds to emails</td>
<td></td>
<td>Emails students their grades with comments</td>
</tr>
<tr>
<td>Provides suggestions on how to improve papers</td>
<td></td>
<td>Not specific feedback- students have to follow up with instructor to get specifics</td>
</tr>
<tr>
<td>Instructor leaves comments on Blackboard when assignments are turned in</td>
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<td></td>
</tr>
<tr>
<td><strong>CON2</strong></td>
<td></td>
<td><strong>EXP2</strong></td>
</tr>
<tr>
<td>Emails students after speeches explaining where points were lost</td>
<td></td>
<td>Instructor walks around room to answer questions (Student did not perceive this to be feedback)</td>
</tr>
<tr>
<td>Very honest but non-critical</td>
<td></td>
<td>Written feedback after speeches and assignments</td>
</tr>
<tr>
<td>Tells students that instructor is available if they need help</td>
<td></td>
<td>Gives a lot of feedback helping students prepare for speeches</td>
</tr>
<tr>
<td>After speeches</td>
<td></td>
<td>Gives feedback in a timely manner</td>
</tr>
<tr>
<td>Papers are graded on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor helps students come up with speech ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses rubric for feedback after speeches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor does not hand back grades for paper assignments (students do not know their grades)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CON3</strong></td>
<td></td>
<td><strong>EXP3</strong></td>
</tr>
<tr>
<td>Feedback is not provided in a timely manner</td>
<td></td>
<td>After speeches with rubric</td>
</tr>
<tr>
<td>Instructor doesn’t critique speeches</td>
<td></td>
<td>Provides detailed comments and suggestions on Blackboard</td>
</tr>
<tr>
<td>Students have not received any grades all semester</td>
<td></td>
<td>Asked students to complete a mid-semester evaluation of the instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provided feedback to students during the goal-setting assignment to help them prepare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written feedback after speeches</td>
</tr>
</tbody>
</table>

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

**Student Responses to Interview Question 13**

**Interview Question 13: What are your expectations of someone teaching at an undergraduate level?**

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td></td>
</tr>
<tr>
<td>• Should be prepared</td>
<td>• Set clear expectations of performance</td>
</tr>
<tr>
<td>• Provide examples</td>
<td>• Provide feedback</td>
</tr>
<tr>
<td>• Someone who can relate to students but can still teach the material</td>
<td>• Have interest in the subject</td>
</tr>
<tr>
<td>• Passionate about the subject</td>
<td>• Expound on information</td>
</tr>
<tr>
<td>• Knowledgeable about the subject</td>
<td>• Enjoy teaching</td>
</tr>
<tr>
<td>• Available to answer questions</td>
<td>• Engaged</td>
</tr>
<tr>
<td>• Incorporates activities during class</td>
<td></td>
</tr>
<tr>
<td><strong>CON2</strong></td>
<td></td>
</tr>
<tr>
<td>• Educated on subject</td>
<td>• Engages students</td>
</tr>
<tr>
<td>• Can actually teach the material</td>
<td>• Someone who is a teacher and a guide</td>
</tr>
<tr>
<td>• Available to students</td>
<td>• Work with the students</td>
</tr>
<tr>
<td>• Adaptable</td>
<td>• Provide suggestions for students who are struggling</td>
</tr>
<tr>
<td>• Expects a lot of students</td>
<td>• Organized and focused</td>
</tr>
<tr>
<td>• Passionate about what they’re doing</td>
<td>• Knowledgeable about subject matter</td>
</tr>
<tr>
<td>• Explain the information needed for exams</td>
<td>• Care about what they’re teaching</td>
</tr>
<tr>
<td>• Friendly and respectful</td>
<td>• Go above and beyond</td>
</tr>
<tr>
<td>• Teach the material without making it overly complicated</td>
<td>• Do not be the sage on the stage</td>
</tr>
<tr>
<td>• Avoid busy work</td>
<td>• Engage students and make the class fun</td>
</tr>
<tr>
<td>• Provide examples</td>
<td>• Relate to students</td>
</tr>
<tr>
<td>• Have control over the class</td>
<td>• Talk to the audience</td>
</tr>
<tr>
<td><strong>CON3</strong></td>
<td></td>
</tr>
<tr>
<td>• Knowledgeable about subject matter</td>
<td>• Provide timely feedback</td>
</tr>
<tr>
<td>• Personable and available</td>
<td>• Provide clear, concise instructions</td>
</tr>
<tr>
<td>• Have control of the classroom</td>
<td>• Set clear expectations</td>
</tr>
<tr>
<td></td>
<td>• Knowledgeable about the subject matter</td>
</tr>
<tr>
<td></td>
<td>• Embodies what they’re teaching</td>
</tr>
<tr>
<td></td>
<td>• Comes to class prepared</td>
</tr>
<tr>
<td></td>
<td>• Holds students’ attention</td>
</tr>
<tr>
<td></td>
<td>• Someone who doesn’t hold the students’ hands but still provides assistance</td>
</tr>
<tr>
<td></td>
<td>• Open to conflicting opinions</td>
</tr>
<tr>
<td></td>
<td>• Direct</td>
</tr>
<tr>
<td></td>
<td>• Interacts with students</td>
</tr>
</tbody>
</table>
Table 4.35 consists of the summary of student participant responses for Interview Question 14.

Table 4.35

**Student Responses to Interview Question 14**

<table>
<thead>
<tr>
<th>Interview Question 14: How would you define a learner-centered teaching environment?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ask students more questions</td>
<td>• Relate content in book to real world events occurring</td>
<td></td>
</tr>
<tr>
<td>• Group activities</td>
<td>• Build off of what students say in class</td>
<td></td>
</tr>
<tr>
<td>• Walk around and see if groups need help</td>
<td>• Help students understand the material in their own way</td>
<td></td>
</tr>
<tr>
<td>• Promote class participation</td>
<td>• Students should be present</td>
<td></td>
</tr>
<tr>
<td>• Ask the students how they feel about the material</td>
<td>• Instructor should be walking around the room asking if students have any questions</td>
<td></td>
</tr>
<tr>
<td>• Involve students in the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be friendly with the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ask questions or surveys in class to help get students to talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Connect with students by talking with them</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CON2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do a variety of demonstrations in class</td>
<td>• Engage students in conversations</td>
<td></td>
</tr>
<tr>
<td>• Provide worksheets</td>
<td>• Instructor should walk around the classroom</td>
<td></td>
</tr>
<tr>
<td>• Group discussions</td>
<td>• Class activities</td>
<td></td>
</tr>
<tr>
<td>• Constantly ask questions</td>
<td>• Let your students know about you as a person</td>
<td></td>
</tr>
<tr>
<td>• Use relevant examples to relate to students</td>
<td>• Get to know your students</td>
<td></td>
</tr>
<tr>
<td>• Instructor should like what they’re teaching</td>
<td>• Approach students directly rather than as a whole group</td>
<td></td>
</tr>
<tr>
<td>• Instructor should be more one-on-one with students</td>
<td>• Interact with students</td>
<td></td>
</tr>
<tr>
<td>• Be personable</td>
<td>• Focus on helping students improve on their weaknesses</td>
<td></td>
</tr>
<tr>
<td>• Ask students if they are having challenges</td>
<td>• Customize instruction to how students learn best</td>
<td></td>
</tr>
<tr>
<td>• Review content that is in the textbook</td>
<td>• Know who your students are</td>
<td></td>
</tr>
<tr>
<td>• Make sure students are prepared</td>
<td>• Be familiar with your students strengths and weaknesses</td>
<td></td>
</tr>
<tr>
<td>• Activities in class</td>
<td>• Less PPT</td>
<td></td>
</tr>
<tr>
<td>• Group activities in class to help learn the material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work with students if they are losing focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Talk with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be excited about the topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be available to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interact with class and ask for student</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXP1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engage students in conversations</td>
<td>• Do not be dismissive towards student questions</td>
<td></td>
</tr>
<tr>
<td>• Instructor should walk around the classroom</td>
<td>• Be engaged and passionate about the subject matter</td>
<td></td>
</tr>
<tr>
<td>• Class activities</td>
<td>• Group activities in class</td>
<td></td>
</tr>
</tbody>
</table>
feedback
- Do a mid-semester evaluation from the students
- Show passion for the subject-matter
- Put responsibility on the students; don’t award points just for showing up

CON3
- Provide examples
- Have a balance between lectures

- Eliminate group work outside of class
- Share personal stories
- Be open to the students
- Everyone shares in class
- Have students sit in a circle to promote discussion
- Promote student opinions
- Ask a lot of questions
- Encourage student participation
- Smaller class sizes
- Break down the concepts and explain content
- Tell students when they are doing a good job
- Address problems students are having with the material
- Be flexible with assignments if the class is struggling
- Using PPT and group activities
- Ensure everyone understands the material

Table 4.36 consists of the summary of student participant responses for Interview Question 15.

Table 4.36

Student Responses to Interview Question 15

<table>
<thead>
<tr>
<th>Interview Question 15: Would you consider your instructor to be a learner-centered instructor?</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td>Yes</td>
<td><strong>EXP1</strong></td>
</tr>
<tr>
<td>Instructor answers student questions</td>
<td>Yes.</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Instructor hasn’t done anything worth complaining about.</td>
<td></td>
</tr>
<tr>
<td>Instructor doesn’t get to know the students</td>
<td>Understanding of students</td>
<td></td>
</tr>
<tr>
<td><strong>CON2</strong></td>
<td>Yes</td>
<td><strong>EXP2</strong></td>
</tr>
<tr>
<td>Describes what is needed for assignments</td>
<td>Provides detailed feedback to students</td>
<td></td>
</tr>
<tr>
<td>Shows videos of good and bad examples of speeches</td>
<td>Instructor likes teaching the class</td>
<td></td>
</tr>
<tr>
<td>Instructor could be more interested in the subject</td>
<td>Instructor poses group discussions and walks around during class activities</td>
<td></td>
</tr>
<tr>
<td>Instructor asks if students have questions</td>
<td>Instructor connects with the students</td>
<td></td>
</tr>
</tbody>
</table>
- Instructor is there to help
  - No
  - Instructor did not cover material in the class
  - I feel the intent was there

CON3
- Instructor is focused on wanting the students to like the instructor
- Instructor gives students the vibe that the instructor is an easy teacher

EXP3
- Yes
  - Asks students to share opinions
  - Doesn’t judge students
  - Very student-centered during speech days
  - Instructor is very open and calm

Table 4.37 consists of the summary of student participant responses for Interview Question 16.

Table 4.37

**Student Responses to Interview Question 16**

**Interview Question 16: If you could change anything about the course you are currently enrolled in, what would it be?**

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CON1</strong></td>
<td><strong>EXP1</strong></td>
</tr>
<tr>
<td>- Focus more on the book</td>
<td>- I wouldn’t change anything</td>
</tr>
<tr>
<td>- Make the class more exciting</td>
<td>- Eliminate the book</td>
</tr>
<tr>
<td>- Incorporate things outside of the book</td>
<td>- Do more assignments in class that relate to the book</td>
</tr>
<tr>
<td>- Make the course more learner-centered</td>
<td></td>
</tr>
<tr>
<td>- Ask students how they feel about the material; don’t tell them</td>
<td></td>
</tr>
<tr>
<td>- Change the type of speeches</td>
<td></td>
</tr>
<tr>
<td><strong>CON2</strong></td>
<td><strong>EXP2</strong></td>
</tr>
<tr>
<td>- I wouldn’t change anything</td>
<td>- I wouldn’t change anything</td>
</tr>
<tr>
<td>- Spend more time reviewing the content in the book</td>
<td>- Have more discussion topics</td>
</tr>
<tr>
<td>- Change the topics of speeches</td>
<td>- Slow the class down</td>
</tr>
<tr>
<td>- Eliminate the final exam</td>
<td>- Call out more on students who are not engaged</td>
</tr>
<tr>
<td>- Have a final speech instead of a final exam</td>
<td>- Make the class longer</td>
</tr>
<tr>
<td>- More variety for speeches</td>
<td>- Time restrictions on speeches (give a window)</td>
</tr>
<tr>
<td>- More speeches</td>
<td></td>
</tr>
<tr>
<td>- Do not have all of the coursework online</td>
<td></td>
</tr>
<tr>
<td>- Do quizzes during class time</td>
<td></td>
</tr>
<tr>
<td>- Provide feedback to help students</td>
<td></td>
</tr>
<tr>
<td><strong>CON3</strong></td>
<td><strong>EXP3</strong></td>
</tr>
<tr>
<td>- Instructor shares information about the instructor</td>
<td>- Eliminate the book</td>
</tr>
<tr>
<td>- Uses a variety of instructional strategies</td>
<td>- More speeches</td>
</tr>
<tr>
<td>-</td>
<td>- I wouldn’t change anything</td>
</tr>
<tr>
<td>-</td>
<td>- Less focus on theories</td>
</tr>
<tr>
<td>-</td>
<td>- Have students provide examples on</td>
</tr>
</tbody>
</table>
CON3
- Eliminate the group speech
- quizzes instead of multiple-choice definitions
- More speeches
- Cut down on the number of speeches

Similar questions were posed to both faculty and student participants during the structured interviews. At times faculty and students provided conflicting responses as to how they perceived the learning environment to be. Table 4.39 demonstrates the similarities and differences between faculty participant CONF1 and the students enrolled in the instructor’s section of COM 1010.

Table 4.38

CONF1 and Student Perceptions of Learning Environment

<table>
<thead>
<tr>
<th>Instructor’s Perceptions</th>
<th>Students’ Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor’s Teaching Style</strong></td>
<td>“I teach communication to undergrads and I make it participatory. I try to elaborate concepts through examples so that students can relate it to practical life. I try to emphasize the practicality of the concepts.” – CONF1 [11-14]</td>
</tr>
<tr>
<td><strong>Guidance Feedback Provided by Instructor</strong></td>
<td>“I try to email them. They email me back. And so besides that, they meet me after the class, meet me in office if they have problems, some like that.” – CONF1 [106-107]</td>
</tr>
</tbody>
</table>
| **Expectations of an Instructor’s Role within the Classroom** | “I try to act like a guide in their learning process to guide them through their learning of many different concepts and maintain a link between different ideas.” – CONF1 [124-125] | “Kind of someone that you can look up to and be able to teach with kind of a level where it’s like you kind of can relate because it’s like a college level and you should still be professional but you still can have the ability to have fun with it kind of, because like, it’s something that they
like to do.” - CON1-S-D1- [376-379]

“I want them to be passionate about the subject and able to kind of pass that passion on to me because that makes it more interesting. Somebody who definitely knows about their subject and is able to then use that knowledge to help us learn about it. Some people are really book smart and can’t dictate it. Somebody who is available to us if we have questions we shouldn’t be afraid to approach them or go to their office hours or what not.” - CON1-S-EL [561-566]

“Definitely class participation, asking how we feel about the subject. Even when lecturing, stopping every few minutes, “Does everyone understand? Does anyone have any questions? Anybody have examples of this?” Really engaging the students so they feel more involved in the actual class instead of just coming in and sitting down getting the words kind of like that whole banking concept of education, they just keep making deposits and we don’t get anything out of it.” - CON-S-EL [579-584]

“If you want to be focused on the learners, I guess, in the large group it is hard to do all the one on one so it’d be easier to break them all up into groups to work together and then you can focus on the groups, because in the groups the students can help each other and then if everyone has a question, then the instructor can come over and help them with their question.” –CON1-S-DI [392-396].

“So, basically gear it more toward the student, I’ve had teachers who connect well with students just because they talk, like act like students kind of and there’s some instructors like distance themselves. They’re just like here’s your assignment. Everyone sits by themselves, just very cold.” – CON1-S-SKS [972-976]

“For the COM 1010 class, we try to follow that kind of environment.” – CON1 [139]

“Umm, kind of not really. He doesn’t try to get to know us. He just tries to give us the information so we’ll pass the class.” – CON1-S-JE [780-781]

“Yeah, I mean, if we have a question he will answer and we always will ask other people around us before we ask the instructor so...” – CON1-S-DI [409-410]

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

Table 4.39
### CONF2 and Student Perceptions of Learning Environment

**Instructor’s Perceptions**

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

**Guidance Feedback Provided by Instructor**

<table>
<thead>
<tr>
<th>Expectations</th>
<th><strong>فيstructor’s Perceptions</strong></th>
</tr>
</thead>
</table>
| "I think I just think of myself as a guide and a" | “I guess just be comfortable with talking in the class I"
| of an Instructor's Role within the Classroom | resource ....with this class, you’re teaching them something that they are going to be using for life and can use for life. So I’m hoping that they improve even if it's a small amount so that when they get a job, or interview, or whatever they’re doing, that they feel confident or comfortable or at least to a point where they know, “ok, I still have improvement to do but I have these tools now to kind of help me with that later, if I need to.” – CONF2 [395-402] | guess. There wasn’t a lot of talking from the instructor, I guess it is kind of hard to teach someone about communication." – CON2-S-NR [3746-3749] |
| Definition of Learner-Centered Teaching Environment | I think that really considering your students and their needs specifically. But I think that just maintaining that focus of what it is that the students are needing to get out of the class to help prepare they for the rest of the classes that they take here at Wayne and then afterwards. I guess keeping that in mind; I think it’s easier to be learner-centered in public speaking because we are teaching them a skill because it’s something that they need. – CONF2 [407-414] | “Constantly asking questions and asking like to make sure they’re really involved in the lecture and like keep things relevant to them too because sometimes it’s like hard to relate a course to a student’s life so like keep it relevant to their life like that’ll help.” – CON2-S-BB [1435-1437] |
| Is the instructor learner-centered? | “I think so. I’m trying to think because I feel like...well...let me think…. I think that sometimes... I don’t know if this is a good example...but when I give them feedback especially with delivery, I’m super lenient only because I think that everyone starts at their own | “I feel like the intent is there. However, I did not feel her to be learner centered.” – CON2-S-TM [4022-4037] |
|  | guess. There wasn’t a lot of talking from the instructor, I guess it is kind of hard to teach someone about communication." – CON2-S-NR [3746-3749] | “Well, like, I expect from a professor stand-point I expect a very like...I like independent professors. Professors that are like unique and I think and I think that’s why they like make it into a school because of their teaching style and they kind of like shape you more than any other teacher because it’s like really intense information usually in college as opposed to high school.” – CON2-S-CR [1681-1685] |
|  | “I think so, yeah. Because she like gives us examples that will like help in our jobs or in life stuff like that so yeah.”CON2-S-BB [1444-1445] | “Well to be focused on a students learning, that is setting you up to not be the students favorite teacher because a lot of what students need is the things that they don’t like, it’s not gonna be the group activities that are fun and engaging, and sometimes you have to lecture and you have to make sure that people understand the vocabulary and the concepts that are coming out of the text, I mean we pay for these books, we expect to use them, not a lot of places use them, but they, there is a lot of useful information in them and it’s really important that that is emphasized because that’s why they are there. And it’s not the, it’s not the easiest way to teach, and it’s not the most fun way, but it’s the most important thing to do is make sure that people are learning.” –CON2-S-TM [4022-4037] |
level and you have to take that into consideration. Some people have had more experience than others. So I’m pretty lenient with that, but I’ll still make notes saying “here’s some things you need to work on in terms of delivery. Just so you’re aware, you tend to shift around a lot” and I try to give them a lot of advice there. And then the next speech, if they’ve improved, I’ll mention that. I’ll say “good job. I see you’ve improved here.” So really trying to keep it at what that specific individual needs and going from there.” – CONF2 [430-438]

“I guess I have to say no in terms of the fact that we didn’t cover all of the material in class, we only cover some of it in class.” – CON2-S-KD [3442-3443]

“Ya, I would. I mean she teaches us the material and she talks about other things. You kind of feel like she’s there to help you rather than, here’s this, do this, and go home.” – CON2-S-ER [2416-2417]

Table 4.40 demonstrates the similarities and differences between faculty participant CONF3 and the students enrolled in the instructor’s section of COM 1010.

Table 4.40

<table>
<thead>
<tr>
<th>Instructor’s Perceptions</th>
<th>Students’ Perceptions</th>
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<tbody>
<tr>
<td><strong>Instructor’s Teaching Style</strong></td>
<td>“I try to be interactive with the students. I try to engage the students in dialogue as much as we can, through dialogue. I would say that I’m both old school and laid back. They do things like mandatory attendance. Things like that I’m relatively stringent on but I’m also one to give the students the opportunity to express themselves in any way possible. And I try to encourage dialogue within the class.” – CONF3 [501-505]</td>
</tr>
<tr>
<td><strong>Guidance Feedback Provided by Instructor</strong></td>
<td>“It’s very relaxed. I would say he comes in, he likes to strike up conversations. He’s more of a conversationalist teacher...he doesn’t like to lecture a lot. He likes a lot of feedback from the students so I’d say he’s very relaxed.” – CON3-S-AD [4097-4099]</td>
</tr>
<tr>
<td><strong>Expectations of an Instructor’s Role within the Classroom</strong></td>
<td>“Not in a timely manner...he is a very nice person but that might be one of his downfalls.....the real point of COM1010 is learning how to speak. So I kind of wished he critiqued us, like instead of saying “that was good”, say “that was a good speech but you should have done this, this, and this”. Really we haven’t gotten any feedback yet for any of the speeches, we haven’t gotten grades for any of the speeches so I can’t really say that he’s giving us feedback.” – CON3-S-AD [4219-4227]</td>
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“First of all I want him or her to be very, very knowledgeable. Like some kind of arrogance coming out of them like they know this. That’s one of things I definitely look for in an professor. Another thing, I want them to be very personable. I want them to be the kind of teacher I can walk up to ask them a question without feeling this wall like “oh you’re a doctor, I can’t come talk to you”. Otherwise, I just like...”
more than they started with, then I think that I've done my job.” – CONF3 [781-786]

know the teacher is very knowledgeable, nice, personable, and kind of has a good balance of being nice and having control. So those are the kinds of things I look for.” – CON3-S-AD [4235-4241]

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

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

**EXPF1 and Student Perceptions of Learning Environment**

<table>
<thead>
<tr>
<th>Instructor's Teaching Style</th>
<th>Instructor's Perceptions</th>
<th>Students' Perceptions</th>
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<tr>
<td><strong>Instructor's Teaching Style</strong></td>
<td>I would describe my teaching style as well we've been talking about student-centered learning and I think my style is basically student-centered. I've tried to keep lecturing to a minimal. I don't use PowerPoint. And I've tried to get the students engaged in every class period doing something hands-on.” – EXPF1 860-863</td>
<td>“I think that she’s actually pretty motivating. She tries to use examples in the class. It’s just a shame that the class is so unmotivated. I don't exactly understand what the correlation is. She is lecturing from the book and then she pulls it back kind of into our lives I guess. She does use a lot of examples. She tries to help us also with YouTube videos.” - EXPF1-S-JNM [4584-4588]</td>
</tr>
<tr>
<td><strong>Guidance Feedback Provided by Instructor</strong></td>
<td>“I prep, I provide guidance, a lot of the guidance I provide I think happens outside of class because they, they frequently email me with very specific questions that they’re uncertain about. In, during group work, I go around and see what kind of questions the groups have as they work on their projects. So, and as we said, I set out certain guidelines before turning them loose to work in groups. So it comes in various forms. I’m not sure how I would characterize it overall and feedback. Feedback is extremely important in the speech courses so they’re encouraged, the students are encouraged to evaluate themselves. There are a couple of self-evaluation projects and peer evaluation projects. So they’re peer evaluations, they’re self-evaluations, they’re goal-setting exercises, and then they’re audience analyses. So it’s very, conscious approach to the speeches.” –EXPF1 [1059-1070]</td>
<td>“Yeah she does. She actually emailed all of us. Well, I assume she emailed all of us. She emailed me and said like here’s your grade. Here are my comments on your grade for the speech so that was nice. Yeah, yeah that was nice. That was really helpful.” –EXPF1-S-JNM [4703-4705]</td>
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<tr>
<td><strong>Expectations of an Instructor’s Role within the Classroom</strong></td>
<td>“A facilitator... But I think letting them know they're not going to suffer dire consequences if they screw up is important for this kind of class because it’s overcoming that fear. And you don’t want to make them more fearful and you don’t want to be the kind of instructor who says you know, you really did a terrible job and rips them apart. I try to encourage what they do right and give them feedback on that as well as talking what they still need to work on.” – EXPF1 [1129-1138]</td>
<td>“Really to have open office hours, to give us a clear idea of what's expected from us in the class and if we're getting marked down on papers to explain why and how to improve it the next time. That's really it.” - EXPF1-S-AS [4515-4517]</td>
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<td>“I want to see that they enjoy teaching and class, you know, it, the instructor makes all the difference in the classroom setting so, pretty much, you, we would want to see the instructor be engaged and kind of make us like the class because sometimes that’s all it takes, so.” - EXPF1-S-SB [4942-4945]</td>
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<td></td>
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<td>“I expect a level of interest in the subject. I expect a degree of professionalism, like seriousness, but I also expect a degree of new information, you know, an extrapolation of kind of be building upon it. I expect – it's an academic environment and maybe it's just me, but I”</td>
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### Definition of Learner-Centered Teaching Environment

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<tr>
<th>Instructor’s Perceptions</th>
<th>Students’ Perceptions</th>
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<td>“I would describe as the opposite of the banking model. One where students need to be actively engaged every class period and not simply passively absorbing or not absorbing what we’re calling the words from on high.” - EXPF1 [1144-1146]</td>
<td>“I guess try to relate all the examples in the book to real world things and things happening on a week to week basis instead of what was written two years ago.” - EXP1-S-JMN [4714-4719]</td>
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### Is the instructor learner-centered?

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<tr>
<th>Instructor’s Perceptions</th>
<th>Students’ Perceptions</th>
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<tr>
<td>“I would.” – EXPF1 [1158]</td>
<td>“Yeah, I would. I mean, she’s very understanding. She’s very mindful that I’ve kind of had a few situations where I missed the test and I was like aw, I missed the test and she let me go back and let me work on it. She opened it up again for 3 hours. She’s really been pretty great at like connecting with the students and then like trying to make the material as understandable to us as she can.” - EXP1-S-JMN [4758-4762]</td>
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Table 4.42 demonstrates the similarities and differences between faculty participant EXPF2 and the students enrolled in the instructor’s section of COM 1010.

**Table 4.42**

**EXPF2 and Student Perceptions of Learning Environment**

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

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<th>“The worksheets. It’s hard to grade speeches. I have to do them all live. I try to make as many notes on their speech as I can and then I will have a discussion after every speech with trends that I see from the class as a whole so not naming any names but “a lot of people didn’t get this concept so let’s talk a little bit about this concept.” - EXP2 [1461-1467]</th>
<th>“I think he’s more laid back. He keeps it interesting because he throws in video clips and he keeps it informal with the class which makes it more comfortable for students that aren’t comfortable with speaking out loud.” - EXP2-S-HG [6722-6724]</th>
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### Expectations of an Instructor’s Role within the Classroom

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<tr>
<th>“The leader. The mentor. You know, advice. Again, I want it to be a collaborative working relationship so we can go back and forth and not this person that can’t be wrong. I want it to be a two way street so I’m not seen as knowing everything. Again, the role, somebody for feedback, but it’s a very collaborative relationship as opposed to a top-down relationship.” - EXP2 [1489-1494]</th>
<th>“To teach me…I have a lot of classes that I don’t ever learn anything in because their teaching styles, I really don’t, don’t learn, I have to teach myself, like and it’s just out of a book, so I think that in order to become a professor you should be more like EXPF2 or you know, up to his standard about relating and actually talking to the audience.” - EXP2-S-KH [5669-5673]</th>
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### Definition of Learner-Centered Teaching Environment

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<th>“So I think it’s keeping the learners in mind with everything you do. Part of that for me is doing a lot of different activities. Making sure it’s not three hours of lecture. Making sure we’re varying up the activities so that they get different voices and that things move. Also trying to teach different styles. I realize not everyone is going to be comfortable speaking. Some assignments, I try to have them do writing so that those who are more comfortable can do writing can do. Other people are not so comfortable with writing so it’s offering them a variety of options on a variety of levels so hopefully I can find that one out of three activities appeals to everyone. Maybe three out of three. But realistically one out of three will appeal to everybody and that’s the best I can do with bringing 27 people on the same page.” - EXP2 [1499-1508]</th>
<th>“Well student focused, you wouldn’t be sitting behind the desk the whole day, or standing behind the podium, you would walk around the class, engage them, if you give them an assignment you walk around and see how they are progressing, stuff like that.” - EXP2-S-EJ [5139-5141]</th>
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| “Well I could just go with the obvious answer of focusing of the students, but, interaction is really the big thing. Make sure you know what your students are good at, make sure you know what they are bad at and just focus, focus on what they are bad at so that they become good at it.” - EXP2-S-IH [5295-5298] | “Well I personally think that at the beginning of the semester you should open yourself up and let the students know who you are so it’s more of like an informal…it’s somewhat like you know them personally and the students understand where you’re coming from. So it’s not like you just go to class and you take tests and give speeches and you don’t know who the students are. You should spend time to get to know your students as well.” - EXP2-S |
Table 4.43 demonstrates the similarities and differences between faculty participant EXPF3 and the students enrolled in the instructor’s section of COM 1010.

**EXPF3 and Student Perceptions of Learning Environment**

<table>
<thead>
<tr>
<th>Instructor’s Perceptions</th>
<th>Students’ Perceptions</th>
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<tbody>
<tr>
<td><strong>Instructor’s Teaching Style</strong></td>
<td><strong>“I try to be as causal as possible just in the sense that I want them to feel comfortable because that type of class that is and I feel that if I’m too stringent, if I’m too cold or I try to build any walls between the students and myself then they're not going to be as comfortable opening up. I try to as thorough and organized as possible also, and still professional but fun.”</strong> - EXPF3 [1557-1562]</td>
</tr>
<tr>
<td><strong>Guidance Feedback</strong></td>
<td><strong>“Lots of feedback, lots of detailed feedback. Whether it’s written or”</strong></td>
</tr>
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</table>

"I try. And I don’t know. Again, I’d be curious for more feedback on that. You know, it’s definitely one of my goals." - EXP2 [1513-1514]  

"Because usually, he gives us our group discussions instead of just sitting back on his laptop, he will tell us we will get about 5-10 minutes to talk in our groups and he will come around, and then after that, then he will come around and engage us all in the overall class." - EXP2-S-EJ [5159-5162]  

"I really think so. I really think he cares about how we speak. He definitely pays detailed attention because when we have to do speeches, he has to sit there and pay attention to write down his different comments. And sometimes, you’ll be like, “man, he’s writing like that in less in a minute.” I think he really helps because that’s what he likes, and that’s his field. I really think he’s concerned. I don’t think he just comes there to come there. You can tell when teachers just come there to come there because they just put work on you without explaining it. He’ll put work on us but he’ll explain it detail by detail." - EXP2-S-AA-S2 [6672-6680]
<table>
<thead>
<tr>
<th>Provided by Instructor</th>
<th>verbally. And then I'm always available for them to reach out to me one on one too.&quot; - EXPF3 [1685-1686]</th>
<th>evaluations on her as a teacher which I thought was really nice. Most instructors I've had haven't done that. They always wait till the end of the semester which doesn't make sense because it doesn't help you at all.&quot; - EXP3-S-LO [7422-7425]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations of an Instructor's Role within the Classroom</td>
<td>&quot;The leader and a co-learner. I always tell them that I'm learning with them and so I never take the position as a controlling person or anything like that.&quot; - EXPF3 [1704-05]</td>
<td>&quot;I definitely expect them to know the materials themselves obviously. You can't teach something that you don't know yourself and you don't know well. I definitely expected her coming into class to know what she's talking about and she definitely does. And beyond knowing what she's talking about she also embodies it and lives the communication aspects that she wants us to learn about. So it helps that she not only knows the material really well, but she also lives it I guess to the class...like shows it off like how it should be used in everyday life. So preparation is something I expect out of a professor.&quot; - EXP3-S-JP [4275-7283]</td>
</tr>
<tr>
<td>Definition of Learner-Centered Teaching Environment</td>
<td>&quot;Really staying in tuned with what their needs are, really listening to the feedback they're providing whether it's verbally or nonverbally. Really looking at the grades and the performance aspect and then paying attention and modifying it as you go.&quot; - EXPF3 [1711-13]</td>
<td>&quot;With our class specially, we were all kind of quiet first when she came in and she was like &quot;oh no one is going to talk&quot; and we were all kind of chuckling a little bit. She lightened the attitude a little bit and beyond that she played a few little games with us to make us more comfortable and get us to know each other better and also to help us know her better because she shared a few things herself. And I think that over the course of the semester how she shared personal stories, that helped a lot. So as a teacher planning to be a student-centered teaching, you just have to open yourself up to the students to where they feel comfortable opening up to you. It's more of a level ground where everybody shares the same amount of information and friendship in the class.&quot; - EXP3-S-JP [7293-7306]</td>
</tr>
</tbody>
</table>
| Definition of Learner-Centered Teaching Environment | "Well I mean there are a few factors. One of them I don't think you can control is the class size, the lower the better. But then, pretty much, do what Ms. EXPF3 is doing, she's like direct on everything, she breaks everything down, and explains some of the stuff is too
This study sought to explore how students experienced learning in a learner-centered teaching environment. My observations of the classes and interviews with the students suggest that students enjoy being provided with opportunities to interact with their instructors and participate in active learning. Students in both groups struggled with seeing the relevance and need for a public speaking course. Many communicated that they experienced a lot of difficulty with navigating through the textbook and thought that there was a disconnect between the textbook and the speech assignments. Students in the experimental group that were presented with learner-centered instructional strategies had an easier time understanding the relevance of the course and were able to see how a public speaking course would assist them on personal and academic levels.

I observed differences between the student perceptions with the faculty perceptions. All of the faculty members had identified themselves as being learner-centered at the beginning of the study and they discussed ways that they promoted a participatory learning environment. During my observation sessions, I did not find the faculty
members in the control group to be learner-centered and I did not see them demonstrate the instructional strategies that they told me that they incorporated into their classes during my five observation sessions.

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

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

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

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

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

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

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

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

- Students were divided into small groups and were tasked with developing their own examples to explain different theories that were covered in the textbook. This was done so that students in the class were provided with multiple examples in addition to what was provided in the textbook and they were able to develop
examples that were more relevant to the students in the class on a personal and academic level.

- I encouraged the instructors to present the course content as an interactive lecture during the times that they were going to use lecture to present new content to their students. I suggested that the instructors should ask their students questions frequently during the lecture so that it was a more active process and students could contribute to the conversations. I observed that when the instructors asked more questions of the students, more students were paying attention in class and were spending less time on their cell phones or laptop computers.

- I worked with the instructors to incorporate briefing and debriefing sessions for every class session. Briefings were presented to the students at the beginning of class and would consist of the instructor highlighting important information that the students had learned the previous class and what activities they would be participating in during the current session. The debriefings were presented to students at the end of class and consisted of the instructor reviewing with the students what they had recently covered during the class session, reminding students of upcoming assignments.

- I also worked with the instructors to provide students with an opportunity to individually reflect on the information that had been presented to them in class. Students were tasked with writing down one new thing that they had learned in class and submitting it to their instructor prior to leaving class. Other times,
students were tasked with writing about how they were going to incorporate the material from the textbook into their upcoming public speaking assignment.

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

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

Reflection was incorporated into the study by having the three faculty participants in the cognitive apprenticeship reflect three times during the study. These structured reflective exercises were completed once during each of the three phases of the apprenticeship. Reflective practice provided the faculty participants with an opportunity to review and communicate what worked well during class, what did not work well, and ways in which they could make improvements during future classes.
Faculty participants in the experimental group participated in an interview at the end of the cognitive apprenticeship to discuss their overall experience participating in the apprenticeship as well as any challenges they may have experienced. I used a structured interview guide (Appendix E) to pose the same questions to all faculty participants. Interviews were audio recorded and transcribed (Appendix Q). I read through the interview transcripts and created a list of summary statements for each of the responses. A second researcher reviewed the summary statements and synopses to verify the thematic analysis.

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

Table 4.44

Faculty Responses to Interview Question 1

| Interview Question 1: How would you say your teaching style has changed? Has it at all? |
|---------------------------------|---------------------------------|---------------------------------|
| EXP1   | EXP2                          | EXP3                          |
| • incorporating more of the textbook in class |
| • instructor doesn't plan on continuing with that | • more structure |
| • expand on more options for instructional activities | • more focused on using more variety for engagement |
| • incorporating more group work | |

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

**Faculty Responses to Interview Question 2**

<table>
<thead>
<tr>
<th>Interview Question 2: Were you apprehensive about participating in the cognitive apprenticeship?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXP1</td>
</tr>
<tr>
<td>a little</td>
</tr>
</tbody>
</table>

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

Table 4.46

**Faculty Responses to Interview Question 3**

<table>
<thead>
<tr>
<th>Interview Question 3: What did you like about participating in the cognitive apprenticeship?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXP1</td>
</tr>
<tr>
<td>organization of class, model for previewing and debriefing</td>
</tr>
</tbody>
</table>

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

Faculty Responses to Interview Question 4

<table>
<thead>
<tr>
<th>Interview Question 4: What challenges did you face with participating in the cognitive apprenticeship?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXP1</td>
</tr>
<tr>
<td>• instructor prefers to be more spontaneous</td>
</tr>
</tbody>
</table>

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

Table 4.48

Faculty Responses to Interview Question 5

<table>
<thead>
<tr>
<th>Interview Question 5: How confident are you with your teaching capabilities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXP1</td>
</tr>
<tr>
<td>• Above average</td>
</tr>
</tbody>
</table>

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

*Faculty Responses to Interview Question 6*

| Interview Question 6: Can you walk me through what a typical class is like? What activities do you do? |
|---|---|---|
| **EXP1** | **EXP2** | **EXP3** |
| • announcements  
  • split between covering the content in the book as a lecture  
  • doing hands-on activities | • lecture to go over reading  
  • watching a speech of the day  
  • a class discussion (group activity)  
  • an individual student activity  
  • discussing upcoming assignments | • debriefing  
  • PPT to cover content with questions  
  • group activity  
  • debriefing  
  • upcoming activities |

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

Table 4.50

*Faculty Responses to Interview Question 7*

| Interview Question 7: Were there any particular teaching strategies that were shown to you during the cognitive apprenticeship that you thought were helpful and easy to implement in your course? |
|---|---|---|
| **EXP1** | **EXP2** | **EXP3** |
| • debriefing with students | • think-pair-share  
  • breaking concepts into small groups for discussion | • briefing and debriefing  
  • asking more questions  
  • more group work in class  
  • advanced organizer (see question 8) |
Table 4.51 consists of the summary of the experimental faculty participant responses for Interview Question 8.

### Faculty Responses to Interview Question 8

**Interview Question 8:** Were there any teaching strategies or activities that you found to be a little more difficult to implement, especially with it being the COM 1010?

<table>
<thead>
<tr>
<th>EXP1</th>
<th>EXP2</th>
<th>EXP3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• advanced organizers</td>
<td>• timing of group discussions (students were sometimes too engaged)- good problem</td>
<td>• getting students to remember to bring chapter organizers</td>
</tr>
<tr>
<td>• instructor does not want to cover content from the book in class- wants students to come prepared</td>
<td>• instructor is going to assign participation points to bringing them in next semester</td>
<td></td>
</tr>
</tbody>
</table>

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

### Faculty Responses to Interview Question 9

**Interview Question 9:** How do you maintain your students’ attention during class?

<table>
<thead>
<tr>
<th>EXP1</th>
<th>EXP2</th>
<th>EXP3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• difficult to maintain attention, show videos</td>
<td>• show enthusiasm</td>
<td>• ask a lot of questions</td>
</tr>
<tr>
<td>• try to wrap things up and move to new subject if they look bored</td>
<td>• no more than 20 minutes per activity</td>
<td>• ask students to relate concepts to their own lives</td>
</tr>
<tr>
<td></td>
<td>• using relevant examples</td>
<td>• call out on students who are not as engaged</td>
</tr>
</tbody>
</table>


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

Table 4.53

**Faculty Responses to Interview Question 10**

<table>
<thead>
<tr>
<th>Interview Question 10: How would you describe your students’ motivation in regards to this class?</th>
<th>EXP1</th>
<th>EXP2</th>
<th>EXP3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• there are quite a few highly motivated students in the class</td>
<td>• reluctantly engaged</td>
<td>• starts off low and improves throughout the semester</td>
<td></td>
</tr>
<tr>
<td>• reluctant engaged</td>
<td>• required course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Table 4.54

**Faculty Responses to Interview Question 11**

<table>
<thead>
<tr>
<th>Interview Question 11: Would you say that your students come to class prepared?</th>
<th>EXP1</th>
<th>EXP2</th>
<th>EXP3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• some do</td>
<td>• students come late to class</td>
<td>• some do</td>
<td></td>
</tr>
<tr>
<td>• thinks that there is cramming before quizzes</td>
<td>• students admit to not reading the book</td>
<td>• if students can’t answer questions, instructor directs them to look in their books</td>
<td></td>
</tr>
<tr>
<td>• students are prepared for speech delivery days</td>
<td>• not sure who has done reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• not sure who has done reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attendance during class was a recurring challenge for all six faculty participants with several students arriving late for class. Attendance was documented during the five
direct observation sessions when I visited each participant without notice during the study. Table 4.55 outlines attendance for each of the six faculty participants during the five observation sessions.

Table 4.55

*Class Attendance During Observation Sessions*

<table>
<thead>
<tr>
<th>Observation Session</th>
<th>Beginning of Class Session</th>
<th>Midpoint of Class Session</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON1 (Figure 4.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>20</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>CON2 (Figure 4.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>18</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>CON3 (Figure 4.3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>23</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>Observation Session</td>
<td>Beginning of Class Session</td>
<td>Midpoint of Class Session</td>
<td>Absent</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------</td>
<td>---------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>EXP1 (Figure 4.4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>21</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>23</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>EXP2 (Figure 4.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>19</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>EXP3 (Figure 4.6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>22</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>21</td>
<td>6</td>
</tr>
</tbody>
</table>
Figure 4.1. CON1 Class Attendance

Figure 4.2. CON2 Class Attendance

Figure 4.3. CON3 Class Attendance
Figure 4.4. EXP1 Class Attendance

Figure 4.5. EXP2 Class Attendance

Figure 4.6. EXP3 Class Attendance
Table 4.56 consists of the summary of the experimental faculty participant responses for Interview Question 12.

Table 4.56

*Faculty Responses to Interview Question 12*

| Interview Question 12: What feedback have you received from your students in response to your teaching? |
|---|---|---|
| EXP1 | EXP2 | EXP3 |
| • some students mention the group activities were fun | • students appreciate the breadth of material being covered in the class | • instructor did a mid-semester evaluation |
| • instructor can’t recall offhand what comments have been made | • students commented on liking the advanced organizers | |

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

Table 4.57

*Faculty Responses to Interview Question 13*

| Interview Question 13: How do you prepare for classes that you’re teaching? How much time do you spend? |
|---|---|---|
| EXP1 | EXP2 | EXP3 |
| • doesn’t really answer the question | • prepares a week in advance | • creates a lesson plan |
| | • reviews content in the book | • try to recap what students have covered in previous weeks |
| | • creates a lecture | • update PPTs |
| | • finds real life examples | • find current events/videos |
| | • review and practice | |
Table 4.58 consists of the summary of the experimental faculty participant responses for Interview Question 14.

Table 4.58

**Faculty Responses to Interview Question 14**

| Interview Question 14: What do you perceive your role to be as the instructor in the class? |
|---------------------------------|---------------------------------|---------------------------------|
| EXP1                            | EXP2                            | EXP3                            |
| • show students how to be better public speakers | • shepherd of learning | • co-learner |
| • how to overcome communication anxiety | • working together to learn new concepts and learn from each other | • leader in assisting students with their development of thought processes |
|                                 |                                 | • help students improve through positive reinforcement, constructive criticism, and feedback |

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

Table 4.59

**Faculty Responses to Interview Question 15**

| Interview Question 15: How would you define a learner-centered teaching environment? |
|---------------------------------|---------------------------------|---------------------------------|
| EXP1                            | EXP2                            | EXP3                            |
| • students are responsible for a large part of their own learning | • it's about being reflexive relating course content to students | • one that is focused on different methods to engage students, focused on feedback |
|                                 | • removing learning barriers | • trying to understand what learners need |
Table 4.60 consists of the summary of the experimental faculty participant responses for Interview Question 16.

Table 4.60

Faculty Responses to Interview Question 16

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

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

Table 4.61

Faculty Responses to Interview Question 17

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

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

Faculty Responses to Interview Question 18

Interview Question 18: If you could change anything about the cognitive apprenticeship that you participated in, what would it be? What suggestions do you have?

<table>
<thead>
<tr>
<th>EXP1</th>
<th>EXP2</th>
<th>EXP3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sit in on classroom and watch someone teaching</td>
<td>• have teachers practice teaching topics that they are not familiar with so they focus more on a teaching strategy and focus on the concepts and tools</td>
<td>• provide a menu of options</td>
</tr>
<tr>
<td>• video a class and watch someone teaching</td>
<td></td>
<td>• expand on the length of the apprenticeship</td>
</tr>
</tbody>
</table>

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

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

**Faculty Participant EXPF1’s Reflective Activities**

<table>
<thead>
<tr>
<th>Reflection #</th>
<th>Students Present During Class</th>
<th>Question 1: What topics were covered in today’s session?</th>
<th>Question 2: What instructional strategies were used to teach?</th>
<th>Question 3: What challenges did you encounter teaching during this session?</th>
<th>Question 4: What instructional strategies worked well during this session?</th>
<th>Question 5: How do you think the students did learning the material for this session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 (Week 3)</td>
<td>27</td>
<td>preparation for upcoming speech, constructing effect stories</td>
<td>lecture, group work, active learning</td>
<td>group activities took longer, did not have enough time to show examples of speeches</td>
<td>group activity, additional opportunity to practice speaking to a crowd</td>
<td>students found exercise helpful, students used Twitter to communicate</td>
</tr>
<tr>
<td>#2 (Week 6)</td>
<td>25</td>
<td>delivery of speeches, critiquing content of speeches</td>
<td>group work, individual activity, videos and discussion</td>
<td>challenge with technology in classroom</td>
<td>lync exercise, class discussion</td>
<td>practice for upcoming speeches</td>
</tr>
<tr>
<td>#3 (Week 13)</td>
<td>Faculty participant did not complete reflection # 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4.64

*Faculty Participant EXPF2’s Reflective Activities*

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Students Present During Class</th>
<th>Question 1: What topics were covered in today’s session?</th>
<th>Question 2: What instructional strategies were used to teach?</th>
<th>Question 3: What challenges did you encounter teaching during this session?</th>
<th>Question 4: What instructional strategies worked well during this session?</th>
<th>Question 5: How do you think the students did learning the material for this session?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 (Week 4)</td>
<td>8 at the beginning of class. By the end of class, 18 students were present.</td>
<td>Tactics for Social Action, Speech Introductions, Research topics &amp; Worldviews</td>
<td>Lecture, Student discussion groups &amp; presentation, Write your own exam question, Class discussion</td>
<td>Having only 8 students at the beginning of class was troubling. I had a group activity with six groups coming up shortly. This did unnerve me for a bit. I lectured on social action tactics then tasked them to define it in their own words and give examples. They gave different examples than my lecture, but did reuse many of my words in their definitions.</td>
<td>I think the small discussion still worked well as their examples showed they were processing the content. We had a good class discussion with some disagreement on the speech we watched. Also the write your own exam revealed there were picking out the main points of the day.</td>
<td>I think they did very well with picking up the tactics for social action and how many of them already use the tactic, but can also try to appeal them more frequently and in different situations. I’m not sure about the research topics or introductions yet as those will be measured later in the semester.</td>
</tr>
<tr>
<td>#2 (Week 8)</td>
<td>18</td>
<td>In today’s class we covered the history of media studies, the media’s influence on society, and the benefits of impromptu speaking.</td>
<td>I used lecture, small group discussion, large group discussion, and student presentation.</td>
<td>The one area that didn’t go well was my pre planned grouping of them into student presentation groups. The categories I devised ahead of time were not properly weighted and most students fell into two, removing some of the diversity I wanted from the student presentations. Next time I’ll do the categories organically in class, rather than pre planned.</td>
<td>Overall I think this session when really well. Media studies are my personal area of interest and I feel like I delivered a strong lecture on the subject. The subject also provides for an easy discussion point as everyone has a relationship with the media, so the small group and large group discussion worked well.</td>
<td>I think based on the discussion; the influence of the media in our lives came across very clearly. I also think they picked up the importance of impromptu speaking. I’m not sure they will remember the specifics of the history of media studies, but I think they will remember some of the areas studied, which satisfies my secondary goal for the lecture.</td>
</tr>
<tr>
<td>#3 (Week 13)</td>
<td>16</td>
<td>I wrapped up the semester by reviewing the context surrounding public speaking from this course as well as my secondary goal of this course, media education.</td>
<td>I use lecture and large group discussion.</td>
<td>None, I thought the session went well.</td>
<td>I think both strategies worked well in class.</td>
<td>I think they grasped the large concepts. I’ve been covering them for the entire course, so nothing new was introduced. It was just a review of the entire semester through a slightly different lens.</td>
</tr>
<tr>
<td>Reflection</td>
<td>Students Present During Class</td>
<td>Question 1: What topics were covered in today's session?</td>
<td>Question 2: What instructional strategies were used to teach?</td>
<td>Question 3: What challenges did you encounter teaching during this session?</td>
<td>Question 4: What instructional strategies worked well during this session?</td>
<td>Question 5: How do you think the students did learning the material for this session?</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td># 1</td>
<td>19</td>
<td>Chapter 3: Logic, reasoning, fallacies; Delivery; Anxiety</td>
<td>I previewed the evening on a PPT slide. I incorporated the Four Corners activity to cover fallacies, the Anxiety article included a group activity, I debriefed at the end of the class by asking students to anonymously respond to the question &quot;what was one thing from tonight's class that you want more clarification on?&quot; and then I followed up with their requests by providing the information via blackboard the next day.</td>
<td>Students still struggled with understanding the fallacies and wanted more information.</td>
<td>The Four Corners activity still worked well because it got students involved and engaged in the concepts. The debriefing question worked very well so I could provide more info where students needed it.</td>
<td>In comparison to having taught this material during previous semesters, I honestly believe this is the strongest students have ever grasped the material. The activities combined with the detailed PPT's and questions throughout really aided student learning and hopefully student retention!</td>
</tr>
<tr>
<td># 2</td>
<td>22</td>
<td>Chapter 7 and upcoming speech assignment: Invitational/Group speech</td>
<td>Briefing, review, and also incorporated a group activity: students were assigned a section of Chapter 7 and were required to present the respective material to the class. When placed into the second group activity, it was to get them acquainted with their groups for the group speech. They were instructed to exchange contact info, select a speech topic, and then decide on a topic. Additionally, they were required to come up with 5</td>
<td>Most students did not read the material prior to coming to class.</td>
<td>Group presentations on the Chapter 7 material and the group rules</td>
<td>It seemed clearer by the end of class, and their understanding of the upcoming assignment seemed to be satisfactory also.</td>
</tr>
<tr>
<td>#3</td>
<td>21</td>
<td>Chapter 10 and Invitational Speaking</td>
<td>Briefing, Debriefing, Group activity to present Chapter 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>--------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Week 13)</td>
<td></td>
<td>Lack of preparation on behalf of the students – they did not read before class</td>
<td>Group activity – students were forced to read the material and the presentations helped them prepare for the upcoming speeches.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pretty well – requiring them to present the material instead of listening to me allowed them to become very engaged and interactive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All three instructors reported in their reflections that they had incorporated learner-centered strategies into their classes and that they thought they went well. The two common challenges that the instructors mentioned were that the students had not prepared prior to coming to class and many students did not attend class which posed some challenges when attempting to implement group activities. I did not receive any complaints or comments from the instructors stating that they the learner-centered strategies were unsuccessful.

**Students’ Perceptions of Motivation in a Learner-Centered Teaching Environment**

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

The results of the survey have been divided between the Course Interest Survey questions and the Instructional Materials Motivation Survey questions. Basic demographic information was collected from students to determine gender, age, and level of enrollment within their respective undergraduate programs (freshman, sophomore, junior, or senior). Every student who completed the survey indicated that COM 1010 was a required course for their program and that they had never participated in a class taught by their current instructor prior to enrolling in the COM 1010 course.
Table 4.66 shows the codes that were assigned to the demographic questions that were
posed to the student participants completing the survey.

Table 4.66

Summary of Codes Used for Demographic Data Analysis

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your gender?</td>
<td>1 = Male</td>
</tr>
<tr>
<td></td>
<td>2 = Female</td>
</tr>
<tr>
<td>What is your age?</td>
<td>Type Response</td>
</tr>
<tr>
<td>What is your current level of schooling?</td>
<td>1 = Freshman</td>
</tr>
<tr>
<td></td>
<td>2 = Sophomore</td>
</tr>
<tr>
<td></td>
<td>3 = Junior</td>
</tr>
<tr>
<td></td>
<td>4 = Senior</td>
</tr>
</tbody>
</table>

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

Table 4.67

Frequencies of Student Gender by Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Mode</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>53</td>
<td>1.5</td>
<td>2</td>
<td>0.5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Experimental Group</td>
<td>56</td>
<td>1.5</td>
<td>2</td>
<td>0.5</td>
<td>1.</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 4.68 summarizes the response to “what is your gender?” among the control groups. Control Group 1 had a total of 17 valid responses, and the mode gender was primarily female (64.7%). Control Group 2 had a total of 19 valid responses, and the mode gender was primarily male (68.4%). Control Group 3 had a total of 17 valid responses, and the mode gender was primarily female (58.8%).

**Table 4.68**

**Frequencies of Student Gender by Control Groups**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Mode</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON1</td>
<td>17</td>
<td>1.6</td>
<td>2</td>
<td>0.5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>CON2</td>
<td>19</td>
<td>1.3</td>
<td>1</td>
<td>0.5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>CON3</td>
<td>17</td>
<td>1.6</td>
<td>2</td>
<td>0.5</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

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

**Table 4.69**

**Frequencies of Student Gender by Experimental Groups**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Mode</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXP1</td>
<td>18</td>
<td>1.6</td>
<td>2</td>
<td>0.5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>EXP2</td>
<td>17</td>
<td>1.4</td>
<td>1</td>
<td>0.5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>EXP3</td>
<td>21</td>
<td>1.6</td>
<td>2</td>
<td>0.5</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 4.70 summarizes the response to “what is your age?” The control group had a total of 53 valid responses with a mean (average) age of 20.8 years, and the
experimental group had a total of 56 valid responses with a mean (average) age of 21.6 years.

Table 4.70

*Frequencies of Student Age by Groups*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Mode</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>53</td>
<td>20.8</td>
<td>18</td>
<td>4.2</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>Experimental Group</td>
<td>56</td>
<td>21.6</td>
<td>20</td>
<td>6.2</td>
<td>18</td>
<td>61</td>
</tr>
</tbody>
</table>

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

Table 4.71

*Frequencies of Student Age by Control Groups*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Mode</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON1</td>
<td>17</td>
<td>21.5</td>
<td>18</td>
<td>5.5</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>CON2</td>
<td>19</td>
<td>20.9</td>
<td>20</td>
<td>3.2</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>CON3</td>
<td>17</td>
<td>19.9</td>
<td>18</td>
<td>3.7</td>
<td>17</td>
<td>33</td>
</tr>
</tbody>
</table>

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

*Frequencies of Student Age by Experimental Groups*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Mode</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXP1</td>
<td>18</td>
<td>20.3</td>
<td>20</td>
<td>2.0</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>EXP2</td>
<td>17</td>
<td>20.1</td>
<td>19</td>
<td>2.1</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>EXP3</td>
<td>21</td>
<td>24</td>
<td>23</td>
<td>9.5</td>
<td>18</td>
<td>61</td>
</tr>
</tbody>
</table>

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

Table 4.73

*Frequencies of Student Level of Education by Groups*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Mode</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>53</td>
<td>2.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Experimental Group</td>
<td>56</td>
<td>2.2</td>
<td>2.0</td>
<td>1.1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

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

*Frequencies of Student Level of Education by Control Groups*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Mode</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON1</td>
<td>17</td>
<td>2.1</td>
<td>1</td>
<td>1.2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>CON2</td>
<td>19</td>
<td>2.2</td>
<td>2</td>
<td>0.9</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>CON3</td>
<td>17</td>
<td>1.8</td>
<td>1</td>
<td>0.9</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Table 4.75

*Frequencies of Student Level of Education by Experimental Groups*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Mode</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXP1</td>
<td>18</td>
<td>2.2</td>
<td>2</td>
<td>0.9</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>EXP2</td>
<td>17</td>
<td>1.8</td>
<td>1</td>
<td>0.8</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>EXP3</td>
<td>21</td>
<td>2.6</td>
<td>4</td>
<td>1.2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

**Analysis of the Course Interest Survey.** The Course Interest Survey (Appendix K), validated by Keller (2010) consisted of 34 questions with response scales ranging from 1 to 5 (1 = Not True, 2 = Slightly True, 3 = Moderately True, 4 = Mostly True, 5 = Very True). Questions are categorized according to attention, relevance, confidence, and satisfaction. The Course Interest Survey consists of a combination of positive and
negative statements. For coding reverse statements, scores had to be adjusted based on the scoring guide outlined in Table 4.76.

Table 4.76

*Scoring Guide for Course Interest Survey Administered to Students*

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

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

Table 4.77

*Maximum Overall Score and Subscale Scores for the Course Interest Survey*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Number of Questions</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall ARCS</td>
<td>34</td>
<td>170</td>
</tr>
<tr>
<td>Attention</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Relevance</td>
<td>9</td>
<td>45</td>
</tr>
</tbody>
</table>
Confidence 8 40
Satisfaction 9 45

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

Table 4.78

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

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

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

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

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

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

Table 4.80

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

<table>
<thead>
<tr>
<th>N</th>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Lower 95% Confidence Limit for Mean</th>
<th>Upper 95% Confidence Limit for Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>ARCS Score</td>
<td>146.1</td>
<td>9.7</td>
<td>141.1</td>
<td>151.0</td>
</tr>
<tr>
<td></td>
<td>Attention Score</td>
<td>30.8</td>
<td>5.4</td>
<td>28.0</td>
<td>33.6</td>
</tr>
<tr>
<td></td>
<td>Relevance Score</td>
<td>40.0</td>
<td>2.7</td>
<td>38.6</td>
<td>41.4</td>
</tr>
<tr>
<td></td>
<td>Confidence Score</td>
<td>36.1</td>
<td>3.6</td>
<td>34.2</td>
<td>37.9</td>
</tr>
</tbody>
</table>
Table 4.81 summarizes the frequency of scores for students assigned to Instructor EXPF1.

Table 4.81

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Lower 95% Confidence Limit for Mean</th>
<th>Upper 95% Confidence Limit for Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>39.2</td>
<td>4.1</td>
<td>37.1</td>
<td>41.3</td>
</tr>
</tbody>
</table>

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

Table 4.82

<table>
<thead>
<tr>
<th>N</th>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Lower 95% Confidence Limit for Mean</th>
<th>Upper 95% Confidence Limit for Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>ARCS Score</td>
<td>129.4</td>
<td>16.8</td>
<td>121.1</td>
<td>137.8</td>
</tr>
<tr>
<td></td>
<td>Attention Score</td>
<td>24.1</td>
<td>5.7</td>
<td>21.3</td>
<td>27.0</td>
</tr>
<tr>
<td></td>
<td>Relevance Score</td>
<td>35.3</td>
<td>6.4</td>
<td>32.2</td>
<td>38.5</td>
</tr>
<tr>
<td></td>
<td>Confidence Score</td>
<td>34.9</td>
<td>2.7</td>
<td>33.6</td>
<td>36.2</td>
</tr>
<tr>
<td></td>
<td>Satisfaction</td>
<td>35.1</td>
<td>4.6</td>
<td>32.8</td>
<td>37.4</td>
</tr>
</tbody>
</table>
Table 4.83 summarizes the frequency of scores for students assigned to Instructor EXPF3.

Table 4.83

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

<table>
<thead>
<tr>
<th>N</th>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Lower 95% Confidence Limit for Mean</th>
<th>Upper 95% Confidence Limit for Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>ARCS Score</td>
<td>141.5</td>
<td>18.6</td>
<td>133.1</td>
<td>150.0</td>
</tr>
<tr>
<td></td>
<td>Attention Score</td>
<td>30.3</td>
<td>5.8</td>
<td>27.7</td>
<td>33.0</td>
</tr>
<tr>
<td></td>
<td>Relevance Score</td>
<td>35.2</td>
<td>5.9</td>
<td>36.5</td>
<td>36.9</td>
</tr>
<tr>
<td></td>
<td>Confidence Score</td>
<td>35.1</td>
<td>3.8</td>
<td>33.4</td>
<td>36.9</td>
</tr>
<tr>
<td></td>
<td>Satisfaction Score</td>
<td>36.9</td>
<td>6.4</td>
<td>34.0</td>
<td>39.8</td>
</tr>
</tbody>
</table>

The box and whisker plots in Figure 4.7 highlight the range of observations for the students' ARCS Score with regard to the experimental and control groups with the assigned faculty member. The blue diamond is the median or middle value, and the blue line within the box is the mean. The large box is referred to as the interquartile range and 50% of observations are contained within this box. Whiskers are the two tails
on the box. The end of the upper tail is the maximum value and the end of the lower tail is the minimum. Each whisker contains 25% of the observations. Due to the size of the box and whisker plots for control groups 1 and 2, it can be said that there was a great deal of variation in the responses for assigned faculty members 1 and 2.

![Distribution of ARCS Score](image)

**Figure 4.7.** Distribution of ARCS Score

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

*Distribution of ARCS Scores*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>53</td>
<td>130.6</td>
<td>21.2</td>
<td>87.0</td>
<td>162.0</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>56</td>
<td>139.3</td>
<td>17.9</td>
<td>87.0</td>
<td>166.0</td>
</tr>
</tbody>
</table>

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

*Figure 4.8. Distribution of Attention Scores*
An overall difference between the three control groups and the three experimental was tested with a two-tailed t-test. This generated statistically significant results \( t(\alpha = 0.05, 107) = 2.55 \) with a \( p-value = 0.0123 \). Table 4.85 shows the distribution of Attention scores.

Table 4.85

**Distribution of Attention Scores**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>53</td>
<td>25.4</td>
<td>7.3</td>
<td>10.0</td>
<td>37.0</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>56</td>
<td>28.7</td>
<td>6.2</td>
<td>16.0</td>
<td>39.0</td>
</tr>
</tbody>
</table>

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

Table 4.86

**Distribution of Attention Scores among Individual Groups**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON1</td>
<td>17</td>
<td>20.6</td>
<td>7.1</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>CON2</td>
<td>19</td>
<td>25</td>
<td>5.8</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>CON3</td>
<td>17</td>
<td>30.8</td>
<td>5.4</td>
<td>15</td>
<td>37</td>
</tr>
<tr>
<td>EXP1</td>
<td>18</td>
<td>24.1</td>
<td>5.7</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>EXP2</td>
<td>17</td>
<td>31.6</td>
<td>4.3</td>
<td>18</td>
<td>37</td>
</tr>
<tr>
<td>EXP3</td>
<td>21</td>
<td>30.3</td>
<td>5.8</td>
<td>18</td>
<td>39</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

Table 4.89

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1. The instructor knows how to make us feel enthusiastic about the subject matter of the course.</td>
<td>17</td>
<td>4.5</td>
<td>0.7</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Q4. This course has very little in it that captures my attention.*</td>
<td>17</td>
<td>4.4</td>
<td>0.9</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q10. The instructor creates</td>
<td>17</td>
<td>3.1</td>
<td>1.0</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 4.90 provides an item analysis of the questions that comprised the Attention subscale of the Course Interest Survey for students assigned to Experimental Group 1.

### Table 4.90

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1. The instructor knows how to make us feel enthusiastic about the subject matter of the course.</td>
<td>18</td>
<td>3.5</td>
<td>1.0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q4. This course has very little in it that captures my attention.*</td>
<td>18</td>
<td>3.1</td>
<td>1.1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q10. The instructor creates suspense when building up to a point during a class.</td>
<td>18</td>
<td>2.7</td>
<td>0.8</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Q15. The students in this course seem curious about the subject matter.</td>
<td>18</td>
<td>2.7</td>
<td>1.3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q21. The instructor does unusual or surprising things that are interesting.</td>
<td>18</td>
<td>2.5</td>
<td>1.0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q24. The instructor uses an interesting variety of teaching techniques.</td>
<td>18</td>
<td>3.4</td>
<td>1.0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q26. I often daydream while in this course.*</td>
<td>18</td>
<td>2.8</td>
<td>1.1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
Q29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.

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

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

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

Table 4.91

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

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

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

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1. The instructor knows how to make us feel enthusiastic about the subject matter of the course.</td>
<td>21</td>
<td>4.5</td>
<td>0.5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Q4. This course has very little in it that captures my attention.*</td>
<td>21</td>
<td>3.5</td>
<td>1.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q10. The instructor creates suspense when building up to a point during a class.</td>
<td>21</td>
<td>3.6</td>
<td>1.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q15. The students in this course seem curious about the subject matter.</td>
<td>21</td>
<td>3.5</td>
<td>1.3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q21. The instructor does unusual or surprising things that are interesting.</td>
<td>21</td>
<td>3.6</td>
<td>1.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q24. The instructor uses an interesting variety of teaching techniques.</td>
<td>21</td>
<td>4.0</td>
<td>1.0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q26. I often daydream while in this course.*</td>
<td>21</td>
<td>3.8</td>
<td>1.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.</td>
<td>21</td>
<td>3.9</td>
<td>1.2</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

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

**Relevance.** With the box and whiskers plot in Figure 4.9, there is a great deal of variation in the students’ relevance scores for assigned faculty 1 in control group 1. Again the distribution of students’ relevance scores toward the assigned faculty member is compacted for control group 3 and experimental group 2.
A paired t-test between the three control groups and the three experimental groups revealed a statistically significant difference $t(\alpha = 0.05, 107) = 2.38$ with a $p-value = 0.0191$ that favored the responses for relevance scores by students in the experimental groups. Table 4.93 shows the distribution of Relevance scores.

