2013 APSA Teaching and Learning Conference and Track Summaries

Kimberly A. Mealy, *Director Education, Professional and Diversity Programs*

In February 2013, APSA celebrated the 10th anniversary of the annual APSA Teaching and Learning Conference. The conference was held in Long Beach, CA, February 8–10, 2013. This year's theme was "Teaching Political Science: Preparing Students for Success" and featured a special 10th anniversary roundtable moderated by John Ishiyama and Pi Sigma Alpha Keynote speaker APSA executive director, Michael Brintnall.

MEETING FORMAT

The APSA Teaching and Learning Conference uses the working-group format, which allows small groups of scholars the opportunity to interact intensively and on a sustained basis on a common theme. To facilitate this interaction, all participants attend one working group, for the duration. The conference also features special workshops that focus on practical issues related to teaching.

2013 CONFERENCE OVERVIEW

The 2013 APSA Teaching and Learning Conference featured 14 moderated working groups/tracks organized around themes such as civic engagement; diversity, inclusiveness and equality; integrating technology into the classroom; and program assessment. There was a new workshop on distance learning, as well as an editor-led workshop featuring the new APSA publication titled *Teaching Civic Engagement: From Student to Active Citizen.*

More than 300 meeting presenters and discussants attended this year's meeting. The meeting participants were a diverse group of faculty and scholars. According to the post-meeting evaluation, 31% of the respondents came from BA-granting and 31% came from PhD-granting departments. Twenty-five percent of the respondents came from MA-granting departments. Ten percent reported being community college faculty, 1% high school, and 2% other. Among respondents, the breakdown by occupation or rank is as follows: 46% tenured faculty; 26% tenure track faculty; 16% contingent faculty; 1% high school faculty; and 11% other.

Participants enjoyed a number of plenary sessions: During the opening session, Jane Mansbridge, APSA President, and Kimberly Mealy, Director, Education, Professional, and Diversity Programs, provided welcoming remarks. Michael Brintnall, Executive Director of APSA, presented the Pi Sigma Alpha Keynote Address "Teaching Political Science is Not What Political Scientists Do: Learning from the Discipline." John Ishiyama, University of North Texas, moderated the 10th Anniversary Roundtable. The roundtable was titled "The Impact of the APSA Teaching and Learning Conference." Panelists included Michelle Deardorff, Jackson State University; Kerstin Hamann, University of Central Florida; Carlos Huerta, Texas A&M University, Corpus Christi; Linda Lopez, University of Southern California; Fletcher McClellan, Elizabethtown College; and Candace Young, Truman State University.

This year also marked the second year that the APSA Teaching and Learning Conference featured a preconference short course. The 2013 short course focused on simulations and games

and was led by Victor Asal of the University of Albany. The COTE-LCO and IDPP teams of American University, led by Derrick Cogburn provided live online coverage of a number of the tracks and plenary sessions—as was the case for the 2010, 2011, and 2012 TLC Meetings.

The meeting concluded on Sunday, February 10, with a plenary session in which the participants and track moderators shared highlights from each track such as concrete suggestions on next steps and goals aimed at enhancing teaching and learning throughout the discipline.

POST-MEETING DETAILS

Materials and resources from the Teaching and Learning Conference are available to the broader discipline and departments. The Pi Sigma Alpha Keynote Address is available online for viewing. Additionally, meeting discussants and presenters have been asked to submit materials and resources on best practices, the scholarship of teaching and learning, syllabi components, assessment tools, and class exercises to their moderators for posting on the APSA Teaching Resources website in the summer of 2013. To review and download papers presented and view remote session video clips from the 2013 APSA Teaching and Learning Conference please visit: www.apsanet.org/teachingconference.

The 2013 APSA Teaching and Learning Conference evaluation was sent out in February. APSA received 183 responses. Preliminary analysis of the Teaching and Learning Conference evaluation data show overwhelming satisfaction with the meeting: 66% report being very satisfied; 28% satisfied; 6% dissatisfied; 0% very dissatisfied with the meeting. 49% of attendees were first time attendees; 96% of the respondents stated that they would recommend the APSA Teaching and Learning Conference to a colleague.

TRACK SUMMARIES

Fourteen tracks, as noted earlier, were offered as follows:

- Civic Engagement I: Experiential and Service Learning
- Civic Engagement II: Impact on Political Behavior
- Conflict and Conflict Resolution
- Core Curriculum/General Education
- Curricular and Program Assessment
- Diversity, Inclusiveness, and Equality
- Graduate Education: Teaching and Advising Graduate Students
- Integrating Technology into the Classroom
- Internationalizing the Curriculum
- Simulations and Role Play I: American and Simulation Design
- Simulations and Role Play II: IR and Comparative
- Teaching Political Theory and Theories
- Teaching Research Methods
- Teaching and Learning at Community College

Track summaries from the 2013 APSA Teaching and Learning Conference are published in the next pages of *PS*. These summaries include highlights from the research presented in each track and also recommendations for new strategies—both on the department and discipline level—aimed at advancing the scholarship of teaching and learning. To view the recorded sessions and for more information on the 2013 APSA Teaching and Learning Conference, please visit www.apsanet.org/teachingconference.

2013 TLC PROGRAM COMMITTEE

APSA thanks the following individuals who served on the conference planning committee and as track moderators.

- Candace Young (Chair), Truman State University
- Derrick Cogburn, American University
- Michelle Deardorff, Jackson State University
- Boris Ricks, University of California, Northridge
- Tressa Tabares, American River College
- Deborah Ward, Rutgers University

We would also like to thank all of the participants who attended the 2013 APSA Teaching and Learning Conference, and the APSA staff, who contributed to success of the meeting. We look forward to seeing them again at the upcoming 2014 meeting which will take place in Philadelphia, Pennsylvania, February 7–9, 2014.

