



The Pen
Postsecondary Education Network

From the VP

Hello Division J members,

I am excited to begin my tenure as division VP. I want to thank a few people for stepping up to serve – Jaime Lester who is planning the 2014 conference; Julia Colyar who agreed to stay on as Pen editor; Lucy Arellano for taking over as Web Designer; Dan Maxey for heading the social media efforts; Kristan Venegas and Ryan Gildersleeve for heading the Inclusiveness Task Force; the *many* committee chairs (too many to mention here); and our graduate student reps – Blanca Rincon, Catherine Johnson, and Denisa Gandara. I look forward to all of their leadership over the coming years.

I wanted to highlight a few changes and new efforts:

1. New social media efforts are underway. A new blog will be added to the website later in September. Feel free to contact Dan Maxey (danielbm@usc.edu) with submissions. In general, we are hoping for more engagement; we also encourage you to submit article ideas to the Pen (to Julia Colyar at jcolyar@cou.on.ca).
2. The Pen will be coming out 3 rather than 2 times a year. We hope the new content and lengthier articles will keep you better informed about our colleagues and our field.
3. New facelift for our website, also up in September. Please let us know what you think and send ideas to Lucy Arellano (larellan@hawaii.edu).
4. Two new task forces will be profiled in the Pen over the next three years, starting with the International Task Force in this issue. Jenny Lee and Amy Metcalfe ably lead the Internationalization Task Force; Terrell Strayhorn also provides excellent leadership for the Cross-Divisional Task Force.
5. Addition of a social justice component to the annual conference. Please plan to volunteer and give back to the community. If you are interested, contact Ronn Hallett (rhallett@pacific.edu).
6. Continuation of the good work started under Laura Perna such as the Intersectionality Working Groups and Guest Educators Program.

Thank you! I look forward to working with everyone in the division.



Welcome to the fall issue of The Pen!

With this issue of the Division J newsletter, we introduce new features we hope to highlight throughout the year: first, we've asked new Division J Officers for reading recommendations—blogs, twitter feeds, books, websites. We hope you will get to know our division colleagues, and discover new resources. You'll see Dan Maxey's recommendation on page 5.

As Adrianna notes in her VP column, we are also starting a conversation on Internationalization. See page 2 for further discussion on Internationalizing our perspectives.

We also want to highlight some of the issues —new and renewed—we are all working through. As many of us are considering teaching online courses, we thought some advice might be helpful! Claire Major offers some wisdom from her decade-long work in designing online educational experiences.

Thanks to all the contributors! And please send along ideas for articles, announcements, or reading recommendations. We look forward to hearing from you.

—Julia Colyar

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Internationalizing our Perspective on Higher Education

Adrianna Kezar, University of Southern California

At the 2013 annual conference, Laura Perna and I convened a pre-conference with NAFSA: Association of International Educators, spurred by an AERA matching grant program. The two goals of the meeting were: (1) to advance production of high-quality research on important dimensions of the internationalization of higher education; and (2) to improve the linkages between the creators and users of research on the internationalization of higher education to Division J. Three scholars wrote papers to inform our discussion: Ellen Hazelkorn, Professor, Dublin Institute of Technology; John Hudzik, Former president NAFSA, and Professor, Michigan State University; and Simon Marginson, Professor, Center for the Study of Higher Education, Melbourne Graduate School of Education. The report and papers commissions for the pre-conference can be found on the Division J website under key initiatives (see update below).

As new Division J leader, international perspectives were already on my agenda and I had asked Jenny Lee and Amy Metcalfe to chair a task force on internationalizing Division J, so this pre-conference provided a venue for us to start our thinking. We invited a diverse group, which no doubt led to a more complex articulation of internationalization. In this article, I want to describe three perspectives that emerged out of our discussions at the pre-conference that I hope members will consider as they think about their future work and opportunities to enrich all of our thinking.

Globalization of higher education – Several of the scholars at the preconference think about international as focusing on the trends of globalization in higher education. As higher education systems come into contact more frequently and as a dominant U.S. perspective on higher education is exported to other countries, indigenous and unique cultural representations of higher education are increasingly struggling for voice and space. Aboriginal forms of higher education risk being lost in the increasingly homogenized view of higher education. Additionally, these scholars examine how a more capitalist or neoliberal orientation to higher education is embedding itself worldwide—and the resulting implications for different countries. Neoliberal concepts are explored such as the spread of and impact of rankings, shift of higher education from a public to a private good, the decline in public funding, and the shift to a largely non-tenure-track faculty worldwide. Scholars examine how these trends of neoliberalism often negatively impact the most disadvantaged students and communities. Certain trends associated with globalization such as more mobility among students represented in study abroad or faculty exchanges resulting in more cross-country research projects are explored within this domain of research. This area of scholarship remains particularly underrepresented among U.S. scholars and could be developed within AERA.