**Table 4.93**

**Distribution of Relevance Scores**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>53</td>
<td>35.6</td>
<td>6.0</td>
<td>22.0</td>
<td>45.0</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>56</td>
<td>38.4</td>
<td>6.0</td>
<td>21.0</td>
<td>45.0</td>
</tr>
</tbody>
</table>

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

*Distribution of Relevance Scores among Individual Groups*

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

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

Table 4.95

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

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

*Questions required reverse coding as per the survey coding guide.
Table 4.96 provides an item analysis of the questions that comprised the Relevance subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.96

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

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

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

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

Table 4.97

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2. The things I am learning in this course will be useful to me.</td>
<td>17</td>
<td>4.2</td>
<td>0.9</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q5. The instructor makes the subject matter of this course seem important.</td>
<td>17</td>
<td>4.2</td>
<td>0.6</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
Q8. I do NOT see how the content of this course relates to anything I already know.*

Q13. In this course, I can try to set and achieve high standards of excellence.

Q20. The content of this course relates to my expectations and goals.

Q22. The students actively participate in this course.

Q23. To accomplish my goals, it is important that I do well in this course.

Q25. I do NOT think I will benefit much from this course.*

Q28. The personal benefits of this course are clear to me.

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

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

**Table 4.98**

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2. The things I am learning in this course will be useful to me.</td>
<td>18</td>
<td>4.0</td>
<td>0.8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Q5. The instructor makes the subject matter of this course seem important.</td>
<td>18</td>
<td>3.8</td>
<td>1.0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q8. I do NOT see how the content of this course relates to anything I already know.*</td>
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<td>4.4</td>
<td>0.9</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Q13. In this course, I can try to set and achieve high standards of excellence.</td>
<td>18</td>
<td>3.7</td>
<td>1.0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q20. The content of this course relates to my expectations and goals.</td>
<td>18</td>
<td>3.9</td>
<td>1.0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q22. The students actively participate in this course.</td>
<td>18</td>
<td>3.1</td>
<td>1.4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q23. To accomplish my goals, it is important that I do well in this course.</td>
<td>18</td>
<td>4.2</td>
<td>0.9</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q25. I do NOT think I will benefit much from this course.*</td>
<td>18</td>
<td>3.9</td>
<td>1.1</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>
Q28. The personal benefits of this course are clear to me.

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

Table 4.99

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

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

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

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

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

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

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

Table 4.101 shows the distribution of Confidence scores.

Table 4.101

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>53</td>
<td>34.3</td>
<td>4.4</td>
<td>17.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>56</td>
<td>35.2</td>
<td>3.7</td>
<td>20.0</td>
<td>40.0</td>
</tr>
</tbody>
</table>

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

*Distribution of Confidence Scores among Individual Groups*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON1</td>
<td>17</td>
<td>33.6</td>
<td>3.1</td>
<td>27</td>
<td>38</td>
</tr>
<tr>
<td>CON2</td>
<td>19</td>
<td>33.4</td>
<td>5.7</td>
<td>17</td>
<td>40</td>
</tr>
<tr>
<td>CON3</td>
<td>17</td>
<td>36.1</td>
<td>3.6</td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td>EXP1</td>
<td>18</td>
<td>34.9</td>
<td>2.7</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>EXP2</td>
<td>17</td>
<td>35.6</td>
<td>4.6</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>EXP3</td>
<td>21</td>
<td>35.1</td>
<td>3.8</td>
<td>26</td>
<td>40</td>
</tr>
</tbody>
</table>

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

Table 4.103

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

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

*Questions required reverse coding as per the survey coding guide.*
Table 4.104 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.104

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3. I feel confident that I will do well in this course.</td>
<td>19</td>
<td>4.1</td>
<td>0.9</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q6. You have to be lucky to get good grades in this course.*</td>
<td>19</td>
<td>3.9</td>
<td>1.4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q9. Whether or not I succeed in this course is up to me.</td>
<td>19</td>
<td>4.4</td>
<td>1.0</td>
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<td>5</td>
</tr>
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<td>Q11. The subject matter of this course is just too difficult for me.*</td>
<td>19</td>
<td>4.8</td>
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<td>5</td>
</tr>
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<td>Q17. It is difficult to predict what grade the instructor will give my assignments.*</td>
<td>19</td>
<td>3.6</td>
<td>1.3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q27. As I am taking this course, I believe that I can succeed if I try hard enough.</td>
<td>19</td>
<td>4.4</td>
<td>0.8</td>
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<td>5</td>
</tr>
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<td>2</td>
<td>5</td>
</tr>
<tr>
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<td>4.4</td>
<td>0.8</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3. I feel confident that I will do well in this course.</td>
<td>17</td>
<td>4.6</td>
<td>0.6</td>
<td>3</td>
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</tr>
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<td>4.4</td>
<td>0.7</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

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

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

Table 4.106

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3. I feel confident that I will do well in this course.</td>
<td>18</td>
<td>4.6</td>
<td>0.6</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Q6. You have to be lucky to get good grades in this course.*</td>
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<td>4.1</td>
<td>1.5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q9. Whether or not I succeed in this course is up to me.</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Q11. The subject matter of this course is just too difficult for me.*</td>
<td>18</td>
<td>4.9</td>
<td>0.2</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 4.107 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Experimental Group 2.

### Table 4.107

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3. I feel confident that I will do well in this course.</td>
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<td>4.5</td>
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<tr>
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<td>4.6</td>
<td>1.0</td>
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<td>5</td>
</tr>
<tr>
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<td>4.7</td>
<td>0.8</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q11. The subject matter of this course is just too difficult for me.*</td>
<td>17</td>
<td>4.7</td>
<td>1.0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q17. It is difficult to predict what grade the instructor will give my assignments.*</td>
<td>17</td>
<td>4.1</td>
<td>1.1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q27. As I am taking this course, I believe that I can succeed if I try hard enough.</td>
<td>17</td>
<td>4.5</td>
<td>0.8</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q30. I find the challenge level in this course to be about right: neither too easy and not too hard.</td>
<td>17</td>
<td>3.8</td>
<td>1.2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q34. I get enough feedback to know how well I’m doing.</td>
<td>17</td>
<td>4.7</td>
<td>0.5</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*Questions required reverse coding as per the survey coding guide.*
Table 4.108 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Experimental Group 3.

Table 4.108

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

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

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

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

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

Table 4.109

Distribution of Satisfaction Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>53</td>
<td>35.2</td>
<td>6.9</td>
<td>17.0</td>
<td>45.0</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>56</td>
<td>37.0</td>
<td>5.3</td>
<td>21.0</td>
<td>45.0</td>
</tr>
</tbody>
</table>

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

Distribution of Confidence Scores among Individual Groups

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

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

Table 4.111

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q7. I have to work hard to succeed in this course.*</td>
<td>17</td>
<td>3.6</td>
<td>1.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q12. I feel that this course gives me a lot of satisfaction.</td>
<td>17</td>
<td>2.7</td>
<td>1.3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q14. I feel that the grades or other recognition I receive are fair compared to other students.</td>
<td>17</td>
<td>4.1</td>
<td>1.1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q16. I enjoy working for this class.</td>
<td>17</td>
<td>3.1</td>
<td>1.1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q18. I am pleased with the instructor’s evaluations of my work compared to how well I think I have done.</td>
<td>17</td>
<td>3.9</td>
<td>1.0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q19. I feel satisfied with what I am getting from this course.</td>
<td>17</td>
<td>3.6</td>
<td>1.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q31. I feel rather disappointed with this course.*</td>
<td>17</td>
<td>3.8</td>
<td>1.6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback.</td>
<td>17</td>
<td>3.7</td>
<td>1.6</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q33. The amount of work I have to</td>
<td>17</td>
<td>4.2</td>
<td>1.1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 4.112 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Control Group 2.

Table 4.112  
**Item Analysis of Satisfaction Questions for Students Assigned to Control Group 2**

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

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

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

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

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

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

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

Table 4.114

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q7. I have to work hard to succeed in this course.*</td>
<td>18</td>
<td>3.7</td>
<td>1.5</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 4.115 provides an item analysis of the questions that comprised the Satisfaction subscale of the Course Interest Survey for students assigned to Experimental Group 2.

Table 4.115

| Item Analysis of Satisfaction Questions for Students Assigned to Experimental Group 2 |
|----------------------------------|----------|----------------|--------------|--------------|
| Question                          | N        | Mean | Standard Deviation | Minimum | Maximum |
| Q7. I have to work hard to succeed in this course.* | 17 | 3.6 | 1.2 | 1 | 5 |
| Q12. I feel that this course gives me a lot of satisfaction. | 17 | 4.1 | 1.2 | 1 | 5 |
| Q14. I feel that the grades or other recognition I receive are fair compared to other students. | 17 | 4.8 | 0.6 | 3 | 5 |
| Q16. I enjoy working for this class. | 17 | 4.4 | 0.9 | 3 | 5 |
| Q31. I feel rather disappointed with this course.* | 17 | 4.4 | 0.8 | 3 | 5 |
| Q32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback. | 17 | 4.3 | 0.8 | 2 | 5 |
| Q33. The amount of work I have to do is appropriate for this type of course. | 17 | 4.2 | 0.7 | 3 | 5 |

*Questions required reverse coding as per the survey coding guide.
instructor’s evaluations of my work compared to how well I think I have
done.

Q19. I feel satisfied with what I am getting from this course.  
Q31. I feel rather disappointed with this course.*
Q32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback.
Q33. The amount of work I have to do is appropriate for this type of course.

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

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

Table 4.116

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

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

| Q33. The amount of work I have to do is appropriate for this type of course. | 21 | 4.2 | 1.3 | 1 | 5 |

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

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

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

*Scoring Guide for Instructional Materials Motivation Survey Administered to Students*

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

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

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

<table>
<thead>
<tr>
<th>Scale</th>
<th>Number of Questions</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall ARCS</td>
<td>36</td>
<td>180</td>
</tr>
<tr>
<td>Attention</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Relevance</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Confidence</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>

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

Table 4.119

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

<table>
<thead>
<tr>
<th>N</th>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Lower 95% Confidence Limit for Mean</th>
<th>Upper 95% Confidence Limit for Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>ARCS Score</td>
<td>118.3</td>
<td>24.3</td>
<td>105.8</td>
<td>130.8</td>
</tr>
<tr>
<td></td>
<td>Attention</td>
<td>34.4</td>
<td>10.0</td>
<td>29.3</td>
<td>39.5</td>
</tr>
<tr>
<td></td>
<td>Relevance</td>
<td>30.2</td>
<td>6.3</td>
<td>27.0</td>
<td>33.5</td>
</tr>
<tr>
<td></td>
<td>Satisfaction</td>
<td>19.1</td>
<td>6.0</td>
<td>16.1</td>
<td>22.2</td>
</tr>
</tbody>
</table>
Table 4.120 summarizes the frequency of scores for students assigned to Instructor Control F2.

Table 4.120

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

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

Table 4.121 summarizes the frequency of scores for students assigned to Instructor Control F3.

Table 4.121

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

<table>
<thead>
<tr>
<th>N</th>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Lower 95% Confidence Limit for Mean</th>
<th>Upper 95% Confidence Limit for Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>ARCS Score</td>
<td>139.1</td>
<td>12.2</td>
<td>132.8</td>
<td>145.3</td>
</tr>
<tr>
<td></td>
<td>Attention Score</td>
<td>42.5</td>
<td>5.9</td>
<td>39.4</td>
<td>45.5</td>
</tr>
<tr>
<td></td>
<td>Relevance Score</td>
<td>36.5</td>
<td>4.5</td>
<td>34.1</td>
<td>38.8</td>
</tr>
</tbody>
</table>
Table 4.122 summarizes the frequency of scores for students assigned to Instructor Experimental F1.

Table 4.122  
Frequencies of student scores for the Instructional Materials Motivation Survey Assigned to Instructor Experimental F1.

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

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

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

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

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

Table 4.124

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

<table>
<thead>
<tr>
<th>N</th>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Lower 95% Confidence Limit for Mean</th>
<th>Upper 95% Confidence Limit for Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>ARCS Score</td>
<td>129.4</td>
<td>32.0</td>
<td>114.8</td>
<td>144.0</td>
</tr>
<tr>
<td></td>
<td>Attention Score</td>
<td>37.5</td>
<td>13.4</td>
<td>31.4</td>
<td>43.6</td>
</tr>
<tr>
<td></td>
<td>Relevance Score</td>
<td>36.1</td>
<td>8.2</td>
<td>32.4</td>
<td>39.9</td>
</tr>
<tr>
<td></td>
<td>Confidence Score</td>
<td>33.6</td>
<td>7.3</td>
<td>30.3</td>
<td>37.0</td>
</tr>
<tr>
<td></td>
<td>Satisfaction</td>
<td>22.1</td>
<td>6.1</td>
<td>19.3</td>
<td>24.9</td>
</tr>
</tbody>
</table>
The box and whisker plots in Figure 4.12 highlight the variation for experimental group 3 and assigned faculty member 6 are high.

Figure 4.12. Distribution of ARCS Score

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

_Distribution of ARCS Scores_

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>53</td>
<td>125.3</td>
<td>22.0</td>
<td>65.0</td>
<td>177.0</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>56</td>
<td>134.6</td>
<td>24.6</td>
<td>45.0</td>
<td>174.0</td>
</tr>
</tbody>
</table>

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

Figure 4.13. Distribution of Attention Scores

Table 4.126 shows the distribution of Attention scores.
Table 4.126

*Distribution of Attention Scores*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>53</td>
<td>37.4</td>
<td>8.7</td>
<td>19.0</td>
<td>58.0</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>56</td>
<td>39.5</td>
<td>10.3</td>
<td>11.0</td>
<td>58.0</td>
</tr>
</tbody>
</table>

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

Table 4.127

*Distribution of Attention Scores among Individual Groups*

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

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

Table 4.128

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q36. There was something interesting at the beginning of this course that got my attention.</td>
<td>17</td>
<td>2.4</td>
<td>1.3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q42. These course materials are eye-catching.</td>
<td>17</td>
<td>2.5</td>
<td>1.1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
Q45. The quality of writing in the book helped to hold my attention. | 17 | 3 | 1.5 | 1 | 5
Q46. This course is so abstract that it was hard to keep my attention.* | 17 | 3.2 | 1.5 | 1 | 5
Q49. The pages of this book look dry and unappealing.* | 17 | 3.1 | 1.4 | 1 | 5
Q51. The way the information is arranged on the pages helped keep my attention. | 17 | 2.8 | 1.4 | 1 | 5
Q54. This course has things that stimulate my curiosity. | 17 | 2.6 | 1.5 | 1 | 5
Q56. The amount of repetition in this course caused me to get bored sometimes.* | 17 | 3 | 1.5 | 1 | 5
Q58. I learned some things that were surprising or unexpected. | 17 | 3.2 | 1.6 | 1 | 5
Q62. The variety of reading passages, exercises, or other comments in the course, helped me feel rewarded for my effort. | 17 | 2.5 | 1.2 | 1 | 5
Q63. The style of writing in the book is boring.* | 17 | 2.6 | 1.6 | 1 | 5
Q65. There are so many words on each page of the book that it is irritating.* | 17 | 3.5 | 1.4 | 1 | 5

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

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

Table 4.129

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

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

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

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

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

Table 4.130

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

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

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

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

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

Table 4.131

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q36. There was something interesting at the beginning of this course that got my attention.</td>
<td>18</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q42. These course materials are eye-catching.</td>
<td>18</td>
<td>2.8</td>
<td>0.9</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q45. The quality of writing in the book helped to hold my attention.</td>
<td>18</td>
<td>2.5</td>
<td>1.5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q46. This course is so abstract that it was hard to keep my attention.*</td>
<td>18</td>
<td>4.2</td>
<td>1.1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q49. The pages of this book look dry and unappealing.*</td>
<td>18</td>
<td>2.8</td>
<td>1.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q51. The way the information is arranged on the pages helped keep</td>
<td>18</td>
<td>3.4</td>
<td>0.9</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>
Q54. This course has things that stimulate my curiosity. 18 3.4 1 2 5
Q56. The amount of repetition in this course caused me to get bored sometimes.* 18 3.5 1.1 1 5
Q58. I learned some things that were surprising or unexpected. 18 3.7 1.2 2 5
Q62. The variety of reading passages, exercises, or other comments in the course, helped me feel rewarded for my effort. 18 3.2 1.4 1 5
Q63. The style of writing in the book is boring.* 18 2.8 1.1 1 5
Q65. There are so many words on each page of the book that it is irritating.* 18 3.1 1 1 5

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

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

Table 4.132

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q56. The amount of repetition in this course caused me to get bored</td>
<td>17</td>
<td>4.2</td>
<td>0.8</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>sometimes.*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q58. I learned some things that were surprising or unexpected.</td>
<td>17</td>
<td>4.2</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q62. The variety of reading passages, exercises, or other</td>
<td>17</td>
<td>3.9</td>
<td>0.9</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>comments in the course, helped me feel rewarded for my effort.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q63. The style of writing in the book is boring.*</td>
<td>17</td>
<td>2.7</td>
<td>1.4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q65. There are so many words on each page of the book that it is</td>
<td>17</td>
<td>3.9</td>
<td>1.3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>irritating.*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q36. There was something interesting at the beginning of this course</td>
<td>21</td>
<td>3.2</td>
<td>1.6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>that got my attention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q42. These course materials are eye-catching.</td>
<td>21</td>
<td>3.3</td>
<td>1.3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q45. The quality of writing in the book helped to hold my attention.</td>
<td>21</td>
<td>2.7</td>
<td>1.5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q46. This course is so abstract that it was hard to keep my attention.*</td>
<td>21</td>
<td>4</td>
<td>1.1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q49. The pages of this book look dry and unappealing.*</td>
<td>21</td>
<td>2.7</td>
<td>1.4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q51. The way the information is arranged on the pages helped keep my</td>
<td>21</td>
<td>3</td>
<td>1.5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>attention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q54. This course has things that stimulate my curiosity.</td>
<td>21</td>
<td>3.8</td>
<td>1.4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q56. The amount of repetition in this course caused me to get bored</td>
<td>21</td>
<td>3.9</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>sometimes.*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>N</td>
<td>Mean</td>
<td>SD</td>
<td>Median</td>
<td>Mode</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---</td>
<td>------</td>
<td>----</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Q58. I learned some things that were surprising or unexpected.</td>
<td>21</td>
<td>3.9</td>
<td>0.9</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q62. The variety of reading passages, exercises, or other comments in the course, helped me feel rewarded for my effort.</td>
<td>21</td>
<td>3.6</td>
<td>1.5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q63. The style of writing in the book is boring.*</td>
<td>21</td>
<td>2.7</td>
<td>1.6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q65. There are so many words on each page of the book that it is irritating.*</td>
<td>21</td>
<td>3.1</td>
<td>1.7</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

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

Figure 4.14 shows the distribution of Relevance Scores.

![Distribution of Relevance Scores](image)

**Figure 4.14. Distribution of Relevance Scores**

A paired t-test between the three control groups and the three experimental groups revealed a statistically significant difference $t(\alpha = 0.05, 107) = 3.29$ with a $p-value = 0.0014$ that favored the responses for relevance scores by students in the
experimental groups. In other words the students in the experimental groups felt the instructional materials had more relevance.

Table 4.134

*Distribution of Relevance Scores*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>53</td>
<td>32.3</td>
<td>6.3</td>
<td>18.0</td>
<td>45.0</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>56</td>
<td>36.2</td>
<td>6.2</td>
<td>15.0</td>
<td>45.0</td>
</tr>
</tbody>
</table>

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

Table 4.135

*Distribution of Relevance Scores among Individual Groups*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

As with the confidence score in the Course Interest Survey, Figure 4.15 shows there is a uniform distribution present with the data for this model.
Table 4.142 shows the distribution of Confidence scores.

Table 4.142

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>53</td>
<td>34.6</td>
<td>5.2</td>
<td>20.0</td>
<td>44.0</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>56</td>
<td>35.8</td>
<td>5.6</td>
<td>13.0</td>
<td>45.0</td>
</tr>
</tbody>
</table>

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

_Distribution of Confidence Scores among Individual Groups_

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

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

Table 4.144

_Item Analysis of Confidence Questions for Students Assigned to Control Group 1_

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

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

Table 4.145

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

*Questions required reverse coding as per the survey coding guide.
Table 4.146 provides an item analysis of the questions that comprised the Confidence subscale of the Course Interest Survey for students assigned to Control Group 3.

Table 4.146

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Figure 4.16 shows the distribution of Satisfaction Scores.
The t-test between the control groups and the experimental groups is statistically significant \( t(\alpha = 0.05,107) = 2.09 \) with a \( p-value = 0.0390 \). Thus students in the experimental groups were more satisfied with the instructional materials presented to them (Table 4.150).

Table 4.150

*Distribution of Satisfaction Scores*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>53</td>
<td>21.0</td>
<td>5.5</td>
<td>7.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>56</td>
<td>23.1</td>
<td>5.2</td>
<td>6.0</td>
<td>30.0</td>
</tr>
</tbody>
</table>

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

*Distribution of Satisfaction Scores among Individual Groups*

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

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

Table 4.152

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

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

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

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

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

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

Table 4.154

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q39. Completing the exercises in this course gave me a satisfying feeling of accomplishment.</td>
<td>17</td>
<td>3.9</td>
<td>0.8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Q48. I enjoyed this course so much that I would like to know more about this topic.</td>
<td>17</td>
<td>3</td>
<td>1.5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q55. I really enjoyed studying this course.</td>
<td>17</td>
<td>3.6</td>
<td>1.1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q61. The wording of feedback after the exercises or other comments in the course, helped me feel rewarded for my effort.</td>
<td>17</td>
<td>4.1</td>
<td>0.9</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
Q66. It felt good to successfully complete the course. 17 4.8 0.4 4 5
Q70. It was a pleasure to work on such a well-designed course. 17 4.5 0.8 3 5

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

Table 4.155

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

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

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

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

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

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

Table 4.157

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

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q39. Completing the exercises in this course gave me a satisfying feeling of accomplishment.</td>
<td>21</td>
<td>3.9</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Q48. I enjoyed this course so much that I would like to know more about this topic.</td>
<td>21</td>
<td>2.9</td>
<td>1.4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q55. I really enjoyed studying this course.</td>
<td>21</td>
<td>3.3</td>
<td>1.3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Q61. The wording of feedback after the exercises or other comments in the course, helped me feel rewarded for my effort.</td>
<td>21</td>
<td>4.3</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>
Q66. It felt good to successfully complete the course. | 21 | 4.5 | 1.1 | 1 | 5
Q70. It was a pleasure to work on such a well-designed course. | 21 | 4.3 | 1.2 | 1 | 5

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

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

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

Analysis of the Course Interest Survey. The Course Interest Survey (Appendix H), validated by Keller (2010) consisted of 31 questions with response scales ranging from
1 to 5 (1 = Not True, 2 = Slightly True, 3 = Moderately True, 4 = Mostly True, 5 = Very True). Questions are categorized according to attention, relevance, confidence, and satisfaction. The Course Interest Survey consists of a combination of positive and negative statements. For coding reverse statements, scores had to be adjusted based on the scoring guide outlined in Table 4.158.

Table 4.158

*Scoring Guide for Course Interest SurveyAdministered to Faculty Participants*

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

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

*Maximum Overall Score and Subscale Scores for the Course Interest Survey*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Number of Questions</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall ARCS</td>
<td>31</td>
<td>155</td>
</tr>
<tr>
<td>Attention</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Relevance</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Confidence</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>8</td>
<td>40</td>
</tr>
</tbody>
</table>

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

Table 4.160

*Distribution of ARCS Scores*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>3</td>
<td>124.3</td>
<td>20.4</td>
<td>102</td>
<td>142</td>
</tr>
<tr>
<td>Experimental</td>
<td>3</td>
<td>124.3</td>
<td>15.5</td>
<td>107</td>
<td>137</td>
</tr>
</tbody>
</table>

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

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

Questions Classified Under the Attention Subscale

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

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

Table 4.162 shows the distribution of Attention scores.

Table 4.162

Distribution of Attention Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>3</td>
<td>27.7</td>
<td>6.4</td>
<td>23</td>
<td>35</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>3</td>
<td>3.5</td>
<td>2.0</td>
<td>23</td>
<td>30</td>
</tr>
</tbody>
</table>

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

Table 4.163

Questions Classified Under the Relevance Subscale

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2.</td>
<td>The things I am teaching in this course will be useful to my students.</td>
</tr>
<tr>
<td>Q5.</td>
<td>I make the subject matter of this course seem important.</td>
</tr>
</tbody>
</table>
**Q8.** I do NOT see how the content of this course relates to anything I already know.*

**Q13.** In this class, I can try to set and achieve high standards of excellence.

**Q20.** The students actively participate in this course.

**Q21.** To accomplish my goals, it is important that I do well in this course.

**Q23.** I do NOT think students will benefit much from this course.*

**Q25.** The personal benefits of this course for students are clear to me.

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

Table 4.164 shows the distribution of Relevance scores.

Table 4.164

**Distribution of Relevance Scores**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>3</td>
<td>28.7</td>
<td>7.8</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Experimental</td>
<td>3</td>
<td>30.3</td>
<td>4.7</td>
<td>25</td>
<td>34</td>
</tr>
</tbody>
</table>

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

Table 4.165

**Questions Classified Under the Confidence Subscale**

| Q3. | I feel confident that I teach well in this course. |
| Q6. | Students have to be lucky to get good grades in this course.* |
| Q9. | Whether or not I succeed in teaching in this course is up to me. |
| Q11. | The subject matter of this course is just too difficult for me.* |
| Q17. | It is difficult to predict what grade students should receive on assignments.* |
Q24. As I am teaching this class, I believe that I can succeed if I try hard enough.

Q27. I find the challenge level in this course to be about right: neither too easy nor too hard.

Q31. I give enough feedback for my students to know how well they’re doing.

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

Table 4.166 shows the distribution of Confidence scores.

Table 4.166

**Distribution of Confidence Scores**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>3</td>
<td>34</td>
<td>3.5</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>3</td>
<td>34.6</td>
<td>3.1</td>
<td>32</td>
<td>38</td>
</tr>
</tbody>
</table>

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

Table 4.167

**Questions Classified Under the Satisfaction Subscale**

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

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

Table 4.168 shows the distribution of Satisfaction scores.

Table 4.168

**Distribution of Satisfaction Scores**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>3</td>
<td>34</td>
<td>4.5</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td>37</td>
<td>3</td>
<td>33</td>
<td>5.3</td>
<td>27</td>
<td>37</td>
</tr>
</tbody>
</table>

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

Table 4.169

**Scoring Guide for Instructional Materials Motivation Survey Administered to Faculty Participants**

<table>
<thead>
<tr>
<th>Attention</th>
<th>Relevance</th>
<th>Confidence</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>37</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>39</td>
<td>40</td>
<td>34 (reversed)</td>
<td>45</td>
</tr>
<tr>
<td>42</td>
<td>44</td>
<td>35</td>
<td>52</td>
</tr>
</tbody>
</table>
Table 4.170 outlines the maximum score that a faculty participant could achieve on the course interest survey.

Table 4.170

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

<table>
<thead>
<tr>
<th>Scale</th>
<th>Number of Questions</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall ARCS</td>
<td>35</td>
<td>175</td>
</tr>
<tr>
<td>Attention</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Relevance</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Confidence</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>
The data for the Course Interest Survey was recorded in Excel and loaded into SAS 9.3 for analysis. Table 4.171 shows the distribution of ARCS scores.

Table 4.171

*Distribution of ARCS Scores*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>3</td>
<td>140</td>
<td>35.9</td>
<td>112</td>
<td>163</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>3</td>
<td>136</td>
<td>14.4</td>
<td>120</td>
<td>148</td>
</tr>
</tbody>
</table>

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

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

Table 4.172

*Questions Classified Under the Attention Subscale*

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

Q58. The variety of reading passages, exercises, illustrations, etc., helped keep my students’ attention on the course material.

Q59. The style of writing in the book is boring.*

Q61. There are so many words on each page of the book that it is irritating.*

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

Table 4.173 shows the distribution of Attention scores.

Table 4.173

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>3</td>
<td>41.7</td>
<td>11.4</td>
<td>29</td>
<td>51</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>3</td>
<td>41</td>
<td>4.6</td>
<td>37</td>
<td>46</td>
</tr>
</tbody>
</table>

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

Table 4.174

Questions Classified Under the Relevance Subscale

Q37. It is clear to me how the content of this course is related to things my students already know.

Q40. There were stories, pictures, or examples that showed my students how this material could be important to some people.

Q41. Having my students complete this lesson successfully was important to me.

Q47. The content of this course is relevant to my students’ interests.

Q49. There are explanations or examples of how people use the knowledge in the course materials.

Q54. The content and style of writing in this course convey the impression that its content is worth knowing.

Q57. The wording of feedback after the exercises, or other comments in the course, helped me feel rewarded for my effort.*

Q60. Students could relate the content of this course to things they have seen, done, or thought about in their own life.
Q63. The content of this course will be useful to my students.

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

Table 4.175 shows the distribution of Relevance scores.

Table 4.175

**Distribution of Relevance Scores**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>3</td>
<td>38.7</td>
<td>5.7</td>
<td>34</td>
<td>45</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>3</td>
<td>37</td>
<td>7</td>
<td>29</td>
<td>42</td>
</tr>
</tbody>
</table>

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

Table 4.176

**Questions Classified Under the Confidence Subscale**

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

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

Table 4.177 shows the distribution of Confidence scores.
Table 4.177

Distribution of Confidence Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>3</td>
<td>34.7</td>
<td>5.9</td>
<td>28</td>
<td>39</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>3</td>
<td>35.7</td>
<td>2.9</td>
<td>34</td>
<td>39</td>
</tr>
</tbody>
</table>

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

Table 4.178

Questions Classified Under the Satisfaction Subscale

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

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

Table 4.179 shows the distribution of Satisfaction scores.

Table 4.179

Distribution of Satisfaction Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Groups</td>
<td>3</td>
<td>25</td>
<td>4.6</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>Experimental Groups</td>
<td>3</td>
<td>22.3</td>
<td>4.7</td>
<td>17</td>
<td>26</td>
</tr>
</tbody>
</table>
Due to the small sample size, I anticipated that I would not find statistical significance comparing the faculty participants’ survey results. I did want to run an analysis to see where the faculty members scored in terms of attention, relevance, confidence, and satisfaction to see if their responses aligned with what they had communicated during interviews with me and what I observed during class sessions.

**Thematic Analysis**

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

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

1. “That’s unfair. That’s unfair. Depending on what they’re supposed to have prepared. The speeches, a good number of them are well prepared although not as well as they may think they are sometimes. The readings, I would say the
2. “Most of the time they are not prepared. Most of the time I have to remind them and recall the lessons and discuss the concepts.” – CONF1_I1 [93-94]

3. “They usually come well prepared for speeches. The majority. There’s a few that don’t but the majority come prepared for speeches, do well on speeches but they just don’t read the book. And you can tell when you’re giving the lecture and you say, “oh you read the book, this example” and they just give you blank looks. Or you ask them, “What does this mean?” and you get nothing. You can tell they haven’t read the book.” – EXPF2_I1 [1437-1444]

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

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

1. “Maybe more like because we had quizzes that we did from the reading. Maybe just like more in-depth of the reading like we went over the reading, but not as much like I feel like I bought this book and I use it for quizzes, but I didn’t use it for anything else. I wish we would’ve done more with the course book we bought.” – CON2-S-BB [1459-1462]

2. “Having a little bit more brief touch up on the book in class.” – CON2-S-CS [2046]

3. “Unfortunately I would put a lot more stress on the actual textbook things because there are a lot of important points and concepts that come from the book, and they weren’t really emphasized in the class.” – CON2-S-TM [4079-4080]
During the cognitive apprenticeship, emphasis was placed on reviewing materials in the book during actual class time and utilizing learner-centered activities to provide students with an opportunity to interact and brainstorm with the content. This helped students better understand the content in the textbook and ensured that everyone who had attended class that day had reviewed the materials. This also provided instructors with a better idea as to what parts of the assigned readings the students were struggling with the most and they could provide additional examples to their students.

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

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

1. “Yes. Unlike most teachers, he doesn’t just give you the grade. He’ll break down your entire speech. What he liked and what you should do next time and that really helps a lot.” - EXP2-S-HG [6806-6808]
2. “Yeah after each speech or any written assignments he will definitely critique it and all of those things are helpful and I have gotten a lot better with my speaking over the course of the term.” - EXP2-S-IH [5273-5275]

3. “Ya, and definitely even the occasions when she took aside class time to have us do mid-semester evaluations on her as a teacher which I thought was really nice. Most instructors I’ve had haven’t done that. They always wait till the end of the semester which doesn’t make sense because it doesn’t help you at all.” - EXP3-S-LO [7422-7425]

4. “Yes, especially when we have that, that goal setting assignment, and the other, when you were supposed to evaluate yourself. At the end she gives you a lot of feedback on what you were supposed to, you know, prepare for next time, what you are supposed to do.” - EXP3-S-LA [5856-5859]

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

1. “Yes, for every speech, she just, you know, of course, tell you what you need to work on, but for the papers, we don’t get them back so I don’t really know exactly why you know, I got an A or B or what not, I don’t, as a matter of fact, I don’t even know, from all my papers if I got 100%’s or not. I didn’t memorize it. I guess my paper grade is ok, because if it wasn’t I would have had to talk to her. Yeah we don’t get those papers back with feedback, like a hard copy of it, I don’t know if there is anywhere on the website where you can go on and look at her comments but as far as the speeches, we get plenty of feedback.” - CON2-S-KD [3400-3407]

2. “Not in a timely manner...he is a very nice person but that might be one of his downfalls.... the real point of COM1010 is learning how to speak. So I kind of wished he critiqued us, like instead of saying “that was good”, say “that was a good speech but you should have done this, this, and this”. Really we haven’t gotten any feedback yet for any of the speeches, we haven’t gotten grades for any of the speeches so I can’t really say that he’s giving us feedback.” - CON3-S-AD [4219-4227]

3. “She does, but I don’t think its specific enough, she’s a little brief so sometimes you have to ask her questions in order to get the right answer. She won’t tell you.” – EXP1-S-SB [4934-4935]

**Instructional Strategies.** The types of instructional strategies used during class also emerged as a theme throughout this study. Students in the experimental group classes
conveyed during their interviews that they found the learner-centered instructional strategies to be helpful in learning the course materials. Students expressed that they found video examples of speeches to be helpful in outlining both good and bad practices for delivering speeches, and found that the group activities and organizers were of help to cover the content in the textbook. The following is an example of student discussing the group activities that were incorporated throughout the semester:

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

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

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

**Learner Needs.** One theme that emerged after reviewing the transcripts of the student participants was that of learner needs. During the student interviews, participants were asked to share their expectations of someone teaching at an undergraduate level, their thoughts on what encompasses a learner-centered teaching environment, and what they need from an instructor. Faculty participants were offered similar questions during their interviews, and while they all agreed that instructors need
to be knowledgeable about the subject matter they are teaching, the faculty failed to recognize the importance of understanding their learners as people. The following is an explanation provided by a student as to the importance of understanding your learners:

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

Summary

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

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

This study also revealed that learner-centered instructional strategies could be implemented in an undergraduate learning environment and that a cognitive apprenticeship framework could be used to train instructors on how to implement such strategies in their classrooms. The next chapter provides a discussion of the results.
CHAPTER 5

DISCUSSION AND CONCLUSION

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

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

This study attempted to answer the following four research questions:

5. How do undergraduate students experience learning in a learner-centered teaching environment?

6. What challenges do educators experience while implementing learner-centered instructional strategies within a course?

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

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

Six faculty participants were enrolled in this study and were assigned to either a control group or an experimental group. Faculty participants in the experimental group participated in a 15-week cognitive apprenticeship to incorporate learner-centered instructional strategies into the classes that they were teaching. I worked with the experimental faculty participants to identify ways in which to incorporate active learning activities that were more conducive to students’ learning needs. I observed each of the
faculty participants in both the control and experimental groups a total of five times throughout the semester. The observation sessions were unannounced in order to prevent the faculty participants from altering their instructional lesson plans on days when they may have a visitor.

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

Faculty participants in both the control group and the experimental group were interviewed at the beginning of the semester and the experimental faculty participants also participated in a second interview at the end of the study. Students in each of the faculty participant’s classes were also interviewed to discuss the types of activities that were used during the semester as well as their opinion and perceptions of the teaching environment. The experimental faculty participants also participated in three reflective exercises over the course of the semester after teaching sessions to identify which instructional strategies worked well and any challenges that they may have encountered while implementing the learner-centered strategies. Surveys were administered to both faculty and students in the control and experimental groups to measure their perceptions of motivation in relation to learning in a learner-centered teaching environment versus a non-learner-centered teaching environment.
Research Question 1: How do undergraduate students experience learning in a learner-centered teaching environment?

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

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

Briefings and debriefings were incorporated into every class session. I provided the instructors with a lesson plan template that demonstrated how a class session could be held that incorporated briefings and debriefings as instructional strategies. Instructors briefed students at the beginning of every class with what the goals were for the class session and what they were building upon from prior class meetings. I provided the instructors in the experimental group with a PPT template where they could list the goals and objectives and discuss with their students at the beginning of the class session. This was done to ensure that the students and the instructor were aware of what course materials and activities they would be responsible for reviewing that day. Two of the experimental faculty participants (EXPF2 and EXPF3) incorporated briefing
strategies into every class and emailed me their briefing materials ahead of class in order for me to provide them with feedback. Both faculty participants followed the lesson plan template that I had provided them and shared with me their templates for upcoming sessions and asked me for feedback. EXPF1 told me in the final interview that she tried to incorporate briefings during all of her class sessions but this was only observed two times during my five observation sessions. The instructor never sent me a lesson plan ahead of class time and I had to rely on the course syllabus in order to know what course topics would be covered during each class session.

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

All three instructors in the experimental group made a point of debriefing the students at the end of class prior to dismissal to review with the students what they had
accomplished during the class session; however, EXPF2 and EXPF3 used the
debriefing slide template that I provided them throughout the entire semester. I did
observe the faculty participants in the control group remind students of upcoming
assignments at the end of class sessions, but they did not debrief the students on any
class activities or course materials that were covered during the class session.

Advanced organizers were provided for students to assist them with organizing their
notes and navigating through the readings in the textbook. Students were able to follow
along with the advanced organizers during the instructors’ lectures on the reading
materials during class. The advanced organizers were created for each individual
chapter and included the same headings that were throughout the assigned reading.
Space was provided on the advanced organizer for students to write their own notes
identify examples that were provided within the textbook, identify examples that were
unique to them, and identify the main arguments within the reading. I created the
advanced organizers during the first phase of the cognitive apprenticeship to help
students identify key themes and topics throughout their readings while requiring
students to actively take their own notes. The experimental faculty participants created
advanced organizers during the second and third phase of the cognitive apprenticeship
based off of my template that I had provided them.

The purpose of the advanced organizer was to provide students with another
previewing strategy for what was being covered throughout the assigned readings and
to generalize the reading material and simplify it for the purposes of taking notes
(Richey et al., 2011). While observing all of the classes, I noticed that students were not
coming prepared to class. They were not reading the assigned materials ahead of time
and could not contribute to the class discussion, making it quite difficult to incorporate active learning activities into the class sessions. By creating the advanced organizers, it was my intent that the experimental faculty could share the advanced organizers with their students and that students could use the organizers to follow along during the class lecture. The advanced organizers were used to provide all students in the classroom with a foundation of the course material and provide them with a guide so that they could participate in activities during the class.

I created advanced organizers for the experimental faculty participants to use during their classes for the first five weeks of the cognitive apprenticeship with the hope that the instructors would be able to develop their own organizers to use throughout the remainder of the apprenticeship. All three faculty members used the advanced organizers that I provided them during the class sessions and continued to create their own advanced organizers and handouts for the rest of the semester. EXPF2 and EXPF3 both uploaded the advanced organizers onto the class learning management website prior to class for students to access before class if they read the assigned readings ahead of time. The instructors also reported that they were able to see whether students were downloading the advanced organizers or reviewing them on the website. EXPF2 observed that students were viewing the advanced organizers frequently during the quiz assignments. EXPF1 reported in the concluding interview that she would not be using the organizers because she did not want to cover the course materials during class and would prefer for students to do it on their own time. EXPF2 and EXPF3 reported that they intend to continue use of the advanced organizers during
future semesters. Explicit comments regarding the advanced organizers are discussed in Research Question 2.

During my observation sessions with the experimental classes, I found the students’ reactions to be very positive. Many were using the advanced organizers during the lecture portion of the class and were asking questions if they were struggling with understanding a particular concept or definition. Similar to the findings presented by Nugent et al. (1980) on the use of advanced organizers, I found that they served as a useful tool for cueing students during class discussions. If students were struggling with answering questions during class, the instructor could direct their attention to their advanced organizer and wait for the student to provide an answer.

Group teaching activities were used to encourage students to review the content within the textbooks as it became very apparent that students had not completed the reading assignments prior to class. Assembling the students into small groups and assigning them a portion of the chapter to review and present to the class helped to engage the students in the instructional delivery as well as familiarize them with the content in the assigned readings and work in a collaborative learning environment. The instructors would provide students with approximately 20 minutes during a class period to work within their small group and summarize the key themes for their assigned section. Small groups were tasked with presenting to the class the definitions and topics, and providing examples that were different from what was provided in the textbook and relevant to the students enrolled in the course.

The following is an example of a group teaching exercise that was incorporated in EXPF3’s class. The assigned reading for the week was on the topic of communication
and power. The authors of the book presented power in terms of five paradigms. Students in the classroom were divided into five groups and each group was assigned one of the five paradigms of power. Each group had to take turns presenting their paradigm and what was unique about viewing power through their assigned lens. As each group took their turn presenting to the class, the instructor provided feedback to the students on the examples that they had come up with and added to their definitions and discussion to highlight when an excellent point had been made or when additional explanation was required. This activity was also a way to encourage all students to speak and contribute to the class discussion.

Another learner-centered instructional strategy that was incorporated into the experimental class sessions included an activity called Four Corners. This is an exercise where you place large sheets of paper in four corners (or stations) in the classroom. Each corner will have a particular topic. Students are divided into four groups and each group is assigned to a corner. Students are required to list as much information as they possibly can or provide examples for the topic that is written on the page in the corner. After five minutes, the students will rotate to a new corner. As students move from corner to corner, they will review what the previous groups have put on the paper and add to it. This activity should take 20 minutes for groups to rotate through the 4 corners. Once the students have rotated through all four corners of the room, the instructor can debrief the students and discuss what they listed on the paper (Silberman & Auerbach, 2013).

This activity was used to teach students in the experimental classes about logical fallacies. There were four types of logical fallacies that were presented: (1) slippery
slopes reasoning, (2) ad hominem attacks, (3) strawperson arguments; and (4) non sequitur. Student groups were tasked with providing as many examples as they could for each of the four fallacies. The instructor asked for a spokesperson from each group to present the list in each corner and the class had a discussion as to which examples were most applicable to the students in the classroom. The students appeared to enjoy participating in class and many shared during their interviews that they liked the activities. The students told me that they thought the different activities that were done in class helped them understand the course material more clearly.

An instructional strategy that was used frequently during the experimental classes was to task students with developing their own examples to explain various concepts in the book that differed from the provided examples. The instructors often challenged students to come up with examples that related to their everyday lives as college students, members of a family, or group of friends. These exercises helped students experience the content and put the theories into a more relevant context. An example of how student examples were used to make better sense of the assigned readings was during the class session that covered body language and communication. The authors of the book presented six aspects of body language: (1) chronemics; (2) haptics; (3) proxemics; (4) artifacts; (5) paralinguistics; and (6) kinesics. The book provided brief examples of the six aspects of nonverbal communication; however, none of the examples were similar or relevant to one another. Students were tasked with identifying examples of when these different aspects of nonverbal communication had been used during one of their class sessions. Students could identify examples of how the instructor, their peers, or themselves had demonstrated one of the six aspects during
class. The instructor also expanded on the class discussion by asking students when they have observed these different aspects of communication occurring when interacting with their family, friends, co-workers, or significant others.

Activities like the one mentioned above were used to help students construct clearer mental models of the class materials they were being presented. Caine et al. (2005) suggests that the construction of mental models helps students see how new ideas and experiences are related personally or academically to what we already know and believe. Having the students develop their own examples as to how the course materials related their lives as students or members of a family or social group, they were not only provided with more examples than what was initially provided in the book, but they were all able to make better sense of the material by relating to examples that they have observed and experienced themselves at one time or another.

Group activities were utilized as an experiential methodology into class sessions to provide students with an opportunity to interact with one another, the instructor, and the course material. The instructional strategies that included the group teaching, four corners, and the development of different examples followed the premise of constructivist theory that knowledge is constructed based on community interaction (Roberts, 2002; Slavkin, 2004). Jensen (2005) suggests that instruction needs to be balanced between passive learning and active learning. The group activities were often incorporated after the instructor had presented a lecture to the students or an initial presentation of the material was covered in the textbook and provided students with additional time to rehearse concepts that were previously mentioned.
Reflective writing was used at the end of some class sessions as a settling technique to provide students with an opportunity to reflect on the activities and the content that was covered during the class session. Jensen (2005) suggests that the last 10% of instructional time should be used for students to settle and reflect on the material that was presented. During the reflective exercises, the instructor posed a question to the students and often asked them to provide a one-to-three sentence response. Depending on the sensitivity of the topic, the instructor either asked students to share their responses with the group or the instructor collected the responses for review. An example of a reflective exercise that was used at the end of a class session is the minute paper. This is a great exercise when you want to assess whether a student has understood the course material that was presented during the class. After an instructor has completed the course activities for the session and is ready to dismiss their class, they can give their students one final activity before they leave. The minute paper provides students with an opportunity to practice their writing skills but also reflect on what they learned during the class session. It also assists them in developing the ability to concentrate, listen, and begin to see the whole as well as the parts (Angelo & Cross, 1993). The instructor poses one question regarding the course materials that were taught during the class and provides students with one minute to write down their response. The following is an example of a question that was posed to students during one of the reflective writing activities:

*We discussed several nonverbal codes today (i.e. gestures and body movements, facial expressions, eye behavior, voice, physical appearance, space and environment, touch, and time). Which codes do you think you need to spend more attention on while preparing for your speeches in COM 1010?*
Many of the students struggled with understanding the content that was included in the textbook as well as making connections between the textbook and their speech assignments. This activity was twofold in that it provided students with an opportunity to think about how they could incorporate concepts that they had just learned into their upcoming speeches and create a plan to do so. The activity also provided instructors with an opportunity to see whether students were demonstrating an understanding of the material and planning for upcoming speeches. By reviewing the student responses to the minute paper assignments, instructors could provide additional feedback to students during the speech delivery days as to whether they incorporated the concepts that they were planning to as well as provide additional examples in class if it became apparent that students were still struggling with grasping the material in the book.

**Feedback.** Students valued the feedback that was provided to them after they delivered speeches and recognized that this constant feedback assisted them with improving their public speaking skills. The following quotes are examples of students who appreciated the timely feedback:

- “Yeah after each speech or any written assignments he will definitely critique it and all of those things are helpful and I have gotten a lot better with my speaking over the course of the term.”- EXP2-S-IH [5273-5275]

- “Ya, and definitely even the occasions when she took aside class time to have us do mid-semester evaluations on her as a teacher which I thought was really nice. Most instructors I’ve had haven’t done that. They always wait till the end of the semester which doesn’t make sense because it doesn’t help you at all.”- EXP3-S-LO [7422-7425]

One student who was enrolled in one of the control group classes relayed her frustrations with not receiving any feedback or graded assignments throughout the entire semester. The student conveyed that they did not feel any improvement
throughout the semester because the instructor had not provided students with a
thorough critique of their performance. When asked if the instructor provided feedback,
the student responded:

- “Not in a timely manner...he is a very nice person but that might be one of his
downfalls.... the real point of COM1010 is learning how to speak. So I kind of
wished he critiqued us, like instead of saying “that was good”, say “that was a
good speech but you should have done this, this, and this”. Really we haven't
gotten any feedback yet for any of the speeches, we haven't gotten grades for
any of the speeches so I can't really say that he’s giving us feedback.” - CON3-S-
AD [4219-4227]

I did make an interesting observation when comparing student responses to the
question that asked how their instructor provided them with feedback throughout the
semester with data collected during the direct observation sessions. While students
recognized feedback that was provided to them after delivering speeches in the form of
a graded performance rubric, they did not recognize various forms of informal feedback
as being “feedback”. Examples of informal feedback that students did not recognize, but
were observed during class sessions, included the following:

- The instructor building off of the students’ responses during group discussions
  and making connections to the course content;

- The incorporation of asking students questions during lectures to determine how
  they were interpreting the course materials.

- The instructor walking around the room during group activities to assist groups
  and address any questions they may have;

- The instructor asking the students if they had any questions during class time; and
The instructor being accessible to meet with students and assist them with their speech outlines during designated independent work sessions in class.

The following is an example of a student’s response addressing whether their instructor provided feedback to them throughout the semester:

- “Ya. I mean when we submit all of our analysis papers and assignments, he writes back to us and comments on it and says please see my comments. He writes a lot in our rubrics when he grades us on our speaking. He doesn't give us feedback during class. Okay, well today, he said he'd come around and help us if we had questions.” – EXP2-S-AA [6487-6490]

**Instructional Strategies.** Results of the student interviews revealed that students prefer a variety of learning activities during class. Students found the group activities to be helpful with learning the material and making sense of the examples that were provided in the textbook. It also provided students with an opportunity to practice speaking in front of others while sharing responses to group assignment questions. The following include examples of how students found the learner-centered instructional strategies to be helpful during the semester:

- “She engages with us. She uses the classroom activities to keep us involved and I think if she didn’t do the activities, then it would be boring without it so.” – EXP1-S-SB [4851-4853]

- “There is a lot of group discussion, he will break up the PowerPoint and we will talk about it just briefly and then he will go into like a short video or he will bring up a daily speech and then after that he will bring up some group topics, then we will talk amongst ourselves and then we will talk overall as a class.” – EXP2-S-EJ [5038-5041]

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

**Expectations of Learning Environment.** Students who were interviewed from both the control and experimental classes conveyed that an optimal learning environment is
one in which the instructor is interactive, knowledgeable, and passionate about the subject that they are teaching. Student participants believe that it is important for instructors to establish a rapport with their students. The direct observations that were conducted throughout this study supported this view that students are more likely to engage in an environment where they have made a connection with the instructor. The following are excerpts from students discussing the importance for establishing a rapport with an instructor:

- “Yes, she is student-centered. Well, she asks us for our opinion and she doesn’t say you are right or wrong, you just give her your opinion pretty much and she never judges you on, you shouldn’t say that or that, you know, that’s your opinion.” – EXP3-S-LA [5929-5931]

- “The rapport is open and honest.” – EXP3-S-CS [6922]

- “His style is really laid back. It’s, it’s like very informative, you know he always has a lot of facts, I’d say that as far as his style it’s, it’s engaging like when he, he doesn’t just like talk at you, he talks with you and he has you participate also and like, and any feedback he wants from you, you can just give him, so he is real open.” – EXP2-S-EJ [5028-5031]

**Learner Needs.** One particular theme that did emerge from the student and faculty participant interviews was that of learner needs. Both groups of participants were asked what they would expect from a learner-centered teaching environment. While faculty participants described a learner-centered teaching environment as being participatory, engaging students, and encouraging student participation, they did not address the importance of understanding their learners as people. Student participants identified the importance of an instructor to be focused on the students as individuals and find ways to make the course material relevant. The following includes an example that a student provided in terms of relating content to the students’ lives:
“But if you pair people in different groups, A, people get to know each other better. In some classes I know everyone’s name. Some I don’t know anyone at all. So, basically gear it more toward the student. I’ve had teachers who connect well with students just because they talk, like act like students kind of and there’s some instructors like distance themselves. They’re just like here’s your assignment. Everyone sits by themselves, just very cold.” – CON1-S-SKS [970-976]

Another student recognized that even in a learner-centered teaching environment, the instructor will have the challenge of helping several students with different learning needs master the material. One student emphasized during the interview that not every student is passionate about the information being presented in class and may encounter challenges with learning the material depending on how much each student might be engaged. The following is an excerpt pertaining to the need to implement a variety of instructional activities:

“I think because you know any class could have, especially communication class, between like 20 to 30 people and everyone learns differently so I think that it’s important to do a variety of demonstrations in class like you know some worksheets, some group talking, so just a wide variety of things that can help every student in a way.” – CON2-S-AA [1217-1220]

Some students also suggested that an instructor is better positioned to evaluate their students’ performance if they focus on student learning on an individual level. The following excerpts are from students who stressed the importance for the instructor to understand them as a learner:

“She gives one on one attention and asks what our topic is on and what we are thinking about when we are going to be presenting. I think that really helps. Larger classrooms I guess, just offer office hour because, I mean it depends on if you’re like, a one on one teacher… most people do because they can actually evaluate a student’s interest, but it depends.” – CON-S-HM [2806-2813]

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

This point is further supported by the instructional design literature on learner analyses. Cennamo and Kalk (2005) advocate the importance for the instructor to be able to visualize the process that their learners will be experiencing as they identify instructional strategies which will help ensure a smooth transition from receiving information to experiencing it. Instructors need to understand their learners’ perspectives and opinions on various topics that are presented during class so that they can present examples and learning opportunities to students that they can relate to on both a personal and academic level.

Constructivist learning theory is rooted in three principles that learning results from personal interpretation, the exploration of multiple perspectives, and social interaction that occurs in realistic and relevant situations (Richey et al., 2011). Collaborative learning should be a social experience where the instructor interacts with students where the instructor learns from the students, students learn from the instructor, and students learn from each other. Slavkin (2004) states that “knowledge should be socially created” (p. 44). Erlauer (2003) further affirms what Roberts (2002), Jensen (2005) and Slavkin (2004) believe students need to experience in order to process and retain information.

When students can share their own knowledge and skills with others, not only do the “receivers” gain because they learn something new, but the student who is acting as the teacher will solidify his or her knowledge teaching it to others (Erlaurer, 2003, p. 145).

During the collaborative group activities throughout the semester, I observed students taking a more active role in their learning. Students were working together in
their small groups and helping one another better understand the material before they had to present or discuss with the class. I perceived that students felt obligated to participate in small groups so that their peers felt that everyone was contributing to the activity. Students would have had an easier time avoiding class participation if the instructors had not arranged for group activities during class. The group activities and informal presentations during the class sessions helped students become more acquainted with one another which helped students feel more comfortable presenting in front of their peers during speech days. This reinforced what Chou (2011) and Dallimore et al. (2008) found after incorporating additional communication strategies in an oral communication course. Students were better equipped to engage their audience in conversation during their speeches as well as other class activities.

Learner-centered instructional strategies (Doyle, 2008) are very much rooted in constructivism in that they involve students taking a more active role in their own learning, participating in discovery learning, evaluating their own learning, collaborating with others in problem-solving, and taking learning risks that promote critical thinking. During my observations of the classes throughout the semester, I noticed that the instructors who took the time to get to know their students as people were better able to personalize examples during class and relate the content to the students on a more personal level. When students had been encouraged to share their hobbies, career aspirations, and part-time jobs, the instructor and other students could connect examples to those individuals in the classroom. This promoted Slavkin’s (2004) stance that knowledge is constructed based on community interaction. This sense of community interaction not only made the course materials more relevant to the
students, but it also contributed to a more comfortable learning environment where students appeared less nervous and anxious to present to the class during the speech delivery days.

Having the instructors get to know the students and relate examples to their own personal and academic experienced conveyed to the students that their instructor was taking a particular interest in their learning. I observed that students in the experimental classes asked more questions during class time, answered more questions that were posed by the instructor, and built off of their peers discussion points during class. The collaborative learning activities established camaraderie between the students and their instructor and contributed to a more enjoyable class throughout the semester.

Research Question 2: What challenges do educators experience while implementing learner-centered instructional strategies within a course?

I collaborated with the experimental faculty members to incorporate learner-centered instructional strategies within their classes. This design-based research project required me to work with each of the three experimental faculty participants on an individual level. These faculty participants were interviewed at the beginning and the end of the study to determine if they had noticed a change in how they were teaching as well as to provide insight as to any challenges they may have encountered while participating in a cognitive apprenticeship. I also observed each of the faculty participants five times throughout the semester to see how they were incorporating learner-centered instructional strategies within their classes.

The single overarching challenge for faculty participants and an emerging theme throughout this study was the lack of student preparation. Learner-centered instruction
encompasses a more active approach to learning that places a greater amount of onus on the student to take a more participatory approach to their learning. It proved to be difficult to engage students in active learning when they were not prepared or familiar with content being covered during the non-speech days. During non-speech days, the instructors would cover readings from the textbook that had been assigned that provided students with an overview to communication theories and practice. Faculty members experienced difficulty with engaging their students during lectures when the students had not read the assigned readings prior to attending class. Students did not participate in answering questions, and were unable to provide examples or contribute to any discussions. Learner-centered instructional strategies often involve students taking a more active role in their learning by participating in class discussions, evaluating their learning, problem solving and engaging in reflection. It was difficult to incorporate active learning strategies within the class where students could manipulate the course material when they had demonstrated no knowledge of the content that was presented in the textbook. Students were not familiar with any of the key terms or topics that were in the textbook and often had to be prompted to take their textbooks out and follow along during lectures.

Another factor that effected student preparation was the textbook that was assigned to the course. Several students admitted to struggling with the course textbook and being able to relate the contents of the book to their speech communication course. In an effort to standardize instruction across all sections of COM 1010, a committee had been formed to identify and select a textbook that would be used by all instructors. The committee had reviewed over 25 textbooks and expressed a desire to select a textbook
that expanded on the fundamentals of speech communication and incorporated public advocacy. Faculty participants also identified during interviews that the textbook was too advanced for an introductory undergraduate course and efforts have been made to attempt to find a different textbook to use for future semesters. During the course of this study, four of the six participants were using the regular textbook and two faculty participants were using the newer version (one in the control group and one in the experimental). Students identified challenges with the second book as it contained a great deal of content and many of the resources were only accessible via an online format.

During this study, I read the textbook in order to create the advanced organizers and learner-centered instructional activities for the experimental classes. I found the book very difficult to navigate through and found it to be more suitable for a graduate seminar course. The textbook covered very little in terms of public speaking and was more of a culmination of the authors’ politic beliefs as they related to public advocacy and activism. The new textbook that was used by two instructors in this study (one in control group and one in the experimental) was much more focused on public speaking. While creating the advanced organizers it took me three times as long to create learning activities for the classes using the old textbook as compared to the new book as it was hard to read and identify the key points that the authors were trying to make in each chapter. If the authors stated that there were three paradigms to be aware of in a chapter, I often had to re-read the section several times in order to find information on the third paradigm being discussed as the authors did not allocate equal space to each paradigm. It became very apparent to me why the students were not reading the book
ahead of time. During the student interviews, several students shared with me that the book was difficult to read and relate to and that after several attempts, they stopped reading prior to class.

In an attempt to offset the lack of student preparation prior to class time, various learner-centered instructional tools were used to assist students with familiarizing themselves with the course material and textbook during actual class time. Advanced organizers were created to help guide students through the readings. Jensen (2005) describes advanced organizers as handouts that are given to students to provide them with an overview of the learning content being presented. The organizers may consist of definitions; fill in the blank activities, questions for students to answer as they read through the assigned materials, or space for the students to write their own notes. Advanced organizers were used to help students organize the contents of each chapter at a higher level of generalization and simplification (Richey et al., 2011). Students were encouraged to complete the advanced organizers as their instructor lectured on materials and reviewed the content.

The faculty participants in both the control and experimental groups shared with me during the interviews at the beginning of the study that the majority of the students did not read the textbook and struggled with participating in class. After observing the lack of participation and anxiousness of the students during the first two weeks of the semester, I thought that incorporating advanced organizers would help students navigate through their readings and highlight some of the important concepts that the instructors would be covering in class. I also thought that providing the students with the advanced organizers would help the faculty participants in the experimental group with
their lesson planning. By reviewing what was being highlighted in the assigned readings, the instructors could make sure that they were incorporating the content that was included in the advanced organizers into their lecture. It was my intent that by incorporating the advanced organizers, students would have a consistent method for organizing their notes during class and would have some knowledge and familiarity of the material that would enable them to participate in other active learning activities that I wanted to introduce to the class.

Two faculty participants stated that they found the advanced organizers to be very helpful for the students and for guiding the structure of their individual lesson plan. A few students shared during the student interviews that they found the organizers to be helpful preparing for quizzes and examinations that were based solely on the content of the book. The use of advanced organizers supported the positive findings presented by Nugent et al. (1980) when organizers were used as a cueing technique to increase comprehension of course materials. The following are some comments that the faculty participants shared in regards to the advanced organizers and active learning strategies that were incorporated to assist with the textbook:

- “I think that I’m probably incorporating more of the textbook materials into the class lectures than I normally would or have in the past. I think that’s partly also due to the new textbook that is more fact oriented. I do think that I’m doing more of it. I’m not sure if I’m going to continue doing that in the future as I get more accustomed to that textbook and work out in class activities that relate to it but don’t involve going over it in class...” – EXPF1-I2 [1-310]

- I think the one struggle is the chapter organizer and it’s in getting them to use it the way it’s meant to be used and I feel strongly that if I could literally hand it to them at the beginning of each class period, they would use it because I would be giving them a piece of paper and it would be in front of them. But the department is trying to be paperless so I have to post everything on Blackboard...My thought is that I’m going to continue using it because I think it’s a great tool. I’ve seen some improvements. I’ve seen some students that do use it who bring it into
class use it during class, they add to it, they read from it. I think going forward I’m going to make that a requirement in terms of allowing points… When we did the mid-semester evaluation, I did get feedback from them and the majority of it was that I was doing fine. The question that asks, what can they do to fix what’s not working in the class…typically they said to read more and be more prepared and use the chapter organizers too.” – EXPF3-I2 [585-836]

I did observe that when the instructors used the advanced organizers during class, some of the students expected the instructor to tell them exactly what they needed to know. EXPF1 went through the advanced organizers with the students during class and helped provide them with answers and they were filling in the blanks. EXPF3 directed students to their textbooks if they were unable to find an answer to a question included in the advanced organizer and provided the students with time to navigate through the book before providing the answer. Instructors need to be cognizant that the advanced organizers are meant to assist students as they go through the material. Students will be better able to retain information if they are responsible for finding the answers as opposed to relying on the instructor to provide them with all of the information.

Collaborative active learning strategies were also incorporated throughout the experimental classes in an attempt to help students familiarize themselves with the material. Examples of collaborative active learning strategies that were used include group discussions, group teaching methods, and role-playing simulations. Most often, these collaborative active learning strategies were introduced to the class after the faculty participant provided an initial overview of the content in the assigned readings. During these activities, students were often tasked with creating different examples than what were listed in the book as they may relate to an undergraduate college student. This helped organize the course content in a context that was more relative to the
learners and also served as a way to present students with a mental model for comprehending new concepts (Caine et al., 2005).

A second challenge that experimental faculty members encountered while implementing learner-centered instructional strategies included planning the design of instruction. Two of the experimental faculty participants were very enthusiastic to try new instructional strategies within their course but did recognize that it took a lot of preparation to incorporate more active learning strategies within their lesson plans. This enthusiasm was demonstrated through emails that I would receive throughout the semester as the instructors prepared for their classes or let me know how different activities worked or didn’t work. The lesson plans and communication with me throughout the semester provided the instructors with an opportunity to articulate (Collins, 1989) their thoughts as they were incorporating additional instructional strategies in their classes. Faculty participants were faced with the challenge of having a contingency plan prepared to deal with student the absenteeism issue when it occurred. The incorporation of the three reflective exercises throughout this study helped the faculty members begin to strategize how they might adjust the activities for subsequent classes. The following is an excerpt from one of the faculty participants who experienced a challenge implementing an activity when several students were absent from class:

- “Having only 8 students at the beginning of class was troubling. I had a group activity with six groups coming up shortly. This did unnerve me for a bit…. I conceptualized a new activity that I called group debate which leads from a small group discussion, to a large group discussion, finally with a student from each group presenting. While it did not go as plan, due to my mistake, I think by organically selecting groups, it can work in to indicate the diversity of many issues we face in life. The primary questions I asked them was what is the media’s role in society and what do we need to do about it. I think both of these
questions have a multitude of answers and I was trying to illustrate that by placing them in 4 or 5 groups of like minded opinions and have them present why they believe what they do. I ended up getting two real groups of opinions, so some of the diversity was lost.” – EXPF2 [R2]

One of the faculty participants revealed that she felt that she had become less learner-centered throughout the course of the study due to the amount of preparation required to implement learner-centered instructional strategies. The faculty participant stated that she preferred to be a spontaneous instructor and often did not decide what she would cover during a class session until the actual day of the class:

- “I’m usually more spontaneous…And I still don’t always know what I’m going to do until the day before or the day of if things change on the ground.” – EXPF1-I2 [1-310]

This faculty participant struggled with articulating her lesson plans throughout the study and appeared to be hesitant to try different strategies throughout the semester. I worked with the experimental instructors to divide their lesson plan into three sections: (1) before; (2) during; and (3) after. This was done so that they could articulate what information they would include in the briefing and debriefing sections. In order to divide up the lesson plan, the instructors were expected to know what activities they were planning on using prior to teaching the course. While it become very important for the instructors to have a contingency plan in case too many students were absent, I still believe that it was necessary for them to know what they were going to present in class and what instructional strategies they were going to utilize to do so.