CIVIC ENGAGEMENT I: EXPERIENTIAL AND SERVICE LEARNING

Thomas C. Ellington, *Wesleyan College*

Joshua A. Green, *University of California, Berkeley*

Jennifer Kelkres Emery, *University of West Florida*

Presenters in Civic Engagement I reported using a wide variety of techniques to encourage civic engagement in courses ranging from introductory surveys to graduate seminars. However, the core of the pedagogical model remained constant. Learning from doing is a key counterpart to more traditional lectures and readings. Civic engagement is best taught the way we would learn to ride a bicycle: some of the most important learning comes through doing. In particular, there was a consensus that learning by engaging in activities that also teach citizenship and positive interactions with government should be a part of every political science curriculum. Political science is an academic enterprise, but it can also be a democracy-building exercise if we meet the goal of preparing students to be citizens when they leave our institutions. In pursuit of that end, a number of themes emerged in discussions in this track:

It takes time to build trust and legitimacy with community partners with relationships tending to build incrementally. Engagement with those partners to identify real needs and solutions is essential. Whether it comes under the label of community-based learning, service learning, or something else, a well-designed project in partnership with a group in the community can pay real dividends—in student understanding of political processes and institutions, in civic engagement, and in increased capacity for the group.

Susan Dicklitch reported working on a project with two refugee resettlement organizations in Lancaster, Pennsylvania, that evolved over five terms. At the beginning, students were paired with refugee families to assist with basic resettlement tasks. Within a few years, the project had evolved to the point that students participated in the writing of two successful grant proposals and organized a conference to bring together refugee service-provider organizations.

Joyce P. Kaufman's international relations students worked with adults at the Whittier, California, Adult School who were preparing to take the US citizenship test. Students reported positive experiences from the partnership, and the success of the pilot program has inspired the assistant superintendent of the Whittier Union High School District to seek new areas for partnership.

Charles C. Turner described a senior capstone project in which students worked as consultants for seven public agencies in Chico, California, making recommendations for future courses of action. Although there was some variation among agencies in their enthusiasm and cooperation, a good relationship with the assistant city manager proved to be critical to the project's success.

Deeper engagement with community groups tends to come incrementally and is built on a track record of previous successes. Early on, potential partners may doubt students' commitment, their ability to offer meaningful help, and their understanding of a community into which they may not be fully integrated. The most successful partnerships are designed with an eye to doing *with*, rather than doing *for*, and with the understanding that members of a community have an expertise on their own needs that people from outside do not have. Track members reported examples of students doing impressive work with community partners, but the most ambitious projects tend to start small and grow with experience and increased trust, rather than being created all at once out of the whole cloth.

The track participants also discussed the challenges that instructors face in executing experiential learning. Service learning is difficult to plan for and control. If students are not intrinsically motivated, and many are not, the syllabus must define the extrinsic achievements. To help students remain consistently engaged in the election season, Lilly Goren creates a long list of items and political events and a point value for each, to maintain students' participation in a flexible manner. At the opposite end of the spectrum, an immersive experience like study abroad taps into affective learning processes not accessed in a traditional classroom. Mike Williams spoke movingly about his experiences "teaching without a syllabus" by taking students to study abroad in South Africa. When students were confronted with unexpected reactions from the local community, he encouraged them to gently investigate the unknown and value that in the educational process.

Beyond giving students a grade for attendance or participation in various events or aspects of a project, sometimes we need to prove that students become better citizens through the work. Small classes are the best fit for service learning, but the N is too small to make quantitative evidence reliable. One solution is to collaborate across institutions for a joint project. Track members Jennifer Kelkres Emery, Alison Howard, Jocelyn Evans, and Mary McHugh conducted an exit poll during the 2012 election and ended with assessment data from 114 students. Qualitative evidence in the form of student feedback works for small courses and unique projects. For example, Kerri Leyda Nicoll presented an ongoing program of qualitative student feedback to develop and monitor the success of a new interdisciplinary minor.

Many institutions and departments struggle to maintain a community because students are working part time or fulltime, more

courses are held online, and the student population is diversifying. Before students can help a community through a service-learning project, they have to understand what community is. Lori Andersen embarked on a project with the goal of creating community in a graduate program. She developed a program in which students conduct a service-learning project with the class also designated as the recipient. This gives students the experience of both creating and receiving social capital, a key goal in equipping students to lead and manage public organizations.

We operate in a civic environment in which voter turnout, efficacy, trust in government, and other objective measures of participation continue to decline or lag behind other established democracies. As political scientists we are in the unique position of teaching many students who are just becoming voting citizens who have an awareness of their political roles in society. We should not waste the opportunity to prepare these new voters with *both the knowledge and the interest* to fully participate in their democracy. One is pedagogical (knowledge), but the other may be seen as normative (interest). However, it was clear from this track's presentations that generating interest and passion in politics, or in policy issues that are personally important to each individual, is an essential part of teaching political science.

Presenters demonstrated several ways to both engage students in the communities around them and learn about politics in the course of that experience. This might mean getting students to work with local refugee resettlement efforts, recruiting them as exit-poll workers during the 2012 presidential election, asking them to form a "consulting group" for public advocacy issues of their choice, or getting a student to figure out how to get a stop sign installed on a street corner.

