

3-1-2013

Welcome to Volume 14

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Recommended Citation

(2013). Welcome to Volume 14. *Perspectives In Learning*, 14 (1). Retrieved from <http://csuepress.columbusstate.edu/pil/vol14/iss1/1>

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Welcome to Volume 14 of Perspectives in Learning .

This issue is dedicated to the memory of Dr. Gregory P. Domin, a colleague and supporter of this journal. A few days before his untimely death, Greg and I were discussing the journal and the exciting work being published in this issue. Greg has published numerous times in Perspectives, and he was particularly pleased with this edition of the journal as it includes articles from faculty, both within and outside CSU and across multiple disciplines, who are working diligently to improve their teaching and their students' learning. Greg knew that when faculty focus on the scholarship of teaching and learning, everyone wins. Dr. Domin will be greatly missed, but his work will continue to help others through publications like this as well as through faculty focusing on what matters most: quality teaching and learning.

In the first article, Derrick Bass and Ellen Martin take us into a collegiate swim class where they examine how the amount of teaching strategies used effects the activity levels of students. There is a well-known and widespread need for increasing activity levels to improve and maintain health. This research seeks to determine if the amount of teaching strategies can have positive health benefits.

In the next article, David Lanoue and Greg Domin take us into the world of politics. They share with us ideas for helping students to understand and overcome biases as they study presidential debates during a campaign. The ability to reason and critically analyze without being influenced by one's own biases is difficult but essential. The authors argue that the goal is not to persuade students to maintain or to reject their pre-existing biases. Rather, the purpose is to provide them with tools to analyze information clearly and more dispassionately.

Kimberly Shaw, Cindy Ticknor, and Timothy Howard share how Peer Instruction Leaders have been used to boost student learning and success in courses with historically low success rates. They are in the early stages of the program, but they are already finding success with those who participate. This model could prove helpful for many programs and courses with low success rates.

The improvement of teaching and learning isn't limited to face-to-face teaching. Dee Fabry and Donna Elder share with us how they worked to improve their online teaching through reflection and collaboration. Their collaboration proved particularly helpful as it kept them focused and provided a safe, supportive way to critically analyze their own teaching.

Rebecca Toland asks us to consider improving our teaching through the use of social media, in particular, Facebook. While there are issues and potential hazards to consider and prepare for, social media can certainly enhance our teaching and our students' learning.

Finally, As the instructor of EDCI 7158, Leadership in the Curriculum Change Process, I am fortunate to work with outstanding doctoral students in the curriculum track of CSU's Ed.D. in Curriculum and Leadership program. As part of their course requirements, they selected, read, and reviewed a book related to leadership and change in education. Their condensed book reviews are presented in this edition. We hope these reviews spark your interest and encourage you to read more about the exciting reforms happening in education.

With all of these articles, I hope you find interesting and engaging ideas to stimulate your own reflection about teaching and learning. Finally, we will continue to remember our colleague and friend, Dr. Greg Domin, as we strive to improve our practices and provide quality teaching and learning.

Jan G. Burcham, Editor