One challenge that I encountered during this study as I was selecting learner-centered strategies for the instructors to implement was teaching them how to incorporate settling. Jensen (2005) describes settling as a process that takes place at the end of a class where the learner is provided with time to review and reflect the
information that has just been presented to them. The settling process typically occurs during the last 10% of a designated class time. I worked with the experimental instructors to incorporate debriefings to assist students during the settling phase. The reflective writing exercises such as the minute paper, test questions, and muddiest point (Angelo & Cross, 1993) provided students with opportunities to reflect on topics that had been recently discussed during class and establish goals for incorporating course material into their upcoming speeches.

The reflective activities that were incorporated into the settling phase of the class had the potential to provide instructors with feedback on student performance as well as another opportunity for the instructors to customize their feedback on student speeches. I encouraged the instructors to review the students’ responses to their reflective activities; however, none of the experimental instructors shared with me during the concluding interview that they found the activities to be beneficial in terms of feedback. I got the impression that the instructors were more focused on having the students engage in reflective practice that they did not recognize how the reflective activities could be of use to them. This is something that I would like emphasize in future research that addresses the incorporation of learner-centered instructional strategies.

Another challenge that I observed during the semester was that students had difficulty recognizing when they were being provided with feedback from their instructor. During the student interviews, students conveyed to me that they only received feedback from their instructors when they had to deliver speeches or submit an essay. During these types of assignments, the instructors provided them with a standardized rubric where they could share feedback with the students. Students failed to recognize
when informal feedback was being provided. I observed several times throughout the semester instances where the instructors were asking students if they had any questions pertaining to the course readings or upcoming assignments. The instructors in the experimental group walked around during the group activities so that they could be accessible if any of the small groups had questions relating to the activity. I think that students would have benefited from being told during the debriefing phase of the class how the instructor provided feedback on their performance. Not only would this communicate to the students that they were provided with feedback, it would also assist students with recognizing that they were making progress throughout the semester.

**Research Question 3: What is the difference in perception of motivation, if any, between students enrolled in a course where the educator is participating in a cognitive apprenticeship as compared to students enrolled in a course where the educator is not participating in a cognitive apprenticeship?**

Students in the control and experimental classes were administered a survey at the end of the semester to measure their perceptions of motivation in regards to the instructional strategies that were used during their speech communication classes. A total of 109 students completed the surveys. In addition, 36 students, from each of six classes that participated in this research study, also participated in an interview at the end of the semester to discuss the types of instructional strategies that were used during class as well as their preferences for a learning environment that is conducive to their needs.

The survey that was adapted from the Course Interest Survey and Instructional Materials Motivation Survey (Keller, 2010) looks at perceptions of motivation across four
subscales: attention, relevance, confidence, and satisfaction. The results of the survey indicated that there was statistical significance with students enrolled in the experimental faculty participants’ classes being higher in terms of the attention subscale, relevance subscale, and the overall ARCS score that is assigned to the survey.

It can be speculated that students’ attention was maintained during class time due to the number of and variety of learner-centered instructional activities that were incorporated throughout the semester. Various collaborative active learning exercises provided students the opportunity to work in groups, promote interaction and apply information from the textbook to everyday life. Student interviews revealed that they preferred a variety of activities and wanted relevant examples.

- “We had a guest speaker last [week] and I learned more in his forty minute lecture than I have the entire semester because he was very engaging and had really good real life examples and broke everything down. He kind of kept asking us how we felt instead of just telling us.” – CON-S-EL [604-608]

- “To be honest, I wish he’d do more. Like right now you just asked me if there are any activities. There’s none.” – CON1-S-SKS [865-867]

- “She brings examples and like the way she explains things is like really sophisticated and she breaks it down, I think it’s sentence by sentence, and everybody understands and we are all just like oh that’s what the books talking about.” – EXP3-S-MK [6058-6060] referring to activities that EXPF3 incorporates within the classroom.

- “She engages with us. She uses the classroom activities to keep us involved and I think if she didn’t do the activities, then it would be boring without them.” – EXP1-S-SB [4851-4852]

- “I found the group activities helpful. We get to work with each other and some people… a lot of people don’t read the book so when she gives us 10 minutes or so to do it with our group we kind of read the book and present our information to each other, which helps us understand it.” – EXP-S-TS [6218-6221]
“Yeah, a lot of examples, she uses a lot of examples, like I said the book was really hard to understand. She made it easier using a lot of examples, not from the book, but she is like real life related examples.” – EXP3-S-LA [5767-5769]

I observed that students that were interviewed from the experimental groups talked more about feeling comfortable with delivering speeches as compared to students interviewed in the control groups. Students in the experimental groups made comments that they were comfortable with presenting and that they were presenting with friends. I believe this to be in part of the community interaction that was present in the experimental classes as students participated in the collaborative group activities. More students were participating in class and engaging in class discussions in the experimental groups. I did not observe much student interaction between students enrolled in the control classes. I observed students occasionally having sideline conversations during class but I did not observe at any point students building off other students’ ideas and discussion points.

Another observation that I made in terms of motivation while interviewing the students was that students in the experimental group found the course to be much more relevant to their lives than what they had initially anticipated prior to taking the class. Greater emphasis was placed on reviewing the content in the textbook and accentuating examples that students could relate to on a more personal level. Students shared during their interviews that the instructors in the experimental group were able to provide them with lots of relevant and real-life examples of how they could implement what they were learning into their everyday lives. I was not provided with that feedback from any students that were interviewed from the control classes.
I observed very few active learning activities during my observations of the control group classes. During my five observations of CONF1, I observed the instructor reviewing content from book on two different occasions. During these sessions, I observed the instructor reading the key terms directly from the book to the class. On one occasion, I observed CONF1 read aloud from the questions that were included at the end of the chapter in the textbook. Students were not provided with any time to think or answer the questions. CONF1 immediately provided an answer after reading each question and did not call upon any students. During this session, the students sat at their desks following along with their textbooks. Others were on their cellphones and a few were sleeping. The other three sessions that I observed consisted of the instructor reviewing upcoming assignments and students delivering speeches. I intentionally tried to avoid attending classes during speech delivery days in order to see how the various learner-centered strategies were being incorporated within the classes; however, I was unable to do so in CONF1’s class due to the fact that students did not attend class on days that they had been assigned to speak and often had to have make-up speech sessions.

I only observed CONF2 incorporating learner-centered instructional strategies on two occasions. During the first day of class, I observed CONF2 incorporate an icebreaker to help students introduce themselves to the instructor and their fellow peers. Students in CONF2’s class expressed during their interviews that they enjoyed this activity and wished that they had more of these throughout the semester. I also observed CONF2 engage the students by showing them different videos of both good and bad speeches performed by students, celebrities, and political figures. After watching the speeches,
the instructor provided students with a few minutes to write down their thoughts on what they liked about the speech and what they didn’t like. The instructor then called upon students to share their thoughts with the class. This provided a great opportunity for the instructor to further set the expectations for students as they were preparing on delivering their own speeches. I did observe that many students did not attend class on their designated speech day which caused some challenges for the instructor to carry on with the class. I did observe CONF2 consistently briefing and debriefing students during every session on upcoming assignments, but I did not observe CONF2 briefing on any content that was covered in the textbook or the assigned readings.

CONF3 engaged students at the beginning of each of the five classes that I observed by asking students to share any examples they had seen in the media or their personal lives of public speaking occurring. This often led to students discussing different speeches that they had watched of political figures in the news. During my second observation, CONF3 administered a practice quiz to the students to help prepare them for an upcoming online quiz that they were going to be required to take that week. The students were provided time to complete the quiz individually, and then were asked to exchange their papers with the person sitting next to them. CONF3 went through all of the answers with the students. I did not see CONF3 collect any of the quizzes from the students as this was done more as an exercise to better prepare them for the quiz later that week. I thought that this was an excellent activity to prepare students for the upcoming quizzes by providing them with a preview of what would be expected. I do think that CONF3 would have benefited from seeing how well the
students initially did on the quiz so that he could place more emphasis on the materials that they were struggling with.

CONF3 had a very good rapport with the students in the class and had created a very relaxed classroom environment. I did not observe much teaching occurring during my observation sessions. I observed CONF3 reading excerpts from the textbook verbatim to the students and reviewing one of the assigned chapters. The instructor did not pose any questions to students throughout the entire lecture and students say in their seats copying down what information was on CONF3’s PowerPoint slides. The other times that I attended CONF3’s classes, the instructor spent a great deal of time during class showing the students videos of speeches or random videos that CONF3 thought that the students would find funny but had nothing to do with the course content or public speaking. I do think that providing students with examples of speeches was a good instructional strategy in that it modeled good public speaking examples for students, but I think that a lot of the videos were used as a crutch and as a means to avoid teaching any content from the book.

While I only observed one-third of the classes that were taught by the instructors in the control and experimental groups, I do feel confident that I was able to ascertain an accurate impression of their teaching style and watch activities they typically employed during class. This research question attempted to determine whether there was a difference in perception of students’ motivation in the experimental group as compared to the control groups. The results of the survey that was administered revealed that there was statistically significant in terms of the attention and relevance subscales, Students confirmed this during their interviews where they shared with me the
instructional strategies or lack thereof that were being used during class. Saleh (2011) conducted a research study that implemented Jensen’s (2005) brain-based teaching approach by incorporating briefings, debriefings, and opportunities for collaborative learning within a high school physics class. The results of my study are similar to Saleh’s (2011) in that my findings suggest that students who were in the control classes and were not exposed to learner-centered instructional strategies were unable to accurately determine the relevance of the course content that they were presented with.

**Research Question 4: What is the difference in perception of motivation to teach using learner-centered instructional strategies, if any, between educators participating in a cognitive apprenticeship when compared to educators who are not participating in a cognitive apprenticeship?**

The six faculty participants were interviewed at the beginning of the study and conveyed that they all felt relatively confident in terms of their teaching capabilities. I did observe that there was a difference between the faculty participants’ perceptions of how they taught compared to what was observed. Limited research has been done comparing educators’ perceptions of teaching and actual performance (Chan & Elliott, 2004; Samuelowicz & Bain, 1992). An observation that I made during this study that I found to be of particular interest was when I asked the six instructors at the beginning of the study and the semester whether or not they would consider themselves to be learner-centered instructors. Only two instructors, both from the experimental group) were hesitant to say that they were absolutely certain that they were learner-centered. Ironically, the two that expressed that they strived to be appeared to be my most learner-centered throughout the study.
All six instructors conveyed to me during the initial interview that they were very learner-centered and had provided examples of how they created a participatory learning environment and engaged the students in activities. I was able to confirm what two instructors (EXPF2 and EXPF3) said about their teaching through my observations. I found EXPF2 and EXPF3 to be very honest with what strategies they tried to incorporate in class and challenges that they had experienced teaching the material. I found that EXPF1 perceived herself to be learner-centered but did not engage students as much as what she thought she did. EXPF1 did discuss in the initial interview challenges that she had experienced with engaging students and we worked to identify the collaborative learning activities mentioned previously to encourage the students to take a more participatory role during class.

I was disappointed with the three instructors in the control group because I felt as though they provided me with answers that they thought I would interpret as being socially acceptable. I did not witness many of the active learning strategies taking place that they had said they incorporated on a regular basis. I did observe consistency of teaching during my five observation sessions which leads me to believe that I would continue to observe the same things whether I had observed their classes during additional observation sessions. Student interviews confirmed my observations of CONF1, CONF2, and CONF3 as well as the survey that was administered to students in their classes.

I do believe that CONF3 attempted to be learner-centered in getting to know the students in his class. I found that he often engaged in conversation with them at the beginning of class to hear about what their pastimes were and try to find commonalities.
This helped to create a relaxed learning environment and the students seemed comfortable engaging in conversation. I did not observe CONF3 connecting any of the content from the textbook to the students which I think he could have easily done as he had gotten to know many of them throughout the semester. I believe that the students would have benefited from having an opportunity to link examples in the book to the context of their own lives, which would have improved their relevance subscales on the survey.

During the cognitive apprenticeship, I found that all three instructors were eager to participate in the study and try new instructional strategies. Throughout the course of the semester, I found that EXPF1 appeared to have lost some interest and was reverting back to passive strategies that had been used in the past. I would meet with EXPF1 after I had observed her class and she was always willing to sit down and discuss what had worked well in the class and what she thought hadn’t worked well. I found that EXPF1 tried to justify why she couldn’t try certain instructional strategies that I had provided her with and frequent excuses that I was provided with were that she was focused on reviewing the material in the new textbook or that she had simply forgot. EXPF1 recognized that she needed to do a better job at the briefings and debriefings although I did observe her trying to incorporate them into the class sessions. I think if the time allotted for the cognitive apprenticeship had been increased and I could have directed the instructors in the experimental group longer, the increased repetition might have helped EXPF1 with remembering to incorporate all of the elements of the briefings and debriefings. I had to send reminder emails to EXPF1 to complete the three reflections for the study and I did not receive a third reflection.
EXPF2 was very eager to participate in the cognitive apprenticeship and communicated frequently with me throughout the entire semester. He was willing to try any instructional strategies that I provided to him and would also send me activities that he was considering to implement that he wanted my feedback on. I received emails from EXPF2 throughout the semester on days when I had not observed the class to let me know if certain activities that I had provided him with worked well or any new strategies that he had tried to implement. I met with EXPF2 after each observation session and that time was often spent discussing challenges he had experienced and him asking me for feedback on how to improve certain activities for future semesters.

EXPF3 was also very enthusiastic to participate in the cognitive apprenticeship and was very willing to attempt to implement the instructional strategies that I had provided her with. She, too, emailed me throughout the semester to let me know when she had tried one of the strategies how it had worked. I met with her after each observation session and she shared with me different instructional strategies that she was planning to incorporate and wanted my feedback. Both EXPF2 and EXPF3 sent me their lesson plans throughout the semester and were diligent with incorporating the briefing and debriefing strategies in class. Both used PowerPoint slides at the beginning and end of class with headings that said briefing and debriefing so that students recognized when they were occurring.

A survey adapted from Keller’s (2010) Course Interest Survey an Instructional Materials Motivation Survey was administered to the faculty participants at the end of the study. Unfortunately the comparison of faculty scores between the responses of the
control and experimental groups did not yield significant results. This could be attributed to the low sample of faculty participants in this study.

Another explanation for why there was no difference between faculty participants could also be due to the participants’ perceived levels of confidence in regards to their teaching capabilities. Faculty participants assigned to the control group were unaware of which faculty members were in the experimental group and what types of instructional activities were being utilized within the cognitive apprenticeship. There may have possibly been a greater difference if faculty participants in the control group had been made aware of what strategies were being used in other classes as compared to the strategies that they were currently using.

As the researcher carrying out the cognitive apprenticeship, I had a much easier time working with EXPF2 and EXPF3. I felt as though I had established a rapport with them and the frequent updates helped to build on our working relationship. I found that I was difficult to provide EXPF1 with feedback on strategies simply because I wasn’t asked to provide my opinion and instructional strategies were shared with me in advance during the end of the cognitive apprenticeship. EXPF1 was much more engaged during the first phase of the cognitive apprenticeship when I was providing all of the handouts and materials and instructional strategies to the instructors in the experimental group. I found EXPF1’s interest to have disappeared slightly during the second and third phase of the cognitive apprenticeship when they were required to come up with their own strategies. EXPF1 did develop and incorporate new strategies however, those were only shared with me during the two reflections and the observation sessions that I attended.
Referring back to the basic principles of constructivism that suggests that learning results from personal experiences, exploration of multiple perspectives in realistic and relevant situations (Richey et al. 2011), I think the instructors in the experimental group could have benefited from sharing ideas with one another and brainstorming solutions to challenges that they were experiencing in the classroom. I think that EXPF1 would have found it helpful to see how other instructors were incorporating learner-centered strategies and may have been more motivated to participate in the cognitive apprenticeship knowing who the other participants were.

**Limitations**

There were some limitations attributed to this study. All six faculty participants had different levels of teaching experience and were not necessarily at an equal baseline at the start of the study. All six participants volunteered to be a part of the study prior to knowing whether they had been assigned to the control group or the experimental group. This demonstrates that all of the faculty participants had been willing to participate in the cognitive apprenticeship if assigned to the experimental group.

There were limitations associated with the recruitment of student participants. Due to the low attendance during non-speech day classes, I was limited with the number of students who participated in completing the student surveys. While each class provided a high response rate, it would have been helpful to have had more students participate. The student interviews were voluntary and there was not equal representation from all six classes that were observed during the semester. The structured interviews assisted with maintaining consistency with questions; however, it would have been more fruitful
to have gained more student participation as well as have known what their anticipated final grades were going to be in the course.

The amount of time allocated for this study also posed a limitation. This study was conducted over the course of a 15-week semester. While the cognitive apprenticeship was divided into three phases to allow me to use a scaffolded approach to providing guidance to the faculty participants, it would have been beneficial to work with the experimental faculty participants for a total of two semesters, with the cognitive apprenticeship taking place in the second semester. Due to course assignments, I was unable to schedule the study for two semesters due to the difficulty of ensuring that instructors would be teaching the same course during two consecutive semesters.

The standardization of course assignments proved to be an advantage as well as a limitation. Having mandatory assignments, grading rubrics, and the same textbook for all sections of COM 1010 provided consistency for the study; however, the inflexibility of the course posed challenges for faculty teaching the course. It would have been interesting to extend the learner-centered approach beyond instruction during the class sessions and provide students with assignments that followed suit.

The results of the Course Interest Survey and the Instructional Materials Motivation Survey (Appendix K) that were administered to students in the control and experimental groups revealed that students’ perceptions of motivation were higher in the experimental groups where learner-centered instructional strategies were included within the class sessions as compared to students in the control groups. An additional limitation of the study was not having access to students’ final grades in the course. It
would have been interesting to compare the students’ results with their perceptions of motivation towards learning.

**Implications for Instructional Design**

This study poses implications for instructional design. The first implication is that the cognitive apprenticeship framework can be a viable instructional model for training faculty in higher education settings to improve their teaching capabilities. Currently, there is a paucity of literature as to how educators in higher education are trained in regards to selecting instructional strategies. The field of instructional design could benefit from future research that explores how further utilization of the cognitive apprenticeship can impact educators over time.

A second implication for the field includes the importance of instructional sequencing when introducing learner-centered instructional strategies into a learning environment. Duncan (1996) suggests that it is important for instructors to provide realistic and relevant examples to their learners as well as opportunities for the learners to apply the newly acquired knowledge and skills in a realistic context. Students’ perceptions of a learner-centered environment during this study highlighted the need for instructors to be able to assist students with making sense of the material being presented to them and relate it to the context of their own lives.

A third implication is that the use of reflective practice as a training tool was very helpful for faculty participants. By engaging in reflection and recognizing the challenges they experienced while trying new instructional strategies, participants were able to begin strategizing for how they may alter the activity for a future class session. This period of strategizing and problem-solving may otherwise have been overlooked or not
addressed until the next semester when teaching that particular activity, had the faculty participant not taken the time to complete the reflection.

**Future Research**

Further research is needed on the use of cognitive apprenticeships and educators. There is significant variability among studies which have implemented a cognitive apprenticeship framework to teach new skills. There are no studies to date that have explored the length of time given to implementing cognitive apprenticeships. Research in this area could help address training needs for pre-service educators and instructors teaching for the first time.

Additional research exploring the impact that communities of practice could have on the success of a cognitive apprenticeship is another area that could contribute to the current body of literature. Due to time constraints for implementing this research study and differences between the COM 1010 class sections, the development of a community of practice to facilitate the cognitive apprenticeship framework would have proven to be very difficult to implement. It would be of interest to explore whether establishing a community of practice would impact a participants' performance as compared to other participants who do not engage in any community activities.

**Summary**

This study was successful in taking an ethnographic approach to explore how students learn in a learner-centered teaching environment. Through qualitative and quantitative data collection methods, challenges that instructors may experience while implementing learner-centered instructional strategies were indentified. Through multiple methods of data collection, this study revealed that students participating in a
learner-centered teaching environment yield higher perceptions of motivation towards the course content as compared to students who were not participating in a learner-centered teaching environment.

To date, there have not been any studies that have looked at utilizing a cognitive apprenticeship framework to educate instructors teaching in an undergraduate learning environment. This study indicates that the cognitive apprenticeship framework can be successfully incorporated to train educators and can serve as a baseline for future research studies exploring instructional strategies and undergraduate faculty.
APPENDIX A

WAYNE STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL

LETTER

NOTICE OF EXPEDITED APPROVAL

To: Jill Stefanik
    Administration & Organization Stud

From: Dr. Scott Mills
    Chairperson, Behavioral Institutional Review Board (B3)

Date: November 15, 2012

RE: IRB #: 107712B3E
    Protocol Title: The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies in an Undergraduate Learning Environment
    Protocol #: 1210011412

Expiration Date: November 14, 2013

Risk Level / Category: Research not involving greater than minimal risk

The above-referenced protocol and items listed below (if applicable) were APPROVED following Expedited Review Category (7) by the Chairperson/designee for the Wayne State University Institutional Review Board (B3) for the period of 11/15/2012 through 11/14/2013. This approval does not replace any departmental or other approvals that may be required.

- The IRB has determined that all applicable criteria for expedited approval have been satisfied.
- A request for waiver of the requirement for written documentation of informed consent (for Student Survey) has been granted according to 45 CFR 46.117(1)(2). Justification for this request has been provided by the PI in the Protocol Summary Form. The waiver satisfies the following criteria: (i) the research involves no more than minimal risk to the participants, (ii) the research involves no procedures for which written consent is normally required outside of the research context, the consent process is appropriate and an information sheet disclosing the required and appropriate elements of consent disclosures will be provided to participants.
- Revised Protocol Summary Form (received in the IRB Office on 11-15-12).
- Receipt of a Letter of Support from (1) Interim Basic Course Director, and (2) Chair of the Department of Communication.
- Data Collection Tools: revised "Observation Tool", revised "Faculty Interview Question Guide (Experimental and Control Groups)", Student Interview Question Guide, Faculty Survey, Student Survey, revised "Faculty Participant Reflection Questions".
- Research Protocol, received in the IRB Office on 10-22-12.
- Research Information Sheet - Student, dated 11-08-12.
- Research Informed Consent - Faculty, dated 11-15-12.

* Federal regulations require that all research be reviewed at least annually. You may receive a "Continuation Renewal Reminder" approximately two months prior to the expiration date; however, it is the Principal Investigator's responsibility to obtain review and continued approval before the expiration date. Data collected during a period of delayed approval is unapproved research and can never be reported or published as research data.
* All changes or amendments to the above-referenced protocol require review and approval by the IRB BEFORE implementation.
* Adverse Reactions/Unanticipated Events (AR/UE) must be submitted on the appropriate form within the timeframe specified in the IRB Administration Office Policy (http://www.irb.wayne.edu/policies-human-research.php).
APPENDIX B

FACULTY PARTICIPANT CONSENT FORM

Research Informed Consent-Faculty
The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies in an Undergraduate Learning Environment

Principal Investigator (PI): Jill E. Stefaniak
Wayne State University
College of Education
Instructional Technology
248-762-4990

Purpose
You are being asked to be in a research study that will explore what types of instructional strategies are used in undergraduate learning environments because you are teaching an undergraduate course that is being offered during the Winter 2013 semester. This study is being conducted by a doctoral student at Wayne State University in fulfillment of their dissertation requirement. Instructional strategies including sequencing, interactions between educators and students, and opportunities for students to engage in active learning will be looked at through direct observation. Interviews will be conducted with educators to discuss the various challenges that they encounter while teaching. This study will include surveying instructors and their students regarding their perceptions of the effectiveness of particular teaching strategies. Students will be interviewed to provide information pertaining to challenges that they encounter while learning. Educators will participate in a cognitive apprenticeship throughout the semester that will provide them with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories.

Please read this form and ask any questions you may have before agreeing to be in the study.

The purpose of this study is to observe what instructional strategies educators currently use in undergraduate classroom settings. Interviews will be conducted with educators to discuss the various challenges that they encounter while teaching. Students will be interviewed to provide information pertaining to challenges that they encounter while learning. Instructors will be enrolled in either a control group or an experimental group. Those enrolled in an experimental group will be provided with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories. This study could assist instructors in undergraduate education with identifying instructional strategies that can further assist students during the learning process.

Study Procedures
If you agree to take part in this research study, you will be asked to provide consent to 1) participate in 1 thirty minute audio-recorded interview; 2) be observed during 5 class sessions
throughout the Winter 2013 semester; and 3) complete a 66 question Course Interest and Instructional Materials Motivation Survey.

Faculty who are enrolled in an experimental group for this study will also consent to participating in an additional thirty-minute audio-recorded interview and a cognitive apprenticeship during the Winter 2013 semester (During this time, you will work with the PI on identifying different instructional strategies that can be used to deliver your course material); and 4) complete three reflections during the semester.

Benefits
As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks
There is a potential risk of breach of confidentiality. To minimize this risk, participant names or identifiers will not be included on the audio recordings. All audio recordings and participant identifiers will be destroyed upon completion of the study.

Study Costs
Participation in this study will be of no cost to you.

Compensation
You will not be paid for taking part in this study.

Confidentiality
All information collected about you during the course of this study will be kept confidential to the extent permitted by law. You will be identified in the research records by a code name or number. Information that identifies you personally will not be released without your written permission. However, the study sponsor, the Institutional Review Board (IRB) at Wayne State University, or federal agencies with appropriate regulatory oversight [e.g., Food and Drug Administration (FDA), Office for Human Research Protections (OHRP), Office of Civil Rights (OCR), etc.] may review your records.

When the results of this research are published or discussed in conferences, no information will be included that would reveal your identity.

Your identity will be protected on audiotape recordings of interviews that are used for research purposes. You have the right to review the audio recordings. The PI is the only individual who will have access to the tapes and your identity will not be disclosed during any audio recordings. All audio recordings and participant identifiers will be destroyed upon completion of the study.

Voluntary Participation/Withdrawal
Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you decide to take part in the study you can later change your mind and withdraw from the study. You are free to only answer questions that you want to answer. You are free to withdraw from participation in this study at any time. Your decisions will not change any present or future
relationship with Wayne State University or its affiliates, or other services you are entitled to receive.

The PI may stop your participation in this study without your consent. The PI will make the decision and let you know if it is not possible for you to continue. The decision that is made is to protect your health and safety, or because you did not follow the instructions to take part in the study.

Questions
If you have any questions about this study now or in the future, you may contact Jill Stefaniak or one of her research team members at the following phone number 248-762-4990. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Consent to Participate in a Research Study

To voluntarily agree to take part in this study, you must sign on the line below. If you choose to take part in this study you may withdraw at any time. You are not giving up any of your legal rights by signing this form. Your signature below indicates that you have read, or had read to you, this entire consent form, including the risks and benefits, and have had all of your questions answered. You will be given a copy of this consent form.

______________________________  _____________
Signature of participant  Date

______________________________  _____________
Printed name of participant  Time

______________________________  _____________
Printed name of person obtaining consent  Time

______________________________  _____________
Signature of person obtaining consent  Date
# Observation Tool

## Faculty:

## Course:

## Length of Class:

## Number of Students Present:

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<td>Rehearse</td>
<td></td>
</tr>
</tbody>
</table>

## Date:

## Topic During Class:

## # of Students Enrolled:

## Time:
APPENDIX D

FACULTY INTERVIEW QUESTIONS: BEGINNING OF STUDY

Name: ____________________  
Date: _____________________  
Course: ____________________  

Questions:

- How would you describe your teaching style?
- On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?
- Explain why you rated yourself this way.
- Have you ever participated in any professional development workshops pertaining to teaching?
- If so, what did you learn?
- Did you find them helpful?
- Can you give me an overview of COM 1010?
- Can you walk me through what a typical class is like?
- What activities do you do?
- What challenges have you encountered while teaching this course?
- How do you maintain your students' attention during class?
- How would you describe your students' motivation in regards to this class?
- What about students in general within undergraduate education?
- How do students know what materials/content will be covered in each class?
- Would you say that your students come to class prepared?
- How can you tell?
- How do you assess learner performance in this class?
- How do you provide guidance and feedback to students in your class?
• How do you prepare for classes that you’re teaching?
• How much time do you spend?
• What challenges do you experience while preparing for class?

• If you had to give advice to someone who was beginning to teach at the undergraduate level, what advice would you impart to them?

• What do you perceive your role to be as the instructor in the class?
• How would you define a learner-centered teaching environment?
  • Do you think it makes a difference?

• Would you consider yourself to be a learner-centered instructor?
• Can you provide some examples to demonstrate how so?

• If you could change anything about the course you are teaching, what would it be?
FACULTY INTERVIEW QUESTIONS: END OF STUDY

Name: ____________________
Date: ____________________
Course: ____________________

Questions:

• Has your teaching style changed at all this semester?

• Were you apprehensive about participating in the cognitive apprenticeship?

• What did you like about participating in the cognitive apprenticeship?

• What challenges did you face with participating in the cognitive apprenticeship?

• On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?

• Explain why you rated yourself this way.

• Can you walk me through what a typical class is like?

• What activities do you do?

• Were there any particular teaching strategies that were shown to you during the cognitive apprenticeship that you thought were helpful and easy to implement in your course?

• Were there any teaching strategies or activities that you found to be a little more difficult to implement, especially with it being the COM 1010?

• How do you maintain your students’ attention during class?

• How would you describe your students’ motivation in regards to this class?

• What about students in general within undergraduate education?

• Would you say that your students come to class prepared?

• How can you tell?

• How do you provide guidance to students in your class?
What feedback have you received from your students in response to your teaching?
What do you think their feedback should have been?

How do you prepare for classes that you’re teaching?
How much time do you spend?
What challenges do you experience while preparing for class?

What do you perceive your role to be as the instructor in the class?

How would you define a learner-centered teaching environment?
  Do you think it makes a difference?

Would you consider yourself to be a learner-centered instructor?
Can you provide some examples to demonstrate how so?

If you could change anything about the cognitive apprenticeship that you participated in, what would it be?
APPENDIX F

STUDENT INTERVIEW QUESTIONS

Name:__________________
Date:____________________
Course:__________________

Questions:

• Can you give me an overview of COM 1010?

• How would you describe your instructor’s teaching style?

• Can you walk me through what a typical class is like?
• What activities do you do?

• Have you encountered any challenges with learning the material in this course?

• What teaching strategies does your instructor use in class?
• Are there any in particular that you like?
• Are there any in particular that you don’t like?

• Are you bored in this class?
• Does your instructor do a good job at keeping your attention?
• How so?

• How would you describe your motivation in regards to this class?

• How do students know what materials/content will be covered in each class?

• Would you say that students come to class prepared?
• How can you tell?

• How do you prepare for classes?
• How much time do you spend?
• What challenges do you experience while preparing for class?

• How is your performance assessed in this class?

• Does your instructor provide guidance to you in class?
• What are your expectations of someone teaching at an undergraduate level?

• What do you think the role of the instructor is in your class?
• What do you think it should be?

• How would you define a learner-centered teaching environment?
  • Do you think it makes a difference?

• Would you consider your instructor to be a learner-centered instructor?
• Can you provide some examples to demonstrate how so?

• If you could change anything about the course you are currently enrolled in, what would it be?
APPENDIX G

STUDENT PARTICIPANT INTERVIEW CONSENT FORM

Research Informed Consent - Student
The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies in an Undergraduate Learning Environment

Principal Investigator (PI): Jill E. Stefaniak
Wayne State University
College of Education
Instructional Technology
248-762-4990

Purpose
You are being asked to be in a research study that will explore what types of instructional strategies are used in undergraduate learning environments. Your instructor has agreed to be a participant whose teaching strategies will be evaluated for the Winter Semester of 2013. This study is being conducted by a doctoral student at Wayne State University in fulfillment of their dissertation requirement. This study will include interviewing instructors and their students regarding their perceptions of the effectiveness of particular teaching strategies.

Please read this form and ask any questions you may have before agreeing to be in the study.

The purpose of this study is to observe what instructional strategies educators currently use in undergraduate classroom settings. Interviews will be conducted with educators to discuss the various challenges that they encounter while teaching. Students will be interviewed to provide information pertaining to challenges that they encounter while learning. Instructors will be provided with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories. This study could assist instructors in undergraduate education with identifying instructional strategies that can further assist students during the learning process.

Study Procedures
If you agree to take part in this research study, you will be asked to participate in a 25 minute interview to answer questions regarding your preference of teaching strategies used in COM 1010. The interview will be audio-recorded. Your identity will be protected during the interview and the results will not be shared with your instructor.

Benefits
As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks
There are no known risks at this time to participation in this study.

**Study Costs**
Participation in this study will be of no cost to you.

**Compensation**
You will not be paid for taking part in this study.

**Confidentiality**
All information collected about you during the course of this study will be kept confidential to the extent permitted by law. You will be identified in the research records by a code name or number. Information that identifies you personally will not be released without your written permission. All audio recordings will be deleted upon completion of the study. However, the study sponsor, the Institutional Review Board (IRB) at Wayne State University, or federal agencies with appropriate regulatory oversight [e.g., Food and Drug Administration (FDA), Office for Human Research Protections (OHRP), Office of Civil Rights (OCR), etc.] may review your records.

When the results of this research are published or discussed in conferences, no information will be included that would reveal your identity.

If audiotape recordings of you will be used for research or educational purposes, should you choose to participate in an interview, your identity will be protected or disguised. You have the right to review the audio tapes. The PI is the only individual who will have access to the tapes and your identity will not be disclosed during any audio recordings.

**Voluntary Participation/Withdrawal**
Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you decide to take part in the study you can later change your mind and withdraw from the study. You are free to only answer questions that you want to answer. You are free to withdraw from participation in this study at any time. Your decisions will not change any present or future relationship with Wayne State University or its affiliates, or other services you are entitled to receive.

The PI may stop your participation in this study without your consent. The PI will make the decision and let you know if it is not possible for you to continue. The decision that is made is to protect your health and safety, or because you did not follow the instructions to take part in the study.

**Questions**
If you have any questions about this study now or in the future, you may contact Jill Stefaniak at the following phone number, 248-762-4990. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.
Consent to Participate in a Research Study

To voluntarily agree to take part in this study, you must sign on the line below. If you choose to take part in this study you may withdraw at any time. You are not giving up any of your legal rights by signing this form. Your signature below indicates that you have read, or had read to you, this entire consent form, including the risks and benefits, and have had all of your questions answered. You will be given a copy of this consent form.

_______________________________________________  _____________
Signature of participant  Date

_______________________________________________  _____________
Printed name of participant  Time

_______________________________________________  _____________
Signature of person obtaining consent  Date

_______________________________________________  _____________
Printed name of person obtaining consent  Time
APPENDIX H

FACULTY PARTICIPANTS COURSE INTEREST AND INSTRUCTIONAL MATERIALS MOTIVATION SURVEY

Gender: _________________________

Age: __________________________

Level of Education: ________________________

Years of Teaching Experience: _____________

Number of Times You Have Taught This Course: _________________

Course Interest and Instructional Materials Motivation Survey Instrument

Instructions
There are 66 statements in this questionnaire. Please think about each statement in relation to how you teach COM 1010. Give the answer that truly applies to you, and not what you would like to be true, or what you think others want to hear.

Think about each statement by itself and indicate how true it is. Do not be influenced by your answers to other statements.

Record your responses on the answer sheet that is provided and follow any additional instructions that may be provided in regard to the answer sheet that is being used with this survey.

Use the following values to indicate your response to each item.

1 = Not true
2 = Slightly true
3 = Moderately true
4 = Mostly true
5 = Very true
<table>
<thead>
<tr>
<th></th>
<th>I know how to make students feel enthusiastic about the subject matter of this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The things I am teaching in this course will be useful to my students.</td>
</tr>
<tr>
<td>3</td>
<td>I feel confident that I teach well in this course.</td>
</tr>
<tr>
<td>4</td>
<td>This course/subject has very little in it that captures my attention.</td>
</tr>
<tr>
<td>5</td>
<td>I make the subject matter of this course seem important.</td>
</tr>
<tr>
<td>6</td>
<td>Students have to be lucky to get good grades in this course.</td>
</tr>
<tr>
<td>7</td>
<td>I have to work too hard to succeed at teaching in this course.</td>
</tr>
<tr>
<td>8</td>
<td>I do NOT see how the content of this course relates to anything I already know.</td>
</tr>
<tr>
<td>9</td>
<td>Whether or not I succeed in teaching this course is up to me.</td>
</tr>
<tr>
<td>10</td>
<td>I create suspense when building up to a point.</td>
</tr>
<tr>
<td>11</td>
<td>The subject matter of this course is just too difficult for me.</td>
</tr>
<tr>
<td>12</td>
<td>I feel that teaching this course gives me a lot of satisfaction.</td>
</tr>
<tr>
<td>13</td>
<td>In this class, I can try to set and achieve high standards of excellence.</td>
</tr>
<tr>
<td>14</td>
<td>I feel that the grades or other recognition I give are fair compared to other instructors.</td>
</tr>
<tr>
<td>15</td>
<td>The students in this class seem curious about the subject matter.</td>
</tr>
<tr>
<td>16</td>
<td>I enjoy working for this course.</td>
</tr>
<tr>
<td>17</td>
<td>It is difficult to predict what grade students should receive on assignments.</td>
</tr>
<tr>
<td>18</td>
<td>I feel satisfied with what I am getting from teaching this course.</td>
</tr>
<tr>
<td>19</td>
<td>I do unusual or surprising things that are interesting.</td>
</tr>
<tr>
<td>20</td>
<td>The students actively participate in this course.</td>
</tr>
<tr>
<td>21</td>
<td>To accomplish my goals, it is important that I do well in this course.</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>22.</td>
<td>I use an interesting variety of teaching techniques.</td>
</tr>
<tr>
<td>23.</td>
<td>I do NOT think students will benefit much from this course.</td>
</tr>
<tr>
<td>24.</td>
<td>As I am teaching this class, I believe that I can succeed if I try hard enough.</td>
</tr>
<tr>
<td>25.</td>
<td>The personal benefits of this course for students are clear to me.</td>
</tr>
<tr>
<td>26.</td>
<td>My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this class.</td>
</tr>
<tr>
<td>27.</td>
<td>I find the challenge level in this course to be about right: neither too easy and not too hard.</td>
</tr>
<tr>
<td>28.</td>
<td>I feel rather disappointed with this course.</td>
</tr>
<tr>
<td>29.</td>
<td>I feel that I give enough recognition of students' work in this course by means of grades, comments, or other feedback.</td>
</tr>
<tr>
<td>30.</td>
<td>The amount of work students have to do is appropriate for this type of course.</td>
</tr>
<tr>
<td>31.</td>
<td>I give enough feedback for my students' to know how well they're doing.</td>
</tr>
<tr>
<td>32.</td>
<td>When I first looked at this course, I had the impression that it would be easy for my students.</td>
</tr>
<tr>
<td>33.</td>
<td>There was something interesting at the beginning of this course that got my students' attention.</td>
</tr>
<tr>
<td>34.</td>
<td>This material was more difficult to understand that I would like for it to be for my students.</td>
</tr>
<tr>
<td>35.</td>
<td>After reading the introductory information, I felt confident that my students knew what they were supposed to learn from this course.</td>
</tr>
<tr>
<td>36.</td>
<td>My students had a satisfying feeling of accomplishment completing the exercises in this course.</td>
</tr>
<tr>
<td>37.</td>
<td>It is clear to me how the content of this material is related to things my students already know.</td>
</tr>
<tr>
<td>38.</td>
<td>Many of the pages had so much information that it was hard for students to pick out and remember the important points.</td>
</tr>
<tr>
<td>39.</td>
<td>These materials are eye-catching.</td>
</tr>
<tr>
<td>40.</td>
<td>There were stories, pictures, or examples that showed my students how this material could be important to some people.</td>
</tr>
<tr>
<td>41.</td>
<td>Having my students complete this class successfully was important to me.</td>
</tr>
<tr>
<td>42.</td>
<td>The quality of the writing helped to hold my students' attention.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>43.</td>
<td>This course is so abstract that it was hard to keep my students’ attention on it.</td>
</tr>
<tr>
<td>44.</td>
<td>As I worked on this course, I was confident that my students could learn the content.</td>
</tr>
<tr>
<td>45.</td>
<td>Students enjoyed this course so much that they expressed that they would like to know more about this topic.</td>
</tr>
<tr>
<td>46.</td>
<td>The materials for this course look dry and unappealing.</td>
</tr>
<tr>
<td>47.</td>
<td>The content of this course is relevant to my students’ interests.</td>
</tr>
<tr>
<td>48.</td>
<td>The way the information is arranged in the course materials helped keep my students’ attention.</td>
</tr>
<tr>
<td>49.</td>
<td>There are explanations or examples of how people use the knowledge in the course materials.</td>
</tr>
<tr>
<td>50.</td>
<td>The exercises in this course were too difficult.</td>
</tr>
<tr>
<td>51.</td>
<td>This course has things that stimulate my students’ curiosity.</td>
</tr>
<tr>
<td>52.</td>
<td>I really enjoyed teaching this course.</td>
</tr>
<tr>
<td>53.</td>
<td>The amount of repetition in this course caused my students to get bored sometimes.</td>
</tr>
<tr>
<td>54.</td>
<td>The content and style of writing in this course convey the impression that its content is worth knowing.</td>
</tr>
<tr>
<td>55.</td>
<td>After working on this course for awhile, I was confident that my students would be able to pass a test on it.</td>
</tr>
<tr>
<td>56.</td>
<td>This course was not relevant to my students’ needs because they already knew most of it.</td>
</tr>
<tr>
<td>57.</td>
<td>The wording of feedback after the exercises, or other comments in the course, helped me feel rewarded for my effort.</td>
</tr>
<tr>
<td>58.</td>
<td>The variety of reading passages, exercises, illustrations, etc., helped keep my students’ attention on the course material.</td>
</tr>
<tr>
<td>59.</td>
<td>The style of writing in the book is boring.</td>
</tr>
<tr>
<td>60.</td>
<td>Students could relate the content of this course to things they have seen, done, or thought about in their own life.</td>
</tr>
<tr>
<td>61.</td>
<td>There are so many words on each page of the book that it is irritating.</td>
</tr>
<tr>
<td>62.</td>
<td>It felt good to successfully complete this course.</td>
</tr>
<tr>
<td>63.</td>
<td>The content of this course will be useful to my students.</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>64.</strong> My students could not really understand quite a bit of the material in this course.</td>
<td></td>
</tr>
<tr>
<td><strong>65.</strong> The good organization of the content helped my students be confident that they would learn this material.</td>
<td></td>
</tr>
<tr>
<td><strong>66.</strong> It was a pleasure to work on such a well-designed course.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I

WAYNE STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD APPROVAL LETTER
FOR PILOT STUDY

NOTICE OF EXPEDITED APPROVAL

To: Jill Stefanick
    Administration & Organization Stud

From: Dr. Scott Mills
    Chairperson, Behavioral Institutional Review Board (B3)

Date: July 31, 2012

RE: IRB #: 060712B3E
    Protocol Title: The Pilot of a Data Collection Tool to Examine Instructional Strategies in an Undergraduate Learning Environment
    Funding Source:
    Protocol #: 1200011033
    Expiration Date: July 30, 2013
    Risk Level / Category: Research not involving greater than minimal risk

The above-referenced protocol and items listed below (if applicable) were APPROVED following Expedited Review Category ( #7 ) by the Chairperson/designee for the Wayne State University Institutional Review Board (B3) for the period of 07/31/2012 through 07/30/2013. This approval does not replace any departmental or other approvals that may be required.

- Revised Protocol Summary Form (received in the IRB Office 7/15/12)
- The request for a waiver of the requirement for written documentation of informed consent has been granted according to 45 CFR 46.117(1)(2). Justification for this request has been provided by the PI in the Protocol Summary Form. The waiver satisfies the following criteria: (i) The only record linking the participant and the research would be the consent document, (ii) the principal risk would be potential harm resulting from a breach of confidentiality, (iii) each participant will be asked whether he or she wants documentation linking the participant with the research, and the participant’s wishes will govern, (iv) the consent process is appropriate, (v) when used requested by the participants consent documentation will be appropriate, (vi) the research is not subject to FDA regulations, and (vii) an information sheet disclosing the required and appropriate additional elements of consent disclosure will be provided to participants not requesting documentation of consent.
- Research Information Sheet: Instructor (dated 7/13/12)
- Research Information Sheet: Student (dated 7/13/12)
- Data collection tools: Faculty Survey, Student Survey, and Tool to Examine Instructional Strategies in an Undergraduate Learning Environment

Federal regulations require that all research be reviewed at least annually. You may receive a "Continuation Renewal Reminder" approximately two months prior to the expiration date; however, it is the Principal Investigator’s responsibility to obtain renewal and continued approval before the expiration date. Data collected during a period of lapse approval is unapproved research and can never be reported or published as research data.

All changes or amendments to the above-referenced protocol require review and approval by the IRB BEFORE implementation.

- Adverse Reactions/Unexpected Events (AUEs) must be submitted on the appropriate form within the timeframe specified in the IRB Administration Office Policy (http://www.irb.wayne.edu/policies-human-research.php).

NOTE:
1. Upon notification of an impending regulatory site visit, hold notification, and/or external audit the IRB Administration Office must be contacted immediately.
2. Forms should be downloaded from the IRB website at www.irb.wayne.edu.
APPENDIX J

FACULTY INFORMATION SHEET (PILOT STUDY)

Research Information Sheet- Instructor
The Pilot of Data Collection Tool to Examine Instructional Strategies in an Undergraduate Learning Environment

Principal Investigator (PI): Jill E. Stefaniak
Wayne State University
College of Education
Instructional Technology
248-762-4990

Purpose
You are being asked to be in a research study that will explore what types of instructional strategies are used in undergraduate learning environments. This study is being conducted by a doctoral student at Wayne State University in fulfillment of their dissertation requirement. This study will include surveying instructors and their students regarding their perceptions of the effectiveness of particular teaching strategies.

The purpose of this study is to pilot a survey tool that will be used in a future study to observe what instructional strategies educators currently use in undergraduate classroom settings. Instructors will be provided with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories. This study could assist instructors in undergraduate education with identifying instructional strategies that can further assist students during the learning process.

Study Procedures
If you agree to take part in this research study, you will be asked to provide consent to complete a 70 question Course Interest and Instructional Materials Motivation Survey (Part A) and a 6-item reactionary survey (Part B) providing feedback on the quality of the survey tool. Participating in this study should take approximately 15-20 minutes. Participating in this study should take approximately 15-20 minutes. Your identity will be protected during the survey and the results will not be shared with your instructor.

Benefits
As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks
There are no known risks at this time to participation in this study.

Study Costs
Participation in this study will be of no cost to you.

**Compensation**
You will not be paid for taking part in this study.

**Confidentiality**
All information collected about you during the course of this study will be kept confidential without any identifiers.

**Voluntary Participation/Withdrawal**
Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you decide to take part in the study you can later change your mind and withdraw from the study. You are free to only answer questions that you want to answer. You are free to withdraw from participation in this study at any time. Your decisions will not change any present or future relationship with Wayne State University or its affiliates, or other services you are entitled to receive.

**Questions**
If you have any questions about this study now or in the future, you may contact Jill Stefaniak or one of her research team members at the following phone number 248-762-4990. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

**Participation:**
By completing this survey, you are agreeing to participate in this study.
APPENDIX K

STUDENT PARTICIPANTS COURSE INTEREST AND MATERIALS MOTIVATION SURVEY

Gender: _________________________
Age: __________________________
Level of Student (freshman, sophomore, junior, senior): ______________________
Required or Elective Course: ________________
Have you been taught by this faculty member before? ________________

Course Interest and Instructional Materials Motivation Survey Instrument

Instructions
There are 70 statements in this questionnaire. Please think about each statement in relation to COM 1010 and indicate how true it is. Give the answer that truly applies to you, and not what you would like to be true, or what you think others want to hear.

Think about each statement by itself and indicate how true it is. Do not be influenced by your answers to other statements.

Record your responses on the answer sheet that is provided and follow any additional instructions that may be provided in regard to the answer sheet that is being used with this survey.

Use the following values to indicate your response to each item.

1 = Not true
2 = Slightly true
3 = Moderately true
4 = Mostly true
5 = Very true
1. The instructor knows how to make us feel enthusiastic about the subject matter of this course.

2. The things I am learning in this course will be useful to me.

3. I feel confident that I will do well in this course.

4. This course has very little in it that captures my attention.

5. The instructor makes the subject matter of this course seem important.

6. You have to be lucky to get good grades in this course.

7. I have to work too hard to succeed in this course.

8. I do NOT see how the content of this course relates to anything I already know.

9. Whether or not I succeed in this course is up to me.

10. The instructor creates suspense when building up to a point during a class.

11. The subject matter of this course is just too difficult for me.

12. I feel that this course gives me a lot of satisfaction.

13. In this course, I can try to set and achieve high standards of excellence.

14. I feel that the grades or other recognition I receive are fair compared to other students.

15. The students in this course seem curious about the subject matter.

16. I enjoy working for this course.

17. It is difficult to predict what grade the instructor will give my assignments.

18. I am pleased with the instructor’s evaluations of my work compared to how well I think I have done.

19. I feel satisfied with what I am getting from this course.

20. The content of this course relates to my expectations and goals.
21. The instructor does unusual or surprising things that are interesting.

22. The students actively participate in this course.

23. To accomplish my goals, it is important that I do well in this course.

24. The instructor uses an interesting variety of teaching techniques.

25. I do NOT think I will benefit much from this course.

26. I often daydream while in this course.

27. As I am taking this course, I believe that I can succeed if I try hard enough.

28. The personal benefits of this course are clear to me.

29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this course.

30. I find the challenge level in this course to be about right: neither too easy not too hard.

31. I feel rather disappointed with this course.

32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback.

33. The amount of work I have to do is appropriate for this type of course.

34. I get enough feedback to know how well I’m doing.

35. When I first looked at this course, I had the impression that it would be easy for me.

36. There was something interesting at the beginning of this course that got my attention.

37. This material was more difficult to understand that I would like for it to be.

38. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this course.

39. Completing the exercises in this course gave me a satisfying feeling of accomplishment.

40. It is clear to me how the content of this material is related to things I already know.

41. Many of the pages had so much information that it was hard to pick out and remember the important points.

42. These course materials are eye-catching.
<p>| | |</p>
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<tr>
<td>43.</td>
<td>There were stories, pictures, or examples that showed me how this material could be important to some people.</td>
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<tr>
<td>44.</td>
<td>Completing this course successfully was important to me.</td>
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<tr>
<td>45.</td>
<td>The quality of the writing in the book helped to hold my attention.</td>
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<tr>
<td>46.</td>
<td>This course is so abstract that it was hard to keep my attention on it.</td>
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<td>47.</td>
<td>As I worked on this course, I was confident that I could learn the content.</td>
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<td>48.</td>
<td>I enjoyed this course so much that I would like to know more about this topic.</td>
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<td>49.</td>
<td>The pages of this book look dry and unappealing.</td>
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<td>50.</td>
<td>The content of this material is relevant to my interests.</td>
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<td>51.</td>
<td>The way the information is arranged on the pages helped keep my attention.</td>
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<td>52.</td>
<td>There are explanations or examples of how people use the knowledge in the course.</td>
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<td>53.</td>
<td>The exercises in this course were too difficult.</td>
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<td>54.</td>
<td>This course has things that stimulate my curiosity.</td>
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<td>55.</td>
<td>I really enjoyed studying this course.</td>
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<td>56.</td>
<td>The amount of repetition in this course caused me to get bored sometimes.</td>
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<tr>
<td>57.</td>
<td>The content and style of writing in this lesson convey the impression that its content is worth knowing.</td>
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<td>58.</td>
<td>I learned some things that were surprising or unexpected.</td>
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<td>59.</td>
<td>After working on this lesson for awhile, I was confident that I would be able to pass a test on it.</td>
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<td>60.</td>
<td>This lesson was not relevant to my needs because I already knew most of it.</td>
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<tr>
<td>61.</td>
<td>The wording of feedback after the exercises, or other comments in the course, helped me feel rewarded for my effort.</td>
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<tr>
<td>62.</td>
<td>The variety of reading passages, exercises, illustrations, etc., helped keep my attention on the course.</td>
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<tr>
<td>63.</td>
<td>The style of writing in the book is boring.</td>
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<tr>
<td>64.</td>
<td>I could relate the content of this course to things I have seen, done, or thought about in my own life.</td>
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<tr>
<td>65.</td>
<td>There are so many words on each page of the book that it is irritating.</td>
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<td>66.</td>
<td>It felt good to successfully complete this course.</td>
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<tr>
<td>67.</td>
<td>The content of this course will be useful to me.</td>
</tr>
<tr>
<td>68.</td>
<td>I could not really understand quite a bit of the material in this course.</td>
</tr>
<tr>
<td>69.</td>
<td>The good organization of the content helped me be confident that I would learn this material.</td>
</tr>
<tr>
<td>70.</td>
<td>It was a pleasure to work on such a well-designed course.</td>
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APPENDIX L

STUDENT INFORMATION SHEET

Research Information Sheet- Student
The Use of Cognitive Apprenticeships to Teach Learner-Centered Instructional Strategies in an Undergraduate Learning Environment

Principal Investigator (PI): Jill E. Stefaniak
Wayne State University
College of Education
Instructional Technology
248-762-4990

Purpose
You are being asked to be in a research study that will explore what types of instructional strategies are used in undergraduate learning environments. Your instructor has agreed to be a participant whose teaching strategies will be evaluated for the Winter Semester of 2013. This study is being conducted by a doctoral student at Wayne State University in fulfillment of their dissertation requirement. This study will include surveying instructors and their students regarding their perceptions of the effectiveness of particular teaching strategies.

Please read this form and ask any questions you may have before agreeing to be in the study.

The purpose of this study is to survey students to determine what types of instructional strategies they prefer in undergraduate classroom settings. Instructors in this study will be provided with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories. This study could assist instructors in undergraduate education with identifying instructional strategies that can further assist students during the learning process.

Study Procedures
If you agree to take part in this research study, you will be asked to provide consent to complete a 66 question Course Interest and Instructional Materials Motivation Survey. Participating in this study should take approximately 15-20 minutes. Your identity will be protected during the survey and the results will not be shared with your instructor.

Benefits
As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future.

Risks
There are no known risks at this time to participation in this study.
Study Costs
Participation in this study will be of no cost to you.

Compensation
You will not be paid for taking part in this study.

Confidentiality
All information collected about you during the course of this study will be kept confidential without any identifiers.

Voluntary Participation/Withdrawal
Taking part in this study is voluntary. If you decide to take part in the study you can later change your mind and withdraw from the study. You are free to only answer questions that you want to answer. You are free to withdraw from participation in this study at any time. Your decisions will not change any present or future relationship with Wayne State University or its affiliates, or other services you are entitled to receive.

Questions
If you have any questions about this study now or in the future, you may contact Jill Stefaniak or one of her research team members at the following phone number 248-762-4990. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Participation:
By completing this survey, you are agreeing to participate in this study.
APPENDIX M

STUDENT INFORMATION SHEET (PILOT STUDY)

Research Information Sheet- Student
The Pilot of Data Collection Tool to Examine Instructional Strategies in an Undergraduate Learning Environment

Principal Investigator (PI): Jill E. Stefaniak
Wayne State University
College of Education
Instructional Technology
248-762-4990

Purpose
You are being asked to be in a research study that will explore what types of instructional strategies are used in undergraduate learning environments. Your instructor has agreed to be a participant whose teaching strategies will be evaluated for the Summer and Fall semesters of 2012. This study is being conducted by a doctoral student at Wayne State University in fulfillment of their dissertation requirement. This study will include surveying instructors and their students regarding their perceptions of the effectiveness of particular teaching strategies.

Please read this form and ask any questions you may have before agreeing to be in the study.

The purpose of this study is to pilot a survey tool that will be used in a future study to observe what instructional strategies educators currently use in undergraduate classroom settings. Instructors will be provided with tools to incorporate instructional strategies that will align with the premises associated with cognitive learning and conditions-based theories. This study could assist instructors in undergraduate education with identifying instructional strategies that can further assist students during the learning process.

Study Procedures
If you agree to take part in this research study, you will be asked to provide consent to complete a 70 question Course Interest and Instructional Materials Motivation Survey (Part A) and a 6-item reactionary survey (Part B) providing feedback on the quality of the survey tool. Participating in this study should take approximately 15-20 minutes. Your identity will be protected during the survey and the results will not be shared with your instructor.

Benefits
As a participant in this research study, there will be no direct benefit for you; however, information from this study may benefit other people now or in the future.
Risks
There are no known risks at this time to participation in this study.

Study Costs
Participation in this study will be of no cost to you.

Compensation
You will not be paid for taking part in this study.

Confidentiality
All information collected about you during the course of this study will be kept confidential without any identifiers.

Voluntary Participation/Withdrawal
Taking part in this study is voluntary. You have the right to choose not to take part in this study. If you decide to take part in the study you can later change your mind and withdraw from the study. You are free to only answer questions that you want to answer. You are free to withdraw from participation in this study at any time. Your decisions will not change any present or future relationship with Wayne State University or its affiliates, or other services you are entitled to receive.

Questions
If you have any questions about this study now or in the future, you may contact Jill Stefaniak or one of her research team members at the following phone number 248-762-4990. If you have questions or concerns about your rights as a research participant, the Chair of the Institutional Review Board can be contacted at (313) 577-1628. If you are unable to contact the research staff, or if you want to talk to someone other than the research staff, you may also call (313) 577-1628 to ask questions or voice concerns or complaints.

Participation:
By completing this survey, you are agreeing to participate in this study.
APPENDIX N

FACULTY REFLECTION QUESTIONS

Name: ____________________

Date: ____________________

Number of Students Present in Class: _______________

Questions:

• What topics were covered in today’s session?

• What instructional strategies were used to teach?

• What challenges did you encounter teaching during this session?

• What instructional strategies worked well during this session?

• How do you think the students did learning the material for this session?

Additional Comments:
RESULTS OF FACULTY INTERVIEWS

Faculty Interview
CON F1 - Interview 1

INTERVIEWER:
How would you describe your teaching style?

CONF1:
I teach communication to undergrads and I make it participatory. A participatory style by participating in questions and I throw in other little materials. They are aimed at only to trigger some discussions. I try to elaborate concepts through examples so that students can relate it to practical life. I try to emphasize the practicality of the concepts.

INTERVIEWER:
On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?

CONF1:
I think I am confident in terms of the content of the topic and in terms of relating the concepts and explaining the concepts, but sometimes I am not that strong in terms of being coherent and organized in my discussions and maintaining a linear linkage from beginning to end. Sometimes I digress.

INTERVIEWER:
Have you ever participated in any professional development workshops pertaining to teaching?

CONF1:
Yes, I did. A lot of them were from the library- the office of teaching and learning in our library. Managing graduate life.

INTERVIEWER:
Was that what the topic was?

CONF1:
Ya, that was the topic.

Can you provide me with an overall of COM 1010 in general?

CONF1:
Sure. COM 1010 teaches the students the ways of public speaking and also to use some theories associated with that. So ya, theories of communication and applying the public speaking skills.

INTERVIEWER:
Can you walk me through what a typical class is like on a nonspeech day?

CONF1:
Like a normal class we don’t have a speech I start with some conversation discussions and then some straight forward teaching. And then I throw in some audio visual materials like watch some videos and then talk about it and report back to the book. And then I talk sometimes about explaining some concepts and throw some points to the students that they can discuss, answer some questions, and comment on an issue and I respond to them back and then that’s all.

INTERVIEWER:
Have you encountered any challenges while teaching COM 1010?

CONF1:
This is my second semester of teaching. The first semester, ya…one of them was because my native language is not English and there were some difficulties with that relating to that. And there was some difficulty. Other than that, ya there was some issues regarding the textbook. Other than that, there was not much.

INTERVIEWER:
How do you maintain your students’ attention during class?

CONF1:
I try to throw interesting videos and try to relate to some interesting facts…some current facts. Hot topics around us like national, local…sometimes sports. So that’s how I try.

INTERVIEWER:
How would you describe students’ motivation towards taking COM 1010?

CONF1:
Ya. Not all. Some are motivated. Some are good speakers who are interested in culture and society. They are more motivated than others. Others are not interested in culture and speaking in front of others. It all depends.

INTERVIEWER:
Good. How do students know what materials /content are required from class to class? Or from session to session in COM 1010?

CONF1:
I try to provide information on Blackboard and on the syllabus.

INTERVIEWER:
Would you say that students come to class prepared?

CONF1:
Not always. Most of the time they are not prepared. Most of the time I have to remind them and recall the lessons and discuss the concepts.
INTERVIEWER:
How do you assess learner performance in the class?

CONF1:
Like we have a detailed evaluation criteria so I assess them based on that.

INTERVIEWER:
How do you provide guidance to students in your class?

CONF1:
I try to email them. They email me back. And so besides that, they meet me after the class, meet me in office if they have problems, some like that. Our class...we do a lot of speeches so I give them feedback during that like “your speech is good.”

INTERVIEWER:
Do you have a lot of students that take advantage during office hours?

CONF1:
Not a lot. Very few.

INTERVIEWER:
How do you prepare for each class session that you’re teaching?

CONF1:
I try to study the previous night...read the material the previous night to discuss. And maybe the previous afternoon to prepare the slides and read some stuff. Read the concepts and make a plan for the lecture.

INTERVIEWER:
What do you perceive your role to be as the instructor in the class?

CONF1:
I try to act like a guide in their learning process to guide them through their learning of many different concepts and maintain a link between different ideas. So that.

INTERVIEWER:
How would you define a learner-centered teaching environment?

CONF1:
I think that it’s more of a concept like balancing the liberty between the teacher and the student and treating the student as equally important and more participatory in the learning process. Like emphasizing more on the effectiveness and the fruitfulness of the
learning process and like judging their status of the class based on how much information the students learned and now how many topics are covered. Maybe that.

INTERVIEWER:
Would you consider yourself to be a learner-centered teacher?

CONF1:
For the COM 1010 class, we try to follow that kind of environment.

INTERVIEWER:
If you could change anything about COM 1010, what would it be? If you didn’t have to factor in all of the different sections. You can do whatever you want. What would you change?

CONF1:
I would try to change the textbook and add more practical and more application-oriented textbook. And try to give them more audio visual materials.

INTERVIEWER:
My last question… if you had to give advice to someone who is teaching for the first time or they’re beginning to teach at the undergrad level… let’s say COM 1010, what advice would you impart to them?

CONF1:
It will depend on the person and how he views his teaching. Everyone has different things to offer. For COM 1010, I’ll say, try to make the class interesting because most of the students that come to this class only come because it is required so they’re not preparing. We need to make things interesting for them. Try to work hard for the classes and try to engage with the students as much as possible instead of one directional.

INTERVIEWER:
Those are all of my questions. Thank you.
INTERVIEWER:
How would you describe your teaching style?

CONF2:
I’d say I’m a little bit more laid back in the class. When teaching, if I’m lecture, a lot of times it’s not even a really long lecture. It’s typically somewhat short because I don’t really care for lecturing. So, within the classroom, I feel a little more laid back. I think the things I’m a little bit more strict with are like some policies and things for the class, but my overall teaching style, I think I’m pretty laid back.

INTERVIEWER:
On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?

CONF2:
I would say a feel pretty confident. I mean I’ve been teaching the class for so long. 10 years or so, the same class. I’ll just say a 9 though because I think that there’s always room for improvement. I don’t think that I’ll ever be a 10 because I think you should always be improving. So, I’ll give myself a 9.

INTERVIEWER:
Have you ever participated in any professional development workshops pertaining to teaching?

CONF2:
Ya. I have been to some workshops at the office for teaching and learning. I also took a class called IT 8500 here at Wayne. The class itself is made up of workshops that you can get at the OTL, so ya, I’ve been to a good chunk of some here.

INTERVIEWER:
Did you find it helpful?

CONF2:
Yes. The ones I did outside of the IT 8500 class dealt more with online learning and using online tools and things like Wimba.

INTERVIEWER:
I took 8500 too and at the beginning I was like, “I’m not going to like this” because you’re thrown out of your element but then afterwards you’re like “ok, I like this now” because they ease you into it.

Can you provide me with an overall of COM 1010 in general?

CONF2:
It's basically set up to help students improve in their public speaking skills and get them up and actually doing speeches so ya, right now, we focus on having them give us a narrative, informative speech, a group speech because we feel that group work is important for them. They need to get along with others and do a group presentation.

INTERVIEWER: Can you walk me through what a typical class is like?

CONF2: Like from the beginning of the semester to the end or just one class session.

INTERVIEWER: Just one in general. I know that towards the end, they’re delivering a lot of their speeches. I guess maybe when you’re delivering some of the content from the book. If you could walk me through a typical day.

CONF2: A typical class day?

INTERVIEWER: Ya. Probably like today.

CONF2: Oh, ok. Well a lot of times I'll start with my announcements or reminders and if there are any assignments that I’m going over that day and then ask if they have questions of course. I think of it as housework, doing all of that stuff. And then getting into the chapters that they read and the concepts that they learned from those chapters. Sometimes I'll do a brief 5 min-10 minute lecture thing. It turns into discussion more than anything. A lot of times I'll put them into groups. I'll have them do an activity of some sort. I'll put them in some activity. I like to get them up and talking in the class and get them comfortable. So any opportunity I have to do that, I’ll do that. At then, at the end, I’ll try and remind them of a few things here and there. A lot of times I'll summarize the activity and things of course. Whatever they did that day so they know what they’re supposed to take away from it and usually they’re on their way.

INTERVIEWER: Have you encountered any challenges while teaching COM 1010?

CONF2: I think the biggest challenge is having to get students who have high communication anxiety to feel comfortable in their environment and really understand that I'm here to help and not just give you some critiquies. I mean, well obviously I am, but I don’t want them to think that here I am and I’m just knocking them down for every little thing they do. So, I think that’s the biggest challenge because of course with something like public speaking, you’re always going to have those students. It’s just not one of those classes that people enjoy taking. That’s the biggest challenge.
INTERVIEWER:
You mentioned some of the different strategies that you incorporate within the class. Are there any strategies in particular that you've try where they just have not worked with COM 1010 where you've said, “Ok, I'm never doing that one again” or have you been successful so far?