Political science has an important role to play in the pedagogy of citizenship. Bob Graham, a former senator and governor of Florida and a presenter in the Civic Engagement I track, posed a challenging question to the track participants (paraphrased here): "How can we link how we teach citizenship with *future* acts of participation by those citizens?" We had no easy answers for Senator Graham's challenging question, but the participants did establish some important guidelines that promote one of the basic tenets of political science instruction: prepare all students to become contributing citizens who participate in, rather than ignore or purposely opt out from, their own government. Taken together, the presentations highlighted personal engagement of the student, interaction with real people in the community on projects, and simple contact with political events or experiences as the best way to prepare students for future participation.

CIVIC ENGAGEMENT II: IMPACT ON POLITICAL BEHAVIOR

Elizabeth A. Bennion, *Indiana University, South Bend*
Sharon Davis, *University of Houston*
Elizabeth C. Matto, *Rutgers University*

> *"Democracy needs to be reborn in each generation and education is its midwife."*
>
> —*John Dewey*

Concerns remain regarding levels of political knowledge and engagement among America's young people. A healthy democracy requires an informed and active citizenry. As an association we realize our unique position in furthering this democratic ideal by advancing the teaching of political engagement. The recent APSA publication *Teaching Civic Engagement: From Student to Active Citizen* edited by Alison McCartney, Elizabeth Bennion, and Dick Simpson charts the evolution of civic education from one focused primarily on service-learning to current civic and political engagement learning strategies. Integral to this evolution has been honing the theoretical framework of teaching citizenship and building a set of evidence-based pedagogies that addresses this critical need. *Teaching Civic Engagement* serves both as a vehicle to advance the scholarship of citizenship as well as a call to action for political scientists. The presentations at this year's conference make it clear that many of the action items articulated in the book are well underway.

Not long ago, track discussions of civic engagement centered on community based service Learning (CBSL). Jonathan Benjamin-Alvarado presented such work at the 2013 conference—a project-based experience in which students engaged in service on an international level through a Cuban social service organization and reflected on their experiences. As this research and our discussion suggest, there is a growing appreciation that service learning, to be a meaningful experience, must include opportunities for reflection and discussion and must move away from the idea of service to a community and toward the notion of service undertaken in partnership with a community. The presence of fewer CBSL projects at this year's conference also signals a growing understanding that service learning is not the only way to teach citizenship. Part of the problem in moving beyond service learning was outlined in John Berg's presentation in which he explored the difficulties in distinguishing between civic and political engagement and the need to define more clearly what we mean when we discuss the pedagogy of civic and political engagement.

The presentations in the Civic Engagement II track also demonstrate a new level of methodological sophistication that uses rigorous research designs, address the differentiated effects of instructional interventions, offer a longitudinal view of the effects of civic education, and pioneer models for conducting large-scale and collaborative research.

For example, Ryan Claassen and J. Quin Monson's research uses randomized field experiments with well-designed standardized multicampus protocols to measure the relationship between "new media" (i.e., blogs) and enduring political engagement. These researchers and others also explore the heterogeneous effects of different approaches to civic education. Claassen and Monson contrast the effects of blogs versus traditional essays on knowledge and engagement whereas Leah Murray uses social media sites versus the more standard discussion board forum to measure the level of student engagement on the various platforms. At the high school level, Timothy Vercellotti and Elizabeth Matto's multisite experiment measures the differentiated effects of news consumption, in-class and home discussion, on students' knowledge taking into account parents' levels of political knowledge and students' course placement.

Attention to the long-term effects of various civic education efforts, as exemplified in research presented by Diana Owen and Suzanne Soule, is another indication of this field's growing methodological sophistication. Research like that presented by Wukich and Siciliano demonstrates that specific interventions may yield only short-term, temporary effects that barely last through a

semester. Our field is getting better at recognizing and measuring the short-term effects of our pedagogy, and we acknowledge that it is incumbent on us to substantiate the claims about the long-term impact of our work and not rely solely on indirect evidence of short-term effects.

Finally, the use of technology and cutting-edge, large-scale collaborative research via "crowdsourcing" such as the research presented by Rebecca Glazier et al. represents a response to the call in *Teaching Civic Engagement* and envisioned for the Consortium for InterCampus SoTL Research. Kasniunas and Hill's presentation offers another model for how collaborative learning can take place virtually on more than one campus. Technologies, such as graphics tablets that help educators save time while providing students good feedback, were introduced to the track by Gregory Dixon and suggest another avenue by which innovation can serve educators' needs.

Call to Action

Although concerns persist and discussion continues regarding civic engagement, this track was not focused on rehashing old debates. The interaction in this track centered on moving forward with innovative and rigorous methodologies to foster important research to promote the civic and political engagement of our students and, thereby, develop a knowledgeable and engaged citizenry. To this end, the group reiterated the need for action.

Participants in the track agreed that we need to develop a definitional index. If we are to continue to promote and develop research projects related to civic and/or political engagement, then we need to be speaking the same language. In defining our terms, it must be clear that the teaching of engagement can take place in the classroom, between classrooms, or beyond the classroom. Campus events and speakers can be effective in cultivating the knowledge, skills, and attitudes essential to continued political participation. Civic and political engagement can be fostered through the development of student assemblies. Presenters Jane Rainey and Glenn Rainey, Jr. used this format to initiate students via their project Citizens' Assembly for Critical Thinking about the United States (CACTUS). There was general agreement that instructors ought to involve students in identifying the public problems they seek to address.