Comparative higher education – Other scholars who attended the preconference write about internationalization as more attention to comparisons between different countries, particularly comparing policies and practices. This area of research examines, for example, different governance structures and their impact on educational outcomes within diverse countries or approaches to supporting underrepresented students. Part of the importance of this comparative work is articulating the impact of international contexts and the way they shape policies and practices that are best suited for particular cultures and histories. However, these comparisons also shed light on lessons that can be learned from cultures that are both similar to and different from each other. For example, accountability systems in the United States are historically embedded in our decentralized system; we can learn a lot from other countries that have more centralized governance systems and how they have been able to impact the quality of education in ways our decentralized, market-based system has been unable to. Comparative higher education is one area that has received some attention among the division but could certainly be enhanced with more studies.

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2013 AERA pre-conference on international issues...an update:

As outlined above, AERA created a Matching Grant Program to advance new division/SIG initiatives in 2013. Spurred by this matching grant program, Division J initiated a partnership with NAFSA: The Association of International Educators. A summary of the activities that were funded through this initiative is posted on the Division's website: <http://www.aera.net/DivisionJ/KeyInitiatives/tabid/11228/Default.aspx>

Under the continued leadership of **Laura Perna**, Division J will be submitting a proposal to AERA for a Research Conference. The proposed conference promises to build on this initial effort to further advance the goals outlined above. Stay tuned!

Outstanding Dissertation Award

It is time again to consider nominating a deserving student for the Outstanding Dissertation Award. The emphasis of this award is to recognize a doctoral student who, through his or her work:

- * advances knowledge in higher education, broadly defined;
- * makes innovative use of methods, extending the approaches available to conducting research in our field;
- * integrates relevant research and theory into his or her own research;
- * suggests insightful implications for improving practice or generates and/or extends theory in potentially useful ways for researchers and practitioners; and
- * produces a well-written and well organized document.

Nominations should include a letter from the dissertation chair (up to 1000 words) and a dissertation abstract (1000-2000 words). The dissertation must be completed in the current calendar year. All nominations are due by December 1, 2013. Nominations are submitted through the AERA website at

<http://www.aera.net/DivisionJ/Awards/tabid/11229/Default.aspx>

Please direct any questions to **Audrey J. Jaeger**, North Carolina State University at ajjaeger@ncsu.edu

Internationalizing our perspective

continued from page 2

Internationalization of United States higher education – NAFSA co-hosted the pre-conference and several members of their leadership attended. For these leaders and several other attendees, internationalization is really focused on how we re-examine campuses within the United States and help them to take a more international view. This ranges from re-examining the curriculum, faculty hires, student recruitment, admissions requirements, co-curricular support systems, language requirements, campus climate and culture, priorities among campus leadership, and the like. Internationalizing our campuses is much more than study abroad programs or research exchanges and fundamentally means a re-thinking of campus operations in every facet and domain. Research questions to be explored might include: What are the best strategies for campus leaders to use in creating greater commitment for internationalization? What is the impact of internationalizing the curriculum and co-curriculum on students? What policies and practices are necessary to meet the optimal outcomes for student learning and success? Very few of these areas have been examined. These issues are critical across the United States as we struggle to create campuses that meet the needs of the 21st century.

Certainly these are not the only ways to think about internationalizing our perspective of higher education, but they represent three critical areas where we are currently not conducting much work and that would enrich our understanding. As we think about our own work on equity, student development/ outcomes, finance, access, teaching and learning, or leadership, our efforts can be enriched by adding this additional framework. The next time you submit a proposal for a symposium or roundtable, might you consider an international perspective? As you think about your poster session or research paper, how might you place your study within an international context and describe the implications for other countries? As a discussant, how can you bring in an international perspective to think about the papers, even if it is not represented within the papers submitted themselves? And for scholars seeking a new area of inquiry, how might you think about one or several of these areas as new lines of research? This is an area where a dearth of research exists and there are increasingly more higher education journals seeking studies in these areas. I hope that you will accept this challenge to rethink your work in the upcoming years.