CONF2:
I’m trying to think of an activity that didn’t go well or something.

INTERVIEWER:
And it’s ok if there aren’t any.

CONF2:
The only thing that pops in my head is when I was first teaching this class back when I was a grad student at Ball State. I was a speech competitor on the speech team at Ball State as an undergrad so when I came into my masters I came in with this different idea of how to teach speech and how to critique their speeches. That first semester, I would put little slash marks for every time they said “ummm” or like filler words. I'm so glad I don’t do that anymore. First of all, because I say ummm here and there during my lectures. I’m saying ummm right now. And so then, it’s like, if I do it and it’s just a natural thing to do, then why should I be picking at that so much. And I don’t think it’s effective either because they just get nervous like oh my gosh I just say umm all the time and it throws them off. Anymore now, I just say as long as it’s not a distraction. As long as you’re not saying it where it’s really apparent, then I normally won’t say anything. I try not to pinpoint those things too much unless it’s a big problem that they could improve on.

INTERVIEWER:
How do you maintain your students’ attention during class?

CONF2:
I try to do a lot of different things. Like I said, I don’t lecture a whole lot. I know when I was a student; I didn’t like listening to lecture. It didn’t work for me. I got bored. I try to vary what I do and I try to get them to do activities that are hands on and getting them to actually stand up. Sometimes that can even maintain their interest. I just try to do a variety of things. Sometimes I’ll show videos too to illustrate whatever it is I’m talking about. I think varying what you do in there can maintain their attention, especially with students today who expect everything quick quick quick.

INTERVIEWER:
How would you describe students’ motivation towards taking COM 1010?

CONF2:
Umm, I would say…. Is there a scale I need to put it on?
INTERVIEWER:

No no. Just in general.

CONF2:

Pretty low motivation. It's very rare to get a student in the class that's like, "yes, I really want to take this class." And even if I weren't required, I would take it. That would be very very few students who are like. I would say low overall. I don't think that a lot of the students would have taken the class if it weren't required. Now I think towards the end, a lot of time, and of course it's not motivation, but you'll hear students who will say "I was afraid to take this. I really didn't want to take it, but now that I've taken it, it wasn't so bad. I enjoyed it and I learned a lot from it so I'm glad that I did."

INTERVIEWER:

Good. How do students know what materials /content are required from class to class? Or from session to session in COM 1010?

CONF2:

Well I think a lot of times, we'll put in the syllabus, “bring your textbook to class everyday.” Other than that…I guess for assignments, especially the speeches except for the narrative, they have to bring in an outline or other documents, but that's posted on the course calendar or I'll remind them all the time. Make sure you bring your outline and your reference list when you come in to speak.

INTERVIEWER:

I know the old book is using the course supplement. I've got a copy of the new textbook. Do you have rubrics with the new website—the Human Com Class?

CONF2:

Ya. What we’re doing is basically posting the evaluations that we’re using. A lot of the stuff that's in the course supplement are articles and things that we put in to fill in the gaps that are in the Warren Fassett textbook. A lot of those, we’re not even using—at least I’m not. I’ll use my own handouts that I might have, but ya, we just post it on there.

INTERVIEWER:

Would you say that students come to class prepared?

CONF2:

Ya, I think so. I mean…either from time to time you have the student who forgets to bring their outline or their reference list. But, because there's not a whole lot that they have to bring and it's just 1 or 2 books depending, for the most part I think they come prepared. Do they necessarily come prepared to get up and speak and participate in activities? Probably not. I think that they get that after a week or two, at least in my class because they know “oh, so we’re not just going to sit here the entire time.”

INTERVIEWER:
So they get used to the routine.

CONF2:
Ya.

INTERVIEWER:
How do you assess learner performance in the class?

CONF2:
I think that their speeches really show whether or not they’ve been reading or that they’ve been paying attention in class because they need certain components to go into the speech. They need to know what a thesis statement is. They need to know what a preview statement is and if they’re not giving that when they’re speaking, that says to me that either they’re not following along with the material that I’m presenting, or reading the text, or they’re just not getting it. They don’t quite understand how to construct a thesis or preview statement.

INTERVIEWER:
How do you provide guidance to students in your class?

CONF2:
Well I know for the informative speech and the persuasive speech that I assign in my class, we have a day where I call it the informative speech workshop or persuasive speech workshop and have they come up to me and speak with me individually. I try to give 3 to 5 minutes for each student and sometimes that will spill over to the next class session. But I try to give them that individual time where I can help work with them on their topics or if they haven’t found a topic, just brainstorm with that. I think that’s really important because even students who think ‘oh I have a topic. It’ll be fine. I’ll be good.” I’ll talk with them and I’ll be like “that’s not really a formative topic, or that’s not really persuasive or that’s a little overdone, why don’t we go this way instead? I think that helps a lot.

INTERVIEWER:
How do you prepare for each class session that you’re teaching?

CONF2:
Well I’ll tell you that when I first started teaching public speaking, I would write down everything. I would have 2 to 3 pages of notes and I wouldn’t necessarily read but I would have everything written out. What I was going to do, what I was going to say. And as the years have gone by, that list has gotten shorter and shorter and shorter. So now I can take a post-it note and write 3 or 4 bullet points and be good to go. And that’s usually my prep. But I’m also always trying to change things up because I don’t want to get bored either so if there’s an activity and I’ve done it a long time, I try to make it
different. So I try to think about what it is that we’re teaching and see if there’s a better way to go about it and tweak it.

INTERVIEWER:
What do you perceive your role to be as the instructor in the class?

CONF2:
I think I just think of myself as a guide and a resource because some of the classes that you have to take here...I don’t know...maybe biology or whatever you have to take for your gen ed....with this class, you’re teaching them something that they are going to be using for life and can use for life. So I’m hoping that they improve even if it’s a small amount so that when they get a job, or interview, or whatever they’re doing, that they feel confident or comfortable or at least to a point where they know, “ok, I still have improvement to do but I have these tools now to kind of help me with that later, if I need to.”

INTERVIEWER:
How would you define a learner-centered teaching environment?

CONF2:
I think that really considering your students and their needs specifically and sometimes that can change if you have a particular student in general who comes to you and says “I have high speech anxiety” then I can do some special things for them to help them out. But I think that just maintaining that focus of what it is that the students are needing to get out of the class to help prepare they for the rest of the classes that they take here at Wayne and then afterwards. I guess keeping that in mind; I think it’s easier to be learner-centered in public speaking because we are teaching them a skill because it’s something that they need.

INTERVIEWER:
They do. Absolutely. Would you consider yourself to be a learner-centered teacher?

CONF2:
I think so.

INTERVIEWER:
Can you give me some examples?

CONF2:
Like things that I do in the class?

INTERVIEWER:
Yes.
I'm trying to think because I feel like...well...let me think... I think that sometimes...I don't
know if this is a good example...but when I give them feedback especially with delivery,
I'm super lenient only because I think that everyone starts at their own level and you
have to take that into consideration. Some people have had more experience than
others. So I'm pretty lenient with that, but I'll still make notes saying "here's some things
you need to work on in terms of delivery. Just so you're aware, you tend to shift around
a lot" and I try to give them a lot of advice there. And then the next speech, if they've
improved, I'll mention that. I'll say "good job. I see you've improved here." So really trying
to keep it at what that specific individual needs and going from there.

INTERVIEWER:
That's a good example.

CONF2:
Ok.

INTERVIEWER:
If you could change anything about COM 1010, what would it be? If you didn;'t have to
factor in all of the different sections. You can do whatever you want. What would you
change?

CONF2:
I think that...this is a standardized course and we have so many sections of it. And I
understand the university is concerned that whoever is taking COM 1010, it should be
similar to this other student who is taking COM 1010 so we know that they're getting
exactly what we want them to go. But I think that there are ways to make it so that ya, it's
standardized but the instructors have more flexibility because everyone is different and
everyone teaches differently. And I think that our class...we try to put that flexibility in
there. I've taught at other universities and one place that I taught at was... all they told
me was...you can use whatever book you want, you can choose whatever textbook you
want, but there are the four things that you need to do. You need to have an informative
speech. You need to have a speech where they use a visual aid. You have to have
another speech of some sort that's between 9 to 10 minutes. There was some criteria
but we had some flexibility with what other speech we wanted them to do. I think that
would be something that I would like to do here but we have so many more sections
than the one that I was teaching at where they had it like that. It's a fine line there. Like
how much flexibility do you give when you have 50 some sections and you don't want
everyone being here, there, and everywhere?

INTERVIEWER:
Absolutely. It's about finding a balance. My last question... if you had to give advice to
someone who is teaching for the first time or they're beginning to teach at the undergrad
level... let's say COM 1010, what advice would you impart to them?

CONF2:
Well I think that in general...just teaching in general... if it's the first time you're teaching,
making sure that you're organized and prepared is extremely important. Making sure
you understand the material that you're teaching. But I definitely think being prepared
and organized are really two things that you really need to do. I guess I would also tell
them know that the first semester you're teaching is not going to be your smoothest
thing ever. You're going to have hiccups. You're going to have some issues here and
there but the key is to remember what those were and learn from your mistakes. Don't
get too hard on yourself when things don't go best. And that's just teaching in general. I
think with COM 1010 or public speaking, I think keeping in mind that again, students are
at different levels and being sensitive to that is really important and just because a
student doesn't do well on a speech, doesn't necessarily mean that they're not working
hard. I think that would be important.

INTERVIEWER:
Those are all of my questions. Thank you.
INTERVIEWER:
How would you describe your teaching style?

CONF3:
I try to be interactive with the students. I try to engage the students in dialogue as much as we can, through dialogue. I would say that I’m both old school and laid back. They do things like attendance mandatory. Things like that I’m relatively stringent on but I’m also one to give the students the opportunity to express themselves in any way possible. And I try to encourage dialogue within the class.

INTERVIEWER:
Wonderful. On a scale of one to ten, with one being very low and ten being very high, how confident are you with your teaching capabilities?

CONF3:
I think there is always room for improvement. I’m confident on the basis that I’ve taught this course a few times so I’m confident. I would say eight.

INTERVIEWER:
Eight. Why would you give yourself that rating?

CONF3:
Well I mean you asked about confidence, right?

INTERVIEWER:
Yep.

CONF3:
And you didn’t say on a scale of one to ten, what a good teacher I was (laughing).

INTERVIEWER:
How confident you feel.

CONF3:
Yeah, well I’m pretty confident because I’d say I’m comfortable in front of students, and I really, it’s something that I enjoy doing so I put, I do a pretty good amount of prep work before I go in, before I go into a course. I prep for a course. Prep for the course. If you come throughout the course, you’ll see that I have different video clips for example every day and I do different things to get, to get the students engaged. And I think that, I think that there is obviously always room for improvement and there are interesting things that, I just took a teaching course matter of fact.

INTERVIEWER:
Wonderful.
CONF3: Course director's course.

INTERVIEWER: Okay.

CONF3: And it was a lot of fun.

INTERVIEWER: Wonderful.

CONF3: I had the opportunity to really try to focus on that. I don’t know if that answered your question.

INTERVIEWER: No it is and it’s actually leading into my next question. And my next question is have you every participated in any professional development workshops pertaining to teaching?

CONF3: Oh yeah. Everything that I could, that they offer at the Office of Teaching and Learning that I have the opportunity to attend I do.

INTERVIEWER: Wonderful.

CONF3: They have interactive workshops. They’ve got system workshops. They’ve got the Blackboard one, the PowerPoint one. Pretty much anytime they have something that fits my schedule, I do go there. I think they do an excellent job. And then I just completed the seminar in, is it 7280? In 7180. And which the course director taught and she did an excellent job teaching.

INTERVIEWER: Wonderful. Can you give me an overview of COM1010?

CONF3: Yep I can say it’s a basic public speaking course. There are, in this case, we’ve got five different speeches which students do. They do a narrative speech, which is like telling a story. They’ll do an informative speech, do two impromptu speeches and then one group speech. And then also, then also a final exam and throughout the course, they’ll be some written assignments. It’s a course designed to develop basic public speaking skills and I think to that end it does, it does a pretty good job of doing so.
Great. Can you walk me through what a typical class is like and some of the activities that you do?

CONF3:
Sure.

INTERVIEWER:
I know it varies a little bit depending upon their assignments but.

CONF3:
And it varies. Typically I mean everybody does this different. I usually open up the current events simply because I think they would have thought obviously make some type of small talk in class. I usually say if anyone has heard of any public speaking in the news. And then, sometimes people have usually. That will get some people talking. I'll usually then come with a couple of clips of, in this case, during the last semester it was golden because of the election and there was something new every day.

INTERVIEWER:
Right.

CONF3:
And there usually is. There's usually some type of, not all the time, but there's usually something regarding public speaking in the news. So I'll put just a short kind of introduction to the course and then I'll kind of ramble about it for ten minutes or so. Then we'll go into doing into some kind of chapter lecture. I'll build that. I usually use a PowerPoint for that or some type of something visual, not always PowerPoint. Then I'll, then I may seldom have a writing for the students before asking say a general question and just something they'll write about for like ten minutes and then we'll discuss those. Those type class writings. It's one activity. Sometimes we'll break into groups and they'll do, discuss the question among themselves, and then the group will discuss things in that manner. So just kind of to get interactivity going within the course. And these are days when these are written and then we'll go over requirements for speeches and then logistics regarding signing up for speeches, etc.. And on speech days, it's typically, I keep, I just do a short introduction and then have the students speak and it's pretty structured. We know who is speaking when. They sign up for that. They know and they're actually pretty good about. Second speech is always the tough one. It's the one that requires a little more work at first. So you get, that's when, you get all the car accidents (laughing) and grandma passed away and you know what I'm saying. Not all that but you get all that. You get some of these things that you hope are not excuses but um, I'm digressing. Sometimes I do go on tangents. But typically on speech days, I'll just do a short type of opening, a monologue per say, and we'll go through the speeches.

INTERVIEWER:
Okay. Have you encountered any challenges when teaching COM1010?

CONF3:
Yea. Yes there’s been a few and I think that some of it is challenging and I’ve kind of turn it around to something that I embrace about it. It’s the diversity of the students that we have here because it is a general education requirement. There are people with a lot of different expertise. In many cases, people come in with an attitude because it is speaking which people are generally afraid (yeah) of speaking on a daily basis. I try to create an atmosphere where they, where people are comfortable. And usually it kind of transcends itself by the end, by the mid-part of the course where it kind of makes the class load with what we suit them, they seem to be, people seem to respond do it. But that’s a challenge because you’re looking at how do you make people feel more comfortable.

INTERVIEWER:
Right. And still make them do the speeches (laughing).

CONF3:
And still make them do the speeches and to do well. And I try to also, the idea is to try to create a culture of excellence and you try to make people when they come in want to do better.

INTERVIEWER:
Absolutely. Are there any teaching strategies that you’ve tried to used in COM1010 that the activity just didn’t work and so you said I’m going to scrap this? Have you ever experienced any of that or would you say you’ve been successful so far with everything you’ve tried?

CONF3:
I don’t know about everything. There are some times when you get group activities where if you, I didn’t time it correctly when I first started mostly. Let’s say I gave them 15 minutes to do something and it took two minutes then you would just notice people are talking about their day. People are. I also try to make sure that when I’m speaking myself or lecturing, I’ll look out to engage the audience throughout that time. And I’ll look to see if, gauge to see if there is any fluctuation. If you get someone with eyes staring down. If you are seeing people turn out. Then I’ll try to change up, change on the fly like that.

INTERVIEWER:
How do you sequence instructional activities in your class?

CONF3:
I think one of the ways is to kind of to vary the pace and the activities in the course. It’s just a way that the course is structured. And that’s, I think I’ve gotten a little better at that than I was at first. That kind of came with be able, doing it a few times. Being able to know, okay I should maybe talk for a few minutes at the beginning of class and then shift into and do this. I don’t want to, I don’t want to put a PowerPoint up and talk to class for 40, 45 minutes to an hour without engaging (right) students to get involved with it. So I think doing that type of timing.

INTERVIEWER:
How do maintain your student’s attention during class?

CONF3:
Okay. Well I try to get them, try to say something interesting (yes). Try to get that balance between, between being, use a little bit of humor. I guess people do that. I typically do that when I’m speaking. To you personally, I would do that so I would do that when I speak to the class. Try to be conversational. Try to mix in the things that are, this is important, you have to do this, with also kind of keeping mind it’s important that you have to do it but also you can be very creative. I kind of want to challenge them in that way to come up creative ways to fall within the requirements if that makes sense.

INTERVIEWER:
Absolutely. How would you describe your students’ motivation in regards to COM 1010?

CONF3:
I think initially students are motivated by points. And they are. So, people are motivated by grades. The best classes I’ve had, by the end when they’re doing group speeches and the more complicated assignments, they’re all trying to top each other. Maybe not being competitive, but they’re all doing well because they’re immersed in it as they should be.

INTERVIEWER:
Good. How do you students know what materials/content will be covered in each class?

CONF3:
Well the course calendar kind of tells it and it’s tentative but it’s pretty close. We may go a few days where speeches might go a little longer, the chapter might be on another day but pretty much it shows exactly what we’re going to cover in terms of the course and the assignments we do on what day. It’s pretty organized.

INTERVIEWER:
I know this is generalizing your students but would you say that your students come to class prepared?

CONF3:
No. (laughing) What I’ve done in several classes is say “I’m going to talk about chapter 1. Has anyone read chapter 1?” and you’ll get one or two hands. And it’s consistent. Now with speeches, it’s the opposite. They’re usually very prepared. I’ve been very impressed with the presentations that I’ve seen here. We’ve had two students do a duet from a broadway show. We had two students do a public service announcement to save animals and they all came dressed up as different animals and at the end they did a rap song. And we’ve had some very straight forward informational type things. They’re weren’t all showy like that. But I’ve been really impressed with the quality of their speeches. Are they prepared when they come in on days when they’re not speaking. No. And I had say that. (laughing)
How do you assess learner performance in COM 1010?

CONF3:
It’s pretty well structured with the rubrics that we use and I share those with the students as well. This is how I’m going to grade you. This is what you’re going to be graded on. Attendance is pretty straightforward. Participation, there’s a little leeway there. And I pretty much give most people points for it…participation…assuming they’ll participate. But the rubric in terms of the speeches and do they hit the marks on the speeches and do they hit the particular points for speeches are pretty much set in stone. I think the course is really well organized and really well put together.

INTERVIEWER:
How do you provide guidance to students in your class?

CONF3:
I’ve had several students who had said, “I’m scared to death. In this case, I refer them to the public speaking resource center. They do an excellent job there. I had another student who was scared to death to speak and it was a narrative speech, a personal speech. We find out that he shares this heartbreaking story about how he and his mother were living from shelter to shelter. And he kept telling her to get help and she wouldn’t get help. And he had issues throughout the course doing that, but he got up and gave that. That’s just an example. I try to individually talk to them. I’m available to students whenever they want to see me in the office or by email.

INTERVIEWER:
How do you prepare for teaching COM 1010? How much time do you spend before class or in preparation for upcoming lecture?

CONF3:
A couple of hours. It’s a pretty good amount of time. It was actually more the first time. We’re changing books in the fall so I’ll have to put in more time then. This is the fourth time I’m using this book. But I do actually reread every chapter before I talk about it again because I don’t want to miss anything. As well, I try to prepare for how I’m going to present the class that day.

INTERVIEWER:
Have you come across any challenges prepping for the class?

CONF3:
Ya, actually. More at first. There are some materials that are pretty good based on the PPTs that are made that you can work with. I’ll usually take one of theirs and go through it and outline things like that. This particular book was so much different from the previous book we had that the first semester was a little rocky. We had to take a little more prep time because we were going from a very straightforward…this is an attention getting advice…this is a speech structure…to a critical cultural approach. I like the book now but it took a little getting used to. Hopefully the next book will be a little better.
INTERVIEWER:
What do you perceive your role to be as instructor in the class?

CONF3:
Kind of like the ringmaster. To kind of facilitate and to be... I don’t want to be the sage or the person who tells you these things because I don’t know if I’m any wiser than the students are. Hopefully I will be because I’ve done it more often but I think to facilitate the learning and to be able to just make the students comfortable about speaking. To give them poise and confidence and if they walk out with a little more than they started with, then I think that I’ve done my job.

INTERVIEWER:
Absolutely. How would you define a learner-centered teaching environment?

CONF3:
Learner-centered... hmm. ok. I would say that it’s one where students are engaged... actively engaged with the instructor. Instead of being a top-down type model, it’s a bottom-up model. Does that make sense?

INTERVIEWER:
Do you think it makes a difference?

CONF3:
Yes. I think it does. I think people are more likely to engage if they think they’re just being preached to or talked to. And if the students are being engaged and you’re kind of putting yourself at the same level of the student.

INTERVIEWER:
Would you consider yourself to be a learner-centered instructor?

CONF3:
I think so.

INTERVIEWER:
Can you give me some examples.

CONF3:
As I said, I try to engage the students in a lot of conversation and dialogue throughout the lectures. I try to make them interactive. I’d kind of have to look at see what the definition of that would be.

INTERVIEWER:
Everyone kind of has their own definition to.

CONF3:
I think that talking with the students and not at them.
INTERVIEWER:

If you could change anything about COM 1010, what would it be?

CONF3:

In this case, I do really like teaching the course. We’ll be changing some of the books and some of the material. I would basically take out the final exam and just have them do a speech. I’d make the last speech be the final because I don’t know that the final, the way that it’s set up…

INTERVIEWER:

Absolutely.

CONF3:

Ok. Well for example, you have these multiple choice type questions. A student could go through the course and do great on their speeches and pick the wrong answer on a multiple choice question which are worded pretty trickily… so I would change that.

INTERVIEWER:

My last question… if you had to give advice to someone who was teaching COM 1010 for the first time or teaching in general for the first time, what advice would you impart to them?

CONF3:

I would say just be yourself. I think your students will relate to you in that way. In this class in particular, do you preparation and try to relate to the students.

INTERVIEWER:

Wonderful. So that concludes the interview. Thank you.
EXPF1- Interview 1

INTERVIEWER:
How would you describe your teaching style?

EXPF1:
Ahhh, I would describe my teaching style as well we’ve been talking about student-centered learning and I think my style is basically student-centered. I’ve tried to keep lecturing to a minimal. I don’t use PowerPoints. And I’ve tried to get the students engaged in every class period doing something hands-on.

INTERVIEWER:
Great. On a scale of one to ten, with one being very low and ten being very high, how confident are you with your teaching capabilities?

EXPF1:
I would say about an eight.

INTERVIEWER:
Why an eight? How would you?

EXPF1:
I’m pretty confident but I am always learning new things about how to improve so I’ve been teaching or a number of years and I feel fairly confident in my abilities. My students have given me pretty good evaluations over the years but I can always stand to improve.

INTERVIEWER:
Have you every participated in any professional development workshops pertaining to teaching?

EXPF1:
Yes. I have. I have been to most recently, to one of the, I have been a presenter at one of the Office of Information Technology seminars on getting students involved in online classes and having them participate and techniques for getting through to do more than simply observe the material.

INTERVIEWER:
Wonderful. Can you give me an overview of your course, particularly COM1010?

EXPF1:
Okay. COM1010 is centered around complex speaking. That’s probably the core thing that we want students to come out knowing about. It has evolved over the years that I have been teaching it here from pretty much a strictly public speaking based course with some communication theory thrown in to, through a period of where it was using a textbook that was very critical and cultural upon, the one that you have a copy of, the other sections they are still using to now the hybrid textbook that we’re going to start
using in the fall. So it’s, it’s been a lot of things and a lot of different things over the years
but the core of it remains getting students comfortable and I consider getting them
comfortable with public speaking to be the most important part of it. I’m not looking to
turn people into great orators. I’m looking to get them, get them to the point where they
are not quaking in their boots and not at a loss for what to do when they are asked to
speak publically. So if they can get more comfortable, more confident, I feel that I have
accomplished my work.

INTERVIEWER:
Wonderful. Can you walk me through what a typical class is like, some of the activities
that you may do?

EXPF1:
I use a lot of group work on a day where we’re not, day when the students are not
delivering speeches. Typically I will introduce them to some material. In the past, we’ve
had in class writings to start the ball rolling. We’re not doing that this semester but there
were say 10 minutes of in class writing on the reading that was assigned and then a
discussion stringing from those in class writings. So I may still have some of them do
that informally but not for a grade. That’s not part of the rubric this, the syllabus this
semester. That was, that was useful to get the conversation going. A lot of students
typically don’t actually do the reading so there is limited amount of that but the, the other
textbook that we were using last semester was broad enough that they were able to
bring personal experience into it. So that would get a discussion going about personal
experience that didn’t necessarily mean that someone couldn’t participate if they hadn’t
done the reading. They would pick up these concepts as the class discussed them. And
then to prepare for the speeches, typically I would have after discussing the readings, I
would turn the class over mainly to getting students use to the idea of talking in front of
the group so there would be in class exercises such as, as a group putting together a
fairy tale that told an organized story in preparation for the narrative speech. Ah
Something of that sort. Or um when we use to have eh impromptu speeches through
last semester, um doing practice doing practice impromptu speeches, not for a grade but
for practice. Often I will have students working together as a group on (one second
pause) preparation for ahhh projects that will be doing solo in front of the class but I
think it makes them a little more confident if they can do it first as part of a group.

INTERVIEWER:
Absolutely. What challenges
have you encountered with teaching COM1010?

EXPF1:
Ah well it’s a required course and it’s one that everyone, about everyone, one that a lot
of students dread. A lot of students um really have a deep
seated fear of public speaking. Ah and so you need to overcome that and we also need
to overcome the idea that it’s a, despite this, kind of, kind of a contradiction in turn,
because they, they fear the public speaking part but they also expect, because it’s a one
thousand level course and because everyone has to take it, they expect to get an A in it
very easily and not have to do any actual work except overcoming their reluctance to
stand up and talk. So you’ve got this contradiction and it’s supposed to be really easy
and yet it's supposed to be terrifying and both of, neither of those is especially productive so um that's something that that kind of works against the, I guess, among the challenges.

INTERVIEWER:

What other challenges have you had just teaching in general? I mean the other courses you've taught that you've struggled with pertaining to instruction, if any?

EXPF1:

Ah, well let's see (three second pause). The problem is that (one second pause) I have pretty much taught mainly gen Ed courses, required Gen Ed courses, and um, in my former life I was an English teacher teaching freshman composition (um hm) which has the same dynamics except for the lack of public speaking so you know people are not really fond of writing, they're not quite as terrified of it as they are of public speaking (um hm) but it's this required thing that they have to get out of the way. Ah, so, so yeah, the, the fact that it's a captive audience, not people who chose necessarily to be there because they're engaged with the subject matter. I think it's probably the most challenging part of the course.

INTERVIEWER:

Okay great. Are there any, um, teaching strategies that you've tried to use in COM1010 that haven't been successful? Or just been too difficult to implement?

EXPF1:

Um, that's a, that's a good question. Ah, yeah. I'm sure I can think of some if I go back over it. Um. There have been things I've tried and dropped and but give me some time to make a list and I'll get back to you on that. Let me write that down. Things that haven't worked.

INTERVIEWER:

How do you sequence instructional activities in your class?

EXPF1:

Ah. Within, within class period or within the semester?

INTERVIEWER:

Um within a class period.

EXPF1:

Okay, how do I sequence them? Ah, I think, I think the pattern sort of fits what we've been talking about except not strictly the 10-80-10 but I do try to give them instruction, guidance. I mean, obviously they need instruction on what they're supposed to be doing in groups or in pairs or individually. And then, umm, as, as that process goes on, maybe you know stopping them, saying Okay now we're going to do this and then they go on to the next step. Um, I haven't always been good on debriefing afterwards and that's something that perhaps I need to work on.
INTERVIEWER:
Okay. Great. How do you maintain your student’s attention during class?

EXPF1:
That’s, that’s. I’m not sure I do. Well as I said I try not to lecture and when I do find myself lecturing, I do find the phones going on and the eyes closing and so on and so forth. I’m not sure their attention should be on me. So if their attention is something productive then I’m happy. Today, for example their attention was on each other, except for the two sisters who already knew everything about each other, I noticed that all of the pairs were just talking away and even if it was just socializing, even if they had all the notes they needed, they were on task because they were getting to know each other better. So I think as long as they’re engaged in something that is going to be productive for the course, I think the paying attention part might be a little bit overrated because it implies sitting in your seat looking at the one person. So I do require them to, to treat each other with respect when they are giving their speeches and that’s something that every once in a while, you’ll have a class where there is a group of people who can’t stop talking or whispering in the back even during speeches and that can be annoying but usually they’re fairly respectful of each other.

INTERVIEWER:
Would you say that your students come to class prepared?

EXPF1:
(Laughing) Nope.

INTERVIEWER:
No?

EXPF1:
Ah, well

INTERVIEWER:
On average?

EXPF1:
That’s unfair. That’s unfair. Depending on what they’re supposed to have prepared. The speeches, a good number of them are well prepared although not as well as they may think they are sometimes. Some of them are over prepared. Some of them really are, they cope with their anxiety by over preparation. So the speeches, it varies. Sometimes yes, sometimes no. The readings, I would say the majority do not do the reading before the class when we’re supposed to discuss it.

INTERVIEWER:
How do you assess learner performance in this class?
The assessment is standard across all sections. The grades are broken down as on the syllabus. You’ve got a copy of that. The biggest number of points go to the speeches themselves. They’re a thousand points overall. And you’re talking about how the student is the question, right?

INTERVIEWER:
Yes.

EXPF1
The final exam is worth 200 points so 20 percent of the grade. The quizzes are worth another 10 percent. Written assignments another 10 percent. And my math is not very good. Attendance 10 percent. Participation 10 percent. And then the remainder, which should be 30 percent, is the actual speeches.

INTERVIEWER:
Okay. How do you provide guidance to your students in this class? So this semester?

EXPF1
I, well, I prep, I provide guidance, a lot of the guidance I provide I think happens outside of class because they, they frequently email me with very specific questions that they’re uncertain about. In, during group work, I go around and see what kind of questions the groups have as they work on their projects. So, and as we said, I set out certain guidelines before turning them loose to work in groups. So it comes in various forms. I’m not sure how I would characterize it overall and feedback. Feedback is extremely important in the speech courses so they’re encouraged, the students are encouraged to evaluate themselves. There are a couple of self-evaluation projects and peer evaluation projects. The written assignments are mainly geared toward putting more conscience thought into the speech process before and afterwards. So they’re peer evaluations, they’re self-evaluations, they’re goal-setting exercises, and then they’re audience analyses. So it’s very, conscious approach to the speeches.

INTERVIEWER:
How do you prepare for the class, for COM1010 when you are teaching?

EXPF1
Before each class or the beginning of the semester? Or

INTERVIEWER:
Both

EXPF1
Okay. This being the beginning of the semester (laughing) quickly is my answer. I try to look for opportunities in the, if it’s reading, that going to be covered. I try to look for the things that are going to be important for them to remember and find some real world analogy that helps it come alive because I really hate abstractions and no one
remembers abstractions. So, so basically as I'm going through the textbook, and this is
the first semester I'm going through this one so it will be new, I look for ways that I can
connect it with their experiences and get them talking about those experiences. And that
worked very well with the previous textbook and I'm hoping it will work with this one as
well.

INTERVIEWER:
On average, before a class, how much, how much time do you think you spend
preparing?

EXPF1
Gosh.

INTERVIEWER:
I know you taught this before too.

EXPF1
Yeah.

INTERVIEWER:
So it's not like you're starting from scratch.

EXPF1
Yeah. Gosh. That will, that's hard to estimate. That is, that's very hard to estimate
because it depends on whether I've read the book yet, which I haven't, so once the
book, once I've got the book under my belt, and then it you know depends, it depends
on how much of it is new that semester's really. When it's something that I've taught
more or less the same format or, basically the, the main out of class time that is required
is evaluating, grading, evaluating the speeches, giving feedback on the speeches, and
in the past, the written assignments. That's, that is the most time consuming part of
preparation is getting those things back to them. As far as preparing the course itself,
usually I don't have anything really elaborate like PowerPoints that I need to spend a lot
of time on. Once I have an idea for what I want to have them do, it's pretty much
something I turn over to them and just as long as I have a clear picture of what comes
after what so not a lot of prep time for the actual structure of the day-to-day course.

INTERVIEWER:
Okay. What do you perceive your role to be as the instructor in the class?

EXPF1
A facilitator. Someone who, and I've heard this from students over and over again, that
they came into the course fearing public speaking and that my, my demeanor set them
at ease and I, some, for some students I think it's a diplomatic way of saying that I have
boring speaking voice but it's, you have a very relaxing voice. They say as they snooze
off. That's one reason I don't like to lecture. But I think letting them know they're not
going to suffer dire consequences if they screw up is important for this kind of class
because it's overcoming that fear. And you don't want to make them more fearful and
you don’t want to be the kind of instructor who says you know, you really did a terrible job and rips them apart. I try to encourage what they do right and give them feedback on that as well as talking what they still need to work on.

INTERVIEWER:
How would you define a learner-centered teaching environment?

EXPF1
I would describe as the opposite of the banking model. One where students need to be actively engaged every class period and not simply passively absorbing or not absorbing what we’re calling the words from on high.

INTERVIEWER:
Do you think it makes a difference?

EXPF1
Oh yeah.

INTERVIEWER:
Would you consider yourself to be a learner-centered instructor?

EXPF1
I would.

INTERVIEWER:
If you could change anything about content, what would it be?

EXPF1
Oh wow. Oh wow. Well it’s been changing so much. Right now we seem to be going back to the model where they read the textbook and take multiple choice quizzes and exam on it and I think that’s moving in the wrong direction. I’m not sure how much traction we can get going the opposite direction because that’s just not, I guess it’s not feasible on the scale with so many different sections of it but if I were just teaching it myself, I would prefer to have essay exams, writing either in class or out of class, that actually demonstrates that the students understand the concepts and can apply them to their own real-life experiences rather than just multiple choice, absolutely.

INTERVIEWER:
And my last question, if you had to give advice to someone who is beginning to teach COM1010, let’s say it’s their first session, their first session ever teaching, and their teaching COM1010 for the first time. What advice would you impart to them?

EXPF1
Keep it interesting Keep it lively. Expect, well, I’m not sure what to tell them to expect. That’s a pretty broad question. They usually come to be with specific questions. Yeah. And it depends on the person’s background. Some people come in with the idea that they’re going, you know, with a background in debate say, and all these, this wonderful
academic career behind them and they think they're going to raise the next debate team in their COM1010 class so I would certainly advise them not to take that approach. Just basically you know stick with, with what the students find engaging, and don't, don't give broad general assignments. Give them some kind of guidance as to what topic you want them to work with because if you leave them to their own devices and say just write an informative speech, they're going to write an informative speech about whatever they find on the web so make it a little more personal. Try to, try to make sure that you focus it on something that they have a personal interest in and there are various ways to do that. For example, the two woman who were talking about one another's tattoos. Tattoos are a great communication related topic to inform the class about and the more you know the students, the more you can kind of guide them into those things. But make sure that they go with their, with what interests them rather than necessarily what interests you or what they think is going to interest you.

INTERVIEWER:
Great. Thank you. That concludes the interview for the beginning of the semester. I've got a few similar questions and a few additional ones that I'll ask at the end of the semester as well.

EXPF1
I hope that I talked in a way that is easy to transcribe.
Faculty Interview
EXP F2- Interview 1

INTERVIEWER:
How would you describe your teaching style?

EXP F2:
I knew you were going to ask me this. So, I attempt to teach from a….I don’t accept the notion of everything being objective. I look at everything in life being subjective. I’m not expecting any capital T truth. Everything is going to be subjective. I’m not looking for answers from my students. I’m looking for thoughts. I don’t expect all of us to agree. I think it’s actually the Socratic method in the ways I’d like them ask questions and get through their own answers that way. I don’t expect them to come to me for a right or wrong answer, a black or white. So I guess it’s a very participatory method and I think it relies on the Socratic method from my understanding of it where I’m hoping for them to ask questions and form their own opinions. And as part of that, I also want to break down the barriers that traditionally exist between a professor and a student. Such that, while I’m clearly the leader and someone has to give them a grade at the end and the notion of grading is a different conversation and how weird that is. But in that context of grades being required, I’m their leader…I’m the person they come to. It’s a two way street. I’m going to learn from them. They’re going to learn from me. And they’re going to learn from each other. There’s not this information where I’m trying to shove information down their throats and have it be a one directional flow where it’s a two directional flow and I want to break down that barrier that exists for a lot of people. Especially when they’re freshman and they come from high school where it’s teacher knows best. Teacher’s in this position and I’m the student. No, we’re equal. Yes, I’ve been doing this longer. Yes, I’m probably going to know more than you, but there’s things you’re going to know more than me. And things that you can share. It’s a two way street. Such that, the breakdown the barriers…even going as far as A; how do I want them to address me. B-how do I even dress. I’ve had debates with other people. Should I just dress like them? And all this kind of stuff. So I guess that notion, if any of that makes any sense.

INTERVIEWER:
The first class I ever taught, I was 24 and the majority of my students were 28-30. One of the instructors say to me, “you might want to wear a suit just so they’ll perceive that you’re older. You do notice. You do take it into consideration.

EXP F2:
I was actually 22 when I taught my first class. They were all older than me. They were undergrad, and ya, at the end of the semester, I ended up telling them.

INTERVIEWER:
On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?
Capabilities? Just in general? I would say like a 7 or an 8. Let's say I 7.5 and go in the middle.

INTERVIEWER:
And why would you rate yourself that way?

EXPF2:
Because I feel that. Now even 1010. I had never taken a public speaking course. I had never taught one until last semester. And ya, there's that imposter syndrome at the beginning. I just think that I have the ability to take concepts and break them down into more familiar language and that applies to many things. I'm not an expert. I can get enough out of it to break it down. I think my ability to break it down and my comfortableness obviously with public speaking myself and enjoying it. Between having the confidence from that and being able to break that down, allows me to teach a lot of things well.

INTERVIEWER:
Have you ever participated in any professional development workshops pertaining to teaching?

EXPF2:
One. Just the one that Wayne State offers. Whatever certificate. The two day thing they offer in the fall. We have a class in our department too that does a little. We're required to take that too.

INTERVIEWER:
Going back to that. The class that you took...was it all about instructional strategies?

EXPF2:
Ya. Ya. We did a lot of stuff in dealing with teaching COM 1010 and comprehensive apprehension and grades. So I actually got a lot of out that as well. I forgot about that.

Can you provide me with an overall of COM 1010 in general?

EXPF2:
COM 1010 is an introduction...I'm assuming you want it in my own words. It's an introduction...it's almost entirely non-communication students. It's an introduction of communication itself and the power of communication and the context of communication as well as giving them the basic fundamentals for doing public speaking and some practice doing some public speaking.

INTERVIEWER:
Can you walk me through what a typical class is like on a non-speech day?
So a typical class, we’re going to do a lecture. I usually try to limit it to 20 to 25 minutes. I don’t want to talk for 85 minutes. I don’t think it’s in their best interests or my best interests. So it’ll be a 20-25 minute lecture on the readings that they were assigned. I’ll go over not everything but pick out the highlights I think and try to break them down into terms. I mean, our book is very academic. Break them down into terms that they use or everyday things that I know they know, they just don’t think about why they do them. So about 20-25 minutes of lecture. I usually try to do an activity. Sometimes it’ll be an in class writing where they’ll sit by themselves. I’ll give them 3 questions and they can pick one. Give me 2-3 paragraphs. So essentially interpreting this concept into their own world. How does power relationship, for example, how does power play a role in the relationship between you and your parents or you and your siblings. How is that power structure different? Questions like that that’ll take the concepts and break them down into their world. Or we’ll do a group activity where three of them will get together and brainstorm over a question and report to class what they thought. So there’s some sort of activity like that. A lot of classes, we’ll do talking about future upcoming speeches. We’ll do 5-10 minutes of this is due Thursday or this is due a month from now but start thinking about it so you know what to do. And then usually about 15-20 minutes, I’ll pick a speech…tons of different forms of speaking. We’ll watch that and we’ll have a short discussion on a certain aspect of that speech.

INTERVIEWER:
Have you encountered any challenges while teaching COM 1010?

EXPF2:
Well other than me feeling I didn’t know what I was doing the first semester. I had a severe case of imposter syndrome the first semester but I was actually surprised that one of them said towards the end ‘Oh you’ve been doing this along time. You know what you’re doing.”

INTERVIEWER:
And you’re like “yes!”

EXPF2:
Yes! I fooled them. But other than that, ya, getting students to engage is of course….27 students is way too many for this class and getting them all to engage. Last semester, half of them would regularly engage. I changed the grading a little bit this semester. We didn’t have any points last semester for it. So I put some points in this semester to encourage that. I guess that’s my biggest one. Getting the engagement. The other one that bugs me and I would love to know if you have any ideas on this…if they turn something in bad, is it because they didn’t care and didn’t put any effort in? Or is it they actually put effort in and think that it’s good and it’s not. I never know how to approach that. I don’t want to go up to them and insult them and go “this is terrible” and they think “oh my god. I tried really hard,” or “no you’re right. I’d didn’t try. I did it in an hour.”

INTERVIEWER:
So it was a slap and go?
Ya. Exactly. That’s the other information. I guess engagement and that. How do I address deficient work in a respectful and appropriate manner.

INTERVIEWER:
You kind of walked me through what your typical class is like with starting off with lecture and moving on.

EXPF2:
It’s not always in that order by the way.

INTERVIEWER:
Ok. I was going to ask..How do you rationalize how you’re sequencing activities in class? So you know, for instance, you kind of knew what you were going to do today. You knew you were starting with an icebreaker. You were going to go over the syllabus. You were going to show them a speech and have them start thinking about those things. And then you talked about how they were going to do some of those things in future assignments. That was sequenced and you had your order. What challenges do you come across when you know that you have all this content that you have to teach and how do you sequence it appropriately so that they understand it? It makes sense for them. It makes sense for you delivering the content.

EXPF2:
That’s a good question. It’ll vary. Here’s what I base it on. If we’re doing a concept in chapter 3 and then watch a speech that is on these concepts in chapter 3, then I’m going to go over chapter 3 first because unfortunately half of them are never going to read the book. And so at least if I go over the chapter first, they have the basics and then even the ones who didn’t read can participate in the discussion. So part of it is, sequentially what I try to build up in each class. We did the icebreaker today and then talked about the difficulty of speaking. I guess that’s my fundamental. Start from square one and then build up. Occasionally I’ll flip it especially when dealing with an 8am class. Sometimes it can be difficult to get them engaged at 8am so sometimes we’ll watch the speech right away especially if it’s a good speech. I know a lot of them aren’t interested in political speeches but I’ve got one on David Blaine, the magician, that they all seem to really like, so I pop that in first. And also, if they’re late…unfortunately 1/3 tend to be late to every class. That also makes them miss less. Generally, I try to start with a lecture and that will build up what we’ll do that day because the activities will be based off of that and the speech will build on that. But there are also some days where there are no lecture lectures, so I’ll flip it around and show the speech first. The main criteria and making sure that everyone can participate even if they didn’t do their homework and trying to keep them engaged through entertaining methods if I can make it more entertaining that way.

INTERVIEWER:
How do you maintain your students’ attention during class? What are some of the more entertaining methods that you use?
I’m definitely a big promoter in technology. I’m only using YouTube. It’s bringing in
different activities...so short, concise activities. I’m not going to drone on for 80 minutes.
I’m not going to drone on for 40. About 20-25 minute chunks. So we switch things up so
we don’t do any one thing too long. And trying to bring in other voices....having the
students talk in most classes. At least some of them so they hear from me, they hear
from each other, and they hear from an outside YouTube video. A variety of voices and
short attention spans so it doesn’t go on for way to long with one activity.

INTERVIEWER:
How would you describe students’ motivation towards taking COM 1010?

EXPF2:
It probably runs a gamut like any other course. Just going based off of last
semester...where I taught in [State] is pretty similar to here. I’d say about 1/3. 1/3 of the
students want to be there and are engaged and trying hard and are really concerned if
they are going to get an A or not. 1/3- they don’t dislike it but they’re not in love with it.
They show up most of the time but you can tell they’re not putting in much effort. And a
1/3, they’re not prepared. They’re not engaged. They just don’t care to be there. They
don’t show up. I guess it runs a gamut. That’s the easiest way to describe it.

INTERVIEWER:
How do students know what materials /content are required from class to class? Or from
session to session in COM 1010?

EXPF2:
The syllabus. I mean, they tend not to read it, but it’s on the syllabus. There’s very few
things. I don’t put the in-class writing or the in-group writing activities on the syllabus and
I usually don’t tell them ahead of time so they get the incentive not to skip. The themes
are on the syllabus. The readings are on the syllabus and some of the activities will vary.

INTERVIEWER:
Would you say that students come to class prepared?

EXPF2:
No.

INTERVIEWER:
How can you tell?

EXPF2:
Well last semester I frankly asked them towards the end of the semester. I asked, “how
many of you had read the book?” No one. You can just tell during the lecture. They don’t
read the book. They usually come well prepared for speeches. The majority. There’s a
few that don’t but the majority come prepared for speeches, do well on speeches but
they just don’t read the book. And you can tell when you’re giving the lecture and you
say, “oh you read the book, this example” and they just give you blank looks. Or you ask
them, “what does this mean?” and you get nothing. You can tell they haven’t read the
book.

INTERVIEWER:
How do you assess learner performance in the class?

EXPF2:
A lot of it’s through their written work. And again, I’m not looking for a right or wrong
answer but a developed thought. So through their writing, I can tell if they thought about
the question and are advancing or if they’re just blowing off and just writing whatever to
fill up the paper and turn it in. Through that. Through my interactions. Mainly…you can
tell through their speeches too. You can tell from speech 1 to speech 5 where their
confidence is improving greatly and others that are flat-lining.

INTERVIEWER:
How do you provide guidance to students in your class?

EXPF2:
The worksheets. It’s hard to grade speeches. I have to do them all live. I try to make as
many notes on their speech as I can and then I will have a discussion after every speech
with trends that I see from the class as a whole so not naming any names but “a lot of
people didn’t get this concept so let’s talk a little bit about this concept.” I didn’t really do
any one on one per say but there are some people after class who come up to me after
class constantly and we’d have a little one on one back and forth. Generally my main
mechanisms are group trends and individual written feedback.

INTERVIEWER:
How do you prepare for each class session that you’re teaching? How much time on
average do you spend in preparation before each class?

EXPF2:
It’s going to be…this is my second semester doing it so I start with what I did last
semester which I already created from scratch so it’s hard to say. Last semester,
probably 3 to 4 hours for every class. I’d read the book, look at all notes for all the
lectures, put my own PPT together, search YouTube for my examples. I’ll try to bring in
YouTube examples like Seinfeld references I bring in and stuff like that. Even Modern
Family that I can bring it. So 3 to 4 hours to prepare, put it together, go back the next
day and look at it again, and every morning before class, I’ll spend an hour and go
through my lecture. I don’t want to memorize it. I’m not that type of person. I improvise.
But just as long as I know what’s next and what main points I want to make sure I get
out. And I put together an outline that has the 20 minutes for this, 25 minutes for that,
make sure you say this and this and this. And just very high bullet points like 5 bullet
points to make sure I hit the big issues.
INTERVIEWER: What do you perceive your role to be as the instructor in the class?

EXPF2: The leader. The mentor. You know, advice. Again, I want it to be a collaborative working relationship so we can go back and forth and not this person that can't be wrong. Just in today's class, I learned something new that I didn't even know the supplement was on Amazon. So I want it to be a two way street so I'm not seen as knowing everything. Again, the role, somebody for feedback, but it's a very collaborative relationship as opposed to a top-down relationship.

INTERVIEWER: How would you define a learner-centered teaching environment?

EXPF2: So I think it's keeping the learners in mind with everything you do. Part of that for me is doing a lot of different activities. Making sure it's not three hours of lecture. Making sure we're varying up the activities so that they get different voices and that things move. Also trying to teach different styles. I realize not everyone is going to be comfortable speaking. Some assignments, I try to have them do writing so that those who are more comfortable can do writing can do. Other people are not so comfortable with writing so it's offering them a variety of options on a variety of levels so hopefully I can find that one out of three activities appeals to everyone. Maybe three out of three. But realistically one out of three will appeal to everybody and that's the best I can do with bringing 27 people on the same page.

INTERVIEWER: Would you consider yourself to be a learner-centered teacher?

EXPF2: I try. And I don't know. Again, I'd be curious for more feedback on that. You know, it's definitely one of my goals.

INTERVIEWER: If you could change anything about COM 1010, what would it be? If you didn't have to factor in all of the different sections. You can do whatever you want. What would you change?

EXPF2: So we are changing the book next semester. I have issues with the book too and I understand greatly why the students have issue with the book. That would probably be one of the things I'd like to change just because I can get around it and I think I can still teach the book well but it's sooo hard for them. They're still stuck in this notion of neutrality and objectivity and the book is nothing of those sorts. They get hung up on
this. So I think that and I would probably dump one of the impromptu speeches because I don’t think there the most useful things. There are two of them. Still, I think it’s a good foundation. Those are the two things I would change.

INTERVIEWER:
My last question… if you had to give advice to someone who is teaching for the first time or they’re beginning to teach at the undergrad level… let’s say COM 1010, what advice would you impart to them?

EXPF2:
Know your students names. Too shocking how many people don’t learn their students’ name. Even if there’s all 27, usually by week 2 I'll have them all down. And listen to your students and remember what it’s like to be in there shoes. It’s so easy to forget what it’s like and you’ll be like “oh I love this topic. I’m sure they want to hear me talk about it for 80 minutes.” You may like the topic and want to talk about it for 80 minutes; it doesn’t mean that they like it. Just try and keep that in mind.

INTERVIEWER:
Those are all of my questions. Thank you.
INTERVIEWER:
How would you describe your teaching style?

EXPF3:
I try to be as causal as possible just in the sense that I want them to feel comfortable because that type of class that is and I feel that if I’m too stringent, if I’m too cold or I try to build any walls between the students and myself then they’re not going to be as comfortable opening up. Even outside of teaching COM1010, I was the same way when I taught other classes. I try to as thorough and organized as possible also, and still professional but fun.

INTERVIEWER:
On a scale from one to ten with one being low, ten being high how confident are you with your teaching capabilities?

EXPF3:
I would say an eight or a nine. There’s always room for improvement, I know that I’m not perfect but I like to think that because of my study and communication pedagogy and then consistent, I don’t want to say research but maybe like reading up on the latest and greatest.

INTERVIEWER:
Have you ever participated in professional development workshops pertaining to teaching?

EXPF3:
No, I wish I had.

INTERVIEWER:
Can you give me an overview of COM1010.

EXPF3:
It is the basic oral communication course, basic public speaking and we’ve recently in the past year implemented some extra components, I guess, so now we’re not just teaching the basics of public speaking but we’re also teaching the basics of communication in general.

INTERVIEWER:
Can you walk me through what a typical class is like?
What I’ve been doing with everybody I’ve interviewed so far is focusing more on a day if you were delivering content out of the book vs. I know it’s a little different when they have their speech days.
On one of those days I open by trying to review what we did the previous week. Any kind of like update notes I will give them at that time, review the calendar changes or anything like that and then I go into the actual review of the chapter, the text book material. I use PowerPoint, I try to be as colorful and inviting as I can with the PowerPoint’s, I don’t put a lot of information on them because I’d like for them to listen to me more than to read them. And I do keep it very discussion based, very rarely is it me talking for any lengthy period of time. I ask a lot of questions, challenging questions, controversial questions. Then from there, I’ll go over any of the assignments that are coming up and address questions throughout. I usually don’t ask them to hold them until the end.

**INTERVIEWER:**
Have you encountered any challenges with teaching COM1010.

**EXPF3:**
Oh yes. Challenges, they range from communication apprehension from the students, they range from that all the way to the students that don’t want to participate. There’s a lot of work, it’s not just the speeches, there are papers, there are other assignments that come into play and so a lot of that is just trying to keep everyone on point, organized, and on top of things because there’s a lot that overlaps too.

**INTERVIEWER:**
You’ve talked about some of the different teaching strategies that you’ve used. Have you ever tried anything where it just didn’t work with that particular class or you went, “okay, I’m never doing this again”, or…

**EXPF3:**
I have had some activities fail and I learned that very early on, and that was probably the first couple of years that I started teaching, but I learned that I need to actually write them out first because sometimes they come in as an idea, they seem great and then if you don’t really think it through and deliver it properly, they flop. So I’ve learned to take an idea, put it on paper, and then really pull out the objectives and have that on paper as well.

**INTERVIEWER:**
Okay, great.

How do you maintain your students’ attention during class?

**EXPF3:**
I will call them out on it. So if it’s tension because we’ve been going for an hour and half, and they’re getting tired or bored I’ll say “okay guys let’s wake up. What do you need? What’s going on? What are you thinking?”. And I just kind of turn it over to them. If there’s tension because we’re
talking about something controversial, and that happens often, then I just kind of keep that reminder out there that everybody’s entitled to their own opinion, let’s keep it respectful. I only had one major issue and that was, and no fault of my own, it was actually just a student who had a little bit of a prejudice toward another one.

INTERVIEWER:
How would you describe your students’ motivation in regards to COM1010.

EXPF3:
It’s tough. It’s tough. I would say you’ve got students that are motivated because they want to get a good grade for various reasons, and then you got students that are motivated because they want…it’s almost like they want to please me which is really cool. And then you got students that just don’t care at all, and those are the ones looking to get a passing grade and that’s it.

INTERVIEWER:
How do students know which materials will be covered in each class?

EXPF3:
They have the course calendar that I give them at the beginning of the semester and I update it and then when I do update it I let them know in class and I post the revision on Blackboard. And we discuss it in class also.

INTERVIEWER:
Would you say students come to class prepared?
So I mean it’s going to vary but overall would you say the whole class comes….

EXPF3:
No, that’s a big issue is getting them to read before they come in.

INTERVIEWER:
How do you assess learner performance in the class?

EXPF3:
I’ve done it through various ways. One way is by whether or not they’re actually utilizing the feedback from their own speeches and papers and implementing them going forward and I let them know I look at their progress overall. Another way is through either writing assignments or quizzes, I’ve tried both. And then I guess the final way would be the actual speeches they deliver.
How do you provide guidance to your students?

EXPF3:
Lots of feedback, lots of detailed feedback. Whether it’s written or verbally. And then I’m always available for them to reach out to me one on one too.

INTERVIEWER:
How do you prepare... for when you’re teaching, how do you prepare for your classes before each session?

EXPF3:
I will usually try, at least a week in advance, to refresh myself on the chapter material. I have the instructor notes that I go through also. I make notes in there from previous experiences. My PowerPoint’s are already created from having taught previously and so I’ll refresh myself on those, make any additions. And then I try to figure out how I can tie in current events with everything so whether it’s from pop culture, or international business, whatever it is.

INTERVIEWER:
What do you perceive your role to be as the instructor in the class?

EXPF3:
The leader and a co-learner. I always tell them that I’m learning with them and so I never take the position as a controlling person or anything like that.

INTERVIEWER:
How would you define a learner centered teaching environment?

EXPF3:
Really staying in tuned with what their needs are, really listening to the feedback they’re providing whether it’s verbally or nonverbally. Really looking at the grades and the performance aspect and then paying attention and modifying it as you go.

INTERVIEWER:
Would you consider yourself to be a learner centered instructor?

EXPF3:
For the most part I would think so.

INTERVIEWER:
If you could change anything about the course right now what would it be?

EXPF3:
A different textbook but we’re getting that soon. One that’s a little bit more freshman, sophomore level friendly. This one is a little too abstract for them I think.

INTERVIEWER:
And my last question, if you were giving advice to someone who was teaching for the first time and they’re going to get through into COM1010…teaching COM1010, what advice would you impart to them?

EXPF3:
Stay as organized as possible and relay that organization to the students, because they have a really hard time with the overlapping of the assignments. The other thing is don’t spoon feed them because there are a lot of…students come in at this generation, and that’s not to say that there aren’t students who are a little bit older and have been out of education for a while, but a lot of students coming straight from high school nowadays don’t know how to organize themselves. And they want everything provided to them and so I really give them…I ask them questions when they say they can’t find something or can’t figure it out, “oh would did you do? Where did you go? Have you tried this? Did you look in the syllabus on page four?” I really try to give that back to them and make them feel empowered.
APPENDIX P
RESULTS OF STUDENT INTERVIEWS

Student Interview
CON1-S-AS

INTERVIEWER:
Can you give me an overview of COM1010 the way you would describe it to a family or friends? Like, what the course is about.

CON1-S-AS:
What is important about Communication 1010?

INTERVIEWER:
Yep.

CON1-S-AS:
It's about a lot of communication so students have opportunity to speak in the class. That's the idea.

INTERVIEWER:
Ok. How would you describe your instructor's teaching style for COM1010?

CON1-S-AS:
My instructor?

INTERVIEWER:
Your instructor, yeah.

CON1-S-AS:
I think he tried to encourage students how to speak in the public confidently and he tried to give us ideas how to deliver our speech. He also tries to give examples how to speak up and I think that's the idea.

INTERVIEWER:
Okay, great. Can you walk me through a typical class day would be like in COM1010 on a non-speech day?

CON1-S-AS:
What do you mean by non-speech day?

INTERVIEWER:
Can you walk me through a class during the days where he's teaching like from the textbook? Like, when no one is delivering speeches?

CON1-S-AS:
Out of the textbook?
INTERVIEWER:
Mhm. Like what is a typical class like when you go in?
CON1-S-AS:
Oh. Could you give me an example?
INTERVIEWER:
Well, like so you have class Mondays, Wednesdays and Fridays. Can you walk me through what a class might be like? Like, you know, how does he start off class?
CON1-S-AS:
Oh.
INTERVIEWER:
Kind of like what you guys might do during your class sessions.
CON1-S-AS:
Ok. He asks about how are you today. We are going to talk about Chapter 1 or Chapter 2 and then he tries to give explanation about book with presentation PowerPoint with example. Then he lets us ask questions about what he said.
INTERVIEWER:
Ok. Good. Have you encountered any challenges with learning the material in COM1010?
CON1-S-AS:
Yes. We should read the book before class.
INTERVIEWER:
Before class.
CON1-S-AS:
Yeah.
INTERVIEWER:
Are there any activities in the class that you really liked that helped you learn the material?
CON1-S-AS:
Outside class.
INTERVIEWER:
During class, was there any teaching strategies or activities that he did in class that you really liked or…
CON1-S-AS:
Ok. I like the group speech because we can share our idea and yeah, that’s what I liked.
INTERVIEWER:
Was there anything in class, was there any activities in class that you didn’t like

CON1-S-AS:
I think no.

INTERVIEWER:
No? Good. Good. Do you find yourself, are you bored in class?

CON1-S-AS:
No.

INTERVIEWER:
No? Do you think he does a good job at keeping your attention?

CON1-S-AS:
Yeah.

INTERVIEWER:
How so?

CON1-S-AS:
Because he always gives us feedback after we speak and he writes on everything that we need to improve.

INTERVIEWER:
Good. Can you describe your motivation in terms of this class? Were you excited about the class? Were you nervous about it?

CON1-S-AS:
I don’t feel nervous. I just feel like this is my opportunity to speak in the class so this is my opportunity to speak with my friends.

INTERVIEWER:
Good. Good. Do you think students come to class prepared? Do you think they read the chapters ahead of time?

CON1-S-AS:
I think not all the students, but some of the students, yeah.

INTERVIEWER:
How can you tell whether a student is prepared or not?

CON1-S-AS:
I can see there are some students that they don’t always answer the questions very well and I just that’s what I see with them.
INTERVIEWER:
Great. How much time do you take, like let’s say at a time you’re not giving a speech, how much time do you think you spend preparing for COM1010 on your own at home?

CON1-S-AS:
I usually read the book before class.

INTERVIEWER:
Ok, wonderful. You’ve kind of already answered this, but does your instructor provide guidance or feedback to you throughout the semester?

CON1-S-AS:
What do you mean?

INTERVIEWER:
Like feedback on your performance or giving you suggestions on…

CON1-S-AS:
Yeah he always give.

INTERVIEWER:
After your speech?

CON1-S-AS:
Yeah, after each speech.

INTERVIEWER:
Now this is more of a general question. As a college student, what are your expectations of somebody teaching at the college level? Like, what are you expecting from and instructor in terms of your learning?

CON1-S-AS:
Ok. I usually expect that teachers like they always prepare before giving explanation to students and present PowerPoint and giving an example is also more helpful to me because I always take notes in the class and to take notes is important to me because I get confused otherwise.

INTERVIEWER:
Wonderful. There’s no right or wrong answer to this. I’m just asking everyone what their opinion is. How would you define a student-centered or student-focused teaching environment? What might that look like? If I was coming to you for advice and I said I want to become an instructor and I really want to be focused on my students, what advice would you give me so I could relay that or convey that to my students? What activities should I do in class?

CON1-S-AS:
I think you should ask more questions.

INTERVIEWER:
More questions? Wonderful. Anything else?

CON1-S-AS:
You can see if students are not paying attention. You just give maybe give interesting questions.

INTERVIEWER:
Wonderful. Do you think your instructor for COM1010 is learner-centered or student-centered?

CON1-S-AS:
Yeah.

INTERVIEWER:
On a scale from 1 to 10, with 1 being really low and 10 being high, where would you rate him?

CON1-S-AS:
What do you mean?

INTERVIEWER:
On a scale from 1 being very low like not student-centered and 10 being very high, like very student-centered, where would you put him on the scale?

CON1-S-AS:
Oh. I think he’s a good scale.

INTERVIEWER:
A good scale.

CON1-S-AS:
Yeah.

INTERVIEWER:
Ok. If you could change anything about the course, what would it be?

CON1-S-AS:
Um, what should it be? Maybe I think it is better to focus on the book because it’s all about communication and I need more opportunity to speak in the class.

INTERVIEWER:
Wonderful. Ok, that’s the interview.
INTERVIEWER:
Dan, can you give me an overview of COM1010, and if you were describing it to a group of friends or family?

CON1-S-DI:
It's like a class to build your basic speech skills and being able to communicate in different ways and, just communicate in different ways, you know, speaking in front of a group of people.

INTERVIEWER:
Can you describe your instructors teaching style?

CON1-S-DI:
More, just audio going over stuff in the book, I mean he does do a little bit visual aids just showing different types of speech, speeches, like the good kind, the bad kind, what he is kind of looking for in the class.

INTERVIEWER:
Do you think he is interactive with the students?

CON1-S-DI:
Yeah, I mean, he is interactive, he asks a lot of questions and looks for a lot of feedback.

INTERVIEWER:
Can you walk me thru what a typical class is like during a non-speech day?

CON1-S-DI:
It starts off, it starts off going like through the book, the chapter we are on, he will start off there and then he will go to discussion questions, and ask us the discussion questions, and try and get some two-way communication going in class, and then we will just continue on after the discussion questions, continuing on with the material in the chapter, and then up to the next discussion question.

INTERVIEWER:
Are there any teaching strategies that he uses that you like?

CON1-S-DI:
I like when he does the two-way communication just because it is more of a way for everyone to interact and actually see if we are understanding what he is talking about.

INTERVIEWER:
Are there any teaching strategies that he uses that you are not fond of?

CON1-S-DI:
Kind of just reading and everything from the book and just going straight from the book and not adding his own kind of personal…

INTERVIEWER:
He kind of reads out loud?

CON1-S-DI:
Yeah.

INTERVIEWER:
Have you encountered any challenges with learning the material and content?

CON1-S-DI:
Not at all.

INTERVIEWER:
Would you say you are bored with this class?

CON1-S-DI:
Yeah, this is, to me it’s just a speech class, I’ve had many classes where I’ve had to make a speech or do group presentations, so it’s not my first class for doing presentations so yeah it’s a little boring.

INTERVIEWER:
How would you describe your motivation for this class? So some of the students I’ve been interviewing are freshman where they said ok, just get it over with in my first year, others are seniors that have delayed until the last possible semester. How were you feeling about this class? Were you apprehensive about it, were you nervous? You didn’t care or you were just going to take it because it fit in your schedule?

CON1-S-DI:
Well, I was a little nervous because it is a speech class and I could add speaking in front of people and I wanted to see if I could improve that at all, but, and I had to take it, because I just wanted to get it out of the way, because I didn’t want to worry about it when I had to take all my main classes for my degree.

INTERVIEWER:
Would say that students in your class come prepared? And when I say prepared I mean do you think they read the book chapters before?

CON1-S-DI:
Not all.

INTERVIEWER:
How can you tell?

CON1-S-DI:
Well when we start doing over the material in the book some of the students, they don't know what's, and they don't really, they are not really paying attention and can't really answer the discussion questions that much.

INTERVIEWER:
How do you prepare for classes on average, let's say a non-speech week? How much time do you think in a given week do you dedicate to the content of the material?

CON1-S-DI:
A week would probably be about maybe 6 hours a week.

INTERVIEWER:
6 hours a week? Do you kind of spread it out?

CON1-S-DI:
Yeah.

INTERVIEWER:
What would that consist of, your preparation?

CON1-S-DI:
Just reading the book.

INTERVIEWER:
Do you have any challenges when you are preparing for the class or reading the book?

CON1-S-DI:
No not really.

INTERVIEWER:
Does your instructor provide guidance to you in class or feedback throughout the semester?

CON1-S-DI:
Yeah I mean, like if you want really good feedback, you want to email because then you know he will get back to you with feedback but other than that, I mean he'll like, he'll like tell us what we are doing with our speeches and how he wants them done. And when we are doing our practice speeches, that's when he will critique us and say like yeah this is what you a kind of doing wrong and what you need to change, you are going too fast, using too many hand movements, or kind of like stating all that basic things that people do when they are starting to learn how to do speeches.

