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Creativity & Inspiration: An Interdisciplinary Approach to Engaging Pre Service Teachers

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The instructor's focus in the class, Social and Emotional Development in Middle Level Curriculum, was to provide the instructional foundation and foster planning for social, emotional, intellectual, and physical growth in middle level adolescents, providing classroom management strategies appropriate for this age-group. Practicum block experience was taken along with this class. This course was designed to provide a psychological basis for working with middle level students.

The desired outcomes of the class were to:
- Develop lifelong learning practices in students, including self-evaluation skills.
- Demonstrate/exhibit compassion and sensitivity to students of all cultures.
- Demonstrate knowledge of facts and an understanding of fundamental principles, ideas and relationship among various knowledge domains.
- Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.

Theoretical Framework for Using Technology

In expanding our concept of scholarship, Boyer's seminal *Scholarship Reconsidered: Priorities of the Professoriate* (1990) illustrates a model for scholarship encompassing four basic areas: discovery, integration, application and teaching. Pat Hutchings and Lee Shulman (1999) argue that not only does scholarship dictate an attitude of inquiry, but that it requires making one's research public so that colleagues can review it according to accepted standards for critique and for building upon. In this sense, scholarship, for both the instructor and the student, is a process of active discovery where teaching is a vehicle of instruction.

At the same time, Laura Richlin (2006) states that "Scholarly teaching and the Scholarship of Teaching and Learning (SoTL) are closely interrelated, but they differ in both their intent and product. Because both are vital to the life of the academy, it is necessary to clarify and operationalize each of them."

In the class, active learning became an integral part of the learning environment due to the variety of majors. In addition, because of this diversity, students engaged in collaborative learning. The use of emerging technologies allowed hands-on training and skills transfer, while providing an interactive forum for discussion about problems adolescents face in middle schools. The procedures outlined below will enable students to view issues and problems through other students' lenses, a blurring of disciplinary lines.

Believing that each student is a clean slate, rather than assuming that they have the same body of knowledge, the instructor incorporated different learning styles and varied modalities.

Outline of Activity

The use of emerging technologies in conjunction with the class syllabus and rubrics is outlined below:

1. **Article Reviews:** Students are to read two articles on problems adolescents face, and write a review of each article and submit written reviews to the online article File Star database. Each review consists of (1) article summary, (2) prior knowledge of issue, (3) connections to classroom discussion, and (4) general overall critique/reflection of the article.

2. **Problem Paper:** Students are required to research a problem adolescents face, with prior approval from the instructor. The students then develop a problem paper and 10-15 minute PowerPoint presentation. The presentations will be video-recorded, compiled onto a DVD and distributed to all students.

3. **Partner Advisory Unit:** Students are partnered and required to develop a plan for ten lessons in a two week unit. The Partner Advisory Unit is also video-recorded. After an introductory training session on iMovie, the students edit their videos and compile their presentations onto a DVD which is distributed to the class.

Effectiveness of using Technology in this context

1. Article Reviews

The students' prior knowledge enabled them to make connections throughout their literature reviews. The online database of article reviews requires special programming language (code for italicize, bold and underline), indirectly teaching students how to format papers according to APA 5th Edition style.

Along with this class, students are required to undergo practicum experience, going into local schools for four weeks to observe middle-school students. While they were researching problems adolescents face, and discussing their peers' presentations, the students were able to make connections, alluding to Boyer's first basic area, that of discovery.

The students began to sound like graduate students, using research terminology and even in some cases, correctly identifying disorders, and problems with their own students, making connections through research, practical application and discovery.

2. iMovie for Student Presentations and Partner Advisory Unit

First, it was necessary to teach the students the software program (iMovie). Providing them with this foundation allowed the students to progress creatively and to think critically.

The DVDs provided documentation of their research, a validation of their work. First, these presentations allowed students to judge themselves objectively and note their presentation weaknesses. These activities additionally enabled pre-service teachers to start expanding their own knowledge base by providing research and resources that they can use in their own classrooms. Here, learning beyond the textbook became evident. Recorded student presentations both verified and validated rubric scores, allowing students to evaluate and compare presentations. Finally, having the ability to record a presentation allowed the instructor and students alike to concentrate on the presented material, instead of taking notes.

The iMovie hands-on training allowed the students to move enthusiastically beyond the textbook, whereas the traditional textbook and lecture process limits creativity and curiosity. The students created video clips as teaching instruments for the classroom, which integrated well with their presentations. These students had a passion for their topics, discovered a purpose, and developed a plan, positioning themselves for success.

Tips for Each Activity

Literature Reviews
1. Have an online database for article reviews.
2. Provide an example of a good article review.
3. Be clear in directions for online data basing.
4. Provide students with language (coding).

Recording Presentations: Problem Paper and Partner Advisory Unit
1. Provide a rubric and necessary examples.
2. Ensure a power supply for recording presentations.
3. Have a tripod for stability and quality.
4. Be familiar with media and equipment.
5. Reinforce presentation time limit.
6. Ask for a volunteer to record presentations.
7. Make sure that the room is conducive to recording.
8. Record one student presentation per disc/ tape.

Making an iMovie and Preparing DVDs
1. Determine where and when students can train.
2. Make sure computers have adequate memory as well as DVD burning ability.

3. Introduce software to students with a simple project initially.
4. Download the video clips to computer hard-drive.
5. Once students have downloaded the files, they must edit the video.
6. Any text or background music needs to be collected, ideally ahead of time.
7. Burning DVDs takes time. From creating an iMovie to iDVD, the whole procedure (PROCESS – RENDER – BURN) is time-consuming!
8. Have students prepare the presentation as an iMovie themselves.
9. Try to get server space where they work on their own student presentation.

References

Boyer, E. L. (1990) *Scholarship Reconsidered: Priorities of the Professoriate* Princeton, New Jersey: Princeton University Press, The Carnegie Foundation for the Advancement of Teaching.

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Richlin, L. (2006) *Blueprint for Learning: Constructing College Courses to Facilitate, Assess and Document Learning.* Sterling, VA: Stylus Publishing, LLC.

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Scholarship and Caring in Advanced Pediatric Assessment

Mastering the art of advanced pediatric physical assessment is challenging for even the most experienced Registered Nurse (RN). Achieving an acceptable comfort and competence level as a beginning nurse practitioner and primary care provider is particularly daunting, especially for those nurses who are not comfortable caring for children. Recently I discovered a process that allowed me not only to incorporate the concepts of scholarship and evidence based practice into an intensive 3 day on campus experience but also to increase comfort with pediatric advanced assessment skills and techniques while adding to the joy and pleasure of caring for children and their families as they started their process of becoming advanced practice nurses (APNs).

My discovery process started when I was assigned the task of providing the students with essential pediatric assessment information and essential concepts needed as they begin clinical experiences with community-based preceptors. Recognizing that I would be unable to go into a comprehensive presentation in the allotted 2 hours, I first pulled