

WORKSHOPS

Workshops provide a forum for interactive presentations on pedagogical topics. They are designed to create an intensive learning environment for attendees to experience outside the tracks. All workshops are open to all attendees.

Friday, February 12

4:00 PM–5:30 PM

What Do We Really Know About How People Learn?

C. Eddie Watson, University of Georgia

Room: Salon A-B

The answer to this question is that we know a surprising amount. What is also surprising is the amount of misinformation regarding how people learn that exists in the higher education ecosphere, and often, those preconceptions lead to instructional strategies that are ultimately counterproductive to learning. Through an interactive game exploring the most popular conceptions and misconceptions about learning and cognition, those who attend this session will discover surprising truths about how students learn that are based on the findings of recent educational research. These truths provide concrete guidance for classroom practice in higher education.

From Brilliant Idea to Peer-Reviewed Paper: Publication Standards for Research into Pedagogy in Political Science

Phillip Ardoin, Appalachian State University

Paul Gronke, Appalachian State University and Reed College

Kerstin Hamann, University of Central Florida

Phillip Pollock, University of Central Florida

Bruce Wilson, University of Central Florida

Room: Columbia

The Journal of Political Science Education and PS: Political Science and Politics are the primary outlets for pedagogical research in political science. This roundtable will provide participants at the Teaching and Learning Conference and opportunity to hear from the editorial teams about the editorial and peer review process at these two journals, and how scholarship in teaching is evaluated and published in political science. The editorial teams will provide a short presentation about how they teaching assignments, simulations, civic learning exercises, and other classroom innovations so as to be able to meet the standards of evidence typically required by peer-reviewers. They will also discuss the impact of the proposed addition of JPSE into the APSA roster of journals, and how this may impact the roles of the two journals in promoting excellence in teaching and pedagogy. Much of the session will be dedicated to a question and answer and open discussion session between participants and the editorial teams about editorial standards and how to elevate the visibility of peer-reviewed scholarship about political science pedagogy.

Disrupting Poli Sci: Ed Tech, Flipping, and Active Learning Classrooms

Janni Aragon, University of Victoria, Victoria, BC, Canada

Room: Salon G-H

This interactive workshop will offer attendees examples of tried and tested educational technology tools, platforms, and software as a

service (SaaS) for the Political Science classroom. This workshop will offer examples of educational technology tools and applications (apps) used in Gender and Politics, Gender and International Relations, as well as American Politics courses. The workshop will also employ flipping the classroom techniques that take into account that not all classrooms are face to face, blended or in an Active Learning Classroom. The workshop will require participation and will model some of the exercises used in the workshop facilitator's classes. The workshop will offer visual and kinesthetic learning opportunities via the use of a slide deck, exercises with wall size post its, and group participation exercises. However, the workshop will also explore the efficacy of making your classroom and Active Learning space, and how useful an ALC is disrupting traditional modes of teaching and learning. Attendees will be referred to a website of resources for them to refer to — and will also be provided the slide deck from the presentation.

Engaging Students to Host Successful Political Events

Elizabeth Bennion, Indiana University, South Bend

Rachel Santos, Indiana University, South Bend's Political Science Club

Room: Salon I

This workshop will teach political science faculty how to work with students to host successful, well-publicized voter registration drives, live candidate debates, debate watch parties, and public issue forums during the 2016 election season. Sample invitation letters, posters, event programs, event calendars, and press releases will be provided, along with a complete event-planning checklist. Attendees will learn how to involve students in high-profile campus-community partnerships. Attendees will learn how to pair event preparation with hands-on learning experiences that develop students' civic knowledge, skills, and dispositions. Finally, attendees will leave with specific assignment ideas for those who wish to include required written work as part of the learning and assessment process. Participants will have an opportunity to ask questions and develop plans to involve students in election season activities on their own campuses. Participants will also have an opportunity to share ideas and success stories of their own.