INTERVIEWER:
As a college student, what are your expectations of somebody teaching at the college level? Like what do you want to see from an instructor in the classroom? What do you think their role should be?
CON1-S-DI:
Kind of someone that you can look up to and be able to teach with kind of a level where it’s like you kind of can relate because it’s like a college level and you should still be professional but you still can have the ability to have fun with it kind of, because like, it’s something that they like to do, and you’re here be either you wanna, you have to take the class, and you wanna learn it so you can have fun with it too, so as long as you can have fun and be able to still teach the class and learn the material…

INTERVIEWER:
There’s no right or wrong answer to this next question, I’m just kind of asking students to describe in their own opinion what they think, how you would define this next thing. How would you define a learner-centered teaching environment, or the student-centered environment. Like I said, if I am an instructor, and I want to create a student-centered teaching environment, what do you think that would look like, how do you think I should be teaching your class? If I said I wanted to be like focused on my learners.

CON1-S-DI:
If you want to be focused on the learners, I guess, in the large group it is hard to do all the one on one so it’d pry be easier to break them all up into groups to work together and then you can focus on the groups, because in the groups the students can help each other and then if everyone has a question, then the instructor can come over and help them with their question.

INTERVIEWER:
Now other than the group speech, do you guys do group activities throughout the semester?

CON1-S-DI:
No it’s just really the group speech would be the only group activity.

INTERVIEWER:
Would you consider your instructor to be student centered?

CON1-S-DI:
Yeah, I mean, if we have a question he will answer and we always will ask other people around us before we ask the instructor so…

INTERVIEWER:
On a scale of 1 – 10, with one not being student centered and 10 being really student centered, where would you probably rank your professor?

CON1-S-DI:
Around a 4.

INTERVIEWER:
If you could change anything about the course what would it be?
CON1-S-DI:

I guess try and make it more exciting, it’s just kind of bland, just going right from the book, and since it just goes right from the book, it’s not that interesting.
Student Interview

CON1-S-EL

INTERVIEWER:
Can you give me an overview of COM1010 as you would describe it to your family and friends?

CON1-S-EL:
It’s a class that teaches basic public speaking skills and how to go about organizing speeches and delivering them.

INTERVIEWER:
How would you describe your instructor’s teaching style?

CON1-S-EL:
Probably very by the book. He’s very much into just reading what is in the slides and reading what is in the book and not really deviating from that at all.

INTERVIEWER:
Can you walk me through what a typical class is like on a non speech day?

CON1-S-EL:
We walk in, sit down, he says hello and then starts lecturing. Once and a while someone will interrupt him for a question and he’ll try to answer it as best he can and then takes attendance, we leave.

INTERVIEWER:
Have you encountered any challenges learning the course material?

CON1-S-EL:
As far as the book goes, his lectures aren’t really helpful for us learning it. It’s very much on your own. It’s kind of hard to not understand what he’s saying but he doesn’t make it very relatable so it’s hard to apply it until you read the book and can apply it to your own life.

INTERVIEWER:
What teach strategies does he use in class?
Is it just lecture?

CON1-S-EL:
Yeah, it’s just lecture.

INTERVIEWER:
Okay my next question is there any teaching strategies in particular that you like?
CON1-S-EL:
I would love more group participation. Anything that would deviate from just sitting there and having him just lecture us straight out of the book. Got to make it more interesting and make us want to come to class.

INTERVIEWER:
Are you bored in the class?

CON1-S-EL:
Yes.

INTERVIEWER:
Do you think he does a good job keeping the classes attention?

CON1-S-EL:
No.

INTERVIEWER:
No, okay pretty much because there’s no participation. How would you describe your motivation in the class? Let me preface this because I’ve interviewed people all over the board. I’ve interviewed the seniors that have said “this is my last semester, I’ve put this off, I need it to graduate”. I’ve interviewed people that have said they were petrified because it was public speaking. What was your impression of this class or how were you feeling towards taking this?

CON1-S-EL:
Well this is my first semester at Wayne, and I’ve spent the past three years working in a managerial role in a restaurant. So I was leading teams of like seventy to eighty people at a time and so I’m use to public speaking. I need it as a requirement and I was like “I could do that, I can make speeches”.

INTERVIEWER:
So it wasn’t a big deal?

CON1-S-EL:
No, not at all.

INTERVIEWER:
Would you say that students come to class prepared? Do you think they read the material ahead of time?
CON1-S-EL:
No, especially speech days it’s just kind of a free for all. A lot of times if you have your speech ready you can go, if you don’t he kind of says that’s okay and lets you go the next time. I don’t think anybody reads.

INTERVIEWER:
Are you guys given assigned speech days? Like would you know “okay, I’m presenting next Monday or I’m presenting next Tuesday”?

CON1-S-EL:
Yes, but people would have to come to class to find that out. I know a lot of people…if they’re not and don’t check their email. For example, the informal speech a lot of people were just like “well, I’ll just go when I go and doesn’t really matter. He didn’t really do anything to stop that.

INTERVIEWER:
How do you prepare for classes? Let’s say on a non speech week, how much time do you spend reading the book before class?

CON1-S-EL:
Not much because he’s kind of deviated from the syllabus so it’s kind of hard to keep up with where we are, what we’re doing. So I’m just trying to get through the book to prepare for the final and it doesn’t always match up with what he’s doing though.

INTERVIEWER:
How do students currently participate during a class?

CON1-S-EL:
Once and a while somebody will ask a question or he’ll use the discussion questions that are in the book but no one really answers them and he just kind of moves on.

INTERVIEWER:
Does your instructor provide guidance to you about your performance or provide you with feedback throughout the semester?

CON1-S-EL:
Speechwise he does. He fills out the rubric that’s in the lab manual and he’ll write some comments on it. For papers too he gave us some good feedback that he had typed into the paper about what we could fix.

INTERVIEWER:
Now this is more of a general questions, as a college student what are your expectations about someone teaching at the college level? What are your really expecting from an instructor in terms of helping you with your learning?
I want them to be passionate about the subject and able to kind of pass that passion on to me because that makes it more interesting. Somebody who definitely knows about their subject and is able to then use that knowledge to help us learn about it. Some people are really book smart and can’t dictate it. Somebody who is available to us if we have questions we shouldn’t be afraid to approach them or go their office hours or what not.

INTERVIEWER:
Good. There’s no right or wrong answer to this next question. I’m just asking everyone to define this and I’ll preface it too. How would you define a learner centered teaching environment? Let’s say I come to you for advice and I say “I’m planning on becoming an instructor and I really want to be student focused in the class, I really what to be student centered”. What types of instructional strategies do you think I should employ in my class to convey that to my students?

CON1-S-EL:
Definitely class participation, asking how we feel about the subject. Even when lecturing, stopping every few minutes, “Does everyone understand? Does anyone have any questions? Anybody have examples of this?”. Really engaging the students so they feel more involved in the actual class instead of just coming in and sitting down getting the words kind of like that whole banking concept of education, they just keep making deposits and we don’t get anything out of it.

INTERVIEWER:
Would you consider your instructor to be a learner centered instructor?

CON1-S-EL:
No.

INTERVIEWER:
On a scale from one to ten with one being really low and ten really high where would you rank him?

CON1-S-EL:
A five or six.

INTERVIEWER:
If you could change anything about the course you’re currently enrolled what would it be?
CON1-S-EL:

Definitely to make it more learner centered. I think it would be a lot more interesting. We had a guess speaker last Wednesday and I learned more in his forty minute lecture than I have the entire semester because he was very engaging and had really good real life examples and broke everything down. He kind of kept asking us how we felt instead of just telling us.
INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family and friends?

CON1-S-JE:
Umm, COM1010 is just a class to like prepare you for the future. It’s a speech class. You have to talk in front of a lot of people and you make speeches about a narrative speech, an informative speech. It’s a random speech they give you. This class basically prepares you with how to talk and be confident about what you say in the future.

INTERVIEWER:
How would you describe your instructor’s teaching style?

CON1-S-JE:
My instructor is very like, a friendly person. He wants you to be comfortable. I don’t know. He’s not like…I don’t know how to say it….I’m getting nervous.

INTERVIEWER:
Do you want me to stop the tape.

CON1-S-JE:
Ya, I’m confused.

RE-EXPLAINED THE PURPOSE THE OF THE INTERVIEWS. CONTINUED ON WITH QUESTIONS.

INTERVIEWER:
How would you describe your instructor’s teaching style?

CON1-S-JE:
Ok. My teacher just makes PPTs from the book. He doesn’t read from the book. He just reads from his PPTs that he takes from the book and he tells us to go along with him. And basically that’s just it. He doesn’t say anything else other than what’s in the book.

INTERVIEWER:
You kind of answered my next question. Can you walk me through what a typical class is like on a non-speech day?

CON1-S-JE:
Ya, during a non-speech day we’ll just sit down and he’ll be like, “take out your books. We’re going to read chapter 7.” He just skims along. He just goes down and highlights key points and that’s basically it. And we just take notes from the PPTs.
INTERVIEWER:
Are there any teaching strategies or activities that she’s used in the class that you’ve like?

CON1-S-JE:
Well not really. It’s just basic. He just reads out of the book. That’s what his strategy is. He just puts it on the board which probably will help us during the final because the final will be from the book. That’s why… I’m just consistent that I have information.

INTERVIEWER:
So it’s the same from chapter to chapter?

CON1-S-JE:
Yes.

INTERVIEWER:
That leads into my next question. Are there any teaching strategies or activities that she’s used in the class that you haven’t liked?

CON1-S-JE:
Well he doesn’t really give us any worksheets and it’s kind of hard to learn it. It’s not really that hard to speech but there are some key concepts that I don’t understand. But I do ask him and he replies. I don’t know…I just have a hard time.

INTERVIEWER:
Do you find yourself bored in the class?

CON1-S-JE:
Yes. I’m very bored. It’s just irrelevant information that I feel like I’m don’t need to know.

INTERVIEWER:
Do you think your instructor does a good job at keeping the class’s attention?

CON1-S-JE:
No. I don’t think so. He’s just whatever…people aren’t listening, people are on their phones. He’s like, I’ll just go with it, whatever.

INTERVIEWER:
How would you describe your motivation in regards to this class?

CON1-S-JE:
Well I’m just thinking about getting an A and just reading the book even though it’s boring. I just continue to read it. I need the A. I need the A. I just need it. It’ll be over soon.

INTERVIEWER:
Would you say that students come to class prepared?
CON1-S-JE:
Yah most of them. A lot of them do. They bring their computers and just type the information out. And everyone brings their book. I don’t see anyone who doesn’t have a book or a supplement.

INTERVIEWER:
Good good. How do you prepare for classes from week to week? Let’s say on a non-speech week?

CON1-S-JE:
I try to sit in the front. I bring my book and my supplement with me and I just bring a notebook. I’d rather have a notebook than a computer so that I can focus more. And then I just write all the notes and everything that he says. It’s pretty basis.

INTERVIEWER:
Do you do any reading before class?

CON1-S-JE:
Well if he tells us to. If he says, “read this before class, or whatever” I’ll skim through it or read it so I know what he’s talking about the next day.

INTERVIEWER:
Good. Does your instructor provide guidance or feedback to you in class?

CON1-S-JE:
Yes. On our speeches, he’ll write what we need to work on just so that we can do better on the next speech and he tells us things to work on…stuttering…whatever…so then we’ll know. Same thing with our papers…he’ll say, you’ll need to work on this and we just do it and then we get a better grade which happened to me.

INTERVIEWER:
Good. Well that’s helpful.

CON1-S-JE:
Mmmhhmm.

INTERVIEWER:
This is more of a general question. As a college student, what are your expectations of someone teaching at an undergraduate level? Like, what are you expecting out of an instructor?

CON1-S-JE:
This is a really not a real teacher. When I first came to this school, I was like, what… I don’t know. I expect them to have a high knowledge and at least have a 4.0 GPA. It’s a
teacher, you know. I just expect them to be really smart because they’re teaching me too. But he’s a student too. But all the undergrad students are actually pretty good. They were picked well.

INTERVIEWER:

Now this next question, there is no right or wrong answer. How would you define a learner-centered teaching environment? Let’s say I come to you for advice, and I say, “I’m becoming an instructor and I really want to be student-centered in my classroom. What types of activities or instruction should I deliver in my class so I can convey that to my students that I’m really focused on them learning the material.

CON1-S-JE:

Well I would tell her or him to try to be friendly with the students. Just try to get them to focus on them. Don’t be mean at the start or else they’ll hate you from the beginning. Try to be their friend but try not to be too friendly where they don’t respect you. You know your bounds.

INTERVIEWER:

Any suggestions for instructional activities to do in the class that would focus on individual student’s learning?

CON1-S-JE:

Ya. Group activities just so they can all learn and get to know each other. And talking activity and maybe surveys too. Say surveys out loud and they’ll answer you and get to know everyone.

INTERVIEWER:

Good. Would you consider your instructor to be learner-centered?

CON1-S-JE:

Umm, kind of not really. He doesn’t try to get to know us. He just tries to give us the information so we’ll pass the class.

INTERVIEWER:

On a scale of 1 to 10, where would you rank him?

CON1-S-JE:

6.

INTERVIEWER:

Good. If you could change anything about the course you are currently enrolled in, what would it be?

CON1-S-JE:

I would try to make it more funner. Maybe it’s just the instructor. He’s just so bland. Ya.

INTERVIEWER:
Anything else?

CON1-S-JE:
No, that’s it.

INTERVIEWER:
Great. That’s the end of the interview.
Student Interview
CON1-S-SKS

INTERVIEWER:
Can you give me an overview of COM1010 like what the course is about and how you would describe it to family or friends?

CON1-S-SKS:
It's basically about general communication. Like, how people talk to each other, different scenarios and different ways they speak to each other basically.

INTERVIEWER:
Ok. How would you describe your instructor's teaching style?

CON1-S-SKS:
Very simple. Like, if we're doing from the book he does a lecture and there's a PowerPoint and then there's other days we're giving speeches or it's a practice day for speeches. That basically covers all...

INTERVIEWER:
So that was my next question, which you kind of led me into. Can you walk me through what a typical class is like? That's fine. Are there any instructional strategies that he's used in class that you think have been really helpful with learning the material? Does he do any activities during class?

CON1-S-SKS:
Not really.

INTERVIEWER:
Just lecture?

CON1-S-SKS:
Basically.

INTERVIEWER:
Have you encountered any challenges with learning the course material?

CON1-S-SKS:
No. It's pretty simple. The course material and the book are pretty self-explanatory.

INTERVIEWER:
Good. Are you bored in the class?

CON1-S-SKS:
I'll admit that I took this class because it's required. It's not really my interest.
I’m getting that a lot. Don’t worry about that. That’s been a general consensus. Do you think your instructor does a good job of trying to keep everyone’s attention in class?

CON1-S-SKS:
To be honest, I wish he’d do more. Like right now you just asked me if there’s any activities. There’s none.

INTERVIEWER:
There’s none.

CON1-S-SKS:
Basically, I just wish he’d put a little vary in there. I can predict what’s going to happen every single day.

INTERVIEWER:
Ok. How would you describe your motivation in regards to the class? How are you… I mean, the comment I have been getting from everyone is it’s required. I’ve talked to some freshmen that have said that you know, I know I had to take this class. I just took it to get it over with. I’ve talked to the seniors that have pushed it off and they’re graduating next month and they were like this is the last time I could do it. How are you feeling about the class? Were you looking forward to it? Were you indifferent either way?

CON1-S-SKS:
I’m a relatively shy person. I don’t like to talk anyway. So, a speech course was like the complete opposite of what I wanted to take.

INTERVIEWER:
Yeah. Would you say students come to class prepared? Do you think they read the material ahead of time?

CON1-S-SKS:
Yeah only because the book, I like the way the book is written. That’s probably the only reason why people bother reading it.

INTERVIEWER:
Good. How do you prepare for class? Let’s say it’s a non-speech week. How do you prepare? How much time do you think you spend going over materials?

CON1-S-SKS:
Not much. The book’s an easy read. You just basically read the chapter.

INTERVIEWER:
Then you’re good to go. Good. My next question here is how do students currently participate during the class? So, when he’s doing like his lecture is there opportunity for students to do anything or is it more like the traditional form of lecturing where he’s just going through material and everyone’s just kind of sitting there and absorbing it I guess.
He does try to get participation, but to be honest the class itself doesn’t want to. Like during the speeches my group was first and when we got to the question portion we could only get like one person to respond the whole time.

And you all had to come up with questions for the group, didn’t you?

Yeah. No one.

No one wants to participate. Does he provide guidance or feedback throughout the semester in regards to your performance?

Yeah and when we do turn in assignments we have on Blackboard he does leave feedback on there.

Good. This next question is more general. So, it’s not necessarily pertaining to COM1010, but as a college student, what are your expectations of somebody teaching at the undergraduate level? Like, what do you expect out of an instructor in terms of helping you learn?

I’m a freshman, so…

Yeah, but you’ve had two semesters, right?

Yeah.

Yeah, so what are your expectations? What do you want to see from an instructor?

I’d like to see a little bit more variable in the class. Like, all classes just lecture, keep on talking. I’d like a little more activity in the class.

Ok. Good. This next question there’s no right or wrong answer. I’m just asking everybody their own definition of this and I’ll lead up. I’ll give you a little bit of an example for this one. My question is how would you define a learner-centered teaching environment? So, let’s say I come to you for advice and I say, Sarah, I’m teaching I’m going to be teaching a class next semester and I really want my students to think I’m
student-focused or student-centered. What types of instructional activities should I do in
the classroom that you think would convey that I’m an instructor that’s really focused on
making sure my students know the material?

CON1-S-SKS:
For me, I’d say like to try to take it out of the school environment. Like for me if you work
in groups, like, for example, in the class if you set off a day just to work on speeches it’s
just one less day. No one wants to do that. They didn’t want to do it the first time around.

INTERVIEWER:
Right.

CON1-S-SKS:
But if you pair people in different groups, A, people get to know each other better. In
some classes I know everyone’s name. Some I don’t know anyone at all. So, basically
gear it more toward the student. I’ve had teachers who connect well with students just
because they talk, like act like students kind of and there’s some instructors like distance
themselves. They’re just like here’s your assignment. Everyone sits by themselves, just
very cold.

INTERVIEWER:
Yeah. That’s great. Would you consider him to be student-centered?

CON1-S-SKS:
Not really, no.

INTERVIEWER:
On a scale of 1-10, where would you put him?

CON1-S-SKS:
I’d put it a 5.

INTERVIEWER:
A 5. And this is my next question. Let’s say we put you in charge of COM1010. If you
could change anything about the course, what would it be and we can’t eliminate
speeches?

CON1-S-SKS:
I would change…First, I’d change the types of speeches. I don’t feel like any of the
speeches, other than trying to overcome the fear of talking in front of people, I don’t feel
like I really learned anything. It’s just like basically for that day something you go to.
I’d change the types of speeches people talk about and make the topics more open-ended because I felt like you get trapped in a topic you really don’t care about.

INTERVIEWER:
Right, that makes it difficult to convey that. Yeah. Were there, and I haven’t been able to see all 5…I know there’s 5 different types of speeches that you guys do throughout the semester.

CON1-S-SKS:
Yeah.

INTERVIEWER:
Yeah. Were there any in particular that you think were helpful out of all…there were the narratives, the impromptus, any of them?

CON1-S-SKS:
Any that were not helpful?

INTERVIEWER:
Any that you did like?

CON1-S-SKS:
I really liked the group speech.

INTERVIEWER:
The group speech.

CON1-S-SKS:
Yeah I really…Usually I like to work independently, but somehow with the group speech I liked it because we could divvy up the work because you don’t have to worry about it yourself and you can push yourself more because like I’m not bringing myself down I’m bringing everyone down.

INTERVIEWER:
Right.

CON1-S-SKS:
So I practice.

INTERVIEWER:
Yep. That sounds great. Well, thank you.
Student Interview
CON2-S-AA

INTERVIEWER:
Can you give me an overview of your course, of COM1010, and if you were describing it to family and friends?

CON2-S-AA:
It’s required for all students. It’s not exactly a class I would want to take, but since I’ve been taking it, I don’t mind it. We don’t really do much more than speeches, we have some short essays, but, and a couple quizzes but not much more work than that.

INTERVIEWER:
How would you describe your instructors teaching style?

CON2-S-AA:
I would say that she tries to relate to us in a lot of ways and she tries out, you know, talking, giving examples, she does a lot of, sort of, looking for, computer based things, like our whole, our quizzes and assignments are due online and she shows us videos to give us examples of speeches, so I think that would be a lot of technology based learning.

INTERVIEWER:
Can you walk me thru what a typical class is like on a no-speech day?

CON2-S-AA:
Non-speech day, we walk in, sign the attendance sheet and she would go over everything that she wants to cover in class that day at the beginning. Usually it’s, describing a speech or describing a quiz, or an assignment or something like that and she’s does about two to three lessons per day.

INTERVIEWER:
How is she teaching the lessons, is she using PowerPoint, is it lecture, is it?

CON2-S-AA:
Usually through our class website, the human com class, and she has a section called course material on there, it’s a bunch of word documents describing all the assignments.

INTERVIEWER:
Oh so you guys would do that on your own time then?

CON2-S-AA:
We would review it before hand, because actually goes over and explains it.

INTERVIEWER:
Oh so she pulls up the actual files?
CON2-S-AA:

Yes

INTERVIEWER:

Are there any teaching strategies in particular that you like that are being used in COM1010?

CON2-S-AA:

I don’t know particularly what I like but I do like her teaching strategies. I think I like that I can go home and see exactly what she talks about. It’s all online. I don’t have to wait for her to post her PowerPoint’s or anything like that so anytime I have a question, I don’t have to go her, I can just go to the website.

INTERVIEWER:

Is there anything in particular, any teaching strategies that she has used or any different activities that she might have used that you didn’t like?

CON2-S-AA:

Not exactly like I really do enjoy the way that she teaches everything.

INTERVIEWER:

Would you say you are bored with this class?

CON2-S-AA:

No

INTERVIEWER:

Do you think she does a god job at keeping your attention?

CON2-S-AA:

Yes, definitely.

INTERVIEWER:

How so?

CON2-S-AA:

She is a funny person. She tries to relate to us, I know that she has her PhD and is very educated, but she tries to come down to our level and just be very basic, because it is just 10 times, and she doesn’t, she doesn’t make us call her doctor, which I would mind, she just relates to us, I mean, we call her CONF2.

INTERVIEWER:

How would you describe your motivation with regards to this class? So I’ve interviewed people who say ok well, I know I had to take this class so I just took it, I’ve talked to the seniors who have waited until the last possible semester because they need it for graduation. How were you feeling about this class? Maybe prior to starting and then once you got into it.
When I first started the class, you know, it was just a requirement that I thought I would have and I was just going to have to force myself to take, but now it’s not that difficult and I enjoy going to the class, it’s not exactly required, but I have a missed today, but I think that because she is friendly and class is interesting, that I don’t really have to motivate myself with anything other than just getting a good grade doing the work.

INTERVIEWER: Would say that students come to class prepared?

CON2-S-AA: For the most part, she sometimes tells us, you know, go over the persuasive speech, before you come to class and then I’ll go in detail, and even if we don’t she does a very good job of describing it to us.

INTERVIEWER: How do you prepare for classes so on a non-speech week? How much time do you think you spend on COM1010 prior to coming to class?

CON2-S-AA: Not much, unless there is a quiz that week or an assignment that is due online, I really don’t spend much time on her class.

INTERVIEWER: Ok, you kind of already answered my next question. How do students currently participate during class?

CON2-S-AA: She prepares activities for us so that we are all kind of talking to each other. I think that had it not been for those activities, many people wouldn’t exactly participate, but we did like group speeches and we have, I remember the first day we all got in a circle and talked to each other so, if we didn’t have activities I don’t think many people would participate.

INTERVIEWER: Are the group activities that you are talking about, those are the group speeches?

CON2-S-AA: Group speeches and then one was like the name game. She just tries to get us all to interact with each other.

INTERVIEWER: Does your instructor provide you with guidance or feedback throughout the semester?

CON2-S-AA:
Yeah, like after every speech, she gives us like a detailed description of you know like what we did wrong, how we can fix it, and even like after we turn in a paper, she emails us personally, you know this is why you lost 2 points, this is how you can fix it.

INTERVIEWER:
Good that’s helpful. This is kind of a question in general for you. As a college student, what are your expectations of somebody teaching at the college level? Like what are you expecting from a college level instructor? How do you think they should be helping in your learning?

CON2-S-AA:
I’ve actually thought about this because I am a science major, and I am not quite impressed with the science department, but I have noticed that, you know, in communication and history department a lot of the teachers are very helpful, they are educated on their topic, and that is something that I like to see on the first day, that they are not asking us questions, that they are telling us answers instead. So I like to go to a class and see that a professor can actually teach the material rather than you know, talk about it and say, teach yourself.

INTERVIEWER:
There’s no right or wrong answer for this next question, for this, I’m just kind of asking people just to kind of give me your own definition of this. How would you define a learner-centered teaching environment? So let’s say I approach you and I say, I am planning on becoming a instructor and I really want to be like student-focused, I really want to be, I want my classrooms to demonstrate that I am focused on my students’ learning. What types of things should I do in my class to demonstrate that, that I am student-centered.

CON2-S-AA:
I think because you know any class could have, especially communication class, between like 20 to 30 people and everyone learns differently so I think that it’s important to do a variety of demonstrations in class like you know some worksheets, some group talking, so just a wide variety of things that can help every student in a way.

INTERVIEWER:
Would you consider your instructor to be learner centered?

CON2-S-AA:
Yeah.

INTERVIEWER:
On a scale of 1 – 10?

CON2-S-AA:
Probably like a 9.
Can you provide some examples to demonstrate how so?

CON2-S-AA:
So first she will start off describing the word documents and what exactly is needed for the speech, and then she will ask if we have questions, she will take questions, and then she will demonstrate videos, so then if someone doesn’t understand based on the word doc, you watch a video of a previous student and see exactly what they did, and she will explain why they did well, why they did poorly, so there’s two ways.

INTERVIEWER:
If you could change anything about the course what would it be? If anything.

CON2-S-AA:
I don’t think I would change anything about it.
INTERVIEWER:
Can you give me an overview of COM1010 just like the content and how you would describe it to family or friends?

CON2-S-BB:
The basic speech introduction class. Just to give a basic background on public speaking and different types of speaking just like techniques.

INTERVIEWER:
Ok. Great. How would you describe your instructor's teaching style?

CON2-S-BB:
Very laid-back, but she is mostly working on critiquing us, but just like very casual

INTERVIEWER:
Can you walk me through what a typical class might be like on a non-speech day?

CON2-S-BB:
A non-speech day we would discuss the reading we would've done for that class or if it's a speaking style and go over different examples of the speaking style and then more examples and how to explain the speech we're going to be giving

INTERVIEWER:
When you’re talking about different examples of speeches are there…is the instructor personally demonstrating it or videos or…

CON2-S-BB:
YouTube videos or sometimes students like her previous students or like a famous person or other times it was course work from the actual class site that we used.

INTERVIEWER:
Ok. Good. When you’re going over course material and stuff was it using the website?

CON-S-BB:
Yeah.

INTERVIEWER:
What kind of stuff was on the website?

CON2-S-BB:
It’s things that are in the book pretty much like terms that were in the book and things like that.

INTERVIEWER:
Do you guys use like PowerPoints?

CON2-S-BB: No.

INTERVIEWER: No. Just…Good. Have you encountered any challenges with learning the material in the course?

CON2-S-BB: Nope.

INTERVIEWER: Are there any teaching strategies your instructor used or activities throughout the semester that you’ve really liked? That you’ve found to be helpful for learning the materials?

CON2-S-BB: Um, not particularly. Nothing that was like helpful or hurtful. We just…kind of just like average.

INTERVIEWER: You’re neutral.

CON2-S-BB: Yeah, very Neutral.

INTERVIEWER: So my next question, was there anything you didn’t like? So, it’s the same?

CON2-S-BB: No. Yeah.

INTERVIEWER: Average.

CON2-S-BB: Yeah.

INTERVIEWER: Are you bored in the class?

CON2-S-BB: No. I enjoy the speech class so…
Good. Do you think your instructor does a good job of trying to keep your attention in class?

CON2-S-BB: I think so, yeah.

INTERVIEWER: How so?

CON2-S-BB: She’s very personable and like you can just like tell she’s easy to relate to. I think maybe because she’s younger. I don’t know. She’s just like easier to keep my attention.

INTERVIEWER: She’s very enthusiastic.

CON2-S-BB: Yeah, very enthusiastic.

INTERVIEWER: How would you describe your motivation in regards to the class?

CON2-S-BB: I really enjoy public speaking so I was really excited to take the class in the first place so I mean it’s been easier for me to just be motivated toward the class. I really enjoyed it.

INTERVIEWER: Good. Would you say students come to class prepared? Do you think they read the material ahead of time?

CON2-S-BB: I don’t think so. She didn’t like, you know, some professors will quiz you to make sure. She really didn’t, which I enjoyed because if I didn’t like read all of it or if I skimmed through it she didn’t make it like it was like life or death if I wasn’t completely prepared.

INTERVIEWER: Good. My next question is how do you prepare for class? Let’s say it’s a non-speech week. How do you prepare? How much time do you think you spend going over materials?

CON2-S-BB: Um. Like outside of class maybe like a half hour reading the material or like looking at what we’re doing in class.

INTERVIEWER: Good. My next question here is how do students currently participate during the class?
There’s not a lot of class participation on non-speaking days like on speaking days, but there’s like not much room for participation, you know, if we have questions and stuff like that there always seems to be questions so that about it.

INTERVIEWER:
Ok. Does your instructor provide guidance or feedback throughout the semester on your performance?

CON2-S-BB;
Yeah and she’s just like very honest, but like in a non-critical way.

INTERVIEWER:
Right. In a nice way.

CON2-S-BB:
Right.

INTERVIEWER:
Is that after each of the speeches?

CON2-S-BB:
Yeah. She hands us back like our speech evaluations.

INTERVIEWER:
Good. This next question is pretty general. So, it’s not necessarily focused on COM1010, but as a college student, what are your expectations of somebody teaching at the undergraduate level? Like, what do you expect out of an instructor in terms of helping you learn?

CON2-S-BB:
In helping me learn I expect them to make themselves available if they can and just expect a lot from a student, but understand there’s some circumstances that a student might not be able to perform to, you know, at the level they’re supposed to.

INTERVIEWER:
My next question there’s no right or wrong answer. I’m just asking everybody their own explanation of this and I’ll lead up. I’ll lead into it in a second. My question is how would you define a learner-centered teaching environment? So, let’s say I come to you for advice and I say I’m teaching I’m going to be teaching a class next semester and I really want my students to think I’m student-focused or student-centered. What types of instructional activities should I do in the classroom that you think would convey that I’m an instructor that’s really focused on making sure my students know the material?

CON2-S-BB:
Constantly asking questions and asking like to make sure like they’re like really involved in the lecture and like keep things relevant to them too because sometimes it’s like hard to relate a course to a student’s life so like keep it relevant to their life like that’ll help.

INTERVIEWER:
Good. Based on that definition would you consider your professor to be student-centered?

CON2-S-BB:
I think so, yeah. Because she like gives us examples that will like help in our jobs or in life stuff like that so yeah.

INTERVIEWER:
On a scale of 1-10 with 1 being really low and 10 being really high, where would you rank her?

CON2-S-BB:
I’d say like a solid 7 or 8.

INTERVIEWER:
Ok. My last question, let’s say we put you in charge of COM1010. If you could change anything about the course, what would it be?

CON2-S-BB:
Maybe more like because we had quizzes that we did from the reading. Maybe just like more in-depth of the reading like we went over the reading, but not as much like I feel like I bought this book and I use it for quizzes, but I didn’t use it for anything else. I wish we would’ve done more with the course book we bought.

INTERVIEWER:
Ok. Anything else?

CON2-S-BB:
Nope.

INTERVIEWER:
Perfect.
INTERVIEWER:
Can you give me an overview of COM1010 just like how you would describe it to family or friends?

CON2-S-CR:
Like...

INTERVIEWER:
Like how would you describe it to family and friends? What's it about?

CON2-S-CR:
It's well...it's primarily a public speaking course I would say and it it basically gets you ready life if you have to prepare something for a group or if you have to present something it helps you put your thoughts in more like business-like fashion. So, that's basically like it's pretty much like it gives you like the grounds for creating a speech. It doesn't get intense. It pretty much like give you a background which...

INTERVIEWER:
Great. How would you describe your instructor's teaching style?

CON2-S-CR:
I like it. It's...I like that it's based off of like our instructor's style of teaching because she like started coursework I don't know how long she's been doing it from that book and website.

INTERVIEWER:
You got the new book.

CON2-S-CR:
Yeah so it's kind of you know, there's nothing really you can argue about because it's such a huge thing. It's like you know a big company that teaches speech.

INTERVIEWER:
Right.

CON2-S-CR:
She's like one of the people that use company so yeah, it's nice. I think it's very easy to understand and follow.

INTERVIEWER:
Can you walk me through what a typical class might be like on a non-speech day? What are some of the typical activities, the lectures those types of things that might go on?

CON2-S-CR:
Like usually we'll go over any types of terms because we'll like have the tests and she'll usually like go over some of the definitions and things we don't understand. She'll ask us if we have any questions and we'll talk about our next speech that we'll have to do and she'll show us examples like a lot of examples of speeches that were given by like famous speakers or students and she'll ask us, you know, a lot of it is like us telling her what we need to know and like what she can do to help us with.

INTERVIEWER: Ok.

CON2-S-CR: We usually go up to her individually and over some things.

INTERVIEWER: When she’s going over the vocabulary and key terms, does she like us PowerPoint? Is it more just like a discussion these are some of the words? Does anyone have any….does she write them on the board?

CON2-S-CR: Well there has been a time when she used a PowerPoint to go over terms that she made so she has done that and sometimes she show videos that come with the program.

INTERVIEWER: Ok.

CON2-S-CR: With the teacher’s manual it’ll have little videos and some of them are really corny. Like it does show you the point of what they’re trying to so yeah, I mean, it’s kind of back and forth. We’ve done PowerPoints before and so yeah.

INTERVIEWER: Have you encountered any challenges with learning the material in the course?

CON2-S-CR: No. It’s kind of challenges I’ve come up with it's from lack of studying on my part you know, the information is there so no I think it’s all given to us pretty clearly.

INTERVIEWER: Are there any teaching strategies your instructor used or activities throughout the semester that you've really liked? That you've found to be helpful for learning the materials?

CON2-S-CR: I can’t really say that I have. Like, it’s pretty basic like the same thing so it’s more for me I put myself into it and do it or I don’t you know? It’s not really anything with the strategy that makes it better, but yeah.
INTERVIEWER:
My next question is kind of the opposite. Is there anything any instructional activities or
anything that’s gone on in the class that you didn’t like?

CON2-S-CR:
Um, no. Like all of her strategies are totally fine with me. Like, I mean I don’t like I don’t
really enjoy having to put together strict guidelines for a speech, Like, everything is so
dot here and dot here transition here. It’s so like, I don’t know it’s probably more like
because I’m a creator. That’s like what I do so it’s like not being able to be creative with
something is just like not fun for me, but that’s like nothing to do with her teaching
strategies. It’s just the way you have to do it.

INTERVIEWER:
Right. Different way of thinking.

CON2-S-CR:
Yeah.

INTERVIEWER:
Are bored in the class?

CON2-S-CR:
No. I mean on speech days when I don’t have to give a speech I am, but no other that
that I try to pay attention and take notes.

INTERVIEWER:
Do you think she does a good job of trying to keep everyone’s attention?

CON2-S-CR:
Yeah.

INTERVIEWER:
How so?

CON2-S-CR:
Showing videos and just in general like being able to watch something in a class it’s kind
of like attention getting. It’s like moving pictures.

INTERVIEWER:
Absolutely.

CON2-S-CR:
So that alone kind of makes it, you know, fun to like watch even if you’re not paying
attention you’re still like…
INTERVIEWER:
Something else going on to look at.

CON2-S-CR:
Yeah.

INTERVIEWER:
How would you describe your motivation in regards to the class?

CON2-S-CR:
Well, my motivation comes from I…Well, just need to finish it because it’s required for my degree. I think it’s a requirement for everyone.

INTERVIEWER:
It is.

CON2-S-CR:
Yeah so I mean that’s my motivation. There’s really no other motivation.

INTERVIEWER:
Ok. Would you say students come to class prepared?

CON2-S-CR:
Most of the time, yeah. I mean there are a few instances like a student won’t bring their outline for a speech or something, but that always happens. There’s never going to be a class that’s completely perfect.

INTERVIEWER:
No.

CON2-S-CR:
So yeah. Basically.

INTERVIEWER:
Ok. My next question is how do you prepare for class? Let’s say it’s a non-speech week. How do you get ready from class to class?

CON2-S-CR:
For a speech class in general how would I get ready for it? Well, like normally I don’t really study the glossary terms until the day of because we have until 11:55 to take the test and so like I’ll look over my book and check some stuff like it’s not really that bad. Just like glossary terms and then I’ll like for speeches I’ll run my speeches the day before. It’s really bad and like it kind of shows but yeah like I’m really busy so…

INTERVIEWER:
No. That’s fine. Does your instructor provide guidance or feedback throughout the semester on your performance?
CON2-S-CR:
Well, yeah when she like turns in our sheets our comment sheets like after our speeches like it’s always filled with so much stuff and a lot of it’s like talk to me if you need help on this.

INTERVIEWER:
Oh. That’s really helpful.

CON2-S-CR:
Yeah.

INTERVIEWER:
Good. This next question is pretty general. So, it’s not necessarily focused on COM1010, but as a college student, what are your expectations of somebody teaching at the undergraduate level? Like, what do you expect out of an instructor in terms of helping you learn?

CON2-S-CR:
Well like, I expect from a professor stand-point I expect a very like…I like independent professors. Professors that are like unique and I think and I think that’s why they like make it into a school because of their teaching style and they kind of like shape you more than any other teacher because it’s like really intense information usually in college as opposed to high school.

INTERVIEWER:
Right.

CON2-S-CR:
So, I basically look for a professor who will who’s like very passionate about what they’re doing and really knows about what they’re doing. That’s basically it and I mean…

INTERVIEWER:
I like that. My next question there’s no right or wrong answer. I’m just asking everybody their own explanation of this and I’ll lead up. I’ll lead into it in a second. My question is how would you define a learner-centered teaching environment? So, let’s say I come to you for advice and I say I’m teaching I’m going to be teaching a class next semester and I really want my students to think I’m student-focused or student-centered. What types of instructional activities should I do in the classroom that you think would convey that I’m an instructor that’s really focused on making sure my students know the material?

CON2-S-CR:
I would have to say I’d tell you like when you’re teaching a class to talk like more one-on-one with the students definitely. That’s one thing because students like that. They like to feel comfortable. Like I’ve had professors who I’ve felt like really uncomfortable with just because they’re like not personal or personable. I feel like it’s just best to try to be as
personable as you can and down to earth because students you know they have so much stuff going on too and you do too and you just like...

INTERVIEWER:
Absolutely.

CON2-S-CR:
You just like gotta understand that and I think that’s the most important one of the most important thing is that not every student is as passionate about the subject as you are and you just, but you still want them to be interested in it because like I were a professor teaching music to students who were just like required to take it, but weren’t interested in some way and some professors don’t even try to get students interested in something. They just them the information and are like whatever. So, yeah…

INTERVIEWER:
That’s good. That’s really helpful. Would you consider your professor to be student-centered?

CON2-S-CR:
Yeah, I’d say.

INTERVIEWER:
On a scale of 1-10 with 1 being really low and 10 being really high, where would you rank her?

CON2-S-CR:
I’d day like a 6 or 7 only because really working I think Professor Rasmussen is fairly new. Has she…She just started recently with the school and I think that’s definitely one of the reasons because like starting a whole new work environment is really intense so you like gotta follow the guidelines with the school and the professors that have been here for so long they can do whatever that want and you know, so that’s kind of understandable, but I think she could definitely be more interested in what she’s teaching about because like some of the stuff like watching these videos because like they’re so bad like these speeches like that like that is so ridiculous. So yeah, like I wish we’d watch more interesting things, but I think like she’s doing a perfectly fine job and everything’s laid out really well.

INTERVIEWER:
Good. If you could change anything about the course, what would it be?

CON2-S-CR:
Well, since I only have one class, one COM class, I don’t know how any of them work. I don’t think they all work the same strategies do they?

INTERVIEWER:
For COM1010 for all the sections? All of the assessments well, they’re all using the same book and well, there’s two different books and some are trying out a new one.
There's some instructors using the same one you're using and there's a few using the old book until next year. They're switching. All if your assessments are the same. Everyone has to go through the same exams, quizzes, and speeches, but how they're delivering the material like I've been working with 6 different faculty and some have been experimenting and trying out different things for me. There's a little bit of difference when I go from class to class.

CON2-S-CR:
Right. Well, the only thing I'd say that you could maybe change because like I don't…the curriculum is so sad.

INTERVIEWER:
Let's say we put you in charge of that so you can change whatever you want.

CON2-S-CR:
I think one of the things I would change would be the topics of the speeches to let the student be more free with it because it's nice to be able to talk about what you like.

INTERVIEWER:
Absolutely.

CON2-S-CR:
And on a few of them we've had to do that. On a few of them we have a certain topic or a list to pick. So, I think like the main thing would be letting a student pick what they want to talk about because like if anything a student is going to like use speech for what they go to school for.

INTERVIEWER:
Right.

CON2-S-CR:
So if I were in music the only thing I like I'd probably be giving on speech on is like probably something to do with music. Like, rarely would I give a speech on like accounting.

INTERVIEWER:
Absolutely.

CON2-S-CR:
So, like that's basically the only thing I would change.

INTERVIEWER:
Ok. Great. Well, thank you.
Student Interview
CON2-S-CS

INTERVIEWER:
Can you give me an overview of COM1010 just like the content and how you would describe it to family or friends?

CON2-S-CS:
Basically, like introducing you on how to speak like giving you the basics so I mean I had it in high school so it’s not really new to me, but I mean for people who didn’t take it in high school it’s good to have.

INTERVIEWER:
Good. How would you describe your instructor’s teaching style?

CON2-S-CS:
Laid-back, but she gets what we need to get done.

INTERVIEWER:
Can you walk me through what a typical class might be like on a non-speech day?

CON2-S-CS:
Non-speech day we’re usually going over material for the next speech so she’ll give us examples on the Internet and explains it.

INTERVIEWER:
How when she explains it does she how does she...can you walk me through it is she using PowerPoint, course website?

CON2-S-CS:
She’s using a course website.

INTERVIEWER:
Ok.

CON2-S-CS:
And they’re acting it out. I don’t know how to say it.

INTERVIEWER:
Oh for the videos and stuff?

CON2-S-CS:
Yeah.

INTERVIEWER:
Ok. Perfect. Does she use PowerPoint of anything to lecture on materials from the text?

CON2-S-CS:
No, not really. No.

INTERVIEWER:
How do you learn that material?

CON2-S-CS:
I usually do it on my own.

INTERVIEWER:
On your own. Have you encountered any challenges with learning the material in the course?

CON2-S-CS:
Not really.

INTERVIEWER:
Not really. That’s good. Are there any teaching strategies your instructor used or activities throughout the semester that you’ve really liked? That you’ve found to be helpful for learning the materials?

CON2-S-CS:
Mainly examples.

INTERVIEWER:
Just mainly examples. Ok. Does she use lecture at all like lecture or PowerPoint?

CON2-S-CS:
If she is going to explain it she’ll usually talk to us about it so…

INTERVIEWER:
Ok. Were there anything you didn’t like?

CON2-S-CS:
To be honest, I’m really indifferent about it.

INTERVIEWER:
That’s ok. Would you say you are bored in the class?

CON2-S-CS:
Sometimes.

INTERVIEWER:
Do you think she does a good job of trying to keep your attention in class?

CON2-S-CS:
Yeah.
INTERVIEWER: How so? Can you give me some examples?

CON2-S-CS: She’s engaging so I mean it’s not like we’re just sitting there listening to somebody talk. We’re interacting.

INTERVIEWER: Is she asking you guys questions?

CON2-S-CS: If we have questions she will always ask and we’ll talk.

INTERVIEWER: Would you say students come to class prepared? Do you think they read the material ahead of time?

CON2-S-CS: No.

INTERVIEWER: No? How can you tell?

CON2-S-CS: Because they just walk in without a speech outline or any of the criteria met.

INTERVIEWER: Yeah, Yeah that kind of gives it away doesn’t it?

CON2-S-CS: Yeah.

INTERVIEWER: How would you describe your motivation in regards to the class?

CON2-S-CS: Just getting the grade.

INTERVIEWER: Just getting the grade. Just getting the check box because it’s required.

CON2-S-CS: Yeah.

INTERVIEWER: My next question is how do you prepare for class? Let’s say it’s a non-speech week. How do you prepare? Do you spend a lot of time going over materials?
No. Just wait til the exam or the quiz?

Yep. Day before.

Ok. Ok. Does your instructor provide guidance or feedback throughout the semester on your performance?

Yeah.

How so?

She gives us a paper after the speech with feedback on how we did so.

It's helpful.

Good. This next question is pretty general. So, it's not necessarily focused on COM1010, but as a college student, what are your expectations of somebody teaching at the undergraduate level? Like, what do you expect out of an instructor in terms of helping you learn?

Explain information thoroughly and cover all the information we need to know for the exam.

Wonderful. My next question there's no right or wrong answer. I'm just asking everybody their own explanation of this and I'll lead up. I'll lead into it in a second. My question is how would you define a learner-centered teaching environment? So, let's say I come to you for advice and I say I'm teaching I'm going to be teaching a class next semester and I really want my students to think I'm student-focused or student-centered. What types of instructional activities should I do in the classroom that you think would convey that I'm an instructor that's really focused on making sure my students know the material?
CON2-S-CS: Depends on the course. I mean for COM1010…

INTERVIEWER: Yeah, let’s do COM1010.

CON2-S-CS: Asking questions if people have trouble. That's really the only thing you can do. I mean you don’t want to spoon-feed it to somebody.

INTERVIEWER: Right.

CON2-S-CS: But you just want to make sure they’re prepared and know what to give it on.

INTERVIEWER: Are there different types of activities or assignments that you think might help prepare people?

CON2-S-CS: For the speeches or the book?

INTERVIEWER: Let’s say the book.

CON2-S-CS: Yeah. We could go over it a little bit more in class. That’d help.

INTERVIEWER: Would you consider your professor to be student-centered?

CON2-S-CS: Yeah.

INTERVIEWER: On a scale of 1-10 with 1 being really low and 10 being really high, where would you rank her?

CON2-S-CS: Like a 7.

INTERVIEWER: 7? Ok. Can you provide some examples of how you think she’s learner-centered?
I mean I've had teachers before with speeches they don't go over it so they just tell you what to do. No questions. With CONF2, she'll ask us if there are any questions or if we're having trouble with the topic, if it's right for this or wrong for this, she'll go over it with us.

INTERVIEWER:
Good. If you could change anything about the course, what would it be?

CON2-S-CS:
Having a little bit more brief touch up on the book in class.

INTERVIEWER:
Ok. Anything else?

CON2-S-CS:
No.

INTERVIEWER:
No. Ok. Well that concludes my interview.
INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family and friends?

CON2-S-DC:
I'd describe it..it's pretty good. It helps you slowly get into it...It’s really not to overbearing of a class. I expected it to be a little harder but I think it was easier than what I thought ahead of time.

INTERVIEWER:
How would you describe your instructor’s teaching style?

CON2-S-DC:
I like her teaching style. I would say that she maybe could use more videos. I’m more of a visual learner rather than reading stuff. I work better with visual aids than other stuff.

INTERVIEWER:
Can you walk me through what a typical class is like on a non-speech day?

CON2-S-DC:
Typically she’ll have us do EAs. They’re just like something to get you writing and show that you’re there and actually think about what you’re writing rather walking into class and just sitting there. She’ll walk us through what we’ve read in the book the day before, ask if there’s questions, go over it, and then she’ll usually show us a video or two of what that type of speech should look like and we’ll comment on whether we like it or not.

INTERVIEWER:
When she walks through the material, does she use PowerPoint?

CON2-S-DC:
Usually she’ll just talk it out. Some of the book is online so she’ll just walk through the main points and if we have questions she’ll walk us through it and explain it better.

INTERVIEWER:
Have you encountered any challenges with learning the material in this course?

CON2-S-DC:
I think it’s a little challenging writing the speeches with the outlines. That gave me a little bit of a challenge.
Are there any teaching strategies or activities that she’s used in the class that you’ve like?

CON2-S-DC: I’ve liked how she’s shown videos in class. She’s shown previous speeches of students and how well she liked them and what she didn’t like about that.

INTERVIEWER: Are there any teaching strategies or activities that she’s used in the class that you haven’t like?

CON2-S-DC: Not really.

INTERVIEWER: Are you bored in this class?

CON2-S-DC: No.

INTERVIEWER: Does your instructor do a good job at keeping your attention?

CON2-S-DC: Ya.

INTERVIEWER: How so?

CON2-S-DC: She’ll usually ask questions to the class and try to get you involved rather than just sitting there watching her all day.

INTERVIEWER: How would you describe your motivation in regards to this class? Were you excited to take it?

CON2-S-DC: I was excited to take it. I took a speech class before. I feel like this is…it get’s you more involved. You get to choose your topics. It’s not just a set schedule of what speech you have to do. You actually have options which I like.

INTERVIEWER: Would you say that students come to class prepared?

CON2-S-DC:
I’d say some students do and some students don’t.

INTERVIEWER:
How can you tell?

CON2-S-DC:
Just by what they’re doing in class. They’re just not really paying attention.

INTERVIEWER:
How do you prepare for classes from week to week? Let’s say on a non-speech week?

CON2-S-DC:
I usually have Monday’s off so Monday’s and Tuesdays I usually do all my homework and all the readings.

INTERVIEWER:
Does your instructor provide guidance to you in class?

CON2-S-DC:
She usually typically comments on our speeches and gives us feedback on whether or not she like some parts of how we presented our speech.

INTERVIEWER:
This is more of a general question. As a college student, What are your expectations of someone teaching at an undergraduate level? Like, what are you expecting out of an instructor?

CON2-S-DC:
I expect them to be friendly, and respectful of their students. If they’re… I would say if they’re respectful of their students and they understand that if they have issues then they’ll be able to work with them.

INTERVIEWER:
Now this next question, there is no right or wrong answer. How would you define a learner-centered teaching environment? Let’s say I come to you for advice, and I say, “I’m becoming an instructor and I really want to be student-centered in my classroom. What types of activities or instruction should I deliver in my class so I can convey that to my students that I’m really focused on them learning the material."

CON2-S-DC:
I would say that depending on the class size. If it’s a large class, it would be hard with TAs, make sure that they’re keeping up with their students nad staying on track. With a smaller class, I’d expect the instructor if she or he sees that I’m slacking behind that they’ll contact them and say “what’s going on? What can we do about this? What can we help you with?” Just focusing on the student and trying to help them.
Any suggestions for instructional activities to do in the class? Let’s say it was a class size like COM 1010?

CON2-S-DC:
I mean, ya, you could do some activities that most teachers…just want to go over the material and that’s it. I think if you had students involved in group activities and working together that would make it better.

INTERVIEWER:
Would you consider your instructor to be a learner-centered instructor? Do you think she has you working on group activities?

CON2-S-DC:
Ya. I think she does a pretty good job.

INTERVIEWER:
On a scale of 1 to 10, where would you rank her?

CON2-S-DC:
Probably about a 7 or 8.

INTERVIEWER:
If you could change anything about the course you are currently enrolled in, what would it be?

CON2-S-DC:
Having no final.

INTERVIEWER:
I’ve gotten that a lot. Well, that concludes the interview. Thank you.
INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family and friends?

CON2-S-ER:
I mean I we pretty much had 4 speeches to do. We still have one left...the big one. We had one group speech. One persuasive and one informative speech. Those are the main. And then we had quizzes in between.

INTERVIEWER:
What’s the big one that you have coming up that you’re preparing for?

CON2-S-ER:
That’s the persuasive.

INTERVIEWER:
How would you describe your instructor’s teaching style?

CON2-S-ER:
I think I like her style because she’s very happy all the time. She’s not one of those people who turns down questions or anything like that. And you can tell that she’s done what she’s teaching. She’s very open.

INTERVIEWER:
Good. Can you walk me through what a typical class is like on a non-speech day?

CON2-S-ER:
Sometimes we’ll watch videos of other speeches and we’ll critique it and the class will say “oh I think this is good or I think this is bad.” We watched Obama’s speech. I think we watched a graduation speech of Ellen Degeneres.

INTERVIEWER:
Have you encountered any challenges with learning the course material?

CON2-S-ER:
No, other than I really don’t like public speaking but that’s the whole reason why I took the class.

INTERVIEWER:
Are you feeling better about it now?

CON2-S-ER:
Ya.
Are there any teaching strategies or class activities that she's used that you liked?

Let me think...Well yeah. The quizzes that we take online usually...like for example...before the persuasive speech...the quizzes that we take online usually tell you what you need to do before the speech. A lot of the definitions are things that you'll need to know for the next speech and that usually comes in the quiz right before.

Well that's helpful.

Ya.

Are there any teaching strategies or class activities that she's used that you haven't liked?

I don't know. I just don't like group speeches. I don't like group work in general because you have to rely on other people. One of our group members dropped the class so we had to pick up their slack. That's the only thing. But it was still good practice...even that speech.

Do you find yourself bored in the class?

No. Not really. No.

Do you think your instructor does a good job at keeping the class's attention?

Ya, I think so.

How so?

She's just very talkative. She changes her voice. She's not very monotone and keeps the same voice the whole time. She's very open.

Good. Good. How would you describe your motivation in regards to this class?
CON2-ER:
What do you mean?

INTERVIEWER:
I’ve talked to some freshman who have taken the class because it’s a required class. I’ve talked to some senior who have waited until the last possible semester because it’s public speaking and I’m dreading it. As far as you go, what were your thoughts entering the class?

CON2-ER:
I had a couple of classes that I could choose from to fill the requirement and I decided to go with this one and I had already had business communication and we had to do speeches in that class too so I figured that would be pretty similar to that.

INTERVIEWER:
Are you finding that it’s similar? Is your business class helping?

CON2-ER:
Ya. The one that I took before really helped for this one.

INTERVIEWER:
Well that’s good. Would you say that students come to class prepared? Do you think they read the materials ahead of time?

CON2-ER:
I would say it depends. When we have the quizzes, they’re timed so you kind of have to read the material. You can’t really look through the book so you have to read ahead of time. So I would say yes.

INTERVIEWER:
How do you prepare for classes from week to week? How much time do you spend on a week that’s not a speech week?

CON2-ER:
Well I kind of study the same way for all of my classes. When I was a freshman, I’d read the chapter that was for that week and I found that that didn’t really work for me. I’d forget what I read for chapter 1 and chapter 2 and exams were on 5 chapters. So now the day before an exam, I’ll read all 5 chapters and that way I get much better grades that way.

INTERVIEWER:
Well you have to find your way. See what works for you.

CON2-ER:
Ya.

INTERVIEWER:
Does your instructor provide guidance or feedback to you in class?
Ya. I mean when she grades our speeches she always tells us what we should improve on. We also evaluate each other as students when somebody is presenting a speech, you have to evaluate somebody else. And she grades all of our papers on time.

INTERVIEWER:

Good. This is more of a general question. As a college student, what are your expectations of someone teaching at an undergraduate level? Like, what are you expecting out of an instructor in terms of helping you learn?

CON2-S-ER:

Well of course to learn the material in a way where it's not just giving “here's 10 different assignments” and they don't really teach you anything. It's something to do. Like, I've had teachers, for example, a math class and it's a very simple math class but you have to go online and do 3 assignments and come to class and do 4 assignments. And I'm like, I already....like at another college I had another math class that was lower than that and it was much easier but I felt like I could do the material. It was really easy for the class but the teacher made it overly complicated.

INTERVIEWER:

Okay. Now this next question, there is no right or wrong answer. How would you define a learner-centered teaching environment? Let's say I come to you for advice, and I say, “I'm becoming an instructor and I really want to be student-centered in my classroom. What types of activities or instruction should I deliver in my class so I can convey that to my students that I'm really focused on them learning the material?"

CON2-S-ER:

Student-focused instructor....Well I guess it depends on the size of the class. I find that the smaller classes are much more student-focused than the bigger ones of course. Well in those classes, there's more feedback compared to the larger classes so you're able to talk to the teacher a lot more. I know that the classes that I've had that are in auditoriums, you never ask, you never talk to the instructor once so you kind of get to know the teacher and they talk more about themselves when it's a smaller class.

INTERVIEWER:

Good good. Do you consider your instructor to be learner-centered? On a scale of 1 to 10 where would you rank her?

CON2-S-ER:

Ya, I would. I mean she teaches us the material and she talks about other things. You kind of feel like she's there to help you rather than, here's this, do this, and go home.

INTERVIEWER:

On a scale of 1 to 10 where would you rank her?
I would say a 9.

INTERVIEWER:
If you could change anything about the course you are currently enrolled in, what would it be?

CON2-S-ER:
Let me think…what would I change? I guess I wasn’t expecting to have a final because it was mostly speeches so I guess… for example, in my English classes, you have to write an essay for your final. I thought that this final speech was going to be the final thing you had to do because it’s worth the most points but then we have another final so it’s kind of like…I wasn’t expecting that.

INTERVIEWER:
Do you know what your final exam is going to be comprised of?

CON2-S-ER:
I think it’s multiple choice and it’s timed online.

INTERVIEWER:
So it’s kind of like your online quizzes?

CON2-S-ER:
Ya, it’s like the quizzes but I think it’s going to be everything that we learn.

INTERVIEWER:
Ok, well this concludes the interview.
 INTERVIEWER:
 Can you give me an overview of COM1010, and the way you would describing it your
 family or friends?

 CON2-S-FM:
 I would describe it as an introduction class to learning what really goes into doing
 research and putting together an effective speech to present in front of a class.

 INTERVIEWER:
 How would you describe your instructors teaching style?

 CON2-S-FM:
 I, I would describe it as kind of, I don’t know what the word I am looking for is, not as in
 depth as you would want, it’s kind of more, a, you go over some things in class and then
 it’s kind of up to you to read your own and do your own information.

 INTERVIEWER:
 Can you walk me thru what a typical class looks like on a non-speech day?

 CON2-S-FM:
 On a non-speech day we would go in and usually, usually we either talking about the
 next speech we are doing or we are working on it, and we would be going over
 examples of things required in the speech and talking about certain people’s different
 topics that they chose and like their ideas and what would work for the speech.

 INTERVIEWER:
 Do you guys do that as a large group, like everyone is just kind of raising their hands?

 CON2-S-FM:
 Yeah

 INTERVIEWER:
 Have you encountered any challenges with learning the material in this course?

 CON2-S-FM:
 Sometimes when the material is in the book and we are trying to read it on our own, it is
 hard to exactly pull out of the book what the teacher expects you to. So yeah, I have
 come acEXPF3 some trouble with that.

 INTERVIEWER:
 What types of teaching strategies does she use during class?

 CON2-S-FM:
 Teaching strategies as in?
INTERVIEWER:
Some people have mentioned their instructors showing video clips like, maybe teaching strategies, different instructional activities, that you might do in class? Are there any that she does that you like?

CON2-S-FM:
She does show a few videos, but they are not too like long, they are not too like, oh we are just watching a video for the whole class, she goes, she watches the video, then we end up talking about it and analyzing it a lot. That really helps. She does of like, she does a lot of like asking the class what, what their topic ideas are and really like getting a sense of where they are and that helps I feel like that helps her like understand where we are in the speech and helps her help us out more.

INTERVIEWER:
What about, any different activities for the content of the book?

CON2-S-FM:
Not too many no.

INTERVIEWER:
Are there any instructional activities that she has done in class that you just haven’t liked? If any.

CON2-S-FM:
Not any that I really haven’t liked. I found all of them kind of useful, so.

INTERVIEWER:
Would you say you are bored in the class?

CON2-S-FM:
At times, yeah, but not a whole lot, at times yes.

INTERVIEWER:
Do you think she does a good job at keeping your attention?

CON2-S-FM:
Yeah.

INTERVIEWER:
How so?

CON2-S-FM:
Well she, first of all she is all energetic and excited about everything and she, I don’t know, she asks a lot of questions, which always helps keeps the class involved.
How would you describe your motivation in regards to this class?

CON2-S-FM:
Not too high. It’s like an elective class so.

INTERVIEWER:
Would say that students in come to class prepared?

CON2-S-FM:
Sometimes, not all the time.

INTERVIEWER:
How can you tell?

CON2-S-FM:
When, I’m not sure. Yeah, it’s just kind of like, everyone is kind of like scrambling to figure stuff out when you get into class. People aren’t making eye contact, they are unsure of questions and stuff.

INTERVIEWER:
Does your instructor provide you with guidance or feedback throughout the semester on your performance?

CON2-S-FM:
Yes, usually when we go over the speeches, like our ideas and stuff, she will provide feedback and help us out with coming up with ideas to talk about during the speeches and everything. And after we give the speeches she always has helpful feedback on the rubrics.

INTERVIEWER:
This is a question in general, not necessarily pertaining to COM1010, but, as a college student, what are your expectations of somebody teaching at the college level? Like what do you expect, what do you want to see from an instructor in terms of helping you learn material?

CON2-S-FM:
From an instructor, I would expect, at a college level I would expect them to really know and understand everything about their subject and to really be able to like teach the students like what they need to know rather than just everything. Like, teaching them like the most important things, rather than just a ton of busy work and like actually being able to like talk about these subjects and know what they are talking about is the most helpful thing in an instructor for me.

INTERVIEWER:
There’s no right or wrong answer to this next question, so I’m just asking you for your own definition. How would you define a learner-centered teaching environment, so let’s say I am coming to you for advice and I say, I am planning on becoming an instructor at
the college level and I really want to be student-focused and student-centered. What types of activities or what should I do in the class to demonstrate to my students that I am student-focused or focused on them learning the material?

CON2-S-FM:

That’s a hard one. I would say generally, being excited about the topic really shows that the teacher wants the students to learn and like they care about whether like they know the material or not. Also, I guess like asking the students like how they feel about the material and if they, if they don’t feel like its comfortable with it, the teacher will say if they’re available with helping them catch up, and be there, I guess.

INTERVIEWER:

Would you consider your instructor to be learner centered?

CON2-S-FM:

Yeah for the most part, yeah.

INTERVIEWER:

On a scale of 1 – 10, with one being really low and 10 being really high, where would you rank her?

CON2-S-FM:

Like an 8, 8.5.

INTERVIEWER:

If you could change anything about the course you are currently enrolled in what would it be?

CON2-S-FM:

I would maybe give a wider range of speeches for the students to do to have more experience, like with different type speeches. That’s all I have.
Can you give me an overview of COM1010, and how would describe the class in general like to your family or friends.

Yeah, sure, it's just like practice speaking. I speak a lot in groups and I find it kind of somewhat hard because I always forget what I am supposed to say and I think it helps with that, so just practice speaking in front of people.

How would you describe your instructors teaching style?

She is very enthusiastic like happy, more than most of my teachers so it is nice to be in that kind of environment and that kind of helps me pay attention because it keeps me awake.

Can you walk me thru what a typical class is like during a non-speech day?

On a non-speech day, so I mean, I guess it would be like any other day except for, oh like on days that I'm presenting a speech...

Well how does she have your class structured? Do you guys all have a, do you have a speech day where everyone in the class goes or is it scattered throughout the semester where you maybe, 5 or you are presenting today, 6.

The way she has it like, we have like a time period where we are like learning about what we are supposed to present and then after that there is like days and they are all grouped together so we'll have a bunch of days where people go, and then we will go back to different, talking about a different speech.

How about you walk me through what one of those learning days are like when she is going over like the book and course material?

Ok, those days I find really boring but I mean, it's, it's helpful because you know, she is giving us examples of how we present, how to, examples of how people presenting take the speeches, group speeches, informative speeches, so she shows us videos of those, so those are helpful, and then besides that, she's like she usually, usually does some in
class activity to kind of get everyone to participate and get us out of our comfort zone or
something like that.

INTERVIEWER:
What kind of activities does she do? Can you give me an example?

CON2-S-HM:
Well in the beginning of the year we did a name activity where we had to go around in
the circle and repeat everyone’s name, like an icebreaker and stuff. Later on I think we
did, we kind of just talked about, after viewing different types of speeches, we talked
about what we saw, what we think was like a good thing that they did, a bad thing that
they did, and yeah.

INTERVIEWER:
Have you encountered any challenges with learning the material in the course?

CON2-S-HM:
I find the reading kind of difficult because it is a lot and the quizzes we don’t have a lot of
time for them so we actually have to really know what we are studying.

INTERVIEWER:
Are there any teaching strategies that she’s used in class in particular that you really
liked?

CON2-S-HM:
Yeah, I think I liked the videos and the examples that she gives, that really kind of sticks
out and helps me know what I am supposed to be doing for the next speech, so that
really helps.

INTERVIEWER:
Are there any teaching strategies that he uses that you haven’t been that fond of? If any.

CON2-S-HM:
Not really.

INTERVIEWER:
Would you say you are bored in the class?

CON2-S-HM:
Sometimes. Sometimes I am because it’s just like a lot of information and she is just
going on and on, so I’m like…

INTERVIEWER:
Do you think your instructor does a good job at keeping your attention?

CON2-S-HM:
Definitely.
INTERVIEWER:

How so?

CON2-S-HM:

Like I said, she’s like very enthusiastic so that helps, but I don’t know, she has a way of saying things that are, that, like transition over what she is going to say later.

INTERVIEWER:

How would you describe your motivation in regards to this class? I know it’s a required class so I’ve talked to some students that have said I’m a senior, I am graduating this semester, I have pushed it off for 4 years, others have been really nervous and apprehensive. How have you felt going into it?