We must help our home institutions advance the idea of work with our communities as partners. It is important to develop relationships within the communities in which many of our students will continue to work and live. This is an area where community colleges could be the bridge for many students between high school and university. Community colleges already have been collaborating with high schools and surrounding communities and, therefore, could be a valuable resource. This would open the door for research efforts as well and is precisely the motivation for the creation of the Consortium for Intercampus SoTL Research. The purpose of the Consortium is to connect scholars in smaller institutions and to provide the opportunity for larger sample sizes and more extensive research. Such research could then provide the feedback loop for institutional and community support.

Connecting scholars for the purpose of research is critical but so is sharing what works. This mindset moves us from talk to action. If we believe in the mission to create informed and active citizens, then the next step is to make the investment cost for faculty as low as possible. The first and most obvious way to do this is through research into the long-term effects of this

pedagogy. This research supports faculty as they work to garner institutional support for civic engagement projects. A second and critical key to success is a clear understanding of what has been tried, what works, and what doesn't work. Faculty needs an accessible and evolving platform to share program suggestions and resources. The *Teaching Civic Engagement* website, http://community.apsanet.org/TeachingCivicEngagement/Home, edited by Elizabeth Matto serves as a repository for this information and allows faculty to access and share such tools as syllabi, projects, and assessments. The low-risk and low-cost for faculty to initiate this pedagogy, along with institutional support, heightens the chances that civic and political engagement will be enthusiastically and effectively taught at institutions of higher education.

The Association of American Colleges and Universities issued a report in 2012 on the state of civic engagement in the United States entitled *A Crucible Moment*. The report calls for a reconsideration of our role as educators to provide opportunities to learn to engage in our communities and political system. There was agreement among the scholars in this track that this type of learning has the potential to transform our students, communities, and the nation. If Dewey is correct and each generation needs to be reborn into democratic ideals, then we as educators have the opportunity to be the catalyst for the awakening.

REFERENCE

The National Task Force on Civic Learning and Democratic Engagement. 2012. *A Crucible Moment: College Learning & Democracy's Future.* Washington, DC: Association of American Colleges and Universities.

CONFLICT AND CONFLICT RESOLUTION

Daniel Brunstetter, *University of California, Irvine*
Daniel Wehrenfennig, *University of California, Irvine*
Agnieszka Paczynska, *George Mason University*
Joseph W. Roberts, *Roger Williams University*

Participants in the 2013 Conflict and Conflict Resolution track, as was the case during the first track meeting in 2012, represented a wide diversity of institutions, including small liberal arts colleges and large public research universities as well as universities outside of the United States. Several common themes linked the rich discussions in the track. Among the most important of these was a sense among the participants that the very nature of conflict, and in particular its complexity, lends itself toward developing innovative teaching approaches, crossing disciplinary boundaries, and incorporating experiential learning activities into the curriculum. A universal trend was that those who teach in this interdisciplinary field regularly incorporate theoretical insights from such fields as psychology, sociology, communications, and anthropology.

Conflict and conflict resolution studies also lends itself to crossing boundaries between teaching and learning that takes place in the traditional classroom and what have usually been seen as students' extracurricular activities. Thus, critical and analytical skills developed during instructional time can be further reinforced and honed by students participating in various clubs and organizations. By the same token, skills that students use through their

participation in extracurricular activities, for instance leadership training, can strengthen their performance in the classroom.

The complexity of conflict also provides an opportunity to teach students to think on multiple levels. It teaches them perspective taking, empathy, and the emotional dynamics of conflict. This component should be further developed by increasing the level and complexity of experiential learning in the curriculum. One potential area where this will work well is to leverage our interdisciplinarity—at the department level and at the university level. In conflict studies, we are already at the forefront of this trend by moving beyond academic silos. Another area of opportunity is to encourage students to combine a liberal arts major with a professional minor using conflict resolution as a unifying theme.

Track participants explored the different ways that simulations can be used to teach students about conflict and conflict resolutions. The types of simulations that can be incorporated into the curriculum vary and can range from exercises that require multiple class sessions to complete, to games that can be played virtually, to complex simulations that require additional participants who can play particular roles during the simulation. Simon Radford discussed his use of the game Diplomacy (available as a traditional game or online at www.playdiplomacy.com). This game offers an excellent simulation of the international relations of pre-World War I Europe where students, acting as decision makers, negotiate the international arena. The ultimate goal, depending on the player, might be survival or conquest. Students learn to negotiate to survive or avoid conquest. This outcome forms one of Radford's critical conclusions: what constitutes victory? This question provides an excellent opportunity to relate the simulation to theory. For instance, it allows students to explore how participants in international negotiations about conflict measure success. Joseph W. Roberts looked more specifically at the negotiation process surrounding an irredentist or secessionist ethnic conflict. Roberts designed a simulation to mimic a contemporary ethnic conflict with the key players accurately reflected in the background material but stripped of real identifying characteristics. The goal was to use a fictionalized real conflict to force students to negotiate not how the actual conflict is being addressed but by using the tools and techniques discussed throughout the semester. The most complex simulation was "The Strategy Project" discussed by Michael Hunzeker. This simulation provided a multilevel bargaining simulation of a complex, short-term crisis scenario by combining interstate negotiations and intrastate negotiations/ directives between military, executive, and diplomatic cells. Hunzeker also discussed a long-term grand strategy game.

Several key themes emerged from the discussion of including simulations in the curriculum. First, different simulations will accomplish different learning objectives and therefore instructors needs to be very clear about what the particular learning objectives are in their classrooms. Simulations can be a useful pedagogical tool to teach students about strategic decision-making and, decision-making under conditions of ambiguity and tension and when faced with bureaucratic obstacles. These types of simulations can explore both strategic decision-making in crisis situations as well as examine how grand strategy is developed over the long term thus allowing students to also investigate concepts such as path dependency and policy processes. Moreover, simulations are useful tools for teaching students about the complex emotions that participants in a conflict experience and

provide a way to teach students about the role of empathy in conflict resolution.