Model Police Interaction

Nick Morgan, Collin College

Room: Salon C

This workshop uses several videos of police actions during routine traffic stops, working toward a goal of teaching methods for student interaction with police during a traffic stop. The videos demonstrate how quickly a small offense can escalate to violence. With this foundation, the workshop then explores the nature of the traffic stop from the police perspective. By analyzing the police motivations, then expected behaviors can be explored. Role playing will include how to respond to police requests for information and search authorizations. Powerpoint will be used with copies available for participants. An emphasis will be placed on comportment for safety while protecting civil rights and 4th Amendment freedoms. Discussion will be held around special circumstances of students on campus.

Clicktivism and Political Science

Anjali Sahay, Gannon University

Room: Salon D

This workshop will present various technological tools and websites to increase student interest in political science. Just as politicians around the world are turning to technology to reach a wider audience, this program will use the same technology to acquaint political science students to the possibilities available by using these technologies. Through the workshop attendees will observe technologies that are used in the traditional classroom such as clickers, picture story, websites, blogs, and use of social media. The program will also assess the effectiveness of each tool in student learning. The workshop

will also address the challenges and opportunities of incorporating technology in the classroom. Lastly, since technology reaches a wide audience Clicktivism is a word designed to highlight the power and use of technology to as important in democracies, an important theme in political science.

The Efficacy of Simulation Pedagogy in Introductory Political Science: Challenges and Best Practices for Two-Year Access Institutions

George Waller, University of Wisconsin Colleges-Fox Valley

Room: Eugene

This workshop will examine the impact of a simulation pedagogy on student learning of key concepts, and successful completion of assigned simulation roles and tasks, in an introductory general education American government course at a two-year access institution. Many of the students who enroll in a two-year access institution arrive with skill deficiencies and life-circumstances that present real challenges to the development and employment of effective course pedagogy. Simulations in particular can be problematic for students without reading, writing, and oral communication proficiency or with work and family demands that often hinder success. The workshop will explore in an interactive approach how individual student characteristics (reading, writing, and oral communication proficiency, gender, first-generation college, traditional and non-traditional, etc.) affect student performance and learning in a simulation-based instructional approach. Attendees will be assigned characteristics and circumstances that mirror those of many students at two-year, non-residential access institutions of higher learning and will be given assigned tasks that may be complicated by a variety of factors manipulated by the workshop facilitator. The workshop will then "run" a mini-simulation. That will be followed by a discussion of strategies that might best ameliorate skill deficiencies and student background challenges through alternative simulation designs, task and role assignment within a simulation, and even interdisciplinary coordination.

Saturday, February 13

12:45 PM–2:15 PM

Playing Games to Teach Comparative Politics

Victor Asal, University at Albany

Simon Usherwood, University of Surrey

Room: Salon A-B

This workshop will focus on a series of games and exercises that can be used in introductory classes on comparative politics. These exercises and games are designed to allow the students to be "lab rats in their own experiments" so they can apply their own experiences to evaluating the assumptions and arguments of different theories of comparative politics. We plan to teach participants how to use the button button game, the ball toss for extra credit game, the prisoner's dilemma game and the Ideology Island game as well as other exercises as time allows. The workshop will be fully participatory in nature with all the participants engaging in the games. Our goal for the workshop is to enable participants to leave with the ability to run simulations in their own classrooms and to understand how to best elicit critical thinking about theories related to comparative politics from their students.

Sovereignty and Surroundings: The Process of Becoming or Avoiding Being an Enclave

Nancy Wright, Long Island University-Brooklyn

Room: Columbia

This workshop presents a simulation that can be carried out on Facebook through the creation of a Facebook Group as well as face-to-face at a conference or in a classroom, or even in multiple classrooms through chat sessions and other cyberspace communication. Inspired

by the International Studies Association (ISA) Facebook and face-to-face simulation planned for its second year at the ISA 2015 Annual General Meeting, this simulation features a scenario of two fictitious sovereign countries and a tract of contested land between them. Participants will take away an understanding of the evolution and significance of achievement or loss of sovereignty as the outcome of contested space, geographically, ecologically, politically, and culturally, and to introduce that understanding in the context of international relations theory, including the possibility of introducing or having their students introduce new theories as a result. They will also learn to optimize Facebook in individual preparation of simulations prior to face-to-face participation. Finally, the workshop will build confidence and creativity in participants that they can impart to their students of diverse backgrounds, facilitated by the presentation of fictitious entities, thus removing need for course prerequisites prior to participating.