CON2-S-HM:

I felt public speaking is important and I am doing it now, and I am going to have to do it a lot later on so I can, it’s something that I can get into before I take like harder classes.

INTERVIEWER:

Would say that students in your come to class prepared? Do you think they do the reading materials before class?

CON2-S-HM:

Some, most of them do, some of them don’t.

INTERVIEWER:

How can you tell?

CON2-S-HM:

The way the say their speeches, sometimes they are like mumbling or sometimes they are like, they don’t know their sources completely, and, I mean sometimes it’s like just their speaking in general like they are not good speakers, but you can tell that they are not prepared because they don’t know, it’s just you can tell by the way they are speaking in class.

INTERVIEWER:

How do you prepare for class so let’s say it’s a non-speech week, so you are not presenting a speech? How much time do you think you spend at home preparing for content?

CON2-S-HM:

Not much. Not at all. I mean the reading just for the quizzes, but I mean, I usually do the reading like the day before or the day of the quiz that I need to take, so I mean, I am not really prepared when I go to class. I usually just go there to listen.

INTERVIEWER:
Ok you kinda already answered this next question. Does your instructor provide guidance or feedback in, as to your performance in the class?

CON2-S-HM:

Yeah like after our speeches she has the same like grading and rubric, she says like comments and stuff so like eye contact, stuff like that.

INTERVIEWER:

This is just a question in general. As a college student, what are your expectations of somebody teaching at the college level? Like what do you think your, what do you think an instructor should do? What are you expecting out a college instructor in terms of your learning?

CON2-S-HM:

To be available lot. Have office hours often because sometimes we need the extra help and just offer a lot of examples about what we are learning, and yeah, be enthusiastic about the material.

INTERVIEWER:

There’s no right or wrong answer to this next question, I’m just asking everyone to define this in their own words. How would you define a learner-centered, or a learner-focused teaching environment? So let’s say that, let’s say that I come up to you and I say, I’m planning on becoming an instructor and I really want to be like student focused or learner focused in my teaching. What tips would you have or what types of activities do you think I should have in my class to be student-focused? We’ve put you in charge of the curriculum. What’s, tell me like how I can be student-focused. It doesn’t necessarily need to be related to COM1010 either.

CON2-S-HM:

That’s a hard one. Can you repeat the question?

INTERVIEWER:

So if I came up to you and said, I want to be a student-focused instructor, and I, and I really want to convey that to my students that I am teaching in class. What do you think that teaching environment would look like? Like maybe, maybe if you could describe it, what are some, how would, what are some characteristics you might give me of a student-focused instructor if that helps at all?

CON2-S-HM:

I guess, someone who would kind of have like, that I mean, it depends because if it is a short class, I think instructors that will like give one on one attention to students throughout the class period. She does that a lot as well, and that’s really helpful before like our speeches she gives one on one attention and asks what our topic is on and what we are thinking about when we are going to be presenting. I think that really helps. Larger classrooms I guess, just offer office hour because, I mean it depends on if you’re like, you like one the one teacher most people do because they can actually evaluate a student’s interest, but it depends.
INTERVIEWER: Would you consider your instructor to be learner centered?

CON2-S-HM: Yeah.

INTERVIEWER: On a scale of 1 – 10, where would you put her, with one being not student centered and 10 being very student centered?

CON2-S-HM: I’m trying to find times where she doesn’t…No, I would give her a 10, she definitely gives one on one attention to most people.

INTERVIEWER: If you could change anything about the course you are currently enrolled in what would it be? It doesn’t necessarily need to be in regards to her teaching it could be like just the course in general.

CON2-S-HM: I would spread out the reading a lot more, make them more quizzes and just, so that way we have, we can like follow along as the course is going on instead of having all of the chapters for one quiz on one day because that kind of promotes like procrastinating, so I think that would help.

INTERVIEWER: So have like one quiz for each chapter or something throughout?

CON2-S-HM: Yeah.

INTERVIEWER: Do you have any other questions for me?

CON2-S-HM: No.
Student Interview
CON2-S-JR

INTERVIEWER:
Can you give me an overview of COM1010 just like how you would describe it to family or friends?

CON2-S-JR:
How I described it to my dad was just how much more went into speech than I thought. Like, I had a cocky attitude going in. I was like computer science, honors blah blah blah. The last gen ed. Class I had was you can call it senioritis.

INTERVIEWER:
Yep. Yep.

CON2-S-JR:
It was the last gen ed. I had. I wasn’t anticipating how much goes into speech. Like, the structure was a lot more important than I thought it was. I like speaking and entertaining people, but that’s not the same as getting up and delivering a speech. They’re completely different things. I didn’t get that. I got like a 56% on my first big speech and I’ve never gotten a grade so low.

INTERVIEWER:
So it was eye opening.

CON2-S-JR:
Yes. Yes. I was like come on this is my last gen ed.

INTERVIEWER:
Yeah.

CON2-S-JR:
But I was telling him that a lot more went into it than I initially thought and I’m actually getting a lot more out of this class than I thought I was.

INTERVIEWER:
Good. Good. How would you describe your instructor’s teaching style?

CON2-S-JR:
I would describe it as, let’s see. This is funny because I have never sat down and thought about her teaching style. It’s very interesting. Ok, first off, I like how she would just leave days for us to sit down and do whatever and some people just wasted all their time and some people did work.
INTERVIEWER:
Is this like to physically be in the classroom?

CON2-S-JR:
Yeah, but to physically be in the classroom it was amazing how much information was being relayed to different people about different speeches and stuff so there was a lot of spreading of knowledge, which I think in the gen ed. courses they’re more interested in that than anything else.

INTERVIEWER:
Yep.

CON2-S-JR:
Let’s see. The downside is the strategy is very rigid as far as speech grading went and I haven’t been able to determine if the rigidity is actually inherent to speech in general or if it’s just the professor.

CON2-S-JR
I was furious for the first half of the semester until I finally calmed down and said, “okay, I’ll just finish the class the way I should”….but I still haven’t been able to determine why it’s so rigid…so much more of the grading went into having a simple structure to the outline where as I felt I could have paid attention to that and spent zero time on the speech itself and got a much higher grade than I got because I did a significant amount of research but I didn’t follow the structure. If her goal was a way to structure speeches then she got it 100% because she would not cave at all. As far as teaching strategy, it’s solidly what she wants to teach and I’ve never run across a profession I can’t break on that line. The strategy is not a push over strategy.

INTERVIEWER:
Could you walk me through what a typical class is like during a non speech day? The types of activities you might do, the lectures, or any of those types of things? How you’re covering the material in the book.

CON2-S-JR
She did standard lectures every once in a while but it was mostly watching things on YouTube, what a wonderful resource that is. She’ll show us speeches and ask us to critique them or bring up issues and let us rip them to pieces…very, very class oriented which I guess goes back to the strategy too…as much class participation as possible where as some classes the professor just gets up there and speaks and the kids remember nothing.
INTERVIEWER:
How does she encourage class participation?

CON2-S-JR
It almost turns into a game...“who can spot the error in this?” So it’s not like, “tell me this” it’s “who can find this”. So it turns into a challenge, it’s not a direct question so it takes away the personal front that usually makes people stay quiet and not participate, but presenting it as a challenge a lot people took the bait...that was the main method that I saw for class participation.

INTERVIEWER:
Were there any teaching activities that she incorporated into the class that really stood out to you and really helped your learning that you like?

CON2-S-JR
One of them was, and this goes back to the structures of speeches, she actually did an activity where she gave a structure of a speech completely scrambled...it was just the outline and it was completely scrambled, and she said, “put it back together”. And you can’t see the speech, you don’t know anything. You have by the bullet points, you have to restructure it and it was much more difficult than I thought it would be. This really stood out to me...once again that order is so important in speeches.

INTERVIEWER:
That’s a good example.
Are there any instructional activities that you didn’t like or you didn’t find helpful?

CON2-S-JR
To be honest, just the standard lectures. That’s not even an activity so I’m not sure if that counts

INTERVIEWER:
No, no. that counts.

CON2-S-JR
Yeah, what is normally presented is the least appealing to me.

INTERVIEWER:
Do you find yourself being bored in the class?

CON2-S-JR
Actually it’s one of the classes I look forward to because it’s not boring at all. Yeah, I’m mad most of the time but in a good way if that makes any sense. It’s a frustration to do better, but as fall as boredom goes…unless there’s something else on my mind….nope, not boring.

INTERVIEWER:
Do you think she does a good job of keeping people’s attention?

CON2-S-JR
Somewhere better very well and medium. I’d put it in that rank.

INTERVIEWER:
Why would you put in that rank?

CON2-S-JR
Because she sees the people in the class that actually want to participate and play off of them trying to get it to spread. Though that strategy has been backfiring later in the semester because students are getting tired of being the only ones answering the questions and it’s slowly petered off.
So for some reason the rest of the class was so not interested that they refuse to not participate. She was able to hold good participation about three fourths of the way through the semester.

INTERVIEWER:
How would describe your motivation in regards to this class?

CON2-S-JR
I had no motivation at the beginning, this being my last genEd. The fist speech went well because it was easily graded…just a story speech it’s hard to mess up. And I’m use to telling stories so it’s not like that was difficult. I did a lot research for another speech and I was looking forward to it for quite a while then I got a very low grade…but it’s because I tried telling it as a story as the way I have formatted through…I guess that was my only mode of presenting information and this was more of a lecture and not a speech. And time was up by time I was done with my introduction and I realized…well first I realized I failed the speech and second I realized you have to pick very very precisely what you want to be in there and you’re rushing in an organized way. So my motivation now…is more of a…I thought the class would be more of journey but it’s ended up…it’s more of sprint. My mindset is completely different…so this is a sprint…it’s heavily clocked. My motivation now is to sync to that and that’s where she’s….what she did worked. It’s forced me into this rigid grading style.

INTERVIEWER:
Do you think overall students come to class prepared?

CON2-S-JR
No.

INTERVIEWER:
How can you tell?

CON2-S-JR
The speech that I failed, I was the only person to show up that day for the speech and there were six or five.

INTERVIEWER:
I was there that day.

CON2-S-JR
You were there that day? So you were one of the people. So you actually heard the speech then. I knew I didn't have the speech prepared enough but I came in anyway because I figured not showing up would give me worse grade than failing. I rolled the dice on that one, so yes I wasn't prepared...everyone that day was less prepared than me.

INTERVIEWER:
Yeah, they weren't there.

CON2-S-JR
This was a consistent problem throughout the semester. People give them her their information and she's like, “where's your outline”,
They're like, “I don't have it”.
She's like, “I told you I would not let you speak that day”
And then she would let them speak anyway. I was upset because I thought the students that were allowed to go again were going to get a higher grade than me because they did this but she told me, “I just let them go I’m going to take a lot of points off”.
She's giving them the illusion that they're doing okay and then just failing them based off of that.

INTERVIEWER:
How do you prepare for class?
Do you read the material ahead of time?

CON2-S-JR
I don’t read the materials ahead of time. I don’t do any preparation besides the actual speeches. I BS pretty much everything, but that’s what college has turned out to be for me because...this is kind of a side topic but it’s become more valuable to earn credits than actually learn something. So we learn how to academically BS...and being in the honors college I’m exceptionally good at this because you’re expected to do more so you have to cut more corners..so...what was the question again?
INTERVIEWER:
How do you prepare for classes?

CON2-S-JR
Yeah, how do you prepare for classes. It’s like all the other gen eds…you skip everything you can skip, you do the bare minimum to get the grade you want. So if it’s performance based you know what you can ignore. You don’t really learn much from the class, you don’t really get much from it. You care about your major and even then you’re just trying to get credits...

INTERVIEWER:
Kind of like a check box?

CON2-S-JR
I don’t know. It doesn’t feel like school anymore.

INTERVIEWER:
So this leads into one of my next questions. As a college student what are your expectations of someone teaching at the college level? What do you expect from an instructor to help you learn? What do you want to see?

CON2-S-JR
I expect the instructor to sit down and teach the kids who want to be taught and to do so in a way that would cause everyone who does not want to be there to fail. I’ve only seen a couple of professors that do this. I would like an environment where the people who want to be there are interfacing with the professor very very rapidly and the professor is morphing their curriculum into what the students care about and what he can push them to do. It’s more of a large mentorship than an actual class, because I know the larger classes it’s impossible to interface like that…with 500 people in a chemistry class it is mechanical and it can only be mechanical. But with a lot of the smaller classes, the higher you get in your degree your classes shrink tremendously and this is the opportunity to learn what you need to learn and I’m not seeing that happen which really bothers me. When the class sizes gets smaller you would think the professor would have much more control over this but a lot of them just get up there and present a lecture and go home. If they just sat down there and had discussions…like if it was a big class discussion everyone in the class would learn ten times more. The funniest thing, it’s in my…one of my computer science classes, several students in the class keep raising their hands and ask questions but it’s not at the appropriate time in the sequence of what the teacher’s teaching so he refuses to answer their questions. You don’t remember to ask the same questions later on. The longer you leave someone not knowing, the worse it gets. But I couldn’t believe this. I gave this professor the death glare because you’re refusing to answer their questions. These
are the only people in the entire class that care and you won’t even answer
their questions. You have to ignore the people who are ignoring you, yet
he spends a lot time trying to get them to engage and it doesn’t work that
way. I think the methodologies need to change by professor. You can’t
cater to the people who don’t care. I don’t see the environment ever
changing until the college is willing to fail their students.

INTERVIEWER:
Absolutely. And not accept the tuition then.

CON2-S-JR
Yeah, but then again because of political reasons that becomes nearly
impossible, that’s a whole other topic. I understand it which makes it even
more frustrating.

INTERVIEWER:
You bring up an interesting point when you talk about mentorship. This is
my next question. How would you define a learner centered teaching
environment?
Let’s say I can to you for advice and I say “I’m going to be teaching a
course next semester and I really want to be learner centered, or another
term for it is student centered or student focused”. What types of activities should I be running in my class that demonstrate to
my students or convey to them that I am student centered and focused on
their learning?
And let’s pretend it’s the size class you’re currently in for COM1010. Let’s
say thirty students.

CON2-S-JR
Well the first thing you got to do is get rid of the square desk formation
which I don’t know why that comes to mind first, but it does. Students go
through high school and they learn that if they’re sitting in rows then they
don’t have to participate. It’s embedded behavior, it’s not going to work.
That classes that have always worked best is…some of the computer
science labs just have long desks and there’s a bunch of people trying to
cram to the corner of the room and we’re all on computers…this offers a
different environment than you normally see because you’re chained to the
computer because the whole class revolves around this concept of you’re
a computer science major. It’s…most of the student centered environment
is when half the kids are turned around talking to kids around them trying
to solve problems and the professor is literally standing in the middle of the
room guiding…just almost running acEXPF3 each row guiding everyone to
get them past where they’re stuck and then let everything keep rolling.
The professor needs to be in the middle of the room not the front. Also
proximity is another issue, it’s so comical. There’s probably fifty or sixty
people in my major computer science class this semester and we’re in a
whole lecture hall that can hold hundreds and he lets some people sit in
the back. The proximity is a whole issue because it feels like you’re in a
desert. And it dislocates you. I personally I don’t pay attention…I do my
work through the entire class because it…I feel like I’m just being yelled at
acEXPF3 the room and to sit at the front is obnoxious because you’re so
close and he’s trying to bellow out to…it’s weird to speak to the logistics of
it but it really is important. If it’s student centered then the students have to
be close to each other. And also one of the things I don’t like is in one of
my we’re not allowed to talk to each other because it’s bad to steal each
other’s code, but the only thing I see happening when we’re talking to each
other is the sharing of ideas, proliferation of information, and much much
higher morale.

INTERVIEWER:
Are you saying then working with students in that community aspect would
help with the learning?

CON2-S-JR
Yeah, and it stifles…I have one lab where it stifles the lab because every
company of minutes he’s saying “you have to be quiet, you’re not allowed
to talk”. An appall comes over the class. People in the middle of technical
conversations, these are conversations that go a long way in life. Most
people would die to get that sort of stirring of information in the classroom.
Its stifle because everyone thinks they’re cheating on their assignments
and it’s…I see why they do it and once again it frustrates me but…I hate
seeing that sort of learning being stifled purposely and explicitly.

INTERVIEWER:
You brought up some great examples.
Would you consider your COM1010 instructor to be learner centered?

CON2-S-JR
She’s riding the line.

INTERVIEWER:
So on a scale from one to ten where would you rank her? With one being
low and ten being really high.

CON2-S-JR
She’s right in the middle like five.

INTERVIEWER:
How come?

CON2-S-JR
The students once again are all in rows and everything and this doesn’t
have to do with proximity, proximity’s not an issue here. The major factor
is...to be honest I don’t know where to rank her because the apathy in the
class is so high that you have to get all the people who care in one spot of
the room and keep everyone else off in the corners. This is where a bigger
room would help it’s opposite. Because if you put them in a bigger room
90% of the class would be back there not caring and 10% would be up
there learning a ton because the teacher would be interfacing with the first
ten people in the class...and I didn’t even think about that when I was
talking about the proximity before but it’s very relative, it’s very relative. In
this case it was keeping apathetic people too close together the teacher
could not identify which students wanted to participate and the participating
students were around people who didn’t care. It’s funny, it was in the back
of the room I heard discussions about what was going on and it’s just so
funny that they’re in the back of the room yet they’re the people learning
the most. They kind of holstered themselves off from everything and are
getting what they wanted out of the class what they wanted out of the
class. So they literally had to shield themselves...the environment she has
that led to that sort of behavior...she could have easily harnessed it but
she didn’t. So that’s why it’s borderline because she constantly would ask
the people in the class who have answered questions but she wouldn’t stir
the pot in the one group of people that were constantly talking. It was a
valuable resource and it was not used throughout the semester.

INTERVIEWER:
Does she provide guidance or feedback as to your performance
throughout the semester?

CON2-S-JR
Oh quite a bit. I really like how she sits there writing ten minutes after your
speech because that sort of input is what I need to pass this final speech.
I have to...I never had to change so much in class to succeed. I never had
to do that.

INTERVIEWER:
This is my next question. If you could change anything about the course
you’re currently enrolled in what would it be?

CON2-S-JR
Had you asked me this earlier it would have been about the rigidity but
now that I have accepted that this is what must be I have to think about the
question again.

INTERVIEWER:
Let’s say you could get rid of the rigidness of everything, you could change
anything that want what would it be?

CON2-S-JR
Don’t give that many points to structure because the people in the class sound like robots and I’m more of a charismatic type where I believe it’s all in the emotions and the appeal to the speech which I feel personally would succeed in the real world but about 90% of this class was “I’m going to talk to you about this, I’m talking to you about this, I talked to you about this”. It feels like my first my English course and how to write a paper which now that I look back, very rigid. Some of these memories that are four years ago.

INTERVIEWER: 
So maybe do more of the “think outside of the box”?

CON2-S-JR
The greatest class I had was my English 3000 class. It was a class about hermaphrodite evolvings. The entire course was about it and I thought the whole thing was going to be a joke and I couldn’t believe it once I got into the class, like “how’s this going to work?”. But the teacher used it to her advantage that it was a topic that no one could simply ignore. She interfaced with the students on a subject so bizarre they actually wanted to learn about it. The class was all creative, highly creative. She cared more about your ability to shock her than about your ability to follow her precise instructions. The feel was different; it was a completely different style of teaching. And if you could incorporate that into a COM class...you’re encouraging students to try to be...to creative solve problems than to mechanical solve problems. And that is the crux of what I was getting at with all the computer science examples is computer science only succeeds under creative problem solving. Which with something as rigid as a computer it’s a paradox, it really is...but it’s pure creative.

INTERVIEWER: 
And you need to be able to bounce that off of people.

CON2-S-JR
Relating that between English and Computer Science and now COM...you’re questions have guided me along a common thread through...but yeah that’s what I would change. I would take the computer science’s problem solving, the English class’s creativity and the COM class’s rigidity and if you just simply balanced it. That’s all you would have to do is balance it and you would have a very happy class.
Student Interview
CON2-S-KD

INTERVIEWER:
Can you give me an overview of COM1010, and if describe to me what COM1010 is if you were describing it to family or friends.

CON2-S-KD:
It's a com class, and it is supposed to be teaching me some fundamentals of public speaking and communication. It's mandatory to graduate. Part of the class is online, part of it is classroom training.

INTERVIEWER:
How would you describe your instructor's teaching style for COM1010?

CON2-S-KD:
She uses a mix of videos and the online book as well as, I don't know, actually it's a weird mix actually to me, so it's hard to describe.

INTERVIEWER:
Can you walk me thru what a typical class is like on a non-speech day?

CON2-S-KD:
On a non-speech day, we might actually watch video clips, we might do some in class activities for engagement points.

INTERVIEWER:
Can you describe what some of those activities might be?

CON2-S-KD:
So if our class is actually studying a specific chapter, and that specific chapter might be talking about how to handle conflict, you know, we might watch a video and then when we get done with the video we would take notes, you know during the video to describe what maybe you observed while watching the video, that you know, hit on the points in the book, you would just pretty much kinda expound on that.

INTERVIEWER:
Have you encountered any challenges with learning the material in the course?

CON2-S-KD:
Yeah I guess the main reason that there is not a lot of classroom instruction most of it is just yeah, you read it more on your own, which when I don't have a lot of guidance, I don't tend to do the reading.

INTERVIEWER:
A lot of people are like that. Are there any teaching strategies that your instructor uses in class that you liked that you think helped teach the material? My next, my question after that is going to be are there any strategies in particular that you did not like.

CON2-S-KD:
Yeah I can’t say that there is anything specific about her teaching style that I like. She is really thorough so you know if you don’t understand in class, everything is filled out online as long as you pay for the book and you can get online.

INTERVIEWER:
Ok, because they are using the new website right for the books? So you are not using blackboard.

CON2-S-KD:
Not at all. So it’s thorough, its filled out, I don’t like the mix of the online, because if I wanted to take an online class I would’ve, but, the only thing that is convenient about it is I don’t have to come to class to turn in work, or to actually take quizzes, but on the same token, I was gonna come to class anyway.

INTERVIEWER:
Do you think, are you bored in this class?

CON2-S-KD:
Yes because I had to take speech to graduate from high school, so.

INTERVIEWER:
Do you think your instructor does a good job at keeping student attention in class?

CON2-S-KD:
Yes.

INTERVIEWER:
How so?

CON2-S-KD:
She has a good personality, you know, she is easy to listen to. She interacts with the students. So it’s not as if she lectures us and bores us to death.

INTERVIEWER:
How would you describe your motivation with regards to this class? So like, how are you feeling about entering COM1010 before, and how are you feeling about it now. So I’ve talked to, I know it’s a required class, I’ve talking to some students who have been petrified to do it for the purposes of just having to do public speaking, and I have talked to some seniors already that, I’ve talked to one today who was saying that they waited to the last possible semester to take it, that they needed it for graduation. How are you feeling about it were you apprehensive, nervous, didn’t care either way?
I just didn’t want to have to take it again. I don’t have any problems speaking in public, well I do but not so much that I will refuse to do it or try to avoid it because that’s the other thing that it seems that it’s an unnecessary type of class because in every single class you’re in you are going to have to do a presentation, so we do get a lot of public speaking opportunities throughout our college career.

INTERVIEWER:
Would say that the students come to class, would you say that they are prepared? They come to class prepared, they read ahead of time?

CON2-S-KD:
Actually no, nobody reads ahead of time, actually everyone has admitted that since it’s an open book quiz, they just use the book. I don’t know anyone who actually read the chapters.

INTERVIEWER:
How do you prepare for class, if any time, at home, like on a non-speech week?

CON2-S-KD:
I just make sure I go and look at the syllabus and the assignments that are due and make sure that I take care of that before I get to class.

INTERVIEWER:
Does your instructor provide guidance or feedback to you throughout the semester?

CON2-S-KD:
Yes, for every speech, she just, you know, of course, tell you what you need to work on, but for the papers, we don’t get them back so I don’t really know exactly why you know, I got an A or B or what not, I don’t, as a matter of fact, I don’t even know, from all my papers if I got 100%’s or not. I didn’t memorize it. I guess my paper grade is ok, because if it wasn’t I would have had to talk to her. Yeah we don’t get those papers back with feedback, like a hard copy of it, I don’t know if there is anywhere on the website where you can go on and look at her comments but as far as the speeches, we get plenty of feedback.

INTERVIEWER:
Now this is more of a question in general, with you being a senior student, you probably have a lot to draw from this question. As a college student, what are your expectations of somebody teaching at the college level? Like what do you want to see from an instructor? As a student, what are you expecting from the instructor in terms of helping you learn? This can be in any class, it can be COM1010, it can be any class that you have taken.

CON2-S-KD:
I guess the biggest thing is that anything that I am going to be tested on, I want the information presented clearly and concisely during the class period. Other than that I just
expect my teachers to be respectful and try to present it in a way that is interesting and those are my only expectations.

INTERVIEWER:
This next question, there’s no right or wrong answer, I’m just asking everyone for their own definition of this. How would you define a learner-centered teaching environment? So let’s say I come up to you for advice and I say I am planning on becoming an instructor, and I really want to be learner-focused or student-focused. What advice would you give me, like what types of strategies should I use in the classroom to convey that to my students?

CON2-S-KD:
I don’t know, I guess the biggest thing is making sure you have enough interaction with your class as far as their feedback about what was effective during the class, and I mean, I know they all, all the teachers do that here, they have to have the surveys too, it seems like there should be one in the middle of the semester. Some that they can see so that maybe they can adjust it then and there.

INTERVIEWER:
Would you consider your instructor to be learner centered?

CON2-S-KD:
I guess I have to say no in terms of the fact that we didn’t cover all of the material in class, we only cover some of it in class.

INTERVIEWER:
On a scale of 1 – 10, what would you give her?

CON2-S-KD:
I guess I’ll give her a 5, because like I said, she has a good personality, she is likeable, she is a good communicator, I just, I didn’t like the way class was structured so much.

INTERVIEWER:
This probably leads to my next question. If you could change anything about the course, or course material what would you suggest changing?

CON2-S-KD:
Course material meaning like the textbook?

INTERVIEWER:
It could mean anything like the textbook, the website, activities in the class.

CON2-S-KD:
I like textbooks, the classroom activities I would have liked to see more of them actually. And like I said just more of the teaching in the classroom as far as the topics that we will be quizzed on.
INTerviewer:
Can you give me an overview of what COM1010 is about the way you would describe it to a family or friends. Like, what the course is about.

CON2-S-KJ:
The whole course is basically about improving your overall communication skills, whether in groups or interdependent relationships with family members, friends and in the whole course we practice these skills by providing presentations the whole semester. So, that’s really the main course in a nutshell.

INTerviewer:
How would you describe your instructor’s teaching style for COM1010?

CON2-S-KJ:
Very enthusiastic about what she’s teaching, which is a good thing because it shows she really cares about the student learning about the topic. She’s very organized and she makes that she’ll give insight on things that we’re having trouble on or any questions that need to be answered.

INTerviewer:
Well, good. Can you walk me through a typical class day would be like in COM1010 on a non-speech day?

CON2-S-KJ:
She’ll have us watch videos or like different speeches like informative or persuasive speeches and have us write down the good things or the bad things that happened on different videos and try to critique it.

INTerviewer:
Good. Are there any instructional activities the she uses in class you find to be really helpful to your learning the material?

CON2-S-KJ:
Yeah, the video thing where she has us like observe other people do presentations really helps out a lot because it allows us to analyze what people do in those speeches and allows us to incorporate that into our presentations. So, I think how she provides examples helps a lot.

INTerviewer:
Yeah. I agree. Were there any activities in the class that you didn’t like? Any that you weren’t fond of?

CON2-S-KJ:
I mean I’m not really that fond of watching videos or doing some activities where we like
have to write down stuff in the classroom, but it’s like for the better of my learning
experience so I guess I just have to live with it I guess.

INTERVIEWER:
Yeah. Are you bored in class?

CON2-S-KJ:
Sometimes. On some days, yes and on some days we can be interactive so…

INTERVIEWER:
Do you think she does a good job at keeping the class’s attention?

CON2-S-KJ:
Yeah with the amount of energy and enthusiasm she provides like I believe she keeps
the class interested.

INTERVIEWER:
Absolutely. Can you describe your motivation in the class?

CON2-S-KJ:
I mean it’s helping me work on my public speaking skills so like…what was the question
again?

INTERVIEWER:
Can you describe your motivation in the class?

CON2-S-KJ:
Like I said, it helps me work on my public speaking skills so I guess that’s a good way to
get me to practice on that. So, I guess my motivation would be above average.

INTERVIEWER:
Good. Do you think students come to class prepared? Do you think they read the
chapters ahead of time?

CON2-S-KJ:
Honestly, I don’t think so because not many people go through and read the syllabus,
but you know the teacher always sends like small reminders on like what to do and
what’s due or what we need to work on.

INTERVIEWER:
Good. How much time do you spend preparing for a class let’s say on a non-speech
week?

CON2-S-KJ:
Not much time really unless I have to do an online quiz and then I’ll spend a couple hours doing the reading and some online practice quizzes. So, it totals up to like 3 hours per week on like non-speech weeks.

INTERVIEWER:
Does your instructor provide guidance or feedback to you throughout the semester?

CON2-S-KJ:
Definitely. Yes. She gives us basically a paper that tells us how we did. Basically, what our strengths are and also what our weaknesses are so that we can improve on those.

INTERVIEWER:
Good. Now this is more of a general question that doesn’t necessarily pertain to this course. As a college student, what are your expectations of somebody teaching at the college level? Like, what are you expecting from and instructor in terms of your learning?

CON2-S-KJ:
Higher than what I’d expect from a high school teacher. I’d expect them to give a good amount of guidance and criticism to where it’s not putting down the student, but allowing them to learn from what their mistakes are and allowing them to become better students throughout their college careers.

INTERVIEWER:
Good. There’s no right or wrong answer to this. I’m just asking everyone what their opinion is. How would you define a learner-centered teaching environment? If I was coming to you for advice and I said I want to become an instructor and I really want to be focused on my students, what advice would you give me so I could relay that or convey that to my students? What activities should I do in class?

CON2-S-KJ:
Well, it really isn’t like the activities that get me involved in the classroom. It’s more the teacher’s enthusiasm and personality because if I have a teacher that’s monotone with a straight face all day, then it gets really boring. I feel that all teachers need to show a certain level of enthusiasm and passion for their teaching to make the learning environment student-centered because that’s really what’s going to attract students.

INTERVIEWER:
Absolutely. Would you say your instructor is learner-centered?

CON2-S-KJ:
Yeah. Definitely.

INTERVIEWER:
On a scale from 1 to 10 how would you rank her with 10 being really high and 1 being really low?
CON2-S-KJ: Like an 8.

INTERVIEWER: An 8. Ok, last question. If you could change anything about the course, what would it be?

CON2-S-KJ: The amount of speeches we do because I feel like we could be doing more speeches in the class and have them be graded not as much as each other because I feel like we don’t do many speeches in the classroom throughout the whole semester and public speaking’s one of those skills that develop the more you practice. So, that’s really the only thing I’d have to say about that.

INTERVIEWER: Absolutely. Ok. Well, thank you.
INTERVIEWER:
Can you give me an overview of COM1010, and how you would describe it to your family and friends?

CON2-S-NR:
Basically it’s sort of a stressful class, I would say because you have to get up in front of your classmates and present. It’s not something I was really comfortable with, but I guess I learned how to speak in front of the class a little bit better each time I went up to present and I’m still kinda, wasn’t like my best class to take, I didn’t really like it to be honest.

INTERVIEWER:
I have gotten that a lot! How would you describe your instructors teaching style?

CON2-S-NR:
It’s sort of laid back, she didn’t really I guess teach much, it was more of, like, just like preparing for future assignments I guess, she would always tell us when the next assignment was going to occur and then just getting ready for, but she wasn’t like, I wouldn’t say she taught much about public speaking in front of a class.

INTERVIEWER:
Can you walk me thru what a typical class is like during a non-speech day?

CON2-S-NR:
Basically she would show like a video of someone giving a speech I guess, sometimes and then other times, it was just like, pulling out extra credit assignments to show that we came to class. Because a lot of it was like, did you come to class or not, sort of thing.

INTERVIEWER:
What were some of those extra credit assignments, like can you give me an example of one?

CON2-S-NR:
Like she would show a video and then we would have to, I don’t know, we would have to, she gave us something to fill out in the book. I don’t really know how to explain it.

INTERVIEWER:
Did you encountered any challenges with learning the material in the course?

CON2-S-NR:
Not really, I just didn’t like the quizzes, because a lot of it was just memorization out of the book.

INTERVIEWER:
Were there any teaching strategies that she used in class that you liked?

CON2-S-NR:
She asked like questions to the class I guess. A lot of it was sort of just asking the class what you think of the stuff.

INTERVIEWER:
Was there anything in class she did that you didn't like? Any instructional strategies where you say, you know, I don't really think this helped me learn the material?

CON2-S-NR:
Not really, other than just, not really teaching not to do something, I guess.

INTERVIEWER:
Did you find yourself bored in the class? Did you find yourself bored in the class?

CON2-S-NR:
Yeah

INTERVIEWER:
Do you think she does a good job at trying to keep the classes attention?

CON2-S-NR:
Yeah I say so, just because she asks a lot of questions to everyone.

INTERVIEWER:
How would you describe your motivation in regards to this class? So I've talked to some students where, I've talk to freshman where they said, ok well, I just, I knew I had to take it because it is a required course, I've talked to some seniors who said I a graduating this Spring, I waited to the last semester to take it. How are you feeling approaching this class? And how are you feeling now that you are in it? How, like, in describing your motivation in terms of this class, how were you feeling about this class prior to starting it, were you excited about it? Were you looking at it like a checkbox, like I need this class to graduate?

CON2-S-NR:
I sort of looked at it as a class I needed to graduate. Something I kind of put it off too, to a later course, in my later years, I didn't really kick it out my freshman year I guess.

INTERVIEWER:
Would say that students come to class prepared?

CON2-S-NR:
I guess so.

INTERVIEWER:
How can you tell?
CON2-S-NR: I guess you can’t really tell. I wasn’t really paying attention at all.

INTERVIEWER: Let’s say it’s a non-speech week? How much time do you think you would spend preparing for COM1010, if any before class?

CON2-S-NR: I would say none.

INTERVIEWER: You already answered my other two. Does your instructor provide guidance or feedback to you on your performance throughout the semester?

CON2-S-NR: Yeah, she wrote down stuff on the form of our grade sheet that we got back. Basically just brief, couple sentences, like did you make eye contact with the class, did you speak up, just basic stuff like that.

INTERVIEWER: This is more of a general question. As a college student, and as a senior you’ll have pry taken a lot of classes, so you have a lot to draw on for this? What are your expectations of somebody teaching at the college level? Like what do you expect out of an instructor in terms of helping you learn the material?

CON2-S-NR: I guess just be comfortable with talking in the class I guess. There wasn’t a lot of talking from the instructor about, I guess it is kind of hard to teach someone about communication, like there is not like a lot of background, like other courses like a history class you, know, you talk for an hour about history, but the communication class…

INTERVIEWER: The context is a lot different.

CON2-S-NR: Yeah I don’t know how you teach it.

INTERVIEWER: There’s no right or wrong answer to this question, I’m just asking everyone to define this in your own words. How would you define a learner-centered teaching environment? So let’s say I come up to you and I say, I want to become an instructor and I want to be, I want my students to think that I am really student focused in the classroom. What types of activities do you think I could do or what types of instruction, how should I instruct my class to convey that?

CON2-S-NR:
I would say, kind of do the opposite of giving points to the class just for coming to the
class. Because it show that it is more of the student’s responsibility rather than the
teacher. I guess, I don’t know.

INTERVIEWER:
Would you consider your instructor to be learner centered?

CON2-S-NR:
Yes.

INTERVIEWER:
On a scale of 1 – 10?

CON2-S-NR:
6.

INTERVIEWER:
If you could change anything about the course what would it be, if anything?

CON2-S-NR:
Not have all of the course work online. I didn’t like that. It was like, it was like 100 points
in quizzes online and I guess I’d rather take that in person on paper. Just because a lot
of it is like you have 30 seconds per question, and like the whole time constraint online
and then you have to worry about…

INTERVIEWER:
Is it gonna crash on you. Anything else?

CON2-S-NR:
Nope.
Student Interview
CON2-S-TM

INTERVIEWER:
Can you give me an overview of COM1010, like how you would describe the content of the course to family and friends, what it’s about?

CON2-S-TM:
Well it's the basic instructor on how to properly communicate with an emphasis on oral presentations and also in business and professional situations.

INTERVIEWER:
How would you describe your instructors teaching style?

CON2-S-TM:
Relatively relaxed, I would say, slightly unstructured. She focuses a lot on giving examples, kind of teaching by showing and there’s not a lot of actual from the book data I guess that is provided.

INTERVIEWER:
So you guys kinda read the book on your own?

CON2-S-TM:
Yes.

INTERVIEWER:
The examples that she shows, is she doing like demonstrations herself, is she showing videos?

CON2-S-TM:
Sometimes she will do demonstrations herself more often than not though they are videos of actually, generally past students doing the speeches.

INTERVIEWER:
Can you walk me thru what a typical class is like on a non-speech day, like some of the different instructional activities she might do whether it’s lecturing or discussion or anything?

CON2-S-TM:
Yeah there’s typically, the class starts with a discussion about what is going on in the next few weeks, and going over the schedule and syllabus, what we have to expect. If we have any work that needs to come back to us that is delivered. And then we generally, she will generally, she will then generally start to talk about a topic whatever she has on the agenda for the day, and she’ll give us a brief overview and then there are examples, there’s really no activities I would say that she really does, on a regular basis, sometimes there are obviously, but not on a regular basis. And then typically we end the
class with another kind of wrap-up discussion and then another kinda overview of what
we have to expect in the next few weeks.

INTERVIEWER:
When you mentioned she might present on what a topic might be or what she has the
agenda, can you give me an example of what a topic might be?

CON2-S-TM:
Yeah typically it has to do with whatever speech or assignment is coming up, so if we
were talking about the informative speech she would talk about different ways to convey
information.

INTERVIEWER:
Did you encountered any challenges with learning the material in the course?

CON2-S-TM:
No.

INTERVIEWER:
Are there any teaching strategies or activities she used in class that you liked? That you
found helpful in learning the material?

CON2-S-TM:
I did appreciate our, or when she does do activities, they’re, they’re better than
examples or lectures in the fact that they allow you to not only have to think about what
you are learning, or what you are reading in the book, but they allow you to think about
how you are going to implement them. And it’s not, you don’t have time to study for, it’s
just an off the cuff, this is what I read, this is what she wants me to do, this is how I’m
going to interpret that.

INTERVIEWER:
Can you give me an example of one?

CON2-S-TM:
There is one instance where we actually, we played something of the game telephone,
and we were talking about effective ways to listen and then convey information that
you’ve heard. So it was, it was, it was actually really difficult because she started and
told a long story and you were expected to listen to that story and then portray it to the
next person, but there is a lot of detail and it came down to the point where you were
trying to get as much of the information as you could through, but you couldn’t, so it kind
of showed that it’s, I think the point that she was trying to prove with that was that, the
superfluous details aren’t really going to matter in the end, because it is the main points
that people are going to walk away with, and so that’s what you need to emphasize.

INTERVIEWER:
Were there any activities that you did that you didn’t like? That you didn’t find helpful?
CON2-S-TM: Not activities, per say, for me the examples that she showed, her past students speaking, I didn’t, that didn’t help me at all, I have taken speech classes before so it maybe was different for other students but I personally did not feel like that was an effective way.

INTERVIEWER: Did you find yourself bored in the class?

CON2-S-TM: Yes.

INTERVIEWER: Do you think she does a good job at trying to keep people’s attention?

CON2-S-TM: Yes. She does a good job at trying to keep people’s attention?

INTERVIEWER: How so, what does she do?

CON2-S-TM: Well she, she does, actively seeking answers to questions that she’s asking. I feel like the examples helped a lot of people stay focused. Didn’t necessarily work for me, but, that was definitely her reaching out and trying to get people to be interactive. And then the, the activities that she would do involving certain people, I feel like that was a good way to keep other people’s attention.

INTERVIEWER: Just going back to some of the activities. Did she ever have you guys do any group activities with one another, other than the group speech?

CON2-S-TM: She did, I know she did, but I do not remember what that activity was for some reason.

INTERVIEWER: How would you describe your motivation in regards to this class?

CON2-S-TM: Beginning of the semester I was very excited to start the class, I enjoy speech classes, which makes me an oddball.

INTERVIEWER: I think you’re the first person to say that for interviews. That’s a good thing though.
Towards the end, I mean, it is a required class, it is also the beginning, a very intro class for the major that I am currently in so I was excited. To be completely honest, the way this class was structured, the way it was taught, kind of drained me throughout, because I didn’t really feel like I was learning that much. So by the, probably just after spring break, it started to just be about the grade that I needed to move on.

INTERVIEWER: Would say that students come to class prepared? Do you think they read the material ahead of time?

CON2-S-TM: Absolutely not, no.

INTERVIEWER: How can you tell?

CON2-S-TM: She will, in her brief overview, she will talk of key things that people should have read and she’ll, she’ll phrase the sentence like you were supposed to answer, or like it’s a question, and people will sit there because they don’t understand that the words that she just used are directly from the book. There is vocabulary being used that they should latch onto if they read, and they don’t.

INTERVIEWER: How do you prepare for class. Let’s say it’s during a non-speech week. Do you read the material ahead of time?

CON2-S-TM: Yes I will, I open the book, I go through if it, generally we have 3 or 4 chapters to cover, I’ll go through, I’ll kind of read, ill skim the chapters, I’ll find if there’s anything that I’ve never heard of before, I’ll read that in depth. Otherwise I’ll just kind of brush myself up on the key terms. Typically I do that on the weekend and then I come in for classes on Tuesday and Thursday.

INTERVIEWER: Does your instructor provide you with guidance or feedback in terms of your performance throughout the semester?

CON2-S-TM: Feedback, yes. There is not a lot of guidance. Obviously we get our rubric back with our grade, and she’ll have dictated what we did wrong, what we did well, or what we could use for... but that’s kind of it, after that there’s not really, there’s no emphasis on like the next day, she doesn’t go over in class what a lot of people struggled with or she doesn’t really work with anyone in particular about what they need to do better, during the actual speech. She’ll talk to you about how to plan your speech or how to write your outline, but I feel like it’s it’s a communication class, with an emphasis on oral communication, and there’s no guidance there.
INTERVIEWER:
This next question is more general it doesn’t necessarily pertain to COM1010. As a college student, what are your expectations of someone teaching at the college level? What do you expect out of an instructor in terms of helping you learn material?

CON2-S-TM:
Is this exclusively at Wayne State, or is it just in general?

INTERVIEWER:
Anything. Just in general. Anytime, any of the classes you may have taken, just what’s your expectation walking into a class. What do you want your instructor to do for you?

CON2-S-TM:
Well I expect them to obviously have a deep sense of knowledge in what they are teaching. I especially like it when, and I generally expect it, that they have some experience other than teaching. So a communication teacher, I would want them to work with giving speeches or something like that. I expect them to be respectful, but I also expect them to benefit me as a student. Sometimes I feel like they are, there’s an emphasis on they’re there to teach and that’s really it. Some situations that is typically in their job descriptions to address are not addressed. Problems with other students, distractions in the classroom or when a whole, when a large group of people isn’t understanding subject matter, and I feel like that isn’t always addressed, but I expect that to be.

INTERVIEWER:
This kinda leads into my next question. I’m gonna lead into this too. How would you define a learner-centered teaching environment? So let’s say I come up to you for advice and I say, I’m gonna be an instructor next semester for class and I really want my students to think of me as being a really student centered or student focused instructor. What types of instructional strategies or activities should I do in class that you think would convey that I’m student centered and I am focused on their learning?

CON2-S-TM:
Well to be focused on a students learning, that is setting you up to not be the students favorite teacher because a lot of what students need is the things that they don’t like, it’s not gonna be the group activities that are fun and engaging, and sometimes you have to lecture and you have to make sure that people understand the vocabulary and the concepts that are coming out of the text, I mean we pay for these books, we expect to use them, not a lot of places use them, but they, there is a lot of useful information in them and it’s really important that that is emphasized because that’s why they are there. It’s also important that you are not necessarily in each individual student, but the student as a whole in the classroom, or in the session are being tracked as to, being, their progress is being tracked. If they falter on a certain point, then that point needs emphasis because if they don’t, I mean, assuming that the point that they falter on is still a building block for what you are going to teach them next, it’s important that if they
didn't learn that, they aren't gonna know it a month from now, but they need to, so you need to go back and figure out why they didn't learn that and come at it a new way. And it's not the, it's not the easiest way to teach, and it's not the most fun way, but it's the most important thing to do is make sure that people are learning.

INTERVIEWER:
Based on your definition that you just gave me, would you consider your instructor to be learner centered?

CON2-S-TM:
I feel like the intent is there. However, I did not feel her to be learner centered.

INTERVIEWER:
On a scale of 1 – 10, with one being really low and 10 being really high, where would you rank her?

CON2-S-TM:
6.

My next question, let's say we put you in charge of everything, if you could change anything about the course what would it be? Except for the removing speeches, I've gotten that from a few people.

CON2-S-TM:
That's obviously important. I actually am gonna go the opposite way. More emphasis needed to be put on the speeches and not just, not, adding speeches, the quantity is fine, but it is, it really does have to do with the feedback that you are getting. Because speaking isn't a quantitative thing, you can't, it's not like math where you have a specific set of rules, this is what you follow, it is very much talent that people have and yes you can be taught to learn the basics but a lot of people just aren't speakers so it's important that the teacher follows up with the students and makes sure that they understand what they did wrong. Well first, what they did right, then what they did wrong, and how they can improve on that. And even one step further is what you can do to help you know how to prevent it...and I feel like that just wasn't there. That's the biggest thing that I would fix. I would also change, I man she gave a lot of examples from past students, but those aren't professional speakers, I want to see how, how Steve Jobs fired up the people at the, I forget the name of the conference, the tech conferences, I mean he, I wrote a paper on Steve Jobs the other week, so it's all fresh in my mind, but the way he fired up his people, or you know the way Barak Obama gives an address, or especially some of the past presidents, JFK, how he was giving speeches, it's, because that's half the reason they got elected. So showing students examples of, you know, if you practice and if you get good at this, in this subject matter, this is where you can be, because I feel like that will play a lot into the motivation factor of the class. As far as anything else I would change, unfortunately I would put a lot more stress on the actual textbook things because there are a lot of important points and concepts that come from the book, and they weren't really emphasized in the class.
INTERVIEWER:
Can you give me an overview of Com1010, the way you would describe it to your family or friends, what it’s about?

CON3-S-AD:
Basically it’s about how to give a speech and how to communicate with people on a personal level, professional level, all different levels of communication. I would actually just say it’s basically giving speeches.

INTERVIEWER:
OK. How would you describe your instructors teaching style?

CON3-S-AD:
It’s very relaxed. I would say he comes in, he likes to strike up conversations. He’s more of a conversationalist teacher...he doesn’t like to lecture a lot. He likes a lot of feedback from the students so I’d say he’s very relaxed.

INTERVIEWER:
OK, good. Can you walk me through what a typical class would look like during a non speech day? The types of activities you guys might do in class?

CON3-S-AD:
Non speech day, we would walk in, he would ask us, “Have you guys heard public speaking in the news?” Sometimes kids get involved, sometimes they don’t. Then someone would say, “oh the CMAs were on the weekend”. So sometimes he’ll pull up a clip and address, show us what kind of speech this kind of person would give us. Sometimes see musical performances and how someone portrays their lyrics. Then after that, we sometimes go through lecture notes, very briefly though. Then we go back to speaking strategies, we finish what we start. Sometimes he brings up more videos, that kind of thing.

INTERVIEWER:
Has he ever put you put in groups for anything other than the group’s speech during class or working through the material in the book?

CON3-S-AD:
No, not really. He hasn’t, we’ve taken quizzes and we pass it to the next person and they grade it for us, but other than the persuasive speech we haven’t really gotten together into groups.

INTERVIEWER:
Have you encountered any challenges with learning the material in the course?

CON3-S-AD:
I think the only challenges is that when he does give us lecture notes he doesn’t put the full, he’ll start lecturing and it’s hard for some person to write down exactly what he’s saying, he goes a little fast. So the difficulty, my difficulty is the definition. The definitions in the book, those might come in to play when I take the final. So my only difficulty in the course would be that.

INTERVIEWER:
Are there any teaching strategies that he’s used in class that you really liked, that you think really helped you with learning the material?

CON3-S-AD:
I like how he gives us a lot of examples. I like how he shows us videos. Sometimes, he doesn’t show us videos, he lets us listen to audio and have us decipher how is that a good way, how could we have to see this person’s face to really make a picture of this person. So I like the examples he gives us, so that’s one of the things I like.

INTERVIEWER:
Are there any class’ activities that you’ve done that you haven’t like other than spending more time on the lectures?

CON3-S-AD:
Not necessarily. There isn’t really something that I haven’t liked, that I was not happy doing, no.

INTERVIEWER:
Do you find yourself bored in the class?

CON3-S-AD:
Sometimes conversations will drag on, but for the most part when the audience is engaged, when the class participants are engaged, I’m usually engaged. So only when the conversation goes past a certain point…I check out.

INTERVIEWER:
Do you think he does a good job of keeping your attention in class?

CON3-S-AD:
For the most part, yes.
CON3-S-AD:
Again, with the videos. It brings a lot of current politics, current things going on in the news, so he really does engage his audience I would say.
Except with his PowerPoint’s he really loses us because he goes too fast.
He doesn’t project himself as much as he could, he doesn’t’ really control the class like sometimes there’s people talking on the side....and I really can’t work that way. In that respect, where he loses control of the class and you have a lot of side conversations I have a really hard time with that.

INTERVIEWER:
How would you describe your motivation in terms of the class, in terms of COM1010?

CON3-S-AD:
I would say I’m very motivated. I would say like any required class you kind of go in just saying let me get through this, and let me get an A. I like to go to the class because it’s more of break from all the studious stuff, you know, you have to do this, this and this. When you go into his class you know there’s going to be conversation, you know there’s going to be something relevant to talk about.

INTERVIEWER:
Nice break for you then.
Would you say that students come to class prepared?

CON3-S-AD:
No, not necessarily. I really don’t think kids come to class prepared.

INTERVIEWER:
How can you tell?

CON3-S-AD:
I really like...okay no one really takes notes. I don’t see a lot of people pulling out their notebooks. You know when the teacher pulls out the PowerPoint slide you hear all this rustling and people getting their notebooks and stuff...again, laxed. People just, you know, they come in knowing that more than half the class period is going to be talking about something and watching videos and maybe ten to fifteen minutes we’re going to be doing this stuff. So I wouldn’t say people come to class prepared and ready.

INTERVIEWER:
How do you prepare for class for a non speech week?

CON3-S-AD:
I honestly do nothing. I come in with paper, pencil, my notebook...sometimes if I think I quickly need to go over the notes, I will go over the notes but other than that I don’t spent much time in a non speech week.

INTERVIEWER:
Does he provide you with guidance or feedback about your performance for the semester?

CON3-S-AD:
Not in a timely manner, but that also could be because he had a medical problem...the last two weeks he’s kind of been off. He doesn’t critique...he is a very nice person but that might be one of his downfalls....because you have people that might come into COM1010 thinking this is going to be an easy class, give me full credit I've done all my speeches but the real point of COM1010 is learning how to speak. So I kind of wished he critiqued us, like instead of saying “that was good”, say “that was a good speech but you should have done this, this, and this”. Really we haven’t gotten any feedback yet for any of the speeches, we haven’t gotten grades for any of the speeches so I can’t really say that he’s giving us feedback.

INTERVIEWER:
This is more of a general question, as a college student what are you expectations of someone teaching at the college level? What do you expect from an instructor in terms of helping you learn?

CON3-S-AD:
First of all I want him or her to be very, very knowledgeable. Like some kind of arrogance coming out of them like they know this. That’s one of things I definitely look for in an professor. Another thing, I want them to be very personable. I want them to be the kind of teacher I can walk up to ask them a question without feeling this wall like “oh you’re a doctor, I can’t come talk to you”. Otherwise, I just like to know the teacher is very knowledgeable, nice, personable, and kind of has a good balance of being nice and having control. So those are the kinds of things I look for.

INTERVIEWER:
This next question there is no right or wrong answer I’m just asking everybody for their opinion. I’m going to lead up to this a little bit. My question is how would you define a learner centered teaching environment? So let’s say I come to you for advice and I say “I’m going to an instructor for a class this summer and I really want my students to think of me that I’m really student focused or student centered”. What types of instructional activities or strategies do you think I should use in my classroom that would convey that I’m student focused and I’m focused on them learning the material?
CON3-S-AD:
Again there has to be a balance I would say. There really has to be a
balance in teaching because you could so easily lose a student. I mean
even in a fifteen minute presentation you could lose a student. There
needs to be something where you can keep students focused. So in the
COM1010 class, give me a PowerPoint, have these points listed but when
you come up to something like, inflection, show me an example of an
inflection. Give me a...scare the students, like say...raise your voice and
they would automatically be like “oh, this is inflection”. Pausing, show me
how Barack Obama speaks and how he pauses, how does he pause and
show why this is a good thing. So putting videos...relevant videos, I don’t
want videos of someone just repeating what you just said. Give me an
example, because speaking is so easy to give an example of...bad
speaking and good speaking. Instead of having five slides of quick bullet
points give me twenty slides but break it up. You want to show them what
inflection..is something important you need to know this....give me a video
of an inflection, give me someone raising their voice with an inflection. So
that’s one of those things...

INTERVIEWER:
Good, that’s really helpful.
Would you consider him to be learner centered then?

CON3-S-AD:
I think he’s learner centered but he’s really focused on getting the students
to like him and that’s not a bad thing. But he really doesn’t focus on the
material as much as I would like him to. See this ten to fifteen minute
lectures that he only puts bullet points on the slides and you barely can
follow them...that’s going to be good for students who don’t really care,
who know that, “listen it’s the end of the semester he’s easy teacher, as
long as I give a speech he’s going to give me an A”. So maybe because
he gave us this vibe of being an easy teacher everyone doesn’t really care
about the ten minute PowerPoint’s. So I wouldn’t say he’s there yet. I
really don’t, but I think he’s really trying to gain the acceptance of the
students.

INTERVIEWER:
On a scale from one to ten with one being not student centered and ten
being really student centered where would you rank him?

CON3-S-AD:
6.5

INTERVIEWER:
I like the point five part.
My last question, if you could change anything about the course you’re currently in...we put in charge of COM1010, what would it be? Other than eliminating speeches because students have already tried that one.

CON3-S-AD:
I don’t really mind speeches that much. One thing I would change about COM1010...I really like it, I don’t mind it at all. Personally I don’t like group speeches, not because I don’t like working with people…it’s because you give someone a grade based on three or four or five other people...depending how many people you have in your group. So I don’t like group speeches because it requires...not that I’m against it, I don’t want to make it seem like I don’t like working with people but in a speech you want to be the focus of attention. You want to be able to drive your own speech in a certain way and when you work with people, especially since it’s only a Tuesday and Thursday class people are not willing to come to campus on a day they don’t have to come to campus. So I don’t like group speeches in that respect. Maybe give me a persuasive speech that I...I could easily give a fifteen minute persuasive speech. That’s the one thing I don’t like, group speeches, because
A – Its either one person doing all the work
or
B – It really leads to not a cohesive speech because we don’t have enough time. So that’s one thing I would change.

INTERVIEWER:
I think it’s kind of hard too for the group speech at least my impression of it is that you’re, let’s say you and I are doing a presentation together it’s not just a typical presentation you might do in another class where we’re presenting material together, it’s that depending on how I speak if I’m not using an inflection, if I’m using “um, um, um” throughout that affects your grade vs. other presentations where you can sometimes have that weaker link but they might be very good at compiling the information, they may not be your stronger speaker, you might not give them as much of a speaking part so I can see where that can come up as a challenge.

CON3-S-AD:
Yeah but he just give us the option to have the person not good at speaking to give it to another person and let them read the speech. But even with that how can they write the speech if you’re giving it. You can give me an outline I’m totally going to go off course if I see this one line that I just want to go on a tangent. So it’s problematic. Got to find the right people, you really have to work together and can’t just be “give me two days, half hour each”. There’s no way you can really get a cohesive speech that way. So I mean it kind of helps he’s not a hard grader and he’s really trying to gain acceptance from the students but for another teacher I’m not sure how it works. I know we had a substitute because he had this thing, and I know she wouldn’t accept a non cohesive, choppy
speech. One person was going off tangent, put their head down...how
could that reflect on me? I’m not that kind of speaker. So that’s one of
things I don’t like in speech because speech is not one of things you can
collaborate with. You can collaborate with a lot of other subjects but I just
don’t think speech is a good idea.

INTERVIEWER:
Good.
Anything else you would change?

CON3-S-AD:
You mean in regards to him?

INTERVIEWER:
Just even the course and if you were in charge of teaching it?

CON3-S-AD:
I don’t know. I don’t think I would...it’s kind of long. I think if you shorten
up the class you could really take out irrelevant stuff that you’re presenting
and just give us straight forward information...give us some
examples...you can still give us the videos but don’t go on for so long. I
think giving us the hour and half time period lets him go on tangents
because he thinks he has time.

INTERVIEWER:
Do you guys ever have time in class to do your group speeches or group
work together?

CON3-S-AD:
We had half hour, again, two times we had half hour each and that’s why
I’m not really fond of it. I can’t see how I’m suppose to....I have my speech
on Tuesday and half my group really knows what kind of form we’re taking
and I have to take charge of that and I’m just afraid if they don’t address
the points they’re suppose to address how does that reflect on me
especially because we’re doing this pro kind of view. So that’s difficult but
I’ll get through it. He’s an easy teacher so hopefully...but I don’t think he’s
teaching style especially the PowerPoint’s is going to help me in the final.
Because now I have to go through the book, I have to make sure I
understand everything. So in that regards I would change his teaching
style and maybe the time period. Slow it down a little bit and focus on the
material.

INTERVIEWER:
Thank you.
Thank concludes the interview.
Student Interview
EXP1-S-AS

INTERVIEWER:
Can you give me an overview of COM1010 just like what the course is about?

EXP1-S-AS:
So far, my perception is it’s about how to communicate with the public really. We have projects on public speaking and stuff like that, but the main point is communicating with other people.

INTERVIEWER:
Great. How would you describe your instructor’s teaching style?

EXP1-S-AS:
Let’s see. I guess I’d say it’s I guess it’s based more around the book, which is expected, but I’m satisfied with it.

INTERVIEWER:
Is she interactive? Is she laid back?

EXP1-S-AS:
I think she is more laid back, but she does try to interact with the class, but it’s a morning class so people are, you know...

INTERVIEWER:
They’re still waking up.

EXP1-S-AS:
Yeah,

INTERVIEWER:
Can you walk me through what a typical class might be like on a non-speech day? What are some of the typical activities you might do in class? Or...

EXP1-S-AS:
People usually come in and she’ll just get started with sort of exercises to get everyone to talk about something and that’s usually how she takes attendance. From there, we’ll just go over whatever lesson we have for the day. She’ll maybe show us a video based on it or something and then we’ll usually have an exercise at the end of class as well and then yeah that’s it.

INTERVIEWER:
Have you encountered any challenges with learning the material in the course?
INTERVIEWER: Are there any teaching strategies your instructor used or activities throughout the semester that you've really liked and that you've found helpful?

EXP1-S-AS: Really the speeches and the self-reflection papers help me actually see what I need to do to improve on for the future.

INTERVIEWER: Ok. Is there anything any instructional activities or anything that’s gone on in the class that you didn’t like?

EXP1-S-AS: Not really.

INTERVIEWER: Good. Are bored in the class?

EXP1-S-AS: No, not anymore than I expected.

INTERVIEWER: Do you think she does a good job of trying to keep everyone’s attention?

EXP1-S-AS: Yeah.

INTERVIEWER: How so?

EXP1-S-AS: She just really makes it a point to direct statements kind of to certain students and you know, ask them what they think of it instead of saying something and randomly picking on someone and saying ok what did I just say.

INTERVIEWER: Kind of like building off material, too.

EXP1-S-AS: Yeah.

INTERVIEWER: How would you describe your motivation in regards to the class?
EXP1-S-AS: Can you rephrase that?

INTERVIEWER: How... So, I’ve interviewed the freshmen who are like ok I know this is a required gen ed. I’m taking it now. I’ve interviewed some seniors who’ve said this is my last semester. I’ve put this off because it’s public speaking. How do you feel about it? Were you looking forward to it? Were you not? Did you care about how well you did?

EXP1-S-AS: I guess it’s sort of one of those things like I’ll get out of the way now. I didn’t really like have a problem with public speaking or anything. I saw she had good ratings on RateMyProfessor so I figured I’d just take it.

INTERVIEWER: Good. Would you say students come to class prepared?

EXP1-S-AS: I don’t think a lot of people read the book ahead of time. I think they usually know the gist of what we’ll be covering that day.

INTERVIEWER: How do you prepare for class? Do you read the book ahead of time?

EXP1-S-AS: No I don’t to be perfectly honest....

INTERVIEWER: Does your instructor provide guidance or feedback throughout the semester on your performance?

EXP1-S-AS: Yeah. Whenever we have a big assignment she’ll always give us an evaluation sheet saying this is what you need to do and then in any case if I feel like I’ve been wrongly penalized I can ask her if I have a problem to explain it.

INTERVIEWER: This next question is a general question. So, it’s not necessarily focused on COM1010, but as a college student, what are your expectations of somebody teaching at the undergraduate level? Like, what do you expect out of an instructor in terms of helping you learn?

EXP1-S-AS: Really to have open office hours, to give us a clear idea of what’s expected from us in the class and if we’re getting marked down on papers to explain why and how to improve it the next time. That’s really it.
Ok. There is no right or wrong answer for this question. Would you say that your instructor is learner-centered? Or student-centered?

I guess try to relate all the examples in the book to real world things and things happening on a week to week basis instead of what was written two years ago.

Instructor:
Right.

Here's some examples from back then so...

Ok. That's really helpful. Anything else?

I'd say also to really…That's it I think.

Would you say that your instructor is learner-centered?

Yeah. Definitely.

On a scale of 1-10 where would you rank her?

Probably a 9. I mean, I am not going to say she's my favorite teacher I've ever had, but she hasn't really done anything wrong worth complaining about. It's just she's good at her job.

Good. Ok my last question. If you could change anything about the course, what would it be?

Nothing.

It's pretty much what I expected.
INTERVIEWER: Great.
Student Interview
EXP1-S-JNM

INTERVIEWER:
Can you give me an overview of what COM1010 is about?

EXP1-S-JNM:
I guess it’s about the different ways we communicate with other people and the different
degrees to which we communicate with other people and categorizing I guess functions
of communication in different ways others communicate. I guess categorizing them in
more scientific jargon.

INTERVIEWER:
Wonderful. How would you describe your instructor’s teaching style?

EXP1-S-JNM:
I think that she’s actually pretty motivating. She tries to use examples in the class. It’s
just a shame that the class is so unmotivated. I don’t exactly understand what the
correlation is. She is lecturing from the book and then she pulls it back kind of into our
lives I guess. She does use a lot of examples. She tries to help us also with YouTube
videos.

INTERVIEWER:
Can you walk me through a typical class day would be like during a non-speech day?

EXP1-S-JNM:
During a non-speech day.

INTERVIEWER:
Like, how does she start off class?

EXP1-S-JNM:
I guess he starts off class – she used to start if off with a question that would get people
interested. Like, something that wasn’t mundane and not out of the textbook and then
usually went over the textbook or as I recall most of it was speeches and writing
speeches a little bit. When we were out of the textbook she would write down concepts
and the different words on the blackboard and then she would kind of go over them and
like list them off.

INTERVIEWER:
Have you encountered any challenges with learning the material in the course?

EXP1-S-JNM:
The book online is extremely awful. I guess it’s not any different from the book in person.
Personally, I like hate online anything. It’s difficult for me. I just can’t sit at a computer
screen. I need to physically turn it with my hand or else I will fall asleep.
INTERVIEWER:
I’m the sane way. I have a hard time focusing. Too many pop-ups and Are there any
teaching strategies in the class she uses that you really liked or that you thought were
really helpful?

EXP1-S-JNM:
I mean, I thought she was a fine teacher. For some reason, the class was kind of shitty. I
don’t know – just kind of like unmotivated and boring. She was like a fine teacher.
Everything she was doing was – she was using her voice to kind of pick people up and
asking us like a lot of personal questions and things like that. It’s the relationship that
she’s forming with the students that I think was really it. That’s what I really liked about it.

INTERVIEWER:
Good. Were there any instructional activities you guys had to do in the class that you
didn’t like?

EXP1-S-JNM:
I mean pretty much anything relating to the book or the terms. Anything that wasn’t
related to the speeches – it was pretty awful.

INTERVIEWER:
Would you say that you are bored in class?

EXP1-S-JNM:
Yeah. Yeah, for a good part. It’s just the lack of interest of everyone else and the subject
material. When I came into the class I just expected it to be a class I had to take and it
would be a hard class not to pass and get a good grade on.

INTERVIEWER:
Do you think she does a good job at keeping the class’s attention?

EXP1-S-JNM:
I think kind of. It’s like sorry I’m distracted. Could you ask the question one more time?

INTERVIEWER:
Do you think she does a good job at keeping the class’s attention?

EXP1-S-JNM:
I guess she keeps the class’s attention alright, but it’s like the material is just too dry to
hold anyone’s attention so I mean not really. It’s too hard.

INTERVIEWER:
How would you describe your motivation in regards to the class?

EXP1-S-JNM:
My motivation is really on getting the grade. I want an A, but it’s really hard to read those chapters. They’re long and really just simple ideas.