Second, running simulations in classrooms presents particular challenges to instructors who (a) teach large introductory survey courses; and (b) are unable to devote multiple class sessions to a simulation. The track participants noted the need to address these two concerns and think through how to both scale up and scale down simulations as well as other types of experiential exercise so that simulations could be incorporated into more diverse classroom settings. One possible solution to this dilemma is to use virtual simulations, either online gaming simulations or online negotiation simulations. Virtual simulations allow students to participate outside of the class and, for large classes, in multiple iterations of the simulation. Moreover, virtual simulations can be asynchronous negotiations (online discussion boards or e-mail) or synchronous negotiations (video chat or Skype). The former allows students to participate when time permits over a longer period but the negotiation often less effective. The latter allows students to participate more directly but requires timing issues to be resolved. Participants agreed that more attention should be focused on exploring how complex simulations that require multiple class sessions can be simplified in ways that retain key learning outcomes so that these can be used in those classrooms in which instructors have limited time to running simulations.

Track participants also discussed how best to link teaching theoretical concepts in conflict and conflict resolution to their practical application or, put differently, how to effectively provide students with the opportunity to dynamically link the theoretical and the practical. Several participants noted the recent publication by the United States Institute of Peace (USIP) that was highly critical of the preparation that students receive in institutions of higher learning that make them less attractive to potential employers when they enter the job market. In particular, the report noted many students' inability to apply theoretical concepts they had learned during their college careers to the practical problems they encounter in the professional world. By incorporating experiential learning activities in the traditional classroom, providing students with opportunities to engage in learning through courses that take them into the field as well as through extracurricular activities, such as Peace Cafes, leadership training, negotiation or mediation training, study visits or meetings with nongovernmental organizations, major international organizations, or governmental agencies, and others, students studying conflict and conflict resolution have a unique opportunity to bridge the gap between theory and practice.

Furthermore, as Steven Curtis noted in his presentation ("Working for Peace in Situations of Conflict: Embedding Practical Experience in the Study of Conflict Resolution"), experiential learning activities lend themselves especially well toward engaging nontraditional students for whom lecture and discussion format is not particularly effective. In particular, students coming from different education and cultural backgrounds than the institution of higher learning or students who are returning to school after already participating in the job market, often find the traditional classroom challenging and not especially engaging. Experiential learning approaches allow these students to more readily grasp the material and deepen learning. Finally, we should utilize learning communities to encourage integrated learning across courses by involving students in multilevel learning experiences both within and outside the classroom.

One example of combining such experiential learning and conflict resolution is the Olive Tree Initiative, a University of California program that engages students in innovative learning activities. The Olive Tree Initiative combines in-class training in theory and dialogue skills with a study-abroad component, in the form of a three-week trip to a conflicted region, such as the Middle East to study the Israeli-Palestinian conflict or the Caucasus to learn more about Turkey-Armenia relations. As panel presenters Daniel Brunstetter and Daniel Wehrenfennig of University of California, Irvine explained, this program responds to criticism in the peace education literature—the view that teaching about conflict resolution has limited short term effects—by supplementing the experiential learning component with long-term scholarship and leadership training for students. They emphasize education in conflict resolution needs to be geared toward helping students learn the skills necessary to better process and confront the life-long challenges related to deep-set conflicts they might face. This educational philosophy speaks to the necessity of our discipline, operating in the complex environment of modern conflicts, to provide a more innovative approach to conflict resolution that exposes students to real-world issues, while also developing life skills that can be exported beyond the classroom.

The discussion concluded with participants agreeing that teaching conflict and conflict resolution provides a unique opportunity to deepen students' understanding of complex social phenomenon and to hone their analytical and critical thinking skills as well as their emotional intelligence. At the same time, teaching about conflict encourages the crossing of disciplinary boundaries and between the traditional classroom and extracurricular activities. The participants agreed to create a blog where they could continue exchanging ideas and instructional materials.

CORE CURRICULUM/GENERAL EDUCATION

Ruxandra Paul, *Harvard University*
Jesse-Douglas Mathewson, *University of Maryland*
Brian D. Williams, *University of California, Riverside*

What can political science contribute to the general education curriculum of college education in the twenty-first century? In the limited exposure to the discipline that students obtain through core courses, several goals have to be simultaneously pursued. The content and skills that are taught have to respond to our students' needs, enabling them to better understand political debates and institutions and encouraging them to participate more fully in political processes and civil society as well as enhancing their metacognitive skills to help them become self-aware, self-directed learners, who possess a healthy dose of interest in politics for the rest of their lives. At the same time, those teaching general education courses are acutely aware of the additional burden of responsibility they carry: because this may be the only glimpse students catch of political science as a discipline, courses cannot just be about political phenomena, but have to address questions like "What do political scientists do?" and "How does a political scientist think about politics and policies?" Finally and relatedly, given how intolerant of ambiguity students are, courses have the difficult mission of revealing the complex and contradictory universe of political realities in a way that teaches students to appreciate nuance and see the value of the ever-frustrating "It depends."

Can we do all this? And can we do it well? This track included 11 presentations, in which the authors and 24 discussants sought answers to these questions. At the core of the discussions emerged the understanding that general education has inherently political goals: turning students into informed, open-minded, engaged citizens-intellectuals who can thrive in a pluralist society with global horizons. Our conclusion was that political science is uniquely qualified to serve as the capstone of general education.