Peer Instruction (PI) to Enhance Student Engagement, Motivation, and Learning Outcomes

Maureen Feeley, UC San Diego

Room: Salon G-H

The academic literature on teaching and learning has convincingly demonstrated a strong causal link between students' active engagement in course content through class discussion and student learning outcomes. A central challenge faculty face in teaching large undergraduate courses is providing students with meaningful opportunities to discuss course materials. A growing body of research has recently found strong evidence that Peer Instruction (PI) pedagogy is an effective means of enhancing student discussion and, in so doing, increasing student engagement, motivation to learn and, ultimately, learning outcomes. Peer Instruction is an interactive pedagogical technique first developed by Harvard physicist Eric Mazur in the 1990s. In the past two decades, it has been adapted and broadly applied in a diverse set of disciplines and institutions, ranging from top-tier research universities to community colleges. As Mazur explains, the central goals of PI are "to exploit student interaction during lectures and focus students' attention on underlying concepts". Rather than extended 60 to 80 minute traditional lectures, Peer Instruction pedagogy divides class periods into a series of "mini-lectures" of approximately 10 to 15 minutes each, after which a short "ConceptTest," or a brief conceptual question, is posed to the class. Questions are framed in either a multiple choice or true/false question format, and students are allowed approximately one minute to think about the question before individually committing to an answer. Students then break into small discussion groups of 2 – 4 students with their seatmates to engage in "peer instruction." Mazur refers to these as "convince-your-neighbor discussions," and the group is allowed another one to two minutes, or longer, depending on the question, to discuss the question within their groups. The instructor then re-asks the question, and students again record their answers. A histogram comparing the two responses is then displayed to the class, and the question is brought to a large group discussion of both correct and incorrect answers. Drawing on research from both cognitive science and the scholarship of teaching and learning (SoTL), at least four key mechanisms appear to be at work to promote student learning with Peer Instruction: 1. reducing students' cognitive load; 2. the question-posing process itself; 3. immediate feedback to both students and the instructor on student learning, and 4. small group discussion opportunities. In this workshop, I will provide a brief overview of recent research on the impacts of PI pedagogy on student learning. I will then model sample questions from four subfields of Political Science: international relations, comparative politics, US politics, and political theory. Workshop participants will participate in answering and discussing questions as the pedagogy is explained, and evidence-based best practices will be demonstrated. The workshop will also provide research-based recommendations for scoring and use of clicker technology. Participants interested in promoting more interactive and participatory learning in their courses, with greater opportunities for all students to participate in discussions, should leave the workshop confident in their ability to use Peer Instruction as an effective evidence-based means of achieving these goals.

Writing Across the Curriculum (WAC) and Understanding Composition-based Methodologies