INTERVIEWER:
You should see what the old book is like then. They’re still using it in some of the other sections and it’s horrible. Would you say that students come to class prepared? Do you think they do the readings ahead of time?

EXP1-S-JNM:
No.

INTERVIEWER:
How can you tell?

EXP1-S-JNM:
Because I don’t do the readings ahead of time.

INTERVIEWER:
Well, that leads me to my next question? How do you prepare for class? Do you do any readings?

EXP1-S-JNM:
I literally have a class from 8:30 until 9:30 and class starts at 9:30 so I’m walking from the other class to this class and in regards to the readings, in the first half of the class I was and then the chapters just we had to read too many and they were too awful so I just stopped. Then you can take the tests multiple times so I am like why am I reading the chapters if I just take the test five times it takes just as long as reading one of the chapters and I get the same grade.

INTERVIEWER:
Yeah. I think that’s going to be a recurring theme in my presentation. Like, we don’t like the book.

EXP1-S-JNM:
Right.

INTERVIEWER:
Does she - does your instructor provide guidance or feedback on your performance throughout the semester?

EXP1-S-JNM:
Yeah she does. She actually emailed all of us. Well, I assume she emailed all of us. She emailed me and said like here’s your grade. Here are my comments on your grade for the speech so that was nice. Yeah, yeah that was nice. That was really helpful.

INTERVIEWER:
Wonderful. That’s really nice. Now this is more of a general question. But, as a college student, what are your expectations of somebody teaching at the college level? Like, what are you expecting from and instructor in terms of your learning?

EXP1-S-JNM:
I expect a level of interest in the subject. I expect a degree of professionalism, like seriousness, but I also expect a degree of new information, you know, an extrapolation of kind of be building upon it. I expect – it’s an academic environment and maybe it’s just me, but I have this personal expectation that they’re willing to expound on information like build on things instead of like no this is what the book says and we’re going to stick to this. She doesn’t do that, but other teachers do.

INTERVIEWER:
Yep. Absolutely. This next question there’s no right or wrong answer to and I will give you an example of this. How would you define a learner-centered teaching environment? Let’s say I come to you and say I am becoming an instructor this summer and I really want to be student-focused. I really want my students to think of me as student-focused in my teaching. What types of instructional activities I should include in my class that would convey that to students?

EXP1-S-JNM:
That it’s student focused?

INTERVIEWER:
That it’s student–centered. Yep.

EXP1-S-JNM:
I mean, when I think of the alternative high schools that my friends went to I didn’t realize that they really are alternative because of alternative teaching styles. That’s what makes them alternative and I heard from my friends – I had friends that went to those types of high schools – and they said they called all of their teachers by their first name. That to me was an interesting thing. I don’t understand why people have the status thing going on. That is kind of unnecessary, but really when I think of teaching styles that really work with the student I think of like building on student ideas and actually trying to understand the students. I’m a philosophy major and with my teachers when I start talking they are like well, yeah, no and they just kind of like keep going, but I would like really like for them to try to understand me and…

INTERVIEWER:
Kind of let you think it through.

EXP1-S-JNM:
Right. Right, and it’s kind of important to let me understand the material in my own way and like have them try to be as adaptable as they can and try to understand me.

INTERVIEWER:
Absolutely. Would you consider your instructor to be learner-centered?

EXP1-S-JNM:
Yeah. Yeah, I would. I mean, she’s very understanding. She’s very mindful that I’ve kind of had a few situations where I missed the test and I was like aw, I missed the test and she let me go back and let me work on it. She opened it up again for 3 hours. She’s really been pretty great at like connecting with the students and then like trying to make them, you know, make the material as understandable to us as she can.

INTERVIEWER:
On a scale from 1 to 10 with 1 being very low and 10 being very high, where would you rank her as far as being learner-centered?

EXP1-S-JNM:
I’d say she’s at least an 8.

INTERVIEWER:
An 8. Ok. And my last question is if you could change anything about the course that you’re currently enrolled in, what would it be?

EXP1-S-JNM:
Just get rid of the book. There’s no reason for the book. You don’t need it. Everything in the book is the same problem I have with psychology. They just have fancy ways of saying really simple things. They just have this jargon that drives me crazy because it’s so unnecessary. You’re never going to use that language.

INTERVIEWER:
Absolutely. I don’t think you’re ever going to say yeah, my ethos or the pathos.

EXP1-S-JNM:
Right. Right and like you can still learn those things, but you don’t need the book.

INTERVIEWER:
Right. Absolutely.

EXP1-S-JNM:
It’s unnecessary.

INTERVIEWER:
Right. Well, thank you.
INTERVIEWER:
Can you give me an overview of content, and if you were telling your friends, or somebody off the street what it’s about?

EXP1-S-SB:
Sure, COM1010 is mainly about how you speak, nonverbal communication, you know, the way people present themselves, the movements that they make that could suggest that they are speaking to you but they are really not. There is different ways of communicating, lots of different ways of communicating with people. Determining like ethos, you know, logos, and pathos and all that fun stuff. You learn a lot in COM1010, I actually learned a lot. Pretty much how to interpret the way people talk to you and the way to talk to other people.

INTERVIEWER:
Can you describe your professor's teaching style?

EXP1-S-SB:
It’s a little dry at times, but other than that, no she is a great professor, she is not harsh in any way, she is just really calm, she gets her point across, which is what you want, so.

INTERVIEWER:
Can you walk me thru what a typical class is like, non-speech days?

EXP1-S-SB:
A typical lecture, open book kind of thing and she just kind of goes over vocabulary and what the chapter is about and she lets us know when our quizzes are going to be you know and she will be like just so you know, these are your chapters you need to review because your quiz will be on this day, so make sure you study, so we are just like ok.

INTERVIEWER:
Does she just lecture, does she do any activities in the class?

EXP1-S-SB:
Oh yeah, she will ask us, she calls them attendance questions and that’s how she takes attendance, she will ask us something related to the subject and she will say I want you to think about, I want you to think about this particular question and I am going to go around the room counter clockwise and see what you guys come up with that relates to the chapters.

INTERVIEWER:
Have you encountered any challenges with learning the material in this class?

EXP1-S-SB:
If, if any, I've never taken a COM class before, and I think if anybody that hasn't taken COM1010, it's probably new for them, which it is new for me, so I did have a little hard time at first but I've, I've started to understand very quickly once she started explaining the material, so it's not that hard.

INTERVIEWER:
Are there any teaching strategies in particular that you like that she does?

EXP1-S-SB:
She engages with us. She uses the classroom activities to keep us involved and I think if she didn't do the activities, then it would be boring without it so.

INTERVIEWER:
Are there anything she does that you don't like?

EXP1-S-SB:
She says “um” a lot, it's like that awkward moment of silence, “um, ok any questions? Um, um, ok, ok”.

INTERVIEWER:
In its content.

EXP1-S-SB:
Yeah

INTERVIEWER:
Are you bored in this class?

EXP1-S-SB:
Sometimes, yes.

INTERVIEWER:
Do you think she does a good job at trying to keep the classes attention?

EXP1-S-SB:
Yes, she definitely does, no doubt about that.

INTERVIEWER:
How so?

EXP1-S-SB:
She, she tries to stay in tuned with the class, she'll ask us questions, you know, how are you guys doing today, you know, she tries to keep us in tune, but it is early in the morning after all, so, I have a 9am class.

INTERVIEWER:
How would you describe your motivation in regards to this class?
I think if you try to pass the class, you're going to pass the class, you just got to be there because if you are not there, obviously participation does count for your grade.

INTERVIEWER:

How did you feel coming into this class? Because I know it is required so I've met with some students and they have been freaked out and delayed it because they don't like the idea of public speaking and others have said, I really don't care, I just knew I had to do it.

EXP1-S-SB:

Yeah I really didn’t care I just knew I had to have it.

INTERVIEWER:

Would say that students in your class come prepared?

EXP1-S-SB:

A majority of them, yes.

INTERVIEWER:

How can you tell?

EXP1-S-SB:

They have their books ready, they have their notebooks, their pens, and pretty much everything on their desk by the time she hits the door. So we already know what’s expected.

INTERVIEWER:

Now, on non-speech days, how do you prepare for class?

EXP1-S-SB:

Non-speech days, normally we just, non-speech days, we don’t have many of those.

INTERVIEWER:

How much time, let’s say in a week do you think you spend studying for COM1010 or preparing for…

EXP1-S-SB:

Probably a day out of 7.

INTERVIEWER:

We talked about how students currently participate. Do you think your instructor provides guidance to you throughout the class or feedback throughout the semester?

EXP1-S-SB:

She does, but I don't think its specific enough, she’s a little brief so sometimes you have to ask her questions in order to get the right answer. She won’t tell you.
INTERVIEWER: As a college student, what are your expectations of somebody teaching at the undergraduate level? What do you want to see from an instructor?

EXP1-S-SB: I want to see that they enjoy teaching and class, you know, it, the instructor makes all the difference in the classroom setting so, pretty much, you, we would want to see the instructor be engaged and kind of make us like the class because sometimes that’s all it takes, so.

INTERVIEWER: What do you think the role of the instructor should be in COM1010?

EXP1-S-SB: The role of the instructor, just to teach you know, be active.

INTERVIEWER: When you say active can you…

EXP1-S-SB: Upbeat, you know, fun with it, kind of thing.

INTERVIEWER: There's no right or wrong answer here, I'm just asking you for what's your definition of this. How would you define, or what do you think a learner-centered teaching environment would be comprised of, or, when I say learner-centered, I also mean student-centered, like student-focused? What do you think that would look like? What should that look like? What should the instructor be doing?

EXP1-S-SB: There should definitely, students should definitely be in class for this, she should be walking around the classroom, granted it’s not that big but sometimes it’s easier to see if students missed. Asking us if we understand something or if we don’t understand something. Peace and quiet sometimes, the whole class is just talk, talk, talk and sometimes there is just not enough time to think to do something so sometimes I hear kids in the class who are like, God she just won’t stop talking, I can’t think and you know, yeah, that’s how that works.

INTERVIEWER: Would you consider her to be a learner-centered instructor?

EXP1-S-SB: What on a scale from 1- 10?

INTERVIEWER: Let’s say of a scale of 1 -10.
I'd pry give her like a 7.

INTERVIEWER:
If you could change anything about the course what would it be?

EXP1-S-SB:
Instructor wise? Or course wise?

INTERVIEWER:
Course wise, or how it's taught.

EXP1-S-SB:
I think that learning the material like we should go a little bit more in depth with it, I mean, the book is a little dry and it doesn't explain things that well, but I think that if you were to, if she were to give us assignments and actually do it then yeah, I, I think that would help a lot.

INTERVIEWER:
Like in-class activities?

EXP1-S-SB:
Yes.
Student Interview
EXP2-S-EJ

INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family or friends.

EXP2-S-EJ:
It's a very interesting class, we talk about a lot of topics. All of the topics relate to the students in some way and the class itself is very engaging like, there's a lot of participation going on and the instructor himself, he, he is, he can relate to the students and everything and it helps that he is like a younger guy. And overall, it's a nice class, like you learn a lot in it.

INTERVIEWER:
How do you describe his teaching style?

EXP2-S-EJ:
His style is really laid back. It's, it's like very informative, you know he always has a lot of facts, I'd say that as far as his style it's, it's engaging like when he, he doesn't just like talk at you, he talks with you and he has you participate also and like, and any feedback he wants from you, you can just give him, so he is real open.

INTERVIEWER:
Are there any particular instructional strategies he uses that you like? Does he just stand there and lecture, does he, you said group discussion, does he...

EXP2-S-EJ:
Yeah there is a lot of group discussion, he will break up the PowerPoint and we will talk about it just briefly and then he will go into like a short video or he will bring up a daily speech and then after that he will bring up some up group topics, then we will talk amongst ourselves and then we will talk overall as a class.

INTERVIEWER:
Are there any instructional strategies that he has done that you don't like?

EXP2-S-EJ:
No, not this semester, no.

INTERVIEWER:
Would you say you are bored in this class?

EXP2-S-EJ:
Not at all.
You think he does a good job of keep everyone’s attention?

EXP2-S-EJ:
Yeah he keeps our attention very well. I get that it’s a serious class, but at the same time we are able to joke around and bring in our own opinions and it’s nice.

INTERVIEWER:
How motivated were you in regards to this class? So I’m interviewing a lot of different students so I’ve got some that are the seniors that have waited until the last possible semester to take it because it is a speech class. I have talked to other students who have been really nervous about it. How are you been feeling about it? You didn’t mind either way, or?

EXP2-S-EJ:
When I came in, I picked the class, personally, even though it was part required, I wanted to take it because in high school I took debate and speech already so I, I was used to like that kind of environment so, it was exciting for me to take it.

INTERVIEWER:
Would say that students in your class come prepared? Do you think like they read the material ahead of time?

EXP2-S-EJ:
Sometime no, because like, EXPF2, he gives like so much information in class, like sometimes you don’t even have to need the book, that’s kind of like how good he is at teaching what, but like, it helps, like to read the book, when it’s exam time or anything, but usually students take home prepare like an open mind to the class.

INTERVIEWER:
On a non-speech week, during a week how much time do you think you give preparing for COM1010? For class? Assignments, reading materials ahead of time, checking the syllabus?

EXP2-S-EJ:
I check my email like once or twice a day because just in case like he’ll just randomly bring up a topic or just give us a little reminder but usually as far as studying or something, maybe 1 or 2 hours. Not that long.

INTERVIEWER:
Ok, you kind of already answered my next question, because my next question is how do students currently participate in class and it sounds like he does a lot of group discussions where he breaks you up into small groups and then brings everything back. Is there anything else you can think of that you guys do?

EXP2-S-EJ:
In particular, no. I'll like, just from what I've experienced, everything is very open.
INTERVIEWER:
Does your instructor provide guidance to you in class or throughout the semester? Like feedback?

EXP2-S-EJ:
As far as like outside of class…

INTERVIEWER:
Or even during class, whether its comments on assignments or feedback after speeches.

EXP2-S-EJ:
Yeah he gives a lot of feedback, he also helps us like prep for these speeches, like he’ll maybe show us like a video clip of maybe a student last semester to see what they did and maybe give us guidelines to help us go thru the right decisions and what not.

INTERVIEWER:
This can be a general question, as a college student, what are your expectations of somebody teaching at the college level? Like what do you want to see from an instructor? What do you think their role should be in the classroom?

EXP2-S-EJ:
As far as the role, they should be very organized and on task, punctual, and is all that, yeah like, I come in there and I didn’t know what to expect from a college professor or anything like that, but they should really be on task and know what they are talking about.

INTERVIEWER:
There’s no right or wrong answer to this so I’m just asking everyone for how you would define this in your own words. How would you define a learner-centered teaching environment? So learner-centered or student-centered, if I am coming to you and said, I am an instructor and I want my classroom to be very focused on the learner, what do you think that might look like. How should I be teaching the class if I wanted to be student focused.

EXP2-S-EJ:
Well student focused, you wouldn’t be sitting behind the desk the whole day, or standing behind the podium, you would walk around the class, engage them, if you give them an assignment you walk around and see how they are progressing, stuff like that.

INTERVIEWER:
Do you consider your instructor to be learner centered?

EXP2-S-EJ:
Yes

INTERVIEWER:
On a scale of 1 – 10, where would you rank your him?

EXP2-S-EJ: 9

INTERVIEWER: Can you provide some examples on why you think he is learner-centered?

EXP2-S-EJ: Because usually, he gives us our group discussions instead of just sitting back on his laptop, he will tell us we will get about 5-10 minutes to talk in our groups and he will come around, and then after that, then he will come around and engage us all in the overall class.

INTERVIEWER: If you could change anything about the course that you are currently in what would it be? Course material wise?

EXP2-S-EJ: Maybe, I don’t know, I wouldn’t change anything, it would be more things I would want to talk about maybe, like if they came to mind, like more discussion sections. Just different topics in general.
INTERVIEWER:
Can you give me an overview of COM1010, and as you would describe it to your family or friends.

EXP2-S-IH:
To my family and friends and I would just describe it as your everyday speech class for getting together for learning how to communicate better with people, it’s the stereotypical what somebody would think of when they have a speech class.

INTERVIEWER:
Can you describe your instructors teaching style?

EXP2-S-IH:
It’s definitely very interactive. He’ll have his PowerPoint, but during the PowerPoint if I go out crack a joke, or if another student cracks a joke, it’s usually me, but he’ll just, everybody will laugh and he’ll roll with it, he will keep going with that for a while and then he will go back to his PowerPoint. He is not very rigid at all.

INTERVIEWER:
Can you walk me thru what a typical class is like during a non-speech day like how class starts, the different types of activities you might do?

EXP2-S-IH:
Well he starts out with his PowerPoint, in the PowerPoint he will scatter 2 or 3 speeches, YouTube videos, and we’ll talk about each speech, we’ll talk about what’s in, what’s on the PowerPoint itself, everybody will put out their opinions, jokes cracked, and then we just sometimes have a group discussion, sometimes we have little assignments at the end.

INTERVIEWER:
The assignments at the end, are those in class activities?

EXP2-S-IH:
Yeah they are just, give me 6 sentences about what your opinion on this is.

INTERVIEWER:
Are there any teaching strategies that he uses in class in particular that you really liked?

EXP2-S-IH:
Definitely the interaction. I’ve had a lot of, I used to go to Michigan State and I had a lot of 300 people lecture halls where they just, they lecture and they don’t questions, if you have a question, email your TA tomorrow.
INTERVIEWER:
Where there any instructional strategies this semester that he used that you didn’t like?
That you weren’t big, that you weren’t really fond of?
EXP2-S-IH:
Yeah he made me speak.
INTERVIEWER:
Yeah, I have gotten that a couple of times. How would you describe your motivation in
terms of this class, I know some students were apprehensive about it.
EXP2-S-IH:
I wasn’t looking forward to this class at all. I had a speech class at Michigan State, it
wasn’t great, it transferred over as credits, it didn’t transfer as a class, so I had to take it
again, I was just, ok I know this, but EXPF2 made it great.
INTERVIEWER:
Would say that students in your class come prepared?
EXP2-S-IH:
As prepared as you can be, it’s just a discussion, you can’t prepare for a discussion with
other people.
INTERVIEWER:
Do you think people are reading the book chapters ahead of time?
EXP2-S-IH:
There are a few who definitely are, because they know what is going on, but there are a
lot of people who just don’t talk and you can clearly tell they are just there to be there.
INTERVIEWER:
Do make eye contact and hope you don’t get called on. How do you prepare for classes
during a non-speech week? How much time do you think do you think you typically
spend preparing?
EXP2-S-IH:
I go over the lecture slides that he posts, right before the class, to be completely honest,
I really study spend that much time.
INTERVIEWER:
15 – 20 mins?
EXP2-S-IH:
Yeah a typical review of slides.
INTERVIEWER:
Does your instructor provide guidance or feedback throughout the semester?

EXP2-S-IH:
Yeah after each speech or any written assignments he will definitely critique it and all of those things are helpful and I have gotten a lot better with my speaking over the course of the term.

INTERVIEWER:
As a college student, what are your expectations of somebody teaching at the undergraduate level? What are you expecting an instructor to do? What would be their role?

EXP2-S-IH:
I expect the instructor to be the sage on stage it’s terrible and it doesn’t, it hasn’t worked for me, but unfortunately that’s just what I expect the teacher, I don’t expect somebody like EXPF2. Like I said, coming into this class, completely dreading it, but EXPF2 made it good. I want more teachers like EXPF2.

INTERVIEWER:
How would you define a learner-centered teaching environment. So if I told you, I want to, I am going to be an instructor and I want to be more student-focused, what do you think that should mean to me in class? What should I do as an instructor to show my students that I am student-focused?

EXP2-S-IH:
Well I could just go with the obvious answer of focusing of the students, but, interaction is really the big thing. Make sure you know what your students are good at, make sure you know what they are bad at and just focus, focus on what they are bad at so that they become good at it.

INTERVIEWER:
Do you think in class activities would help that?

EXP2-S-IH:
Yes and no, there are some people that it helps and some people that it doesn’t.

INTERVIEWER:
Would you consider EXPF2 to be learner centered?

EXP2-S-IH:
Yes.

INTERVIEWER:
On a scale of 1 – 10?

EXP2-S-IH:
8.5.
INTERVIEWER:
Can you provide some examples to demonstrate how he is learner or student-centered.

EXP2-S-IH:
Well his feedback is always spot on, it, I just didn’t want to give him a 10, because, don’t
want to inflate his ego more than mine, because I have a big ego.

INTERVIEWER:
If you could change anything about the course what would it be?

EXP2-S-IH:
If I could change anything it would be, there’s, there’s one set of students that it’s like,
about half of the class that actually interacts and the other half just slides by. I would
want him to call on them and get a few of their opinions every now and then.
Student Interview
EXP2-S-JP

INTERVIEWER:
Can you give me an overview of COM1010? How you would describe it to like your family and friends?

EXP2-S-JP:
It’s a class where you learn how to talk in front of a large crowd and then practice what you learn.

INTERVIEWER:
How do you describe your instructors teaching style?

EXP2-S-JP:
I love it, EXPF2 is one of the best teachers I have ever had, had, I talk to him about anything and then he can be fun and take it serious and so you actually learn and you’re having fun then you are going to remember the information a lot better.

INTERVIEWER:
Is he, when we talk about teaching style, is he interactive, does he come in and just lecture to you?

EXP2-S-JP:
He’ll give a description of what we are going to learn and then we watch a daily speech and then he is like, see what he does here, see what he does here, all that kind of stuff.

INTERVIEWER:
So he’s pointing out the relevance to you.

EXP2-S-JP:
Like he uses that in your interviews and stuff.

INTERVIEWER:
Can you walk me thru what a typical class is like on a non-speech day? From start to finish, kind of like what the format might look like?

EXP2-S-JP:
He’ll say like good morning, all that kind of stuff and he’ll give an outline of what we are gonna do that day, he usually starts off with a basic, like overview, and then he goes into group speech and then we discuss the speech and then like, I get a daily writing assignment.

INTERVIEWER:
Are there any teaching strategies that he uses or different class activities that you particularly like?
Yeah but daily speeches are best because I see how other people talk and then I want to do that in my speeches.

INTERVIEWER:

More examples.

EXP2-S-JP:

Yeah like I actually get an example instead of this is what you do. He shows other people doing it and that just tells you how to do it.

INTERVIEWER:

Are there any instructional strategies or activities that he has done in class that you don’t like?

EXP2-S-JP:

No, not really. Like my other classes like the teachers give you handouts and stuff to read and then they don’t discuss it, but he discusses everything he does, he makes it clear.

INTERVIEWER:

Does he have you do anything in groups? Any group activities?

EXP2-S-JP:

Yeah

INTERVIEWER:

What kind of stuff does he have you do?

EXP2-S-JP:

Right now we are doing a group speech and the other stuff is like proof writing and stuff.

INTERVIEWER:

Would you say you are bored with this class?

EXP2-S-JP:

No.

INTERVIEWER:

Do you think he does a good job at keeping your attention?

EXP2-S-JP:

Yeah

INTERVIEWER:

How so?
EXP2-S-JP:
Like he can, he’s funny, and he can keep your attention and he transfers that to a serious learning style and then he goes back to funny stuff and retain information a lot better.

INTERVIEWER:
How would you describe your motivation in regards to this class? Prior to starting COM1010, were you apprehensive, were you nervous?

EXP2-S-JP:
I was really nervous because I am not a very good speaker.

INTERVIEWER:
I’m getting that a lot from a lot of the people that I am talking too. How are you feeling now that you are in it? Are you motivated to do well in the class? Do you think you will do well?

EXP2-S-JP:
I’m motivated, I’m less nervous now so it makes it much easier.

INTERVIEWER:
Much more bearable right? Would say that students come to class prepared?

EXP2-S-JP:
Yeah

INTERVIEWER:
Do you think they come in reading the materials ahead of time?

EXP2-S-JP:
He doesn’t really give a lot of reading, it’s usually just in class and then speeches.

INTERVIEWER:
How can you tell that students are prepared?

EXP2-S-JP:
Because they come, they sit down, you know, they talk till class is ready to start and then once he says hey good morning and all that stuff, they are ready to learn.

INTERVIEWER:
How much time do you spend on your own time preparing for COM1010. Like in a week on a non-speech week, how much time do you spend preparing?

EXP2-S-JP:
Not a lot, probably like a couple hours.
Do you encounter any challenges when you are preparing for the class?

EXP2-S-JP:

No.

INTERVIEWER:

You kind of already answered this next one, my next question was how do students currently participate in class, you are saying he has got a lot of group activities and group writing. Does he engage students, are there any question and answers where students have any opportunities to talk?

EXP2-S-JP:

Yeah it is really interactive. He’ll ask a question, we’ll answer, and he’ll ask a question back and we will tell him what we think.

INTERVIEWER:

So more of a conversation going on in class. Does he provide guidance to you in class like guidance or feedback throughout the semester like on your performance?

EXP2-S-JP:

Yeah, like he does give like your grades back to you and then the next week he is giving us our overall grades for the exams to see what we got. So we know how we are doing.

INTERVIEWER:

This can be a general question I guess, as a college student, what are your expectations of somebody teaching at the undergraduate level? What are you expecting from an instructor? What do you think makes a good instructor?

EXP2-S-JP:

Well what I am expecting from my first semester is for the teacher not to care, but that’s not how EXPF2 is because in my other classes like the teacher gives you homework wouldn’t talk to you nothing, and even if you email him, he won’t give you a response, but EXPF2 engages you and makes it fun.

INTERVIEWER:

There’s no right or wrong answer to this question, I’m just asking undergrad students how they would define this. Tell me how you would define this sentence. How would you define a learner-centered teaching environment? So if I came to you and said I’m an instructor, I’m going to be an instructor and I want to be really learner centered, or learner focused, or student focused. What do you think that looks like? What do you think would, what do you think a student centered or student focused instructor would do?

EXP2-S-JP:

If the student is like a visual learner then you would give them, watch videos and stuff, and then if he was like, just a hearing learner, then he would just talk, so a learner centered teacher, just does what is best for the student to retain the information.
INTERVIEWER: So they customize.
EXP2-S-JP: Yeah
INTERVIEWER: Would you consider EXPF2 to be student centered?
CON1-S-DI: Yeah, he has a lot of teaching styles, he does the videos, he does the lectures, and so he incorporates it all. He just doesn't stick to one format.
INTERVIEWER: On a scale of 1 – 10, how would you rank him as being student focused?
CON1-S-DI: Probably like a 9.
INTERVIEWER: A 9?
EXP2-S-JP: Yeah
INTERVIEWER: If you could change anything about the course you are currently enrolled in what would it be? Other than like eliminating speeches, you can’t do anything with that.
CON1-S-DI: I’d probably make the class a little longer.
INTERVIEWER: Like a 3 hour class?
EXP2-S-JP: Yeah
INTERVIEWER:
Can you give me an overview of COM1010, and as you would describe it to family and friends.

EXP2-S-KH:
It’s a course where you get better communication, better communication among others and learn how to use social cues, and everything like that.

INTERVIEWER:
Can you describe EXPF2’s teaching style?

EXP2-S-KH:
I think he is the best professor I have ever had. I went to OCC before this. I had a few professors, this is my first time at Wayne and this semester is the best.

INTERVIEWER:
What do you think he does that makes him so great?

EXP2-S-KH:
He just talks to us like we are regular people, I think that that’s huge, he just doesn’t talk to us like we are students at Wayne State, he relates with us.

INTERVIEWER:
Is he interactive?

EXP2-S-KH:
Oh yeah, extremely interactive. He pulls people out of the crowd and he’ll ask us personal questions, he calls us by our name, and he shows us videos that make us intrigued even more.

INTERVIEWER:
Can you walk me thru what a typical class is like during a non-speech day?

EXP2-S-KH:
Yeah, he give us a PowerPoint presentation about our supplement and our book and he usually lays out an overview and he’ll have a speech of the day and he will tell us what, ask us what we think of this speech he is giving us, and then he will describe it like, what do you think was powerful, or what do you think was good about this speech, and what wasn’t.

INTERVIEWER:
Are there certain teaching strategies that he has used in class, or different activities, or group activities, that you have liked, that you think have been helpful?
Yes, visuals, definitely visuals. And his PowerPoints aren't boring, like he has a hour and
half class I think and he maybe only uses 40 minutes of PowerPoint and then he shows
us a 10 minute video and then he talks to us, it's easy.

INTERVIEWER:
Are there any activities that he does that you don’t like?

EXP2-S-KH:
No.

INTERVIEWER:
Would you say you are bored with this class?

EXP2-S-KH:
No. It’s the most interesting class I have ever had.

INTERVIEWER:
So do you think he does a good job at keeping everybody’s attention?

EXP2-S-KH:
Oh by far.

INTERVIEWER:
So he is engaging in the class and asking different questions?

EXP2-S-KH:
Oh yes.

INTERVIEWER:
Would say that students come to class prepared?

EXP2-S-KH:
Yeah, I mean, you don’t really, on non-speech days, you don’t really need anything and
then what he discusses are pretty straight forward out of the book, so you don’t really
need to take any notes.

INTERVIEWER:
How do you prepare for classes, let’s say it’s a non-speech week? How much time do
you think at home, are you probably spending preparing for COM1010 before classes?

EXP2-S-KH:
I just do a quick glance of the chapter and then he’ll usually posts the PowerPoint online.
I’ll usually look over it and see what he is about to discuss and that way I can have
something to contribute to class. So like 10 minutes.
INTERVIEWER: Does he provide guidance to you or feedback throughout the semester?

EXP2-S-KH: Oh yeah, yeah, every time, even during a speech he rates us, he grades us, and he tells us where we are weak and stuff like that, we also have to fill out audience analysis before the test, and even how we think we are going to do and he leaves notes on there like you struggled with this the last time, try not to move to podium, or you know use better hand signals or eye contact so yeah he gives a lot of positive feedback.

INTERVIEWER: In general, as a college student, what are your expectations of somebody teaching at the college level? Like what do you expect from an instructor? What do you think their role should be in your learning?

EXP2-S-KH: To teach me extremely, it’s actually frustrating here at Wayne because I have a lot of classes that I don’t ever learn anything in because their teaching styles, I really don’t, don’t learn, I have to teach myself, like and it’s just out of a book, so I think that in order to become a professor you should be more like EXPF2 or you know, up to his standard about relating and actually talking to the audience.

INTERVIEWER: Now this question that I am going to ask you there’s no right or wrong answer to this question, I’m just asking everyone to define this in your own words. How would you define a learner-centered teaching environment? So if I came up to you and said, I’m preparing to be an instructor and I really want to be like learner or student focused. What do you think should I do in my classroom, what makes someone a student-focused instructor? What types of activities would reflect that?

EXP2-S-KH: Less, less PowerPoints and more down to Earth teaching, you know, just straight forward is just boring, I mean, it’s 2013, you gotta be able to talk to people, to look at people, I think a huge thing that EXPF2 does is memorize all of our names, and then he calls on us by name. He knows what we are strong at and he knows what we are weak at, so he will make it almost into like a joke too you know, if he knows that we don’t know the answer he will call on us so we think about it more, and he visuals is huge.

INTERVIEWER: Do you think EXPF2 is a learner centered instructor?

EXP2-S-KH: Oh yeah.

INTERVIEWER: On a scale of 1 – 10?
INTERVIEWER: If you could change anything about COM1010 what would it be, with how it is being taught right now?

EXP2-S-KH: EXPF2, I, can it be outside of EXPF2’s class?

INTERVIEWER: Yeah it can be the course, the material, anything.

EXP2-S-KH: As far as EXPF2’s class, yeah best class, I wouldn’t change anything. But I have friends in different classes and they said a lot of their teachers are just boring and they are real strict on time restrictions and stuff like that, and EXPF2 is just not like that. But yeah I would change that. I would give like 30 second windows you know before and after.
Student Interview
EXP3-S-LA

INTERVIEWER:
Can you give me an overview of your course, of COM1010, if you were gonna tell friends or family?

EXP3-S-LA:
Yeah, the course is really fun. I like how she lectures the book was really hard to understand but she made it easier and towards the end of the semester she had us work in groups and actually present each chapter which was very, very good because we actually understand it from our point of view. And other than that, she is really nice and she makes everything clear but we need to know what we need to have done, and...

INTERVIEWER:
Can you describe her teaching style?

EXP3-S-LA:
She's, she knows her stuff, she knows what she is talking about, she is very helpful, she usually went over the chapters and then she had us work in groups, do little group activities and stuff...

INTERVIEWER:
Would you say she is interactive?

INTERVIEWER:
Can you walk me thru what a typical class is like during non-speech days?

EXP3-S-LA:
Ok, usually we had to, she had to go over the chapters so she does that first and then she has us do a little group activity and then she does over the course supplement, what we have to do. She asks if we have any questions, which most people do, and then she answers all our questions.

INTERVIEWER:
Have you encountered any challenges with learning the material in this course?

EXP3-S-LA:
No.

INTERVIEWER:
Are there any teaching strategies that she has you that you really liked, or any activities in the class where you are like that is a really good idea, or this helped me learn the material.
EXP3-S-LA: Yeah, a lot of examples, she uses a lot of examples, like I said the book was really hard to understand. She made it easier using a lot of examples, not from the book, but she is like real life related examples.

INTERVIEWER: Was there anything in particular, any teaching strategies that you didn’t like in particular?

EXP3-S-LA: No.

INTERVIEWER: Would you say you are bored with this class?

EXP3-S-LA: No. Absolutely not.

INTERVIEWER: Do you think she does a good job at keeping everyone’s attention?

EXP3-S-LA: Yeah, I just keep taking notes the whole time.

INTERVIEWER: Can you describe your motivation in regards to this class? A lot of the students that I’ve been interviewing I’ve had the students that have delayed this classes because it is the speaking class and I’ve had others that said, no I just took it because I know I have to. How would you say, how were you feeling approaching this? Were you apprehensive, were you, you didn’t care?

EXP3-S-LA: This is actually the third time that I have registered for this class. 2 times, I registered and I dropped it because the syllabus scared me so this is my last semester so I have to take it. I can’t go anywhere, so, but after that, after the first week everything was good, it’s not as bad as it looks.

INTERVIEWER: What about your peers, how motivated do you think they are in class, about the class?

EXP3-S-LA: They are motivated, there are some that participate a lot, they look like they are paying attention, there are some other ones that…

INTERVIEWER: They are just there, or not there… Would you say that students come to class prepared? Overall?
EXP3-S-LA: I believe so. Even though she tells us to read the chapters and everything before we go to class, I don’t know if everyone does that, I didn’t do that all the time, but I tried to do it.

INTERVIEWER: How can you tell the students come prepared or not, like if they read the stuff ahead of time?

EXP3-S-LA: Well usually when she puts us in groups, we know that, we know that we have to present our part, so we know if the students are usually looking down and reading the book for the first time, you can tell.

INTERVIEWER: Not making eye contact. How do you prepare for a non-speech day during any given week? How much time do you think you devote to COM1010 course material? If you had to be honest?

EXP3-S-LA: 2 hours.

INTERVIEWER: 2 hours. Is that just kind over reading notes?

EXP3-S-LA: Just, yeah, just making sure I do everything that is supposed to be done and just looking over the chapter, trying to understand.

INTERVIEWER: My next question, which I think you answered is how do students currently participate in class, but it sounds like she calls out a lot of questions and a lot of group activities, so I’ll leave that.

EXP3-S-LA: She does.

INTERVIEWER: Does you think she provides guidance to you in class or feedback throughout the semester?

EXP3-S-LA: Yes, especially when we have that, that goal setting assignment, and the other, when you were supposed to evaluate yourself. At the end she gives you a lot of feedback on what you were supposed to, you know, prepare for next time, what you are supposed to do.
Can you explain the goal setting assignment to me in a nutshell?

EXP3-S-LA: The goal setting assignment was after the first speech so we were supposed to write, you know, what we thought we did good on and what we thought we did bad on, and what we wanted to improve for our second speech.

INTERVIEWER: And she provided feedback on that?

EXP3-S-LA: Yes she did.

INTERVIEWER: As a college student, and this can be in general, what are your expectations of somebody teaching at an undergraduate level? Like what do you expect from an instructor?

EXP3-S-LA: Well I don’t expect them to teach us, or to be that, like, you know when you’re in high school, you want more guidance, you want more explanation. I don’t expect that from a college professor. You know, you’re pretty much on your own, you gotta do your own work, your professor can’t walk you through every step of the way.

INTERVIEWER: What do you think the role, how would you describe your instructor’s role in COM1010? What do you think her role is in the classroom, in the course?

EXP3-S-LA: She’s supposed to help us to speak publically and not be scared.

INTERVIEWER: Create a comfortable environment?

EXP3-S-LA: Yeah.

INTERVIEWER: This next question there’s no right or wrong answer, I’m just asking students if you can provide your own definition of this, so I’m not looking for anything in particular. How would you define a learner-centered, or a student-centered teaching environment? What do you think that would look like if I said, I’m an instructor and I want to have, I want my classroom to look like its student centered. What do you think I should be doing to make it student centered? Focused on you the learner.

EXP3-S-LA:
First I would, or you the teacher would put the chairs in like a circle so like we could all face each other and like we can give our own opinion so that everyone can look at us and hear us. That’s you know, student centered. So our attention isn’t all on the instructor, we have have our attention to each one of us.

INTERVIEWER:
Anything else?

EXP3-S-LA:
No, overall it’s good. It’s been very helpful.

INTERVIEWER:
Would you consider your instructor to be learner centered instructor? Do you think she is student focused?

EXP3-S-LA:
Yeah she is student focused.

INTERVIEWER:
Can you give me some examples to demonstrate that?

EXP3-S-LA:
Well, she asks us for our opinion on she doesn’t say you are right or wrong, you just give her your opinion pretty much and she never judges you on, you shouldn’t say that or that, you know, that’s your opinion.

INTERVIEWER:
On a scale of 1–10, for student centered, where would you rate her?

EXP3-S-LA:
I would say 8.

INTERVIEWER:
If you could change anything about the course you are currently in, course material wise, what would it be? It can’t be the assessments, we still have to have speeches and stuff, but with how the class is taught?

EXP3-S-LA:
The book. I would definitely say that they need to use a different book, because I’m a senior and I understand it better, but most are freshman and they have a hard time reading the book.

INTERVIEWER:
Anything else with the way she teaches?

EXP3-S-LA:
No I think she’s great. She’s a good teacher. I’m glad I got her as a teacher.
Student Interview
EXP3-S-MK

INTERVIEWER:
Can you give me an overview of COM1010, as you would describe it to your family and friends?

EXP3-S-MK:
I would say it is an easy class because of the teacher. She always gave you feedback on everything, which is one of the best things you can do in class to see how you are doing. Like in my other classes you just get a grade and you don’t know what is wrong with it. I would say overall it is a good class. I learned a lot, and like I didn’t feel like there was a lot of pressure on me in that class. Like I have more time in my other classes, and doing so I could focus on some of my other classes so I could get a better grade in like communication as well.

INTERVIEWER:
How would you describe her teaching style?

EXP3-S-MK:
I would say like, I would say precise but laid back because I had a paper I had to do, and I sent it to her, and she had so many things she had picked out of it, but I was saying that I think she was laid back.

INTERVIEWER:
Do you think she is interactive with her students in class?

EXP3-S-MK:
Yeah

INTERVIEWER:
Can you give me an example of that?

EXP3-S-MK:
She always calls on us and she makes us do a lecture sometimes, which at first I thought was a little weird but now it’s actually like helpful.

INTERVIEWER:
She makes you guys do the lectures?

EXP3-S-MK:
She made us do I think twice so far, I think.

INTERVIEWER:
Is that the group activity that she sets up?

EXP3-S-MK:
INTERVIEWER: Can you walk me thru what a typical class is like on a non-speech day? From start to finish kind of like how she structures her class.

EXP3-S-MK: We walk in and sit down, she walks in, she passes around an attendance sheet and then she would just get into the lecture, talk about it and then go on break, and usually like the second half of class we would talk a speech like how to do it, and everything about it, and everyone had questions, pretty much it.

INTERVIEWER: Are there any teaching strategies in particular that she uses during class that you like? Like any different instructional activities that you might do during class?

EXP3-S-MK: Like what do you mean?

INTERVIEWER: Like the group activity where she splits you up and assigns you a chapter or any of the advanced organizers she might use when she kind of had you going through the chapter notes and stuff.

EXP3-S-MK: Yeah, I would say the group, the group things would be, the group things were good. The organizers, I don’t know because some of the things I just couldn’t find in the chapter, like I couldn’t see what she was looking for.

INTERVIEWER: Was there anything in particular that she did that you didn’t like?

EXP3-S-MK: I mean, it wasn’t on her it was just like the book and class, it’s pretty much just the book and she was all good.

INTERVIEWER: Would you say you are bored with in class?

EXP3-S-MK: Bored? No. It’s one of my first classes I haven’t fallen asleep.

INTERVIEWER: Do you think she does a good job at keeping the classes attention?

EXP3-S-MK: Yeah
INTERVIEWER: How so?

EXP3-S-MK: She brings examples and like the way she explains things is like really sophisticated and she breaks it down, I think it's sentence by sentence, and everybody understands and we are all just like oh that's what the books talking about.

INTERVIEWER: Yeah the book is kind of all over the place, unfortunately I've had to read it too this semester! Yeah it's difficult. How would you describe your motivation in regards to this class? Were you looking forward to the class? What were your expectations?

EXP3-S-MK: I would say high. I wasn't looking forward to this class because it was just one of those classes I had to take, but I, I do like it, but it's not anything in depth I guess. I just like it.

INTERVIEWER: Would say that students come to class prepared? Do you think they read the book chapters ahead of time?

EXP3-S-MK: I would say like half. Half do and half don't.

INTERVIEWER: How can you tell?

EXP3-S-MK: Because some have, well I'll be in a group and they'll be like hey we didn't read it, and I'll be like oh, I guess I'm the only one.

INTERVIEWER: On average on a non-speech week how much time do you think you prepare for class?

EXP3-S-MK: A few hours, at least 1-3. I'll say 3 being max.

INTERVIEWER: Do you encounter any challenges preparing for class?

EXP3-S-MK: No.

INTERVIEWER:
Does your instructor provide guidance and feedback to you? Has she provided guidance and feedback to you throughout the semester?

EXP3-S-MK: Yeah, a lot.

INTERVIEWER: How so?

EXP3-S-MK: We actually had a few assignments and she would actually write, you did a good job, you walked, you walked I don’t know, I have something I submitted an audience analysis she, she actually like she explained everything so you went more in depth in this part and it was good so that’s a big part.

INTERVIEWER: This is more of a general question, as a college student, what are your expectations of somebody teaching at the college level? Like what, what do you want to see from an instructor?

EXP3-S-MK: I would rather see more things like direct, because like some of my teachers, like what I mean by that is sometimes when teachers teach, like before the lecture, I will read the book. The teachers would teach, and it would be completely, like nothing about what the book says. It’s in their own words but it’s so confusing I just go off the book. So that’s pretty much like the only thing.

INTERVIEWER: This next question, there’s no right or wrong answer I’m just asking everyone to kinda like define it in their own words. How would you define a learner-centered teaching environment? So let’s say I come up to you and I say, I’m planning on becoming an instructor, in any subject, and I really want to be a learner focused, or a student focused teacher. What do you think I should be doing in the classroom to demonstrate that I am learner centered? What do you think makes a student centered teacher?

EXP3-S-MK: Well I mean there’s a few factors. One of them I don’t think you can control is the class size, the lower the better. But then, pretty much, do what Ms. EXPF3 is doing, she’s like direct on everything, she breaks everything down, and explains some of the stuff is too confusing, and on her PowerPoints, she would like go in depth like on everything and what else…Basically tell people like you did a good job on this, that’s it.

INTERVIEWER: Would you consider her to be a learner centered instructor?

EXP3-S-MK: Yeah
On a scale of 1 – 10, where would rank her?

I about say about, I would say high, like 8-10.

If you could change anything about the course, doesn’t necessarily have to be her or her teaching style, it could be the course material in general, what would you change if anything?

Probably the book. That’s it.

Anything else?

Not, nah.
Student Interview
EXP3-S-TS

INTERVIEWER:
Can you give me an overview of what COM1010 is about the way you would describe it to a family or friends. Like, what the course is about.

EXP3-S-TS:
I would say the course is about oral communications, giving speeches and public advocacy. That’s about it.

INTERVIEWER:
Ok. How would you describe your instructor’s teaching style for COM1010?

EXP3-S-TS:
More casual. I wouldn’t say we get too much work, but we still get enough work to know what we be doing in the class next week.

INTERVIEWER:
Okay. Can you walk me through a typical class day would be like in COM1010 on a non-speech day?

EXP3-S-TS:
Yeah. Well, first we’ll start out probably by going over the book reading the chapter. We might break into groups and she’ll assign us each a topic out of the book and then we’ll talk about it in front of the class and that’s pretty much it.

INTERVIEWER:
Is that the group activities you’re talking about?

EXP3-S-TS:
The group activities, yeah.

INTERVIEWER:
When she’s going over the book and stuff does she use PowerPoints?

EXP3-S-TS:
Yeah. She uses PowerPoints and videos.

INTERVIEWER:
Good. Have you encountered any challenges with learning the material?

EXP3-S-TS:
No.

INTERVIEWER:
No. Good. Are there any instructional activities in the class that you really liked that helped you learn the material?

EXP3-S-TS:
I found the group activities helpful. We get to work with each other and some people...a lot of people don’t read the book so when she gives us 10 minutes or so to do it with our group we kind of read the book and present our information to each other, which helps us understand it, so...

INTERVIEWER:
Good. Were there any activities in the class that you didn’t like?

EXP3-S-TS:
I mean as far as the speeches the group speech...I don’t really like group work, but I mean that’s really it. I liked everything else.

INTERVIEWER:
Ok. Good. Are you bored in class?

EXP3-S-TS:
Not really. When she used to read out of the book, yeah, but with the PowerPoint and everything and the group activities, no.

INTERVIEWER:
Good. Do you think he does a good job at keeping your attention?

EXP3-S-TS:
Yes.

INTERVIEWER:
How so?

EXP3-S-TS:
When she first starts she talks and then she asks us a question and asks can anyone answer this question and then be like ok look guys and give us time to answer.

INTERVIEWER:
Good. Can you describe your motivation in the class?

EXP3-S-TS:
My motivation? I’d say the instructor, yeah.

INTERVIEWER:
Were you looking forward to taking the class?

EXP3-S-TS:
Well, it’s required so pretty much...
INTERVIEWER: You just looked at it as a requirement you had to take?

EXP3-S-TS: Yeah

INTERVIEWER: Do you think students come to class prepared? Do you think they read the chapters ahead of time?

EXP3-S-TS: No.

INTERVIEWER: How can you tell?

EXP3-S-TS: Because they say so. And they look lost when she asks questions.

INTERVIEWER: Don't make eye contact, right?


INTERVIEWER: How do you prepare for class on a non-speech week?

EXP3-S-TS: Non-speech week, probably the course outline she gives us. I use those.

INTERVIEWER: Do you read ahead of time?

EXP3-S-TS: Not really. I try to do the course outline a couple hours before class starts. That's pretty much it.
The course outlines, are those the handouts you’re talking about? Fill in the blanks and stuff?

EXP3-S-TS: Yeah. She puts them on Blackboard. I print them out. I like scan through it. It’s hard to sit there and read it.

INTERVIEWER: Yeah. It’s a hard book to get through.

EXP3-S-TS: Yeah.

INTERVIEWER: Does your instructor provide guidance or feedback to you throughout the semester?

EXP3-S-TS: Yes. She writes it on our student evaluations. She writes additional comments and stuff.

INTERVIEWER: Good. Good. Now this is more of a general question. As a college student, what are your expectations of somebody teaching at the college level? Like, what are you expecting from and instructor in terms of your learning?

EXP3-S-TS: Well, at the college level, well, when I first came here I didn’t expect them to interact this much and make sure I get it especially because I’m taking classes where there’s a good amount of students so I really didn’t expect that, but I get help from my instructors still.

INTERVIEWER: Good. There’s no right or wrong answer to this. I’m just asking everyone what their opinion is. How would you define a learner-centered teaching environment? What might that look like? If I was coming to you for advice and I said I want to become an instructor and I really want to be focused on my students, what advice would you give me so I could relay that or convey that to my students? What activities should I do in class?

EXP3-S-TS: Ok. Probably like the idea of using PowerPoints and the group work and just kind of being a casual teacher that interacts with the students, asks questions. Just make sure everyone understands. Be open. That’s what I’d say.

INTERVIEWER: Good. Based on that, would you say your instructor is student-centered?

EXP3-S-TS: Yeah.
INTERVIEWER:
On a scale from 1 to 10 how would you rank her?

EXP3-S-TS:
10 being most?

INTERVIEWER:
Yeah. 1 being really low. 10 being really high.

EXP3-S-TS:
About 10.

INTERVIEWER:
About 10? Good. Can you give me some examples why?

EXP3-S-TS:
Just about, like she’s really cool. Probably just like her openness with stuff. She’ll just be like calm down. What are you worried for? Like, that it’s just a speech like. I like her personality so…

INTERVIEWER:
Me too. If you could change anything about the course, what would it be – other than eliminating speeches?

EXP3-S-TS:
I was going to say cut down on some speeches, audience analysis. Really, like the only thing I’d probably change is the book. I really don’t like it and what else? That’s pretty much it.

INTERVIEWER:
Ok.

EXP3-S-TS:
The speeches are cool. We really don’t get that many – I don’t think we get any assignments outside of class unless it’s pertaining to a speech so just probably the book.

INTERVIEWER:
Ok. Good. Anything else?

EXP3-S-TS:
No. I’d keep the speeches, even the outlines.

INTERVIEWER:
Even the outlines.

EXP3-S-TS:
Yeah. You probably need that for a speech. That's it.

INTERVIEWER:

Ok. Great. Well, thank you.
Student Interview
EXP2-S-AA

INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family and friends?

EXP2-S-AA:
I'd say it prepares you for the future because it teaches you about public speaking and various situations.

INTERVIEWER:
How would you describe your instructor’s teaching style?

EXP2-S-AA:
I like it because he’s a little less formal and engaging and interactive. I’m not sure how his other classes are taught…

INTERVIEWER:
What makes him so engaging and interactive?

EXP2-S-AA:
He answers…. We don’t really have to raise our hands all the time to speak up and he encourages that group discussion. We can stop what we’re talking about for a minute and then continue that discussion.

INTERVIEWER:
Can you walk me through what a typical class is like on a non-speech day?

EXP2-S-AA:
We get here and then we pull up a PPT and then we do a speech of a day. We watch a speech and then he talks about it. And then we do a chapter in the book. He outlines it for us and talks about it. And he goes through the future…like whatever we have due in future dates.

INTERVIEWER:
Have you encountered any challenges with learning the material in this course?

EXP2-S-AA:
No. No, it’s not too bad. Like he asks us to read the book and we do and it’s a lot more teaching than material and reading the book on our own.

INTERVIEWER:
Do you find yourself bored in the class?

EXP2-S-AA:
No, not really.
INTERVIEWER:
Do you think your instructor does a good job at keeping the class’s attention?

EXP2-S-AA:
Yes, I think along with the instructor and the other students.

INTERVIEWER:
How would you describe your motivation in regards to this class?

EXP2-S-AA:
Ya, I was actually not that excited about it because it was a speaking class. But it’s not too bad. After the second or third speech, the group is the same so they already know you speaking so you can be like, “whatever, let’s do it.”

INTERVIEWER:
I’ve seen watching you guys, you’ve all become more comfortable talking in front of one another.

EXP2-S-AA:
Right.

INTERVIEWER:
How do you prepare for classes from week to week? How much time do you spend on a week that’s not a speech week?

EXP2-S-AA:
On average. An hour and a half. Maybe an hour to two hours a week.

INTERVIEWER:
Does your instructor provide guidance or feedback to you in class?

EXP2-S-AA:
Ya. I mean when we submit all of our analysis papers and assignments, he writes back to us and comments on it and says please see my comments. He writes a lot in our rubrics when he grades us on our speaking. He doesn’t give us feedback during class. Okay, well today, he said he’d come around and help us if we had questions.

INTERVIEWER:
This is more of a general question. As a college student, what are your expectations of someone teaching at an undergraduate level? Like, what are you expecting out of an instructor in terms of helping you learn?

EXP2-S-AA:
Keep the students engaged.
What do you think the role of your instructor should be in this class?

EXP2-S-AA: A teacher and a guide.

INTERVIEWER: Okay. Now this next question, there is no right or wrong answer. How would you define a learner-centered teaching environment? Let's say I come to you for advice, and I say, "I'm becoming an instructor and I really want to be student-centered in my classroom. What types of activities or instruction should I deliver in my class so I can convey that to my students that I'm really focused on them learning the material?"

EXP2-S-AA: I think one of those halls with 400 kids is not learner-centered. With this class, this is a lot in the scale of learner-centered and the 400 classroom is very little. More of them speaking and a little less interactive in the class because I notice with the class that sometimes we engage with the engage but sometimes there are conversations that they carry on by themselves. Did I answer the question?

INTERVIEWER: Yes. If you could change anything about the course you are currently enrolled in, what would it be?

EXP2-S-AA: Nothing.

INTERVIEWER: Ok, well this concludes the interview.
Student Interview
EXP2-S-AA-S2

INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family and friends?

EXP2-S-AA-S2:
It’s like a broad discussion of how you speak. You get different tools and tactics to speak in front of people. It shows you ways to improve your nervousness and gain different types of enthusiastic ways of speaking in front of other people. You’ve got a good instructor there. Class will be good. This is my first time taking a speech class. He does a good job at what he do. It’s a pretty good class. It’s worth taking, especially if you take it with him.

INTERVIEWER:
How would you describe your instructor’s teaching style?

EXP2-S-AA-S2:
His teaching style is pretty energetic. There’s never a dull moment with that guy. He definitely breaks it down to show you proper ways of speaking and he definitely shows you how to not speak. He goes head to head with teaching so it’s good.

INTERVIEWER:
Can you walk me through what a typical class is like on a non-speech day?

EXP2-S-AA-S2:
He’s pretty straight forward. He’s good visual. He definitely relates to the book and the visuals and the media and he uses that in his teaching form.

INTERVIEWER:
Are there any teaching strategies or activities that he’s used in the class this semester that you liked?

EXP2-S-AA-S2:
Ya. Just using the overhead with the different laptops and using Youtube. Just being able to see other people’s speeches so we can relate to them and see prime examples rather than him just throwing it out at us and just having us speak and not really know how we should speak because we didn’t have an example. Him using different visuals and different examples and different people that’s known in American. From there standpoint, it’s a good use.

INTERVIEWER:
Is there anything in particular that you don’t like?
No. I actually like coming to his class. I actually come to class on time so I can just be prepared and be ahead of the game in case he throws a speech at us. We usually do on the spot speeches, impromptu speeches...just so I can be prepared. I can’t say that I don’t like the class. I enjoy the class.

INTERVIEWER:
Do you find yourself bored in the class?

EXP2-S-AA-S2:
I wouldn’t say bored. I mean, if I could take the class all year, I would. That’s how much I like it. The class is pretty cool. It’s definitely a demand that you need that necessity just because you communicate so much. Not only is this going to help you out presenting yourself in front of a big company in the real world, it helps with your communicate skills. A lot of people don’t understand that being more verbal and out there with their words is more easy and understanding.

INTERVIEWER:
Do you think your instructor does a good job at keeping the class’s attention?

EXP2-S-AA-S2:
Ya. I really think he uses the right visuals. He uses the right celebrity people in American for us to relate to because at the same time, as him being an instructor a professor, he’s still a human being. He still watches TV and he still critiques other people when they talk, probably when he watches TV. It’s easy for his to bring that to our attention because we’re able to relate and be like “oh I know who that is.” He ain’t bringing up anyone from the 1800s. It’s pretty cool because he stays relevant.

INTERVIEWER:
How would you describe your motivation in regards to this class?

EXP2-S-AA-S2:
I was actually looking forward to taking this class because like I said, I’m just trying to steadily prepare myself for after college so having something like this under my belt could really help me in the real world. Keep my communication skills progressive. And that’s what it’s all about -lifting as you climb. So the more I can get under my belt, the more power I can gain. I was looking forward to the class.

INTERVIEWER:
Would you say that students come to class prepared? Do you think they’ve read.

EXP2-S-AA-S2:
I’d say some people be prepared but at the same time, they let their nerves desert them when they are put on the spot.
How do you prepare for classes from week to week? How much time do you spend on a week that’s not a speech week?

EXP2-S-AA-S2:
If I know I have a speech coming up, I prepare for the speech- I put it in so many different types of forms. It could be in a song. It could be in a poem. It could be watching TV. It could be speaking over someone that’s speaking. It could be me speaking in the shower. So, I do that a lot. So that’s probably…I don’t know…20 hours.

INTERVIEWER:
And what about a non-speech week?

EXP2-S-AA-S2:
A non-speech week…well I’m always communicating so I’m always working on different ways to project and how to interpret different types of words coming out of my mouth so that’s always a given.

INTERVIEWER:
What do you think the role of the instructor should be in the class? In a university setting?

EXP2-S-AA-S2:
In a university setting, I feel instructors still should be firm but at the same time make learning easy but fundamental, but something that you can endure. Some people can have all these names under their belt and they become professors but at the same time they have to remember that they were in that position as a student. They should come up with ways that if they had a hardship in school, they should use that tactic to help the next student and so on. I feel like our instructors, they don’t come here to fail nobody but at the same time they’ve worked their hardest to get where they’re at and they feel that their students should work their hardest. It’s a 50/50 street.

INTERVIEWER:
Okay. Now this next question, there is no right or wrong answer. How would you define a learner-centered teaching environment? Let’s say I come to you for advice, and I say, “I’m becoming an instructor and I really want to be student-centered in my classroom. What types of activities or instruction should I deliver in my class so I can convey that to my students that I’m really focused on them learning the material?”

EXP2-S-AA-S2:
You’ve got different types of views and options that you can put to that. You can be outside. You can be in a group. You can be in cubicles. Some places have special facilitates for stuff like that. You can be squared off to your own self so you don’t have to worry about distractions or noise or anything. So I feel that places like that, you can be anywhere. You could be right inside the classroom.

INTERVIEWER:
Do you think that you’re instructor for COM 1010 is student-centered?
I really think so. I really think he cares about how we speak. He definitely pays detailed attention because when we have to do speeches, he has to sit there and pay attention to write down his different comments. And sometimes, you'll be like, “man, he’s writing like that in less than a minute.” I think he really helps because that’s what he likes, and that’s his field. He’s mastered that field. He’s kind of wanting to give back to the communication and let people be more verbal and understand how to speak. I really think he’s concerned. I don’t think he just comes there to come there because they just put work on you without explaining it. He’ll put work on us but he’ll explain it detail by detail.

INTERVIEWER:
Good. If you could change anything about the course you are currently enrolled in, what would it be?

EXP2-S-AA-S2:
Probably offering water and tea so that when we speak, our voices won’t be raspy. But for real, when you step into a course like that, with the course material given to you like that, just you know, detailed and precise and no sugar-coats. It’s straight forward…I feel like if instructors come at the students like that, there ain’t no changing it up. If you change it up, you’ll have to start a new program and that program will have to get adjusted to new students. You just have to keep it the same. If it’s progressive just keep it progressing instead of trying to critique it.

INTERVIEWER:
Ok, well this concludes the interview.
Student Interview
EXP2-S-HG

INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family and friends?

EXP2-S-HG:
For me, I think it’s about learning how to communicate and have the confidence to get in front of a group of people and give a speech. And have a regular conversation with a group of people.

INTERVIEWER:
How would you describe your instructor’s teaching style?

EXP2-S-HG:
I think he’s more laid back. He keeps it interesting because he throws in video clips and he keeps it informal with the class which makes it more comfortable for students that aren’t comfortable with speaking out loud.

INTERVIEWER:
Can you walk me through what a typical class is like on a non-speech day?

EXP2-S-HG:
We walk in and he usually gives us a briefing of what we’re going to talk about. Then usually he plays 1 to 2 clips, like short clips of speeches of maybe the president or Bill Gates…someone that’s well know. We’ll discuss the speech. We’ll break it down. And then he usually gets into whatever else we’re going to get into that day.

INTERVIEWER:
Are there any teaching strategies or activities that she’s used in the class that you’ve like?

EXP2-S-HG:
Well I think him with putting up Youtube clips and watching a film every couple of weeks keeps the class interesting and trusting.

INTERVIEWER:
Is there anything he’s done in class that you haven’t liked?

EXP2-S-HG:
Not really. At the beginning of the year…I’m not good at public speaking at all…now I really enjoy the class and have more confidence.
Good. So it's not as scary as you may have thought.

INTERVIEWER:

Do you find yourself bored in the class?

EXP2-S-HG:

No.

INTERVIEWER:

Do you think your instructor does a good job at keeping the class's attention?

EXP2-S-HG:

Yes.

INTERVIEWER:

How so?

EXP2-S-HG:

Well first of all, he's a funny guy. He'll let you swear in class. It's always like a group discussion and he'll let people speak and he won't hold you back.

INTERVIEWER:

How would you describe your motivation in regards to this class?

EXP2-S-HG:

I feel like at the beginning when you're scared and nervous, but as you seen yourself get more comfortable speaking, you just want to get better and better at it. Now, I don't mind it. Now, I'm kind of thankful I took this class.

INTERVIEWER:

Would you say that students come to class prepared?

EXP2-S-HG:

Yes, definitely. Especially when kids actually enjoy the class. It makes they more motivated to come to class on time and enjoy actually learning something.

INTERVIEWER:

How do you prepare for classes from week to week? Let's say on a non-speech week?
On a non-speech day, he’ll give us an overview of what we’re going to do. So sometimes I’ll go over it on my own time just in case if I miss something. Usually it helps going back to previous things that we’ve learned.

INTERVIEWER:
Does your instructor provide guidance or feedback to you in class?

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

INTERVIEWER:
Wonderful. This is more of a general question. As a college student, what are your expectations of someone teaching at an undergraduate level? Like, what are you expecting out of an instructor?

EXP2-S-HG:
Well first off, the teacher has to care because I’ve met a few teachers that don’t care. You go to class, learn it, they give you a speech, you take a test, and they don’t care. But some teachers they’ll go above and beyond and that’s what I kind of expect from my teachers.

INTERVIEWER:
Now this next question, there is no right or wrong answer. How would you define a learner-centered teaching environment? Let’s say I come to you for advice, and I say, “I’m becoming an instructor and I really want to be student-centered in my classroom. What types of activities or instruction should I deliver in my class so I can convey that to my students that I’m really focused on them learning the material.

EXP2-S-HG:
Well I personally think that at the beginning of the semester you should open yourself up and let the students know who you are so it’s more of like an informal…it’s somewhat like you know them personally and the students understand where you’re coming from. So it’s not like you just go to class and you take tests and give speeches and you don’t know who the students are. You should spend time to get to know your students as well.

INTERVIEWER:
Any suggestions for instructional activities to do in the class that would focus on individual student’s learning?
On individual students? Maybe if once you observe your students, maybe ask them...I just feel like as a teacher you should approach your students more directly than as a whole group.

INTERVIEWER:
Absolutely. So maybe calling out on them?

EXP2-S-HG:
Yes. Or like, just going around at the beginning of the semester and asking them a few questions, each student.

INTERVIEWER:
Wonderful. Those are great suggestions. Would you consider your instructor to be learner-centered?

EXP2-S-HG:
Yes.

INTERVIEWER:
On a scale of 1 to 10, where would you rank him?

EXP2-S-HG:
I'd probably give him an 8.

INTERVIEWER:
An 8. Can you provide some examples on why you would think that?

EXP2-S-HG:
Of the good or the bad?

INTERVIEWER:
You can do both on why you think he’s learner-centered or where you think he could improve?

EXP2-S-HG:
Well like I already said. He just connects with the students. At the beginning of the semester, he gave a little insight about what he’s doing with his life, currently and how he’s still preparing. I feel like sometimes he gets caught up with his stuff.

INTERVIEWER:
Okay. If you could change anything about the course you are currently enrolled in, what would it be?

EXP2-S-HG:
Probably like less points and make it more like...slow the class down quite a bit. We seem to jump from speech to speech instead of going over what we did.

INTERVIEWER:
Would you rather have them more spread out?

EXP2-S-HG:
Ya. We jump from a topic to a topic. Maybe slow it down so it's not just the speech portion. It's the other stuff too.

INTERVIEWER:
Okay. Wonderful. Those are all of my questions.
INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family and friends?

EXP3-S-CS:
The history. The basics. The indepth..I don’t know what word to you…breakdown of communication. How it affects relationships. How we use it in the workplace, personal relationships. How it’s used in society and different cultures. How it’s different in different societies and different cultures.

INTERVIEWER:
How would you describe your instructor’s teaching style?

EXP3-S-CS:
Umm, somewhat more relaxed than I guess would be stereotypical of a university professor.

INTERVIEWER:
Can you expand on that?

EXP3-S-CS:
You know there’s no need to raise hands and be called on in order to reply to a question. She curses a little in class. It’s very light. The rapport is open and honest.

INTERVIEWER:
Can you walk me through what a typical class is like on a non-speech day?

EXP3-S-CS:
A non-speech day would be lecture. Whatever chapter is being covered that day. We’d obviously take notes that day. She has a handout that goes along with the lecture and then open discussion about what we’ve gone over.

INTERVIEWER:
When she does lecture, does she use PowerPoint?

EXP3-S-CS:
PowerPoint yes.

INTERVIEWER:
Have you encountered any challenges with learning the material in this course?

EXP3-S-CS:
I found the book to be a little challenging. The material itself is not all that difficult. The book itself is harder to understand.

INTERVIEWER:

It’s a dry book.

EXP3-S-CS:

It’s wordy. It’s all over the place.

INTERVIEWER:

Are there any teaching strategies or activities that she’s used in the class that you’ve like?