This claim raises additional questions. If political science is to be the core of general education, what is to be the core of political science? Should we focus on civic education or critical thinking? Can we do both without sacrificing either? Do universities at large share our view about the centrality of political science in the general education curriculum? This summary shares this track's discussion of these questions.

The Foundations of the Core Curriculum

General education has included a more or less explicit political dimension since its beginnings. In her presentation, Ruxandra Paul of Harvard University showed that the emergence of and subsequent shifts in general education paradigms echoed the development of the American polity and its changing role in the world. The goal of promoting a "free society" served to build consensus in opposition to the ideological threat of communism. Later, general education evolved toward a less politicized emphasis on diversity of knowledge. Finally, after the fall of the Iron Curtain, a new goal of overcoming parochialism in an "open society" inspired the most recent round of curricular reform.

Despite the mutually constitutive connection between general education and politics, Aleisha Karjala of the University of Sciences and Arts of Oklahoma found that political science rarely enjoys a privileged position in the core curriculum. Although political science is usually among the options students can select to fulfill general education requirements, it is rarely *required*. Also, although general education may now emphasize "overcoming parochialism" as an overarching goal, students are rarely required to pass anything more than Introduction to American Politics or its equivalent. Political science is present in the core curriculum, but in Karjala's sample of public liberal arts colleges, it is not a capstone.

As to the content of these courses, Williams Miller of Flagler College analyzed a set of Introduction to American Government offerings to find that, while the textbooks used had much in common, courses differed significantly in terms of title, focus, and content taught, with instructors usually teaching content from their own area of expertise, especially connected to their dissertation topic. Miller also found great discrepancies in student learning. Often, professors had to start by addressing incorrect knowledge and intellectual "bad habits" that students had acquired in high school. Because the lone political science course in the core curriculum is the last exposure to the discipline (and to civics education!) that students receive before joining the workforce, Miller's conclusions emphasize the importance of taking this "last line of defense" against political apathy and ignorance.

Boosting Student Interest with Innovative Teaching Strategies

To stake a claim for political science as the capstone of general education, we must develop pedagogic methods that ensure courses

deepen civic education, promote critical thinking, and stimulate civic engagement and curiosity.

Tanya Corbin of Radford University and Jodi Balma of Fullerton College discussed the effects on civic engagement and learning by using nontraditional textbooks in American politics classes. Assigning readings "beyond the textbook" in conjunction with a classical primer produced great results for the authors. Students found the material more interesting and relevant. They reported a desire to take on Capitol Hill themselves, coupled with a wish to keep and share the nontraditional assigned books with family and friends.

Other alternatives or complements to traditional texts include cooperative learning projects, assigning political science journal articles, and using political blogs. According to John Girdwood of Wayne State University, students enjoyed these assignments even though they usually involved additional assessments and heavier workload. Daniel Smith of Northwest Missouri State University discussed several low-cost alternatives and extracurricular activities that can be used to diversify teaching and promote student engagement such as attending guest lectures on campus or using free online content. Cirila Toplak of the University of Ljubljana described how teaching political science and history with a current events focus increases student engagement and understanding. So Young Kim overviewed the challenges of teaching political science to science and engineering students. Patricia Keesee argued that sports can serve as a useful metaphor for starting conversations about political science with nonmajor audiences.

Without student retention, the "last line of defense" cannot hold. A creative strategy to increase degree completion levels is establishing "learning communities" in which students of a particular scholarly orientation share living and learning spaces, while taking a sequence of courses together. Joseph Jozwiak of Texas A&M University, Corpus Christi, presented his findings on the benefits of learning communities for Latino/a students in Hispanic serving institutions. Noting the significant gap in retention rates between Latino and white students, Jozwiak evaluated learning communities as a potential way to reduce these educational inequalities. Results were mixed, but promising.

Our discussions returned to the capacity of political science courses to fulfill multiple goals at once. Is it possible to maximize all objectives simultaneously? Although there was a special emphasis on the role that introductory government courses play in instilling fundamental civics, there seemed to be broad consensus that teaching critical thinking is complementary—not contradictory—to transmitting facts and theories.

Conclusion

Many students are not adequately prepared for college-level courses in political science, which makes the achievement of core curriculum goals in political science even more challenging. Our track discussed various effective strategies to overcome such obstacles, from the incorporation of technology in the classroom to facilitate assessment and communication to the creation of communities of knowledge to enhance accountability. Building on these creative solutions, we need to continue our search for new ways to inspire students, capitalize on student diversity as a resource, reduce gaps in performance and student retention, and more. In general education, successful instructors need to strike the balance between teaching content competencies and skill competencies.

In his keynote address, Michael Brintnall emphasized the need for integration and convergence of curricula, an idea echoed in our track discussions. What would be the standards around which convergence may crystallize in political science? Although a detailed analysis is beyond the scope of this track summary, we suggest one possible way forward. Political science provides the fundamental knowledge for meaningful and responsible citizenship that the general education philosophy requires. We can establish a common structure to pursue our goals, while preserving diversity, originality, and passion in our teaching approaches. Our mission has never been more urgent. Globalization creates unprecedented opportunities and challenges for all. And with every year—and every new round of budget cuts—our secondary schools become less capable of providing future citizens with the knowledge and skills they need to navigate complex, globally integrated societies, at home and abroad. The general education philosophy demands that we assume responsibility. On this front, we are the last line of defense.

