Preparing HEHD Graduates to Shape South Carolina’s Future:
Abstracts: Creating Thinkers, Leaders and Entrepreneurs

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The following abstracts are examples of successful curricular efforts and other learning projects that support the HEHD guiding principles.

**Example: The Cutting-Edge of Student Engagement**

*Center of Excellence for Instructional Technology Training:* The pulse of the Center of Excellence for Instructional Technology Training (CEITT) pumps from a heart of engaging learning. Students learn in their own language, which is now a comprised dialect of on-demand information within a digital world. The Digital XPress is one of many examples. This project sets forth to enhance student achievement in English and Language Arts by enabling teachers to make effective instructional use of technology in the modern-day classroom. CEITT faculty are teaching educators to use digital cameras and digital image editing software to stimulate, enhance, and support student writing in a wide variety of standards-based instructional activities. Combined with the use of an online publishing environment, students publish their written compositions for others to read, react, and critique. This use of digital publication mixed with an outside audience increases student motivation and cognitive engagement among learners, resulting in increased achievement on the Palmetto Achievement Challenge Test. Currently, this project directly impacts 2000 students and 96 teachers in 8 school districts across South Carolina while at the same time establishing and validating a low-cost model for increasing achievement in English and Language Arts. Soon, all teachers across the state and nation will have access to the Digital XPress model and lesson ideas through the CEITT project Website.

**Example: Research-Based Collaborative Learning in a Diverse Environment**

*Creative Inquiry:* The Creative Inquiry Program represents a unique opportunity to actively engage students in their areas of interests while they learn respect for interdisciplinary exchange of diverse opinion and core components of research. “Impacting Human Development: Countering Toxic Health Messages for Women” is a prime example. The project team is a diverse group of 13 ranging from sophomores to doctoral candidates. The objective is to examine derogatory media messages in pop culture and advertising and the affect that these messages have on the self-image of teens and young women. The goal is to provide alternative messages for this culture that counteracts and discredits the seemingly unavoidable mass media messages that are shown to slowly degrade a woman’s self esteem over time. In order to reach such a specific audience, messages are conceived through group input, thoroughly vetted and then produced for publication. Contemporary forms of demographic-specific communication are utilized in order to have the high impact appeal. Vehicles of communication delivery include both printed and electronic media, video, audio and simple syndication. Common names for some of these delivery methods include Websites, Blogs, Internet streaming video/audio, Power Point presentations, and RSS/XML feeds utilizing portable media devices such as iPods. At the completion of the five-semester-long project, students intend to present their findings and make recommendations to Clemson University administration. This presentation will include ways that the university can improve the mass media messages throughout the university. This project exemplifies the goals of the Creative Inquiry Program as it is student-driven research with real-world implications. It supports the learning process by engaging students with issues that matter to them. They mature through multidisciplinary collaboration with students of varied academic levels while attempting to solve common cross-cultural issues.
Example: The Foundation of a Solid Education

The Electronic Portfolio: Contemporary wisdom would have you believe that a student’s grade point average is a direct reflection relating to proof of a proficient education. This is true only to a partial extent. Disciplines within the College of Health, Education, and Human Development require that students exhibit much more than a passing GPA before being allowed to enter a profession with a degree granted by Clemson University. Students are expected to show proof of knowledge, skill and disposition in their chosen field of study not solely based on test scores, but through a general education portfolio of tangible items collected throughout their years of study. The ePortfolio presented during a student’s senior year shows individual accomplishments to support larger educational goals while helping students track their progress and showcase their work. A student’s electronic portfolio contain files of various documents, including examples of writing, problem solving, designs, creative projects, etc. The ePortfolio is also required to include documentation of self-reflection and self-assessment. Specific criteria include examples of skill competencies in, written and oral communication; reasoning, critical thinking and problem solving; mathematical, scientific and technological literacy; social and cross-cultural awareness; arts and humanities appreciation; ethical judgment; leadership; and research. Each discipline level has specific guidelines for determining acceptable evidence. By providing such evidence, assurance of a unique academic career is guaranteed for each student, which in turn allows each individual to document academic achievements and fully express the value of a Clemson education.

For more information about the College of HEHD White Paper, please go to the following Web address: http://www.hehd.clemson.edu/timeline.php. If you would like to learn more about our College, please visit our Website at http://www.hehd.clemson.edu/index.php.