In order to help us in our collective thinking over the coming years, I have established a task force led by Jenny Lee and Amy Metcalfe that will examine the ways we can work to internationalize the division. This year, we expanded the call for proposals to ask people to consider submitting work that was international in perspective. Second, we sent this call for proposals to international scholars around the world encouraging them to submit proposals to Division J. This type of recruitment has not happened in the past. Third, we will have several presidential sessions focused on international topics in the 2014 conference. This is how we will begin the work of expanding our thinking, but it will only work if we are all doing this together. Jenny and Amy will report on the progress of the task force in coming editions of *The Pen*.

When teaching online, plan for change

Claire Major, The University of Alabama

I first taught online nearly a decade ago, and I've continued to teach online on occasion over the last 10 years. As I've gone about my work, I have approached teaching online in a number of different ways. I've experimented with course structure, for example, sometimes teaching fully online courses and sometimes teaching blended ones, sometimes using exclusively asynchronous tools and sometimes including synchronous ones, sometimes devising a centralized hub for the course and sometimes going with a more distributed course structure. I've also experimented with online pedagogy, ranging from using fairly traditional teaching approaches involving content delivery and discussion to using "pedagogies of engagement" such as problem-based learning and gaming.

I've also broadened and deepened my knowledge about teaching online in ways other than through the wisdom of practice (aka trial and error). I've both taken and taught courses *about* online learning. Moreover, I've focused some of my scholarly attention on the topic of online learning. I'm currently completing a book about online learning for faculty tentatively entitled *Teaching online: A research-based guide to instructional change*.

Given where I started and what I've learned since, I can say with certainty that there are some things that I wish I had known a decade ago. Because I believe it is important for us to share our work as teachers so that we are not continually reinventing the instructional wheel, I offer the following suggestions for those who are planning to teach online or who are new to doing so:

Don't assume that you can do a direct conversion of an existing onsite course to an online environment. Teaching online is a constitutively different experience than teaching onsite. When technology mediates our experiences, it changes them. My most successful courses have always begun by teaching a course for the very first time online or by fundamentally reconceptualizing an existing one, from goals and objectives to pedagogy and assessment, rather than with simply trying to transfer a course from one environment to another.

Design experiences, not products. In the past decade, the ways in which we use the Internet have changed. No longer is it simply a place to find or present text-based content. Instead, it is now a place for communication, for knowledge creation, and for public knowledge sharing in multi-modal ways. My experience suggests teaching online needs to keep pace with these changes. My least successful courses have involved presentation of content, and my most successful ones have involved me thinking of the course as an event and designing experiences accordingly.

Be conscious about presenting a persona online. Students want to feel that there is a real, human teacher in an online course. While simply responding to questions and providing comments on a regular basis can help students feel instructor presence, I find that there are many conscious choices to be made about how we present as teachers in an online course. Things like making careful selections of username (the difference between using *clairemajor* or *Dr. Major*, or *cmajor* is more significant than you might expect!), adding an introductory video, and using an avatar can be useful ways of projecting a deliberate persona.

Create opportunities for collaboration. Feeling isolated is a frequent complaint of students taking an online course. Creating opportunities for collaboration, whether through discussion boards, blog posts and responses, collaborative writing with wiki, or authentic activities such as digital storytelling assignments can greatly enhance a student's experience in an online course.

Don't just manage teaching time; own it. Current research is unclear about whether teaching online takes more or less time than teaching onsite. What it is clear about, however, is that faculty *feel* like it takes more. When we teach online, our instructional time is more fragmented and broken. Rather than one 3 hour-block of instruction per week, teaching occurs in fits and starts, in bits and chunks. This fragmentation of time leaves fewer long blocks of time for other activities, such as research or perhaps lunch.

While these suggestions are broad, they are of course filtered through my own experiences and perspectives, as one who works as a faculty member teaching at a large, research university. As such, I offer them with a final suggestion that faculty members consider whether they apply to their own unique instructional contexts.



Dan Maxey Recommends...WONKBLOG

All the usual higher education periodicals—The Chronicle and Inside HigherEd, among others—find their way across my computer screen on a regular basis. But, as a former public policy consultant and scholar of higher education politics, policy, and governance, I often seek information to learn how the opinions of the public and policymakers will influence change. In an age of growing public concern about issues such as access and college costs, we cannot afford to be naïve about these views.