CURRICULAR AND PROGRAM ASSESSMENT

Bryan S. McQuide, *Grand View University*
Candace C. Young, *Truman State University*
Bobbi Gentry, *Milliken University*

"Preparing Students for Success," was evident in papers and presentations in the Curricular and Program Assessment track. Papers focused on how to prepare students for success in our courses, the major, and the twenty-first century. Building on previous assessment research of student learning outcomes in individual courses as well as the political science major at the program level, this year's papers used more sophisticated methodologies and innovative approaches to assess student learning in political science. Three key themes emerged from our track discussions: the need for greater development of assessment tools to assess student learning outcomes, the need for a wider discussion across the discipline on political science in the twenty-first century, and the need to address academic advising issues.

Assessment Challenges in Political Science

The need for more sophisticated methodology to assess student learning outcomes in courses, simulations, and the major became evident in several papers that embarked on approaches to assess student learning in political science. Course-level assessment papers advanced our understanding of how departments can engage in continuous assessment of research methods courses (Mueller, Barria, and Wandling 2013), political science simulation outcomes (Gentry 2013) and university general education learning outcomes in introductory-level American government courses (Quackenbush 2013). These papers produced discussions on how we can assess information literacy, problem solving, diversity awareness, global awareness, decision-making, and critical thinking outcomes. As higher education is now under attack for being irrelevant to the new post-recession job market, improving assessments of these outcomes becomes more critical.

A related discussion emerged on how well political science is helping students succeed in a globalized world. Assessing students' understanding of diversity in terms of identities (Ortbals 2013) and the internationalization of the political science major

at the curriculum level (Mezzell 2013) produced wider discussions about what the political science major should consist of in the post-recession world.

Using peer instruction pedagogies to maximize efficiencies and advance student learning, several papers evaluated how well peer instruction improved student learning (Bernstein 2013, Feeley 2013, Schuele and Goforth 2013). Findings from these studies suggest promising results we can use to improve student learning outcomes in introductory-level courses and high-enrollment courses. As higher education responds to increased budget challenges by expanding high-enrollment courses, using new methods to engage students and assess student learning in these courses is vital to maintaining high-quality learning environments.

As university and discipline programs increasingly move into the online environment, there is a greater need to assess how online environments affect student retention rates and success. We learned that there can be significant differences in achievement between online and blended courses for freshmen as opposed to other students (Martin 2013), and there is little difference between male and female students in frequency and quality of discussion posts in online courses (Van Vechten 2013). Further assessment and curricular research will be valuable as online programs expand.

One of the greatest challenges to political science today is showing our worth and that political science majors can flourish in many different types of careers to students, parents, administrators and employers. The social sciences and the humanities are under attack by policymakers in Washington and state capitals for failing to place students into gainful employment after graduation. In this environment we need to document placement and measure what we do as teachers of political science to enhance the skills of political science majors. In addition, given the broader discipline focus on civic engagement we need to measure the degree to which we are successful in engaging students and preparing them to be active citizens in a dramatically changed world.

Three concerns emerged from our discussions of political science assessment at the program level. One is the future of legal education in an environment where law schools are becoming extremely competitive and legal jobs are in short supply. Preparing students for success in law school is one of the responsibilities of political science programs as a large percentage of law school applicants come from political science (Bordelon 2013). A second theme was whether political science learning outcomes are transparent to students, parents, and other interested parties. Unfortunately, research findings revealed that few departments systematically identify student learning outcomes for the major and how they are related to their curricular structure (Young and Kohler 2013). Discussions emerged on how we need greater information sharing on assessment plans, student learning outcomes, and curricular models at the discipline level. Since the APSA book, *Assessment in Political Science*, was published in 2009, there still exists a lack of commitment by faculty and departments to program level assessment. Faculty buy-in, ownership, and compensation is crucial to assessment success. In some ways, we also need to more effectively disseminate assessment information to different audiences.

A third theme centered on how departments can develop effective assessment tools to evaluate student learning outcomes in the political science major. Because departments now are mandated to assess learning outcomes at the course and program level by administrators, accreditation agencies, and the US Depart-

ment of Education, more sophisticated assessment methods to assess student achievement of departmental learning outcomes need to be developed. One department recently used a new assessment tool that evaluated students' retention of political science concepts, critical thinking, and problem solving skills; using statistical analyses this study found that graduating seniors did marginally better at these skills than incoming freshmen (McQuide 2013). This raises discipline-level concerns about the challenges of assessing student outcomes at the end of the major, whether our students are becoming academically adrift (see Arum and Roksa 2011), and how to measure students' gain in academic skills from majoring in political science. Our track discussed the advantages and disadvantages of alternative assessment methods such as using portfolio reviews, departmental comprehensive exams, and standardized exams. One challenge of program-level assessment that needs further research is how to effectively assess critical thinking, problem solving, decision making, and innovation.

Whether it is program, course, or simulation assessment, discussants felt that broader discussions about institutional review boards (IRB) and assessment are needed. Barriers to IRB approval of assessment studies and publication of our findings need to be reduced. Without research-based assessment models and findings to guide departments in their assessment plans, political science will not be able to develop the more sophisticated assessment models needed to advance the discipline and measure our value.

Another challenge to program-level assessment is finding ways to measure post-graduation outcomes. Many departments already use senior exit surveys or interviews. However, to assess how well we are doing in placing students, graduates' satisfaction, or whether our students are meeting the demands of today's employers, we discussed the use of alumni surveys, employer surveys, and state/national surveys. Unfortunately, alumni foundation restrictions and low employer survey response rates make these problematic. Recent surveys of graduates and employers at the national and state levels can inform our departments as to the skills and knowledge demanded by employers and post-graduation job satisfaction held by political science and other social science graduates.