Matthew Herrmann, Craven Community College

Andrea Herrmann, Coastal Carolina Community College

Room: Salon I

The Writing Across the Curriculum (WAC) movement continues to make significant inroads in how U.S. higher education institutions not only design but also assess both student-level and programmatic-level outcomes; although, even with the sheer number of colleges and universities now reporting campus-wide WAC efforts (e.g., academies, faculty/administrative committees, speaker series) in conjunction with re-accreditation or quality enhancement plans aiming to improve student learning by constructing brick and mortar facilities directly attributable to WAC's pedagogical underpinnings – for instance, the proliferation of writing centers opening in schools throughout the country – faculty often still do not possess the necessary familiarity with WAC instructional practices to integrate teaching methodologies that align with current scholarship or practice thereby achieving praxis. Thus the purpose of our interactive workshop, led by two-year college political science and English faculty members, is to collaborate as well as engage in a cross-curricular conversation transcending our typical disciplinary boundaries concerning strategies to scaffold low-stake, student-centered activities in order to promote forward transfer and civic engagement within survey classes like American Government. We will utilize active-learning activities with the intent of modeling the very same exercises and assignments we are advocating for incorporating within introductory-level survey courses in the field, for example, writing-to-learn. As a result, attendees will become co-operative learners themselves by engaging in addition to grappling with complex theories and practices pertaining to WAC's philosophical principles. The speakers will also discuss scaffolding various writing assignments, expanding opportunities for collaboration across the disciplines, and strategies for promoting forward transfer through the purposeful construction of more meaningful writing assignments. From our conversation, participants will better understand what composition-based methodologies, by discussing the historical genealogy of the WAC movement within U.S. higher education in addition to a taxonomy of assignments and exercises stemming from our multidisciplinary collaborations throughout the years, yield the greatest utility for achieving praxis for instructors leading introductory-level political science classes. Our goal, therefore, is for participants to gain an appreciation for teaching methodologies that align with WAC outcomes as well as see the value of incorporating pedagogical strategies that facilitate forward transfer and civic engagement through low-stake, student centered approaches to writing.

Using Twine to Create Computer Games for Political Science Education

Nicholas Vaccaro, Doane College

Room: Eugene

In this workshop, participants will explore interactive text software as a means to create computer games for political science education. Interactive text authoring tools enable users with no prior programming experience to easily create digital games, simulations, and other interactive exercises. The workshop will focus on the popular program Twine, which is available as both a cross-platform downloadable application and a web-based interface (both of which are free). Games created with Twine and similar programs are produced as web pages that can be opened and played in any browser; as such, they are convenient for student use, can be easily shared and distributed, and can be smoothly incorporated into online instruction. As a result of these qualities, interactive digital texts offer a uniquely accessible method for the creation of computer games for educational purposes (either through instructors designing games for student use, or through student-created games). In their most fundamental form, interactive texts are computer-based branching narratives in which player decisions lead to divergent outcomes. By enabling the inclusion of elements such

as variables, conditional logic, and randomness within this choice-based structure, Twine and other authoring tools can be used to create a varied range of games and simulations. During the workshop, the presenter will demonstrate Twine's interface and capabilities. Participants will have the opportunity to play and respond to portions of several existing political science games built with the program. The presenter will discuss the design process of each game and its classroom application, and will answer questions. Following these demonstrations, the bulk of the workshop will involve participants working together to create one or more short games using the online Twine interface. Participants will conclude by brainstorming ideas about potential educational uses for interactive texts and about possible future collaborative work.

Strategic Knowledge Mapping: The Co-creation of Useful Knowledge and The ASK MATT Game