EXP3-S-CS:

She seems to like group projects. Last class we went over the chapter and then broke into groups and then...actually, we did not go over the chapter. We broke into groups and had to present a section of the chapter with our group and the class covered the chapter that way.

INTERVIEWER:

Are there any teaching strategies or activities that she’s used in the class that you’ve like?

EXP3-S-CS:

I think the group work in class is helpful and helps you analyze what’s in the chapter a little bit deeper and get better viewpoints than just the instructor’s viewpoint. I could do without the group project.

INTERVIEWER:

The group speech?

EXP3-S-CS:

Yes, the group speech....that’s due tonight. That we had to find our own time to do.

INTERVIEWER:

That leads into my next question. Are there any teaching strategies or activities that she’s used in the class that you haven’t liked?

EXP3-S-CS:

Ya.

INTERVIEWER:

Anything else?

EXP3-S-CS:
I think it was a lot more work than I was expecting. I did have a friend say, “There’s a book for that class? You don’t just write speeches and get up?” It’s a 1010 class. It’s not a 3000 level. But there’s a very indepth, hard to understand book.

INTERVIEWER:
How would you describe your motivation in regards to this class?

EXP3-CS:
It’s a requirement. I need it as a requirement. Beyond that, I’m not all that concerned with getting an A. I’d like to get a B. If I get a C, I’ll be happy.

INTERVIEWER:
Do you find yourself bored in the class?

EXP3-CS:
I would not say bored. No. It’s easy to pay attention.

INTERVIEWER:
Do you think your instructor does a good job at keeping the class’s attention?

EXP3-CS:
I think so. Most of the time.

INTERVIEWER:
How so?

EXP3-CS:
She’s engaging. She know’s what she’s talking about, that’s for sure and she’s very passionate about it. It seems to be her life’s work.

INTERVIEWER:
Ya, that helps.

EXP3-CS:
It’s just something she’s teaching as a part time job. It’s actually something that she likes to do.

INTERVIEWER:
Would you say that students come to class prepared?

EXP3-CS:
I don’t know that all of us or even many of us read. Come to class without the readings done but we definitely come to class ready to discuss and open to discussing it.

INTERVIEWER:
How do you prepare for classes from week to week? Let’s say on a non-speech week?

How much time do you think you devote during the week preparing for COM 1010?

EXP3-S-CS:
She has provided a calendar of what’s due everyday and what we’re going to cover every day. I would obviously go over that. I have not completed all the readings but I do skim and know or are at least familiar with the topics and the main terms.

INTERVIEWER:
Good. Does your instructor provide guidance or feedback to you in class?

EXP3-S-CS:
Yes. She actually fills out forms in the supplement.

INTERVIEWER:
For the speeches?

EXP3-S-CS:
Right.

INTERVIEWER:
This is more of a general question. As a college student, what are your expectations of someone teaching at an undergraduate level? Like, what are you expecting out of an instructor?

EXP3-S-CS:
In terms of helping me learn...good feedback, timely feedback. If I didn’t do well on something, I don’t want to hear about it four weeks later and be four weeks in class. Clear, concise instructions. I want to know what to expect. If something is going to take me 4 hours, then tell me it’s going to take 4 hours so that I can plan for that. I’m not a student that’s just a student.

INTERVIEWER:
You’ve got to do a lot of time management.

EXP3-S-CS:
Right.

INTERVIEWER:
I get that.

INTERVIEWER:
Now this next question, there is no right or wrong answer. How would you define a learner-centered teaching environment? Let’s say I come to you for advice, and I say, “I’m becoming an instructor and I really want to be student-centered in my classroom. What types of activities or instruction should I deliver in my class so I can convey that to my students that I’m really focused on them learning the material.
I think that not being dismissive even if a question seems trivial or student because something that may seem trivial and stupid in someone’s help may not seem trivial or stupid in the question-asker’s head. So it’s important to address those questions even if you think “you’re in college, you should know that.” Maybe they’re not thinking of it the same way you’re thinking of it. The being engaged and passionate about the class is unbelievably helpful. I can’t imagine being in a class with a professor that’s as bored with the subject matter as I am.

INTERVIEWER:
Ya, that wouldn’t be helpful would it? Any suggestions for instructional activities to do in the class?

EXP3-S-CS:
I do like the group activities within class. I don’t know what’s with group activities and professors at this school man. Every class I’ve taken, there’s a group activity. And I know we want to build teamwork and what not but we need to be realistic that it’s hard to get 4 people on the same schedule outside of class.

INTERVIEWER:
If you could change anything about the course you are currently enrolled in, what would it be?

EXP3-S-CS:
Probably just the book. The book is really just horrible.

INTERVIEWER:
Anything else?

EXP3-S-CS:
Like I said, I could do without the group work, but it’s not the worse thing I’ve had to do.

INTERVIEWER:
Great. Thank you!
Student Interview
EXP3-S-JP

INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family and friends?

EXP3-S-JP:
Well so far we’ve been working on not only giving speeches in front of the class but also kind of learning the background of where communication has developed from. The different theories and philosophies backing it which makes it a legitimate course of study and why it’s important to society today that we are aware of what communication skills can do for the general public.

INTERVIEWER:
How would you describe your instructor’s teaching style?

EXP3-S-JP:
She definitely has a warm and welcoming attitude towards the class which I really appreciate. She makes it interesting because of her more relaxed and comfortable attitude during the class. I enjoy her class mostly because she makes it fun and more lighthearted instead of being really strict about things. She still wants us to do the work diligently but she definitely wants the class to be more friendly rather than teacher at the front, students at the back.

INTERVIEWER:
Absolutely. Can you walk me through what a typical class is like on a non-speech day?

EXP3-S-JP:
During a non speech day we’ll get together. She might do a chapter summary because she usually assigns the reading over the week for us to do individually. So she usually does a summary with the entire class and during that summary we might break up into groups to discuss sections of the chapter individually and then bring it all of our discussions in together sort of like a big class circle and break down what we found and give our own examples of things instead of what the book gives so that helps us apply the material rather than just reading it from the book.

INTERVIEWER:
Have you encountered any challenges with learning the material in the course?

EXP3-S-JP:
Other than the book being really difficult to kind of follow sometimes. It just gives you a ton of information and expects you to pick up on it all. I haven’t had too much trouble. She lays it out exactly what you need to know. I’ve been able to stick to her curriculum/course or whatever you want to call it and I’ve been successful so far.
INTERVIEWER: Are there any teaching strategies that she’s used this semester that you’ve really liked?

EXP3-S-JP: I don’t know if this is technically a strategy or not but I like that occasionally she’ll call on somebody who doesn’t usually talk during class. I know that there is the usual person who speaks up a lot and the shy guy in the back. She does a nice job trying to get everyone involved and I think that’s the nice part about it. During her presentations or her discussions, she’ll ask the person who’s in the back who hasn’t really talked during the semester and she’ll ask them for their opinion to try and get them involved and I think that’s a really good teaching strategy to try and get the students engaged.

INTERVIEWER: Wonderful. Is there anything that she’s done or any teaching strategies that she’s used that you haven’t liked?

EXP3-S-JP: Personally, I’m not a big fan of just hard straight notes so it’s not that I didn’t enjoy it but it gets a little grueling especially with the way the textbook is written to just go down and do notes. I’m fine with it and she does a nice job with making it light and pretty simple but personally I don’t do well with taking notes.

INTERVIEWER: Do you find that when you do the group activity where you each take a section of the chapter to be helpful?

EXP3-S-JP: Actually yes. I do think in that way of learning the content, you really are able to apply it more to yourself and when the class talks about it openly, you get to see what other people’s perspectives are on it. I know, from experience with taking the quizzes, and I saw something pop up, I was “No wait” this person mentioned this in class and it kind of gives me a hook onto the information and helps me follow. I definitely prefer that other straight notes.

INTERVIEWER: Do you find yourself bored in the class?

EXP3-S-JP: No.

INTERVIEWER: Do you think your instructor does a good job at keeping the class’s attention?

How so?

EXP3-S-JP:
Occasionally she’ll just ask a question and wait until somebody…and it'll kind of me one of those moments where you just chuckle. The awkward silence…and then everyone is just back into it again. We’re refreshed and laugh it off. Get the focus back and into the PPT.

INTERVIEWER:
Good. How would you describe your motivation in regards to this class?

EXP3-S-JP:
I’m a music major. This is the only gen ed course I’m taking outside of my other 15 music classes at the moment. My motivation for this class was “ugh, I have to be here. I have to do a class that doesn’t pertain to what I’ll be studying.” And then I realized that it does have a pretty close impact on what I’ll be doing. I want to be teaching. I want to have the proper communication skills and she definitely embodies the personality and the teaching style that I kind of want to carry on as well. At first it was a let down that I had to take this course but after spending a couple of weeks in it, I actually started to enjoy it.

INTERVIEWER:
Good. I’m glad to hear that. Would you say that students come to class prepared? Do you think they read the materials ahead of time?

EXP3-S-JP:
If I’m honest, no because I know..I do sometimes but I know half the time I came to class with just the chapter outline and maybe a couple of bullet points filled out or so. And then I just relied on her reviewing that chapter briefly to kind of get that information out of it. I think a lot of it has to do with the book being so dense and worded very weirdly because I would have read it more on my own but sometimes it was a little confusing to understand so might have stemmed from that.

INTERVIEWER:
How do you prepare for classes from week to week? How much time do you spend on a week that’s not a speech week?

EXP3-S-JP:
Maybe an hour if I’m being honest.

INTERVIEWER:
That’s better than some I’ve gotten where it’s been zip. Does your instructor provide guidance or feedback to you in class?
Yes. I know when we submit assignments online onto Blackboard, occasionally she’ll leave a little comment along with the grade that she leaves that says “you did this well. For next time focus on this…” and it’ll be simple like that but it’s nice to know this is what you’re doing well, just aim at this direction next time so you can do it better. And also in regards to the speeches, she definitely gives good feedback during those. She has very detailed rubric sheets that she gives back and those help a lot and speeches should get better over the course of the semester...hopefully.

INTERVIEWER:
Wonderful. This is more of a general question. As a college student, what are your expectations of someone teaching at an undergraduate level? Like, what are you expecting out of an instructor?

EXP3-S-JP:
I definitely expect them to know the materials themselves obviously. You can’t teach something that you don’t know yourself and you don’t know well. I definitely expected her coming into class to know what she’s talking about and she definitely does. And beyond knowing what she’s talking about she also embodies it and lives the communication aspects that she wants us to learn about. So it helps that she not only knows the material really well, but she also lives it I guess to the class...like shows it off like how it should be used in everyday life. So preparation is something I expect out of a professor. The ability to teach a class while holding their attention and I guess to also make it a little fun because I’m about having a little fun on the side.

INTERVIEWER:
Good. Now this next question, there is no right or wrong answer. How would you define a learner-centered teaching environment? Let’s say I come to you for advice, and I say, “I’m becoming an instructor and I really want to be student-centered in my classroom. What types of activities or instruction should I deliver in my class so I can convey that to my students that I’m really focused on them learning the material?”

EXP3-S-JP:
Okay. I’ve often thought about this myself because I plan on going into teaching and that involves having students of your own. One thing that I’ve always imagined myself doing in the future...it sounds kind of funny...but going into the classroom the first time is what makes or breaks the relationship with the students. With our class specially, we were all kind of quiet first when she came in and she was like “oh no one is going to talk” and we were all kind of chuckling a little bit. She lightened the attitude a little bit and beyond that she played a few little games with us to make us more comfortable and get us to know each other better and also to help us know her better because she shared a few things herself. And I think that over the course of the semester how she shared personal stories, that helped a lot. So as a teacher planning to be a student-centered teaching, you just have to open yourself up to the students to where they feel comfortable opening up to you. That way it’s not as much of a I’m higher than you. It’s more of a level ground where everybody shares the same amount of information and friendship in the class.

INTERVIEWER:
Okay. If you could change anything about the course you are currently enrolled in, what would it be?

EXP3-S-JP:
I’m not really sure I would change much. The speeches are really really good. I actually almost wish we’d do more speeches, especially impromptu speeches. Those are cool because they make you play right off the bat and think on your feet. I think that would help develop speaking skills faster because you have to go. I think a few more speeches would be cool. I know time is an issue. Speeches. Just speeches. Because I like talking in front of the class.

INTERVIEWER:
Good. Good. Well thank you.

EXP3-S-JP:
Thank you.
INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family and friends?

EXP3-S-LO:
The content...so it's basically four speeches. It seemed like the bulk of the course. Two impromptus, the narrative speech, and this group speech I have today.

INTERVIEWER:
How would you describe your instructor's teaching style?

EXP3-S-LO:
I do like her teaching style. The course set up itself, I'm not too fond of.

INTERVIEWER:
How come?

EXP3-S-LO:
It's really heavily reliant on the book which I really think is necessary and just the fact that it's a 101 class but it's talk like a philosophy class which makes it more interesting but it's more work on my part.

INTERVIEWER:
Can you walk me through what a typical class is like on a non-speech day?

EXP3-S-LO:
I'd say that the activities are pretty straight forward but it's very discussion based which makes it a lot easier to stay awake. A lot of group participation.

INTERVIEWER:
Are there any teaching strategies or class activities that she's used that you liked?

EXP3-S-LO:
More or less just promoting the group participation.

INTERVIEWER:
Are there any teaching strategies or class activities that she's used that you haven't liked?

EXP3-S-LO:
Like I said, too reliant on the book.
Do you find yourself bored in the class?

EXP3-S-LO:
No, I wouldn’t say bored.

INTERVIEWER:
Do you think your instructor does a good job at keeping the class’s attention?

EXP3-S-LO:
Definitely.

INTERVIEWER:
How so?

EXP3-S-LO:
Like I said, encouraging everybody to speak up if they have different view points or if they don’t understand. That kind of stuff.

INTERVIEWER:
Good. How would you describe your motivation in regards to this class?

EXP3-S-LO:
It’s the last class I have to get through right now. I’m pretty motivated.

INTERVIEWER:
You’ve got the eye on the prize.

EXP3-S-LO:
Definitely.

INTERVIEWER:
Would you say that students come to class prepared? Do you think they read the materials ahead of time?

EXP3-S-LO:
I know I didn’t. So, I couldn’t speak for everybody.

INTERVIEWER:
If you had to guess.

EXP3-S-LO:
Probably 50/50.

INTERVIEWER:
Does your instructor provide guidance or feedback to you in class?
Ya, and definitely even the occasions when she took aside class time to have us do mid-
semester evaluations on her as a teacher which I thought was really nice. Most
instructors I’ve had all five years being here haven’t done that. They always wait till the
end of the semester which doesn’t make sense because it doesn’t help you at all.

INTERVIEWER:
So, what did her mid-semester evaluation look like?

EXP3-S-LO:
It was basically four or five questions how you feel about the course so far. How you feel
about the teaching of the course.

INTERVIEWER:
Good. This is more of a general question. As a college student, what are your
expectations of someone teaching at an undergraduate level? Like, what are you
expecting out of an instructor in terms of helping you learn?

EXP3-S-LO:
In general, basic knowledge of the information being taught. Definitely. I expect for
professors to be prepared for the course and to be prepared for other
opinions…conflicting opinions.

INTERVIEWER:
Good. Now this next question, there is no right or wrong answer. How would you define
a learner-centered teaching environment? Let’s say I come to you for advice, and I say,
“I’m becoming an instructor and I really want to be student-centered in my classroom.
What types of activities or instruction should I deliver in my class so I can convey that to
my students that I’m really focused on them learning the material?

EXP3-S-LO:
Lots of questions to the students. I’m an education major so I’m definitely involved in.
Lots of questions for students. Like I said, just encouraging participation as much as
possible. Not lectures but discussions. I think that our class does a pretty good job at
making it pretty learner-centered.

INTERVIEWER:
That’s my next question. Do you consider your instructor to be learner-centered? On a
scale of 1 to 10 where would you rank her?

EXP3-S-LO:
8.

INTERVIEWER:
If you could change anything about the course you are currently enrolled in, what would
it be?
EXP3-S-LO: I wouldn’t even say that the course should be reliant on the book as much but more so the tests that we’re given. Like I said, it seems that the bulk of the class, the important part of the class is the speeches and everything else is filler it seems. It doesn’t really lead towards our speeches. Maybe I wouldn’t mind the book so much if it was a little bit more solidified how it ties into the speeches, just because the speeches are weighed so heavily.

INTERVIEWER: Good. Anything else?

EXP3-S-LO: No, I don’t think so.

INTERVIEWER: Well thank you.
INTERVIEWER:
Can you give me an overview of COM1010 and how you would describe it to your family and friends?

EXP3-S-TL:
Actually one of my friends asked me today because they're taking it in the summer. We learn about communication theory and what is communication and power. Those kind of things you already know but it gives you a big definition. I told them the class isn't hard but the speeches were really interesting. It's an easy class overall.

INTERVIEWER:
How would you describe your instructor's teaching style?

EXP3-S-TL:
I'd say very comfortable. Very relaxed.

INTERVIEWER:
What makes it comfortable for you?

EXP3-S-TL:
I guess the material we're talking about is not like biology or chemistry. It's normal, everyday. We can talk to each other.

INTERVIEWER:
It's more conversational?

EXP3-S-TL:
Yes.

INTERVIEWER:
Can you walk me through what a typical class is like on a non-speech day?

EXP3-S-TL:
We come and we sit down and she will start talking about her PPT slides. We listen. I take notes. Sometimes she’ll us to give examples. I'll think of examples in my head. I don't volunteer to give the answers. It’s keeping with the engaged classroom. Sometimes we'll have activities that are interesting.

INTERVIEWER:
Can you tell me what kinds or which ones stand out?
We're learning about the fallacies. She'll group us together and each group will work on a certain part of the chapter. That really forces us to read.

INTERVIEWER:
Great. Do you find yourself bored in the class?

EXP3-S-TL:
Rarely.

INTERVIEWER:
Do you think your instructor does a good job at keeping the class's attention?

EXP3-S-TL:
During the PPT slides, maybe not. It is boring. But she provides interesting examples and that really gets my attention.

INTERVIEWER:
How would you describe your motivation in regards to this class?

EXP3-S-TL:
At first, I was nervous about it because I don't like English. English is my second language and I was afraid to make a speech in front of people I don't know. But now, I am actually glad I took this class. I am learning so much. Yesterday, I was talking with my friend and we were just talking about power, and I was like, “ya, power is changing in the culture…” and we just started talking. And I realized I can actually learn a lot.

INTERVIEWER:
You could apply it.

EXP3-S-TL:
Ya.

INTERVIEWER:
Would you say that students come to class prepared? Do you think they've read.

EXP3-S-TL:
No.

INTERVIEWER:
No. How so?

EXP3-S-TL:
Through talking with my peers. Before I would read it and print out the outline and try and fill it out on my alone. But it is very boring if I read it alone. It's really hard. So right now, I don't prepare but I know what chapters we're cover in class.

INTERVIEWER:
How do you prepare for classes from week to week? How much time do you spend on a week that’s not a speech week?

EXP3-S-TL:
On average, it’s very different from speech week to regular week. If it’s just a regular week, maybe 20 minutes. Like on Tuesday night, I’ll print out the outline. Chapter 10 is about culture and power and chapter 11 is on this…maybe 15-20 minutes. But on speech weeks, I practice by myself a lot. A couple of hours.

INTERVIEWER:
Does your instructor provide guidance or feedback to you in class?

EXP3-S-TL:
During our speech she gives really good feedback.

INTERVIEWER:
This is more of a general question. As a college student, what are your expectations of someone teaching at an undergraduate level? Like, what are you expecting out of an instructor in terms of helping you learn?

EXP3-S-TL:
Like overall? Well first of all, I expect a schedule because I am a very organized person. I want to know what I’m doing in the class. Second, I think I kind of expect teachers to know what they’re talking about. When I ask a question, I don’t want them to look confused. Another very important quality is organization. I don’t like a class where there is no class plan for the day.

INTERVIEWER:
Okay. Now this next question, there is no right or wrong answer. How would you define a learner-centered teaching environment? Let’s say I come to you for advice, and I say, “I’m becoming an instructor and I really want to be student-centered in my classroom. What types of activities or instruction should I deliver in my class so I can convey that to my students that I’m really focused on them learning the material?”

EXP3-S-TL:
Can I give an example? Right now I have a math class and an English class. In my math class, we just go to the class and listen to the teacher and take notes and then we leave. She will never ask us “do you get this?” People don’t ask questions because right now it’s a hard math question and sometimes I don’t get it. She just doesn’t take the time to kind of go over in the classroom and look at the problems that we’re doing. I don’t think that’s a student-centered class.

INTERVIEWER:
I would agree.

EXP3-S-TL:
But my other class after math, is English class. English class, sometimes our professor says “this paper is due this Friday. But sometimes she’ll ask us all, “how is your progress? What are your difficulties?” if we do, she’ll say “ok, let’s push it back a couple of days and let’s work on your problems.” I think that’s a student-centered environment. She’s focused on our progress and not exactly sticking to the class plan. Sticking to how much the students are actually getting the information.

INTERVIEWER:
Absolutely. Do you think that you’re instructor for COM 1010 is student-centered?

EXP3-S-TL:
I think my professor tried to make the class student-centered. During speech day, very student-centered but during regular class periods, I think maybe only 40% student-centered.

INTERVIEWER:
Okay. If you could change anything about the course you are currently enrolled in, what would it be?

EXP3-S-TL:
Hmm, if I can change anything? I probably don't want the student to focus on the theories. Yes, we need to learn it. If I were to make a quiz, I'll probably say “give an example of this” rather than “give the definition of this.” With an example, you can really tell if the student is getting the material. And another thing—I think I would add more speeches and a variety of topics.

INTERVIEWER:
Ok, well this concludes the interview.
APPENDIX Q
RESULTS OF CONCLUDING FACULTY INTERVIEWS

Faculty Interview
EXPF1- INTERVIEW # 2

INTERVIEWER:
How would you say your teaching style has changed? Or has it at all?

EXP1:
I think that I’m probably incorporating more of the text book materials into the class lectures that I normally would or have in the past. I think that’s partly also due to the new textbook that is more fact oriented. I do think that I’m doing more of it. I’m not sure if I’m going to continue doing that in the future as I get more accustomed to that textbook and work out in class activities that relate to it but don’t involve going over it in class. And I’ll depend on the students to go over it except for brief explanations, but I’m not to that point yet.

INTERVIEWER:
Were you apprehensive about participating in the cognitive apprenticeship?

EXP1:
Before I knew what it entailed, I was a little..I guess you would call it apprehensive or skeptical, but after I spoke with you, I was on board with it.

INTERVIEWER:
Was there anything you liked about participating in it?

EXP1:
Yes, I really liked the way that you helped organize the first few weeks of lectures and especially those valuable contributions with the new textbook that we were using because there’s always a learning curve with that. And I appreciated having someone else with participating and organizing that information for the students. And giving me a model to preview and debrief them.

INTERVIEWER:
Were there any challenges that you faced with participating in the cognitive apprenticeship?

EXP1:
I’m usually more spontaneous and I was a little bit worried that it wouldn’t be sufficiently organized to be part of the study. I think it worked out okay. I’m still pretty spontaneous. And I still don’t always know what I’m going to do until the day before or the day of if things change on the ground.

INTERVIEWER:
Great. On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?
EXP1: I think I'd be about a 7 because I would like to improve and I have seen really great teachers and I know that I'm not one of those teachers but I know I'm above average. I think I've learned a lot over the years. Ya, I would say a 7 because...partly because, the subject I'm teaching is not the one that I got my PhD in and it's also a gen ed course. I cannot see myself, even if I were a superstar, ever being a 10 as a COM 1010 teacher because it's just not my main strength but I try to do as well as I can.

INTERVIEWER: Can you walk me through what a typical class looked like this semester in COM 1010?

EXP1: Okay. Typically, the students would be expected to have read one or two chapters in their textbook and they would have a pending assignment for an upcoming speech and we would divide the class time between talking about the material in the textbook, going over the requirements for the speech, and in most cases, hopefully having enough time for one or two in class hands-on exercises either in groups or individually that would allow the students to be responsible for their own learning and I really enjoy that part and I want to incorporate more in the future. I was doing more of it in the past with some textbooks that I was more accustomed to and it always seems like it's always the semester when the textbook is changed, that I would revert back to more traditional methods to get through the material.

INTERVIEWER: Were there any teaching strategies that were shown during the cognitive apprenticeship that you thought were helpful or easy to implement in your course?

EXP1: Ya, I think that the debriefing at the end of the class. I don't always remember to do it but I think that that is going to be useful to try and incorporate within my courses rather than just letting them go without reminding them about what it was they should be taking away.

INTERVIEWER: Were there any that you found to be a little more difficult to implement, especially with it being the COM 1010?

EXP1: Ya, I think the full fledge handouts. You know, the entire reading. To try and get through those in class was kind of contrary to my usual teaching style. I think that in the future, I would do what they call the flipped classroom where they're supposed to doing that stuff outside of the class and having them doing the group work that requires the presence of students in class. Anything that they can be doing on their own and anything that I can
be reinforcing through PPTs or lectures should be out of class. I think I’m going to try
and move towards that model in the future.

INTERVIEWER:
I know that one of the participants ended up putting them up on Blackboard and they
were tracking to see how many downloads he was getting.

EXP1:
I like that.

INTERVIEWER:
He found that they were downloading them. He told them they could use them to study
but he was checking to see if anyone was looking at them or downloading them through
the system.

EXP1:
I think I would move to that in the future.

INTERVIEWER:
Is there a particular teaching strategy that you think you tend to lean more towards in
general?

EXP1:
I’m big on group work. That’s something I believe in and like to do a lot of and I think that
it helps, especially in a public speaking class because you need to know your audience
anyways so the more interaction, the better. But it’s also conducive to collaborative
learning.

INTERVIEWER:
How do you maintain your student’s attention during class?

EXP1:
With difficulty. I try not to talk for longer than they’re willing to listen and if it looks like
they’re falling asleep, try to wrap things up and move onto something more interesting. I
like to get them involved because if they’re doing things, they can’t fall asleep. I do show
some videos but not to the point…I’ve heard of classes where they do nothing but watch
videos from one end to the other and that’s just a recipe for disaster.

INTERVIEWER:
How do you sequence the activities in your class? Do you find you ever jump in? I
noticed that you usually start off with your attendance questions. Do you ever jump in
with group work? Do you tend to wait for the students that are straggling in?

EXP1:
Sometimes I start with groupwork. Typically, and I’ve been asking the attendance
questions less and less as I get to know them and get to know who’s there without
asking. Ya, I think the attendance questions is a good way to break the ice and get them
talking about the subject at hand and then by the time they're through with that, most of
the group members have arrived. I think on the whole that's a good strategy unless
there's some question as to whether we'll have time to do all the group work in the time
allotted.

INTERVIEWER:
You answered this before with previous sections you’ve taught, but in terms of this
section, how would you describe your students’ motivation in regards to COM 1010?

EXP1:
I’d say they’re a range as with any class. They’re pretty typical of the classes that I’ve
had. Some are highly motivated..some less so. I think there are quite a few highly
motivated students in there and high achieving students and I'm pretty satisfied with
them overall and there are a few don’t show up or don't take it seriously and just want to
get the requirement out of the way. That's with any COM 1010 class. I don’t think there’s
anything particularly unusual with this class.

INTERVIEWER:
Would you say that your students come to class prepared?

EXP1:
Some of them.

INTERVIEWER:
How can you tell?

EXP1:
From their discussions. From the way they answer attendance questions. From the
scores on the quizzes. That doesn’t speak to whether they're prepared in class but when
I ask questions about things like ethos, pathos…some people may just be reluctant to
speak up. I think in general, there’s a lot of cramming for the quizzes and it’s an open
book quiz. It'll be interesting to see on the day that we review for the final exam what
people have actually retained from reading that they supposedly did in preparation for
the quizzes and the lecture and so on. We’ll see. As far as…it’s not just the reading that
is important in a class like this, it’s the actual hands-on ability to get up and I think
students have…especially in that class,…so far most of them have been prepared to
delivered a speech of the sort that they were assigned. In fact, the tendency has been to
run overtime instead of under time. In other classes, I’ve gotten some speeches that
were way under time and unprepared. They’ve obviously spent a good amount of time
gathering information only to find out that it’s too much information. But on speech days,
those who show up, I think have taken the speech seriously for the most part.

INTERVIEWER:
Have you received any feedback this semester from any of the students during class in
response to your teaching? Have they said if they’ve liked a particular activity or they
didn’t like something?
EXP1: You know, I would need to look over their Twitter feed and look at the ones in that class in particular. But students, with the Twitter assignment, tend to talk about things that they like and things that they don’t like. Several of them have talked about liking the textbook and the up to date mass media kind of examples that it uses. Several of them have expressed interest and excitement in the design of the group speech and they’re eager to talk about that because they’ve found causes that they’re really into and they look forward to talking about them. But, as far as the actual style of delivery in the classroom, I think occasionally they do mention that the group exercise was fun or whatever, but I would have to look back to see specifically what they said. They do tend to make those comments occasionally. I don’t recall offhand what comments came out of that class.

INTERVIEWER: How do you prepare for the classes that you’re teaching for COM 1010?

EXP1: I’ve been more aware of that since you asked that at the beginning of the semester. A lot more than I thought. Especially with the grading of speeches. I’m still not sure as far as putting an hour number on it, but I’ll just say more than I thought. Even when I don’t think I’m doing as much as I should, it’s still more than I think and I’ve started using sporadically, the Pomodoro method. Do you know what that is?

INTERVIEWER: No.

EXP1: You take a timer and set it for 25 minutes and you work on one task until those 25 minutes are up and then you take a 5 minute break. If that task isn’t done, you set it again for 25 minutes. And then at the end of 2 hours you can take a longer break. I don’t tend to stick with it for hours and hours on end but it was really revealing just how little you get done in 25 minutes even if when you’re completing focused on it let alone without distractions. Ya, it’s a lot of work.

INTERVIEWER: That’s really interesting.

EXP1: Pomodoro.

INTERVIEWER: What do you perceive your role to be as the instructor in the classroom?

EXP1: To show students how to be better public speakers and to overcome any communication anxiety that they might have that keeps them from being effective public speakers. The
material in the textbook, I consider to be secondary to the skill of speaking in front of a
group effectively. Now I don’t think I’m exactly answering the question.

INTERVIEWER:
You are. What do you perceive your role to be as the instructor in the classroom?

EXP1:
My role. Yes. So to enable them to be the most effective public speakers that they can
through practice and guidance.

INTERVIEWER:
How would you define a learner-centered teaching environment?

EXP1:
One in which the students are responsible for a large part of their own hands-on learning
and with guidance from an instructor but not to the extent of being spoon fed or lectured
for long periods of time. The opposite of the banking model.

INTERVIEWER:
Do you think it makes a difference?

EXP1:
Oh yes.

INTERVIEWER:
Would you consider yourself to be a learner-centered instructor?

EXP1:
I try to be. Yes.

INTERVIEWER:
Do you think you were this semester?

EXP1:
Ironically, I think that I was less this semester. Between the new textbook and adjusting
to that and kind of, the expectation that if I got a hand out I was supposed to cover it and
maybe a little less creativity than the person who ended up posting them on Blackboard
as far as what am I supposed to do with this. Oh, I have to cover this in class and now.
So, kind of anxiety about doing what I was supposed to do for the experiment and the
newness of the textbook. Oh there’s a lot of material here that needs to be covered and I
don’t have cute little group exercises for it so I have to teach it straight. In the future, I
plan to do less of that.

INTERVIEWER:
If you could change anything about the cognitive apprenticeship that you participated in, what would it be?

EXP1:
I think probably knowing now what I knew then. Probably would be posting the handouts on Blackboard and taking the time to come up with exercises based on them but not filling in the blanks.

INTERVIEWER:
Do you have any suggestions? This next question, I’m kind of looking for feedback. One of the things that I’ll be doing for my research agenda when I move is focusing on cognitive apprenticeships but also looking at how they can be applied in a lot of different industries whether that’s corporate, employee development, working with K12 teachers, continuing to work with grad students learning how to teach or faculty. Do you have any suggestions? If you could change anything about the cognitive apprenticeship what would it be? Or do have any suggestions on ways that might help it?

EXP1:
It would be great to sit in on a classroom where it was already in place. If there were an opportunity to do that and sit in on a couple of different sessions and get an idea of what it looks like when it’s done well. Or even if you could do video of a classroom where it’s going on and show that to someone.

INTERVIEWER:
That would be great. Thank you. Those are all of the questions I have for you.
INTERVIEWER:
How would you say your teaching style has changed if at all?

EXP2:
I think there’s a little more structure on my teaching style than prior to participation in the experiment. I’ve been able to conceptualize things I’ve done in the past a little more instructional and expand a couple of my options in my toolbox if you will. My teaching style toolbox.

INTERVIEWER:
Were you apprehensive about participating in the cognitive apprenticeship?

EXP2:
On a personal level, just the time it would take. It actually wasn’t an impediment. No, not really. I guess there’s always a slight imposter syndrome. I consider myself to be learner-centered or concept-centered and if it turned out that all of my methods would have been opposite of that, a slight fear crept in my mind.

INTERVIEWER:
Was there anything that you liked about participating in the study?

EXP2:
I did like the fact that now after participating, I have names for things that I’m doing. And more tools in that toolbox for concept-centered learning. So, that part I did like.

INTERVIEWER:
Were there any challenges that you faced with participating in it? Did you find that certain strategies just weren’t going to work in COM 1010.

EXP2:
Ya. There were a couple of the activities…share with a group and then switch groups and have the same conversation. And I think I did that once or twice and I found that the conversations that once they did the second move the conversation went flat because they felt that they were repeating the same conversation they just had. I started hearing them talking about tv and other stuff within two seconds of the second conversation starting. So that was probably the most difficult challenge doing different activities.

INTERVIEWER:
On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?

EXP2:
I wonder what I answered the first time. I bet I answered the 7 the first time. I had an experience last Friday where I was in a graduate class I was participating in. The students weren’t getting it. I ended up teaching them statistics which I don’t really
understand but it turns out that I knew enough to teach them. I was impressed with my
capabilities to take a concept I didn’t know and explain it to them. I’m going to with an
8.5 or a 9, not to sound too full of myself.

INTERVIEWER:
Can you walk me through what a typical class is like in COM 1010, minus the speech
days?

EXP2:
So the typical class is usually four to five sections I break it down into. One of the
sections being lecture- covering the book, covering the assigned reading. Another
section being watching a speech of a day and the discussion following that. A third
section will vary between an in class activity or an in class writing activity. A fourth
actually is usually in context. Discussing a previous speech or discussing their upcoming
speech or flowing in the schedule of the syllabus so probably more lecture based again.
So 2 lecture based activities, and 1 discussion and 1 student-centered activity.

INTERVIEWER:
Are there any challenges you encountered while teaching this course this semester?

EXP2:
You’re talking just this section?

INTERVIEWER:
Yes.

EXP2:
Actually this is interesting. It’s a good problem I think to have. This was the most
engaged section of COM 1010 that I’ve ever had and the fact that I had trouble keeping
them focused sometimes because they were all engaged and sometimes conversations
on topic but side conversations would development where it actually became an issue
where they were too engaged in talking and we’d go too long-winded on things, but
really I think that was a good problem to have. I didn’t feel the need to address it
because of the way it manifested itself.

INTERVIEWER:
Were there any particular teaching strategies that were shown to you this semester that
you thought were helpful or easy to implement?

EXP2:
I think the think-share-pair. That one worked well. I used that in a couple of different
formats. I used the breakdown. Breaking people down into different groups. The rotation
didn’t work so well. But taking a big concept and breaking it down into smaller groups for
discussion. I used that in a couple of different activities.

INTERVIEWER:
How do you maintain your students’ attention during class?
EXP2:
I remember you asked me that question before. So part of it is by showing enthusiasm. Another part is by trying not to dwell too long on any activity to keep things moving. About 20 minutes per activity. I know I discussed that before. And the third one is finding relevant examples for them. Making things relevant to them, relevant to the TV shows their watching, the place they live, the concepts they deal with. The theoretical aspects of this form of communication and how it manifests itself in real life.

INTERVIEWER:
Talking about this particular section of students, how would you describe their motivation in terms of COM 1010? Last time we talked, you gave me an overview of undergrad students in general. How would you describe this particular batch of students.

EXP2:
Reluctantly engaged. Is that an appropriate word?

INTERVIEWER:
Yah.

EXP2:
You can tell. It’s interesting. This group versus my 8am group. I gave them the option to work on their outlines. The 8am group spent the entire time in class and most of them finished in class. This group talked for 5 minutes and boom- takes off. While they’re engaged, it’s still a “have to be.” I think they’re enjoying the class at least. I don’t think they’re going to say it’s a miserable experience but I think that overarching effect that we have to take 1010 is still there. And I’m trying my best to alleviate that. I think they’ll probably overcome that- it’s probably still in the back of their mind- but I think they’re engaged and enjoying it or engaging in on it because of the concepts and the way it’s related to communication facets.

INTERVIEWER:
Would you say your students come to class prepared?

EXP2:
What’s your definition of preparation? Reading? Having read?

INTERVIEWER:
Both. On time. Reading.

EXP2:
Oh god. On time. No. No, they don’t.

INTERVIEWER:
Do they know what’s being covered before they show up?
EXP2: Probably no.
INTERVIEWER: How can you tell?
EXP2: Well A, they're never on time. B, we've had discussions about how much reading they've done and they've flat out admitted that they haven't, which again, doesn't surprise me. C, I know they don't read the syllabus because they ask questions that are easily answered on the syllabus. That partly is my fault. I don't stress the reading enough and I don't force them to read it by quizzing them or doing anything. I mean, ya. They don't come prepared but that's probably more of a reflection of me rather than a reflection of them.
INTERVIEWER: What feedback, if any, have you received from your students in response to your teaching this semester?
EXP2: From just my 9:30am class.
INTERVIEWER: Yes.
EXP2: A couple actually. I've had a couple of informal conversations with a couple of students outside of class. They just appreciate the breadth of issues we're covering. That they thought it'd just be about the ABCs of public speaking and how much other stuff we're covering within the context of that. And that's really the only feedback I've had so far.
INTERVIEWER: How do you prepare for classes that you're teaching?
EXP2: Usually I try to put my lecture together about a week ahead of time. Go through the book, use the PPT from the base of the book as mine, and try and create my lecture over tying in the book with real life examples. I put that all together, and review it and practice it, the day before or the morning of to run through it one time in my head. And that's really the extent of it.
INTERVIEWER: What do you perceive your role to be as the instructor in the class?
EXP2:
Their shepherd of learning. I actually wrote this in my teaching philosophy. I want to come from a position of leadership. I’m the teacher. I have to lead. But I want that to be a cooperative tradition of leadership. That I don’t know best. That we’re engaging in this activity of learning together. I’m here to guide you. I probably know more than you but I don’t necessarily know more than you. We’re going to work together to guide you to learn these new concepts from me as well as each other and I’m going to learn the same way.

INTERVIEWER:
How would you define a learner-centered teaching environment?

EXP2:
It’s about concepts. It’s the same thing I tell them during speeches. It’s about being reflexive. What’s it like to sit on the other side of the lectern. And remember, no one wants to hear you lecture for an hour and a half straight on some idiosyncrasy of your dissertation that nobody else in the world understands. That it’s about addressing the topics and language that applies to them. It’s about addressing them in a succinct manner. About addressing a number of topics in different formats to make sure that you’re thinking about it from the learner’s point of view. And also removing any sort of language barriers. This is actually the example from Friday. The difference between me and that professor describing the exact same things was that he was using technical language. I’m using my non-technical language and they seemed to respond better to that than his language.

INTERVIEWER:
Would you consider yourself to be a learner-centered instructor?

EXP2:
Yes.

INTERVIEWER:
Why?

EXP2:
Because I am conscious of the language. Trying to break that down. Trying to make sure the language is not a barrier. And also, still being a student and being conscious of what it’s like to sit in that chair and take that into account when I plan my activities.

INTERVIEWER:
Great. This next question, I’m kind of looking for feedback. One of the things that I’ll be doing for my research agenda when I move is focusing on cognitive apprenticeships but also looking at how they can be applied in a lot of different industries whether that’s corporate, employee development, working with K12 teachers, continuing to work with grad students learning how to teach or faculty. Do you have any suggestions? If you could change anything about the cognitive apprenticeship what would it be? Or do have any suggestions on ways that might help it?
EXP2: Hmmm. Good question.

INTERVIEWER: When I think of an apprenticeship, I think of a tailor like in the Charles Dickens time or people in factories learning a particular craft or skill and that can take anywhere from a couple of months to a couple of years. But when we look at it through an education station, no one has really been doing too much with this model? I didn't know if you had any opinion if focusing on teaching on somebody how to teach? Or going more in depth with certain things. And obviously this extends past COM 1010. If I was in the classroom with a group of K-12 teachers, should it be a six month thing or a year long program?

EXP2: I'm going to answer your question in a roundabout way. I think one of the challenges of teaching is teaching stuff that outside of your subject matter because all of us or most of us in this position, can go on about our subject matter for the umpteenth time. And the difficulty in teaching is learning how to communicate things that aren't directly your subject matter to other people because the same principles apply when communicating your subject matter. I think that could actually be a way to teach teachers. Have them teach stuff that's not their subject. Have them apply these principles to something that they don't know about. Maybe have an English teacher try and teach math or use those same principles. To get the teacher to look at the concepts and the tools, rather than the actual subject. I think the tools and subject line can be too easily blurred by people who are such experts. So maybe that's an approach. I'm trying to think about the first time I taught versus the second time I taught. It's basically completely different subjects and still trying to use the same tools and I think that's where the skill of teaching comes in. I don't know how long it would take but I think that could even be a week. You make someone teach something that they know nothing about and they're subconscious about their lack of knowledge but you make them apply these concepts to challenge them as teachers and get them out of their comfort zone.

INTERVIEWER: I think that's great!
Faculty Interview
EXP3 INTERVIEW # 2

INTERVIEWER:
How would you say your teaching style has changed? Or has it at all?

EXP3:
It has and I think I am more focused on including more of the instructional strategies using different tools to get more engagement. Group work is definitely more of a focus now.

INTERVIEWER:
Were you apprehensive about participating in the cognitive apprenticeship?

EXP3:
No.

INTERVIEWER:
Well that’s good. The response I’ve heard from everyone else has been yes, but they liked it afterwards. Was there anything you liked about participating in it?

EXP3:
Yah, I learned a lot. I learned a lot of different techniques that I can implement in terms of keeping students more on top of the reading materials. I think the chapter organizers were really helpful. The briefing and debriefing I’ve always thought was important but I’ve never been so rigorous about implementing it as organized as I have this semester so that’s been incredibly helpful and I think students have given feedback too that they think the class has been pretty organized.

INTERVIEWER:
Were there any challenges that you faced with participating in the cognitive apprenticeship?

EXP3:
The think the only challenge was remembering to send you my lesson plan.

INTERVIEWER:
Did you find that there were any strategies that really worked well? Or some that just didn’t work well in the context of COM 1010?

EXP3:
The think the one struggle is the chapter organizer and it’s in getting them to use it the way it’s meant to be used and I feel strongly that if I could literally hand it to them at the beginning of each class period, they would use it because I would be giving them a piece of paper and it would be in front of them. But the department is trying to be paperless so I have to post everything on Blackboard which I don’t agree with and it’s tough because they have to follow through with getting it through Blackboard, using it through their readings and then bringing it to class. My thought is that I’m going to
continue using it because I think it’s a great tool. I’ve seen some improvements. I’ve seen some students that do use it who bring it into class use it during class, they add to it, they read from it. I think going forward I’m going to make that a requirement in terms of allowing points. Maybe 5 points per chapter for bringing your organizer to class.

INTERVIEWER:
Great. On a scale of 1 to 10 with 1 being very low and 10 being very high, how confident are you with your teaching capabilities?

EXP3:
I’d say I’m probably around an 8 or a 9 and that’s based off of feedback and I guess the experience and my desire to continue learning.

INTERVIEWER:
Can you walk me through what a typical class looked like this semester in COM 1010?

EXP3:
Sure. It begins with a debriefing and explaining what the plan is for the day. If there are any housekeeping items like calendar changes or assignment due dates, I’d cover that. Then we’d go into the chapter discussion if that was on the agenda for the day. I always use a PPT. I would definitely engage the students by asking questions frequently. What are your thoughts on this? What is your analysis? Can you define this in your own words kind of thing? Always take a break about an hour and a half in for about ten minutes. Typically there is a group activity whether before or after the break. Toward the end, I always do the debriefing. Are there any videos to show, I’d do that too. And then always cover what’s coming and the upcoming weeks, ask for any final questions, collect assignments. That’s about it.

INTERVIEWER:
Are there particular teaching strategies that you find yourself tending to use more?

EXP3:
Briefing and debriefing for sure. I think I’m asking more questions now than I may have in the past and I think I’m implementing more group work than I may have done in the past also.

INTERVIEWER:
How do you maintain your student’s attention during class?

EXP3:
I talk very loud. I try really hard to ask a lot of questions and if I notice that I’m getting more responses from one or two particular students, I’ll ask others. It’s hard in the beginning because you don’t know their names, and so once I get to know them and I really focus on that, I tend to call them out specifically. And I also ask for their own personal experiences with the concepts. So, how many of you have ever been in a situation with X, Y, Z and try to get them involved.

INTERVIEWER:
You answered this before with previous sections you’ve taught, but in terms of this section, how would you describe your students’ motivation in regards to COM 1010?

EXP3:
It always starts off very low and towards the end of the semester it does increase. Usually there’s another lull about mid-semester and I think that’s just standard with college students. It seems to be the trend with every section. With this section, I think the lull was minimized and I think their motivation overall has been a little bit better.

INTERVIEWER:
Would you say that your students come to class prepared?

EXP3:
Um, you know, if I said yes, that they were 100% prepared, I’d have to say that they are about 75% prepared.

INTERVIEWER:
How can you tell?

EXP3:
Whether or not their engaged. I can tell because if I ask a question and they’re responding quickly, then I know that they’ve read the material. If I ask a question and I’m not getting responses then I have to say, look in your book. And then they start reading through the material and trying to find the answers. That’s usually a given.

INTERVIEWER:
Have you received any feedback this semester from any of the students during class in response to your teaching? Have they said if they’ve liked a particular activity or they didn’t like something?

EXP3:
When we did the mid-semester evaluation, I did get feedback from them and the majority of it was that I was doing fine. The question that asks, what can they do to fix what’s not working in the class...typically they said to read more and be more prepared and use the chapter organizers too.

INTERVIEWER:
How do you prepare for the classes that you’re teaching for COM 1010?

EXP3:
I go through and do my lesson plan. I look at the calendar and see what’s coming up. That’s the other thing I forgot to mention. I try to recap what we’ve done in previous weeks before I move into the current class period. I’ll go through—I’ll look through my notes. I’ll look through my PPTs. I will kind of run through the whole class in my head as I’m moving through the PPT to make sure I’m not forgetting anything. And then I always make sure that whatever I’m incorporating in terms of video or current events is actually something current that they can relate to. Some of my videos are not as applicable now
as they would have been last year depending on what’s going on in the world, so I’m always trying to incorporate more things.

INTERVIEWER:
How much time do you think you spend a week?

EXP3:
Preparing?

INTERVIEWER:
Yes.

EXP3:
Typically, about an hour. It really just depends and that depends often times on how might grading I have to do.

INTERVIEWER:
Right, well it’s different when you’ve taught something before.

EXP3:
I have taught this class for so long. When we start with the new textbook in the fall, it’s going to be a few hours before every class period.

INTERVIEWER:
What do you perceive your role to be as the instructor in the classroom?

EXP3:
I learned in my grad studies that I am a co-learner, so I have always tried to position myself as such where I am constantly learning from my students, and instead of going in with the attitude that I know everything and that I’m just depositing the information into them, I see myself as a leader, in that I’ve got the experience with the textbook information and the real world experience. I try to assist with them developing their thought process on communication overall, and then really just a coach when it comes to speeches because of how scared they are when they come to class. I really focus on providing positive reinforcement, constructive criticism, and feedback that’s really going to help them focus on their strengths and their areas of improvement instead of focusing on just what they do wrong.

INTERVIEWER:
How would you define a learner-centered teaching environment?

EXP3:
One that is very focused on the different learning styles as well as different methods to truly engage every student throughout the entire class period. Again, not something that is lecture-based, but instead really focuses on the feedback that is coming from the
student, verbally or nonverbally. Trying to understand what they need, but at the same time, not holding their hand the entire way because they need to be students also.

INTERVIEWER:
Do you think it makes a difference?

EXP3:
I do. I do. And I think that response comes from not only seeing the student evaluations at the end of the semester, but also in hearing about how they talk about other instructors or other classes.

INTERVIEWER:
Would you consider yourself to be a learner-centered instructor?

EXP3:
I do.

INTERVIEWER:
This next question, I'm kind of looking for feedback. One of the things that I'll be doing for my research agenda when I move is focusing on cognitive apprenticeships but also looking at how they can be applied in a lot of different industries whether that's corporate, employee development, working with K12 teachers, continuing to work with grad students learning how to teach or faculty. Do you have any suggestions? If you could change anything about the cognitive apprenticeship what would it be? Or do have any suggestions on ways that might help it?

EXP3:
At the beginning, I remember when you gave me some ideas for some different activities and I think as much of a list as possible in terms of different activities and even maybe section them into group sizes. 2 versus 4 people in a group kind of thing. Maybe having some sort of comprehensive list like that would be, and I don’t mean it to spoon feed the information, but just kind of put it up that there are ten options that you can choose from, the objectives of each, and what a hopeful outcome would be for implementing them. I think that would be like a buffet of activities to choose from.

INTERVIEWER:
Another thing too—this comes up in the literature. When I think of an apprenticeship, I think of a tailor like in the Charles Dickens time or people in factories learning a particular craft or skill and that can take anywhere from a couple of months to a couple of years.

EXP3:
Absolutely.

INTERVIEWER:
When we look at cognitive apprenticeships in education, nothing has been done on using them to teach people with teaching or working on those types of things especially with faculty. But timing comes up, because when I look at different studies in literature
it's we did a one week apprenticeship to we did a 6 year apprenticeship. One of my next
projects is going to be working with K-12 teachers and teaching complex learning in
science education. Do you have any suggestions on what you think might be a suitable
amount of time? Do you think a semester is long enough? Do you think it should be a
year long program and just space out the different phases?

EXP3:
I would suggest at least a semester. Maybe even two and that would pretty much be a
full school year in the college sense. Simply because that will give you time to give the
ideas and the possible activities but also for them to try the activities, and try them again,
and try them again, and see what kind of feedback you get. You know whenever you do
an activity the first time, it's not always perfect, especially if it's new. The second time,
it's a little bit smoother. You give the right directions in the right order this time and you
usually get better results. I would definitely say that that would give you enough time in
terms of working with the people and coaching.

INTERVIEWER:
Great. Thank you. Those are all of my questions.
APPENDIX R
RESULTS OF FACULTY PARTICIPANT REFLECTION QUESTIONS
Reflection # 1

Name: EXP1

Date: Wednesday, January 23, 2013

Number of Students Present in Class: 27

Questions:

• What topics were covered in today’s course?

Preparation for the narrative speech; specifically: the concepts of coherence and fidelity from Walter Fisher’s narrative paradigm; tips for constructing an effective story, with an emphasis on how to achieve coherence; how to apply those tips to construct an original narrative.

• What instructional strategies were used to teach?

Lecture: Spoke for a few minutes, using the blackboard, to explain the criteria for the upcoming narrative speech assignment (narrative coherence, narrative fidelity, and delivery). Asked for student input on the elements of a successful delivery. Multimedia: Showed two short videos of advice from professional storytellers (Scott Simon of NPR, and “Southpark” creators Matt Stone and Trey Parker). Group work: Divided students into groups to work on an exercise in narrative coherence, in which students collaborated to construct and deliver a narrative using a traditional “fairy tale” template that incorporated Stone & Parker’s advice (see attached handout).

• What challenges did you encounter teaching during this session?

I had hoped there would be time to show and discuss videos of one or two sample narrative speeches, but the group exercise took longer than anticipated. However, I let the class know that the sample speeches were available on Blackboard and recommended one in particular that I thought they would find helpful.

• What instructional strategies worked well during this session?

Following up the advice from Stone & Parker with a hands-on group exercise that allowed students to put it to immediate use. The exercise also gave them a chance to stand and speak in front of the class one last time before their individual narrative speeches.
• How do you think the students did learning the material for this session?

Most of them appeared to have grasped the concepts well and understood how to apply them to their own narratives. After the class, in their Twitter messages (part of their ongoing engagement assignment), several students said they had found the advice from the videos and/or the exercise helpful.

Additional Comments:
Faculty Participant Reflection Questions
Reflection # 2

Name: EXP3

Date: Feb. 25, 2013

Number of Students Present in Class: 25

Questions:

What topics were covered in today’s course?

Speech delivery, with an emphasis on eye contact, Critiquing the content and delivery of informative speeches

What instructional strategies were used to teach?

Class/individual activity, Videos and discussion

What challenges did you encounter teaching during this session?

The flash drive on which I had brought the student videos I’d intended to show was incompatible with the media cart, so I fell back on alternative videos that were available online.

What instructional strategies worked well during this session?

The main activity was an exercise in eye contact, which the class seemed to find both fun and instructive. Students were asked beforehand to bring in lyrics to a favorite song; some who had forgotten to do so were able to find appropriate lyrics online. For the exercise, the audience stood up as each student went to the front of the class to recite the lyrics. The audience members were instructed to remain standing until the speaker had made eye contact with them personally. The speaker was instructed to continue reciting the lyrics until all members of the audience were seated. We repeated this process for each student. Afterwards I asked the class whether they had noticed any patterns, and how they thought the experience might be different when they were giving an actual informative speech.

How do you think the students did learning the material for this session?

I think the hands-on exercise in eye contact provided them with good practice for the upcoming speeches in a format that they are likely to remember.

Additional Comments:
Reflection # 1

Name: EXPF2

Date: 1-29-13

Number of Students Present in Class: Wow 8 at the start of class, by the end 18

Questions:

What topics were covered in today’s course?
Tactics for Social Action, Speech Introductions, Research topics & Worldviews

What instructional strategies were used to teach?
Lecture, Student discussion groups & presentation, Write your own exam question, Class discussion

What challenges did you encounter teaching during this session?
Having only 8 students at the beginning of class was troubling. I had a group activity with six groups coming up shortly. This did unnerve me for a bit. I lectured on social action tactics then tasked them to define it in their own words and give examples. They gave different examples than my lecture, but did reuse many of my words in their definitions.

What instructional strategies worked well during this session?
I think the small discussion still worked well as their examples showed they were processing the content. We had a good class discussion with some disagreement on the speech we watched. Also the write your own exam revealed there were picking out the main points of the day.

How do you think the students did learning the material for this session?
I think they did very well with picking up the tactics for social action and how many of them already use the tactic, but can also try to appeal them more frequently and in different situations. I'm not sure about the research topics or introductions yet as those will be measured later in the semester.

Additional Comments:
Faculty Participant Reflection Questions
Reflection # 2

Name: EXPF2__________________

Date: Feb - 28____________________

Number of Students Present in Class:18_________________

Questions:

What topics were covered in today’s course? In today’s class we covered the history of media studies, the media’s influence on society, and the benefits of impromptu speaking.

What instructional strategies were used to teach?

I used lecture, small group discussion, large group discussion, and student presentation.

What challenges did you encounter teaching during this session?

The one area that didn’t go well was my pre planned grouping of them into student presentation groups. The categories I devised ahead of time were not properly weighted and most students fell into two, removing some of the diversity I wanted from the student presentations. Next time I’ll do the categories organically in class, rather than pre planned.

What instructional strategies worked well during this session?

Overall I think this session when really well. Media studies are my personal area of interest and I feel like I delivered a strong lecture on the subject. The subject also provides for an easy discussion point as everyone has a relationship with the media, so the small group and large group discussion worked well.

How do you think the students did learning the material for this session?

I think based on the discussion; the influence of the media in our lives came across very clearly. I also think they picked up the importance of impromptu speaking. I’m not sure they will remember the specifics of the history of media studies, but I think they will remember some of the areas studied, which satisfies my secondary goal for the lecture.

Additional Comments:

I conceptualized a new activity that I called group debate which leads from a small group discussion, to a large group discussion, finally with a student from each group presenting. While it did not go as plan, due to my mistake, I think by organically selecting groups, it can work in to indicate the diversity of many issues we face in life.
The primary questions I asked them was what is the media's role in society and what do we need to about it? I think both of these questions have a multitude of answers and I was trying to illustrate that by placing them in 4 or 5 groups of like minded opinions and have them present why they believe what they do. I ended up getting two real groups of opinions, so some of the diversity was lost.
Faculty Participant Reflection Questions
Reflection # 3

Name: EXPF2 __________________

Date: 4-2-13____________________

Number of Students Present in Class: 16_________________

Questions:

What topics were covered in today’s course? I wrapped up the semester by reviewing the context surrounding public speaking from this course as well as my secondary goal of this course, media education.

What instructional strategies were used to teach? I use lecture and large group discussion.

What challenges did you encounter teaching during this session? None, I thought the session went well.

What instructional strategies worked well during this session? I think both strategies worked well in class.

How do you think the students did learning the material for this session? I think they grasped the large concepts. I’ve been covering them for the entire course, so nothing new was introduced; it was just a review of the entire semester through a slightly different lens.

Additional Comments:
Faculty Participant Reflection Questions
Reflection # 1

Name: EXPF3
Date: January 29, 2013
Number of Students Present in Class: 19

Questions:

What topics were covered in today’s course?
Chapter 3: Logic, reasoning, fallacies; Delivery; Anxiety

What instructional strategies were used to teach?
I previewed the evening on a PPT slide, I incorporated the Four Corners activity to cover fallacies, the Anxiety article included a group activity, I debriefed at the end of the class by asking students to anonymously respond to the question “what was one thing from tonight’s class that you want more clarification on?” and then I followed up with their requests by providing the information via blackboard the next day.

What challenges did you encounter teaching during this session?
Students still struggled with understanding the fallacies and wanted more information.

What instructional strategies worked well during this session?
The Four Corners activity still worked well because it got students involved and engaged in the concepts. The debriefing question worked very well so I could provide more info where students needed it.

How do you think the students did learning the material for this session?
In comparison to having taught this material during previous semesters, I honestly believe this is the strongest students have ever grasped the material. The activities combined with the detailed PPT’s and questions throughout really aided student learning and hopefully student retention!

Additional Comments:

Thank you for all the extra tools and tips for teaching the material!
Name: EXPF3

Date: 3/6/13

Number of Students Present in Class: 22

Questions:

- What topics were covered in today’s course? Chapter 7 and upcoming speech assignment: Invitational/Group speech

- What instructional strategies were used to teach? Briefing, review, and also incorporated a group activity: students were assigned a section of Chapter 7 and were required to present the respective material to the class. When placed into the second group activity, it was to get them acquainted with their groups for the group speech. They were instructed to exchange contact info, select a speech topic, and then decide on a topic. Additionally, they were required to come up with 5 rules for their group regarding communication and expectations.

- What challenges did you encounter teaching during this session? Most students did not read the material prior to coming to class.

- What instructional strategies worked well during this session? Group presentations on the Chapter 7 material and the group rules

- How do you think the students did learning the material for this session? It seemed clearer by the end of class, and their understanding of the upcoming assignment seemed to be satisfactory also.

Additional Comments:
Faculty Participant Reflection Questions
Reflection # 2

Name: EXPF3
Date: 3/6/13
Number of Students Present in Class: 22

Questions:

What topics were covered in today’s course? Chapter 7 and upcoming speech assignment: Invitational/Group speech

What instructional strategies were used to teach? Briefing, review, and also incorporated a group activity: students were assigned a section of Chapter 7 and were required to present the respective material to the class. When placed into the second group activity, it was to get them acquainted with their groups for the group speech. They were instructed to exchange contact info, select a speech topic, and then decide on a topic. Additionally, they were required to come up with 5 rules for their group regarding communication and expectations.

What challenges did you encounter teaching during this session? Most students did not read the material prior to coming to class.

What instructional strategies worked well during this session? Group presentations on the Chapter 7 material and the group rules

How do you think the students did learning the material for this session? It seemed clearer by the end of class, and their understanding of the upcoming assignment seemed to be satisfactory also.

Additional Comments:
Faculty Participant Reflection Questions
Reflection # 3

Name: EXPF3
Date: 4/7/13
Number of Students Present in Class: 21

Questions:

What topics were covered in today’s course? Chapter 10 and Invitational Speaking

What instructional strategies were used to teach? Briefing, Debriefing, Group activity to present Chapter 10

What challenges did you encounter teaching during this session? Lack of preparation on behalf of the students – they did not read before class

What instructional strategies worked well during this session? Group activity – students were forced to read the material and the presentations helped them prepare for the upcoming speeches.

How do you think the students did learning the material for this session? Pretty well – requiring them to present the material instead of listening to me allowed them to become very engaged and interactive.

Additional Comments:
History is a story that we tell in the present about the past; it is less about capturing what actually happened and more about finding the meaning behind those events (Warren & Fassett, 2011, p. 20).

The field of communication can be divided into 5 parts or paradigms.
1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

**The Rhetorical Tradition**

The Sophists were our first public speaking teachers helping people improve as communicators. Additional philosophers who contributed to how individuals communicated with one another included Plato and Aristotle.

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<th>Philosopher(s)</th>
<th>What were their contributions to the field of communication?</th>
<th>Key words</th>
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<td>The Sophists</td>
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<td>Aristotle</td>
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Aristotle identified 5 components that are necessary for an effective message. They are:
1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
The Elocution Era
Elocution is a period in the history of the field when rhetoric became a field that only focused on
delivery and style, producing schools that taught students to speak with poise and eloquence (p. 200).

Peter Ramus significantly influenced the field of communication. Ramus split Cicero’s canons
into two parts: ___________________ and ___________________.

The split had two devastating effects:
1. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
2. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

What impact has this split had on communication as we know it today?

The Move to Science:

- In 1963, Claude Shannon developed a mathematical theory of communication that
divided communication into component parts allowing researchers the ability to break
down communication.
- The goal of this was to take an object and understand what it is and how it works.
- Weaver identified the following as being essential components of communication:
  1. ______________
  2. ______________
  3. ______________
  (Warren & Fassett, 2011, p. 26)

Effects of this perspective include:
1. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
2. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
3. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
4. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
Social Constructionism:
In social constructionist we no longer consider communication to be something that is static and stationary; rather we view it as:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Additional Notes:

The Critical Cultural Turn

Conquergood’s research with street gangs illustrates two important qualities of the critical/cultural turn:
1. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

2. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

Public Advocacy: Purpose, Audience, and Voice

A thesis is an integral component to successful communication; this is the overarching class of a message.

If you don’t know whom you’re writing for, then how can you really know what your argument (thesis) is? (Warren & Fassett, 2011, p. 33).

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<td>Voice:</td>
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<td>Topic Selection:</td>
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ABSTRACT

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

by

JILL E. STEFANIAK

August 2013

Advisor: Dr. Monica W. Tracey

Major: Instructional Technology

Degree: Doctor of Philosophy

Educators are in a never-ending search for identifying instructional strategies as technological resources and support for the classroom continue to evolve. In order to optimize learning results and mastery of the learning material, faculty must present instructional content in a manner that supports cognitive processing strategies, and is sequenced in an order that enables the learner to build upon prior knowledge. The primary role of the educator in higher education is to guide students through the acquisition of new skills and promote self-directed learning. Educators must continue to pursue areas for improvement in current teaching structures with a view to identify instructional strategies that are learner-centered. Designing instruction methodologies that take into consideration cognitive learning theory and how the brain processes information can assist in selecting strategies that are learner-centered for disseminating educational content to the learning audience.

The purpose of this study was to take an ethnographic approach to observe what instructional strategies educators currently use in undergraduate classroom settings. Instructional strategies that were observed through direct observation included the
sequencing of course materials, interactions between educators and students, and opportunities for students to engage in active learning. Interviews were conducted with educators to discuss the various challenges that they encountered while teaching. Students were interviewed to provide information pertaining to challenges that they encountered while learning. Educators participated in a cognitive apprenticeship that provided them with tools to incorporate instructional strategies that aligned with the premises associated with cognitive learning and conditions-based theories.

Observations and extensive field notes were completed to document how faculty members taught at the outset of the cognitive apprenticeship and subsequently, during the cognitive apprenticeship intervention to determine whether there was any significant change resulting from their teaching strategies. Interviews were conducted with faculty and students to gauge their perceptions regarding the instructional strategies utilized within the classroom.

Faculty participants enrolled in the experimental group participated in a semester-long cognitive apprenticeship. The researcher worked closely with faculty participants on an individual basis following a cognitive apprenticeship framework to train them on how to incorporate more learner-centered instructional methods into their course. Surveys were administered to students enrolled in the second semester course to measure their perceptions of motivation with regards to learning the course material. Surveys were administered to the faculty to measure their perceptions of motivation with regards to teaching the course material. Interviews were held with each faculty participant and a sample of their students inquiring about the instructional strategies used in class, the sequencing of content, and the overall learning environment. Exploration as to how
learner-centered instructional strategies can be incorporated within higher education was also discussed.
AUTOBIOGRAPHICAL STATEMENT

Jill E. Stefaniak has recently accepted a position as Assistant Professor of Instructional Design and Technology at Old Dominion University. Prior to joining Old Dominion University, Jill was the Director of Education Training at the Oakland University William Beaumont School of Medicine. An experienced educator, Jill has trained medical students to become physician educators in community and hospital environments. She received her Bachelor's in Business Administration from the University of Windsor and a Masters degree in Training and Development from Oakland University with a double concentration in Instructional Design & Technology and Organizational Development & Leadership. She also holds a designation as a Certified Professional in Learning and Performance. Jill is an active researcher and has presented scholarly research at a variety of different conferences. Her research interests include learner-centered instruction, complex learning, and medical simulation.