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DUC-Web: Students & Professor Collaborating to Create a Teaching Strategy

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DUC-Web: Students & Professor Collaborating to Create a Teaching Strategy

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AND
The Students of EDU 3520, Developmental & Content Area Literacy,
Fall 2013: Andrew Davis, Steven Kupcikevicius, Kelsey McCluskey, Meiranda Patterson, & Steven Sheer
It just happened one day...

- Two history majors, one mathematics, one English, & two physical education
- Speaking presentation for secondary education preservice educators
- Discussion Web (Alvermann, 1991; Dolyniuk, 1995)
- Students took over
- Modified conditions
- Were unwilling to persuade or argue with one another
- The epiphany: LOOK what they’re doing!!
- Next session: the big idea
Discussion Web
(Alvermann, 1991; Dolyniuk, 1995)

**TOPIC:** Year-Round Schooling

**QUESTION:** Should US public schools move to a year-round, 10 weeks on, 3 weeks off schedule?

**THINK**—Your answer:

Why?

**PAIR**—Discuss your answer with your partner:

Why might someone say yes?
1.
2.
3.

Why might someone say no?
1.
2.
3.

**Move to Groups of Four**

Share your thoughts on the answer and see if you can generate any more reasons why someone would answer yes or no.

**Conclusion**—What did your group decide is the correct answer, and why?
Developing understanding of strategy instruction, especially discussion webs

- We investigated several articles and websites about using discussion webs and at the same time tried out a teaching strategy, Alpha Boxes (Hoyt, 1999).
DUC-Web (Rieman, et al, 2013)

TOPIC: SoTL vs. “Real” Research

QUESTION: In tenure and promotion decisions, should SoTL receive the same value as disciplinary research?

THINK--Your answer:

Why?

PAIR—Discuss your answer with your partner.

Why might someone say yes?

1. 

2. 

3. 

Why might someone say no?

1. 

2. 

3. 

SQUARE (Rieman, 2011)—Work in groups of 4 to continue adding more reasons why someone would answer yes or no.

AMENDMENTS—What could be some better alternatives to the proposed question?

UNIVERSAL CONCLUSION—What solution or conclusion does your group have to answer the question?
Purpose

The purpose of this study is two-fold:

• A case study on the experience of students and faculty collaborating to create a new teaching and learning strategy
• An investigation on the effects and uses of the new strategy, DUC-Web
• Perhaps later, an autoethnography (okay, two-and-a-half-fold... 😊)
SoTL Articles on Strategy Instruction

• Cardetti, Khamsemanaan, Orgnero (2010)
• Davis (2013)
• Kantar (2013)
• Matusov, Hayes, & Pluta (2005)
• Read (2008)
• Spivey & Cuthbert (2006)
Questions We’re Exploring

1) How does collaborating as participant-researchers affect students’ perceptions of themselves as scholars and researchers?

2) What do the participant-researchers perceive to be the values of the DUC-Web strategy?

3) How does collaborating as a participant-researcher with undergraduate students enhance a professor’s understanding of the interpersonal dynamics of collaborative research?
Interview Protocol

1. What do you remember about developing the new strategy?
2. How is it different from a traditional discussion web?
3. Have you had the opportunity to teach with the strategy? If so, how did it go?
4. How do you see yourself using this strategy in the future?
5. How did creating the strategy affect the way that you participate in discussions now?
6. Why is your reflection so important to the process of creating this strategy?
7. How did creating the strategy affect the learning environment for the rest of the course?
8. What was it like for you to be part of creating a new teaching strategy?
Gathering Data

• Met with AJ & Meiranda to videotape interview 3-5-14.
• Met with Kelsey, Steve S., and Meiranda to videotape interview 3-12-14.
• Steve K. answered questions via e-mail.
• Kelsey, Meiranda, and Steve K. taught with the DUC-Web in fall 2013 and then wrote formal reflections in response to prompts.
• I kept a reflective journal and met weekly, sometimes more often with a colleague to discuss progress.
Current Status

- Steve S. believes the DUC-Web strategy is inappropriate for middle school math where he is student teaching—no time to stray from curriculum.
- Kelsey plans to use the DUC-Web while student teaching in high school history.
- AJ plans to use the DUC-Web in his field experiences this semester.
- Meiranda plans to use the DUC-Web in her field experiences this semester.
- Students and I are doing a poster session in Carthage’s Celebration of Scholars on May 2, 2014.
- Students who have time will collaborate with a colleague and me on a SoTL article later this spring.
MEET THE STUDENTS OF EDU 3520!

http://youtu.be/6-Uilm3kQU
Any Questions or Comments?
References