The Washington Post's WONKBLOG (<http://www.washingtonpost.com/blogs/wonkblog/>) has been an excellent source for understanding outsiders' views of current policies in higher education, as well as proposals from the White House and others to change the ways colleges and universities work. Articles from WONKBLOG's editor, Ezra Klein, and contributors such as Dylan Matthews have provided extensive reporting about these issues and how politics and other factors are likely to influence future directions. A recent article explained how President Obama might move forward with plans to implement a ratings system for allocating federal dollars to higher education institutions with or without the help of Congress, dispelling notions that legislative gridlock will impede any action. Other pieces have included an extensive series on factors contributing to rising tuition costs, an article weighing the merits of going to a two-year law degree, and a striking examination of how Georgetown's law school is essentially exploiting loopholes in a federal loan repayment program to get American taxpayers to foot their students' full expenses.

WONKBLOG is a good resource, but reading coverage in any major or local newspaper can help to expose us to perspectives we might not always hear when we are only talking with other "insiders." This is an imperative if we are going to have an active role in shaping the changes that will affect our institutions in years to come.

**Daniel Maxey, University of Southern California
Division J Social Media Co-Chair**

**Follow Dan on Twitter! [@danmaxey](https://twitter.com/danmaxey)
Website: <http://www.danmaxey.com>**



2014 AERA Annual Conference Division J Program Committee Update

Jaime Lester, George Mason University

The process for AERA proposal review is underway. The 2014 Division J Program Committee worked diligently in May and June to recruit over 365 reviewers through the AERA system and using personal social networks to encourage new AERA volunteers. We received over 766 proposals for Division J! Having enough reviewers, however, continues to be a challenge. We encourage all Division J members to sign up for future AERA conferences as AERA requires three reviewers per proposal with graduate students serving as the fourth reviewer.

As the process moves forward, we ask members of Division J to also consider volunteering to be a Chair or Discussant. These roles are essential to providing well structured and thoughtful panels at the annual conference.

The program committee will conclude its work at a two day meeting at the end of September.

Thanks to all the proposal reviewers and the program committee!

Honor Your Colleagues!

Vasti Torres, University of South Florida

Each year AERA Division J seeks to acknowledge the valuable research done within the higher education community. In order to recognize the valuable research done, we need nominations! Each of these awards focus on high quality contributions made within the field and seeks to honor those individuals. In order to generate your thinking and nominations, questions are provided following the award description and will hopefully prompt you to consider making a nomination.

AERA Division J Outstanding Publication Award

The purpose of this award is to bestow recognition on a colleague for a specific publication (book, book chapter, or journal article) judged as making a substantial contribution to the literature and/or practice of higher education. Publications may have more than one author. A substantial contribution is defined as scholarship that extensively revises our knowledge and understanding of a particular problem in the study of higher education or looks at it in a new way. It may also be an interdisciplinary effort that identifies a problem new to the community of scholars in higher education.

Consider these questions in making a nomination:

- * What publication came out in the past year that opened your mind to new ideas?
- * In the past year has a publication come out that you feel should now be required reading for higher education researchers and practitioners?
- * Has there been a research study that re-framed an issue in higher education in a manner that can change how the field views this issue?

The second award seeks to honor high level of accomplishment within the field of higher education.

AERA Division J Exemplary Research Award

This award is a special honor our division bestows on one of our most esteemed colleagues. The primary purpose of this award is to recognize and reward an individual who demonstrates an outstanding record of scholarly research in our field. The focus is on experienced faculty, both associate and full professors, who demonstrate an unusually high level of accomplishment. They are recognized scholars whose published research has made an outstanding contribution to knowledge and understanding in the field of higher education. Nominations should provide a detailed description and explanation of the nature and quality of the contribution as well as two noteworthy publications that typify the impact the nominated scholar has made both in terms of contribution to the literature and its impact on the field and practice.

Consider these questions in making a nomination:

- * Whose life-work has influenced the field and your own thinking as a researcher and/or practitioner?
- * What individuals have given selflessly to the field and contributed to how we view higher education research/practice today?

It is our hope that you will want to honor your colleagues and make a nomination by December 1, 2013. Previous winners and nomination information for these awards can be viewed at: <http://www.aera.net/AboutAERA/MemberConstituents/Divisions/PostsecondaryEducationJ/Awards/tabid/11229/Default.aspx>

Mark your calendar for the 2014 Annual Conference:

April 3 - April 7, 2014, Philadelphia, PA

“The Power of Education Research for Innovation in Practice and Policy”

**Find Division J online at
www.aera.net**