

The Roy and Marnie
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PowerPoint Project

The Pearce Center is pleased to announce that a new PowerPoint Project for the 2003-2004 academic year will be starting shortly. PowerPoint Project participants will meet monthly and continue the study begun by the first PowerPoint Project group in 2001-2002. Specifically, the first group opened a discussion across disciplines to see how we as faculty might use PowerPoint in our teaching and in student assignments. In this new group, we will build on that solid beginning and focus on examining (1) how students take the information that is delivered to them by PowerPoint and “translate” it into their own study notes (and thus how PowerPoint aids learning) and (2) how student presentations in PowerPoint could lead to more effective, better organized writing.

Open to all faculty, the Project provides a \$300 stipend and is limited to 12 participants. Three spaces remain in the group. Thus far, faculty from Forestry, Nursing, Agriculture, Math Sciences, Horticulture, and English are prepared to participate. Others interested in signing up should contact Dr. Kathleen Yancey at kyancey@clemson.edu, or 656-5394.

THE SCHOLARSHIP OF TEACHING AND LEARNING INITIATIVE

With the support of Provost Helms, the Pearce Center is initiating the first **Scholarship of Teaching and Learning Circle**. The ten members of this group will meet monthly to discuss issues around the scholarship of teaching and learning, develop cross curricular projects—especially those focused on communication—and work together to present and publish their findings. All faculty are invited to apply to join this group: applications are available at <http://www.clemson.edu/caah/Pearce/Calendar/application.htm> and the deadline for submission is September 15, 2003.

Digital Portfolio Institutes

This past summer, the Pearce Center offered three Digital Portfolio Institutes, allowing faculty from across the country to come together and learn about, discuss, and research the world of the on-screen portfolio. All three Institutes were met with great enthusiasm.

INSTITUTE I – Beginning with Digital Portfolios: Models, Practices, and Opportunities for Learning ran June 25 to June 26. Participants identified the major issues around digital portfolios, reviewed student and faculty digital portfolios, and planned their own digital portfolio projects for the following year.

INSTITUTE II – Advanced Institute: Scoring Guides and the Assessment of Digital Portfolios; The Design of Digital Portfolios was offered June 30 and July 1. Participants in this institute used digital portfolios to revise curriculum, examine the role of design in digital portfolios, and design scoring guides that account for specific elements of digital portfolio such as interfaces and hyperlinks.

INSTITUTE III – Researching the Two Issues: Relationships between Digital Links and Cognitive Connections; and the Reading, Reviewing, and Assessing of Digital Portfolios was presented July 2 and 3. Participants focused on a series of research questions that encouraged a deeper analysis of the dimensions of a successful digital portfolio.

For information about upcoming Pearce Center digital portfolio events, please contact Dr. Kathleen Yancey at kyancey@clemson.edu or 656-5394.

Studio Update

The Class of 1941 Studio for Student Communication is almost here! Just take a look at Daniel Hall, and you'll see the work that JonScot General Contractors is doing to make the Studio a reality. The *destructive* phase is over, and they have begun the *constructive* phase and are re-building part of Daniel Hall's bottom floor with a trellis on the outside and a state-of-the-art facility on the inside. See our web site at <http://www.clemson.edu/1941studio> for more information about and pictures of the construction.

Service-learning, ethics and reflection:

This past summer the Pearce Center for Professional Communication, the Rutland Center for Ethics, and the National Dropout Prevention Center again collaborated in offering the South Carolina Institute for Service-learning and Ethics (SCISE). This SCISE was designed specifically for teacher educators and focused on ways to help pre-service teachers incorporate service learning into their classes. Participants examined principles of ethical decision-making, critical analysis, and reflective writing and learned how to make the most of the “teachable moments” that occur in the context of service learning. When teachers take advantage of these moments, they help their students learn how to deal with ethical issues in a systematic, reflective and responsible way.

The institute took place here at Clemson June 16-18, 2003. Another SCISE is being planned for the summer of 2004.

Digital Portfolio Project: A word with the provost

We recently spoke with Provost Doris Helms about the Clemson Digital Portfolio Project. According to Dr. Helms, digital portfolios are important to Clemson because they invite:

- students to reflect on what they have learned during their time at the university
- faculty to assess student learning in ways that exams do not
- the university, in terms of the general education curriculum, to insure that students can use current technologies when they leave school
- the university to show accrediting agencies what the university does for its students and how it helps the students develop during their course of study, and
- employers to get a better sense of who the students are, what courses they have taken, their ethical thinking, their moral deliberation, their career aspirations, and their hobbies or other recreational activities.

Dr. Helms adds that creating digital portfolios keeps the students’ knowledge current, saying: “If a student took a computer class four years ago, he may not know how to use the technology of today.” If that same student is required to produce a digital portfolio with today’s technology, then we know his knowledge is current. In addition, he can use his digital portfolio “to get a leg up on getting a good job” after leaving Clemson. Clearly then, from student reflection to curricular assessment to university accreditation to graduate employment, the Digital Portfolio Project offers something for students, faculty, and staff at Clemson.

Fall workshops will be offered monthly: see our website for details. Also, we have tentative plans to offer a two-day digital portfolio workshop in January. Stay tuned...



Focus on new Pearce faculty member

New to the Pearce Team is Dr. Andrew Billings of the Communication Studies Department here at Clemson.

Dr. Billings is beginning his fifth year within the Department of Communication Studies at Clemson University after receiving his Ph.D. in Communication & Culture from Indiana University in 1999. Courses he has taught have ranged from Empirical Research Methods to Sports Communication to Gender Communication to the Senior Thesis Seminar. His research interests often examine the intersection of gender and ethnicity; his work has been published in *Journal of Communication*, *Mass Communication & Society*, and *Journal of Sport & Social Issues*. He also presents annually at the National Communication Association and Broadcast Education Association.

Dr. Billings' work in the area of forensics (competitive public speaking) has earned him several accolades, as he was ranked 2nd nationally as a competitor and went on to coach a program that finished 3rd in the country. Dr. Billings was recently inducted into the National Forensic Association Hall of Fame and is also the current editor of *National Forensic Journal*. Working with the Pearce Center, Dr. Billings hopes to sharpen the focus on oral communication and contribute to the development of the new Studio.

Dr. Billings resides in Central, South Carolina with his wife, Angela, and six month-old son, Nathan. In his free time, Dr. Billings enjoys playing many sports and is an avid film fan.