Steve Wallis, Meaningful Evidence, LLC; Capella University

Bernadette Wright, Meaningful Evidence, LLC

Room: Medford

Students who exhibit more structured understanding of course material tend to have higher test scores. Structured information enables greater success in the real world for politicians and managers as well. However, it is difficult to measure "how structured" that knowledge is. Drawing on our research into the structure of useful knowledge, combined with our experience as facilitators and professors, we have created a game that is designed to help students co-create more structured knowledge. That structure is measured by individual and team scores so players have a built-in incentive to recognize and improve the structure of their knowledge. This workshop is based on our development of a new game and our award winning paper "Strategic Knowledge Mapping: The Co-creation of Useful Knowledge." In this workshop, participants will learn-by-playing about a new game that supports student reflection, interaction, leaning, integration of multiple perspectives, and the creation of a knowledge map that is immediately useful for real-world applications. Attendees will learn facilitation techniques for applying the game in a classroom setting and how the game may be used to evaluate student understanding on an individual and/or team basis. The ASK MATT game provides a fun and engaging way for students to reflect on knowledge gained in a course and collaboratively integrate that knowledge with their existing knowledge. This kind of reflection supports long term retention. We have been finding great success and growing interest in this game by managers, students, and researchers. Players become deeply interested in the process and report being very excited by the process and the resulting map. Metaphorically, this conceptual map is like a navigational map that includes cities and roads. We know a map is more useful when it shows more cities to visit and more roads connecting those cities (showing more of the terrain and thus providing more navigational options). During the game, players write relevant concepts onto cards and place them on the table. They also place "causeways" showing how those concepts are connected. As play progresses, participants co-create a map consisting of concepts and casual connections. With each turn, players vote on the validity of the perspectives and points are scored based on the structure of the map. Researchers have long accepted that our minds contain "nomological networks." Over the past few decades, empirical research using "Integrative Complexity" and "Integrative Propositional Analysis" has shown that when knowledge is more structured it is more useful for practical application in the real world. Those managers and politicians whose communicated understanding is more structured tend to be more successful. Also, the application of policies and theories tends to be more successful when the policies and theories have a higher level of structure. And, students who exhibit more structured understanding of course material tend to have higher scores. However, it is problematic to analyze the thinking of each student in the classroom to determine the level of their structures. With the ASK MATT game, individual and team scores for structure are built-in. In order to achieve a higher score, students must create a map that is more structured. Indeed, most players see quite quickly how they can "game" the system to more easily achieve a higher score. For this game, however, that is perfectly

acceptable because that approach leads players to create a more structured map! Using the map as a conceptual and visual aid opens a variety of interesting directions for classroom interaction and learning. As the game is played, a teacher or facilitator can learn to easily identify “blank spaces” on the map and ask questions of the class to guide their investigations. The map can also provide a springboard for further conceptual inquiries. For example, a student might place on a map a highly complex concept which may later be the subject of another map. Also, teams of students focusing on different course topics might make separate maps – which may then be combined to a larger map. Alternatively, small groups of students might create a number of maps based on the same topic – which would be followed by comparison and conversation around the similarities and differences between the maps which reflect their understandings. Importantly, because the map is based on causal relationships and measurable concepts, it is immediately applicable in the real world including research and action. Therefore, it is also useful for supporting student collaboration on projects outside the classroom. As we apply this game, we continue to refine it and we are interested in receiving feedback from educators as we investigate opportunities to customize the game for universities and schools.

Decolonizing the Teaching of International Relations

Jonneke Koomen, Willamette University

David Blaney, Macalaster College

Shampa Biswas, Whitman College

Shirin Deylami, Western Washington University

Sheila Nair, Northern Arizona University

Darrah McCracken, Willamette University

Eric Selbin, Southwestern University

Room: Pearl

The purpose of this workshop is to increase diversity, equity, access, and awareness in Introduction to International Relations (IR) classrooms by integrating global south perspectives into International Relations curriculum and pedagogy, focusing on undergraduate introductory survey courses. Much of the existing core curriculum in International Relations programs is organized around debates between the standard theoretical approaches – realism and liberalism - with an occasional nod to Marxist/critical theory and/or feminist theory critiques of the field. Attempts to broaden this curriculum have taken many forms, such as finding non-Western sources that exemplify existing theoretical approaches, supplementing these dominant approaches by adding third world perspectives or postcolonial IR texts, creating entirely new syllabi whose focus is on International Relations from a third world or regional perspective, or dispensing altogether with a curriculum that shows any allegiance at all to the discipline of IR. We will discuss the merits and challenges of different ways of conceptualizing and teaching a heterodox IR curriculum, asking what forms of pluralist knowledges and pedagogies best challenge Eurocentricity in the discipline and help nurture critically-minded globalist thinkers. Speakers will offer specific strategies for syllabi design, the teaching of texts and themes not traditionally included in the IR canon, and high-impact teaching activities.