A New Agenda for Political Science Assessment in the Twenty-First Century

At the end of the conference, our track held in-depth, spirited discussions on the future of assessment and curricular development in political science. We have become concerned that, federal officials in Washington, state legislators, and even governors are defining our major. Political scientists need to take the lead to define political science in the twenty-first century. Therefore, as a track, we agreed to call for a discipline-wide discussion at the APSA level to redefine the political science major in the twenty-first century. This APSA task force should focus on the following key questions: how should the political science major curriculum be structured?; what skills and knowledge are needed by students to be successful after graduation and how political science can meet them?; what are the pre-law education preparation issues?; and how can we respond to the crisis in higher education, particularly the challenge to liberal arts education? As a track, we felt strongly that this is needed and that unless we act, our value will be defined for us.

A second related issue is academic advising. For many faculty, advising is required, but not rewarded in promotion and tenure

decisions. Yet, advising is closely related to curricular and assessment concerns. We urge the APSA Political Science Education Organized Section to consider adding advising as a track or workshop in the 2014 Teaching and Learning Conference. During our discussions, concerns emerged related to advising, such as assessing and advising student internships, especially the potential for serious problems (see *Intern Nation*, Perlin 2012), advising students who desire to go on to graduate or law schools, evaluating the effectiveness of various advising formats, and ensuring students are gaining the skills they need to be employable on graduation.

Finally, we need to continue to pay attention to the challenges we face in assessment. We discussed the need for a shared toolbox for information and resource sharing among departments on the APSA website to include assessment studies at the course and program level, research studies that inform how we can measure what we do, and statements of the value of political science to students today. Finally, we need innovative models using quantitative and qualitative techniques to measure and define information literacy, critical-thinking, decision-making, quantitative reasoning, and problem-solving skills gained by our students. We look forward to producing even greater advances in assessment and sharing our findings at the 2014 conference.

REFERENCES

Arum, Richard, and Josipa Roksa. 2011. *Academically Adrift: Limited Learning on College Campuses.* Chicago: University of Chicago Press.

Bernstein, Jeffrey L. 2013. "Bridging the Expert-Novice Divide in the Political Science Classroom." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

Bordelon, Gregory R. 2013. "PS Majors to J.D. Jobs—How Can We Help You? Assessing the Future of the Political Science Curriculum vis a vis the Future of Legal Education through an Interdisciplinary Continuum." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

Deardorff, Michelle D., Kerstin Hamann, and John Ishiyama. 2009. *Assessment in Political Science.* Washington, DC: American Political Science Association.

Feeley, Maureen C. 2013. "The Impact of Peer Instruction Pedagogy on Student Learning, Attitudes toward Learning and Student Engagement: Evidence from a Large Enrollment Political Science Course." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

Gentry, Bobbi. 2013. "Assessing Simulations: Including Third Party Stakeholders." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

Martin, Susan J. 2013. "Class Analysis from the Sixth Comparison Study of Teaching Blended In-Class Courses vs. Teaching Distance Education Courses." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

McQuide, Bryan S. 2013. "Is Political Science Academically Adrift? Initial Findings in Designing New Departmental Assessment Tools to Assess Student Learning Outcomes." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

Mezzell, Ann Marie. 2013. "Assessing the Political Science Undergraduate Degree: A Review of International Course and Non-Course Content." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

Mueller, Melinda A., Lilan A. Barria, and Richard A. Wandling. 2013. "Assessment in Action: The Evolution of an Undergraduate Qualitative Research Methods Course." Presented at the APSA Teaching and Learning Conference, Long Beach, CA, February 8–10.

Ortbals, Candice D. 2013. "Intersectionality, Reflexivity, and Assessment." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

Perlin, Ross. 2012. *Intern Nation: How to Earn Nothing and Learn Little in the Brave New Economy.* Brooklyn: Verso Press.

Quackenbush, Alvin C. 2013. "The Assessment of General Education Learning Outcomes in U.S. Government." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

Schuele, Donna, and Patricia Goforth. 2013. "Facilitated Study Groups as a Learning Tool in the Core Curriculum: Design, Deployment and Assessment in the

University of California, Irvine's Introduction to Criminology, Law and Society Course." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

Van Vechten, Renee B. 2013. "He Said, She Said: Tracking Gender Differences in Online Academic Discussions." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

Young, Candace C., and Ryan Kohler. 2013. "Commitment to Curricular Planning and Assessment as Reflected in Departmental Websites." Presented at the APSA Teaching and Learning Conference, Long Beach, CA.

DIVERSITY, INCLUSIVENESS, AND EQUALITY

Boris E. Ricks, *California State University, Northridge*

Helen Chang, *CUNY-Graduate Center*

The tenth annual meeting of the Diversity, Inclusiveness, and Equality (DIE) track at the 2013 APSA Teaching and Learning Conference focused on issues of difference, diversity, and inequality as they relate to pedagogical, classroom, department, and institution wide matters from multiple perspectives. The DIE track hosted 12 participants and seven research papers. The papers covered the following topics: (1) Latino/a student retention and success; (2) student perceptions of teachers and the impact on student achievement outcomes; (3) instructional initiatives for ESL students in introductory courses; (4) issues of diversity in the political science classroom; (5) preparing students for global citizenship; (6) campaign commercials, content analysis, and political inequality; and (7) teaching environmental justice. Track discussants provided constructive criticism, careful reflection, and useful feedback to the presenters. Substantive and lively discussions focused on student learning outcomes, teaching methods, inclusive ancillary resources, and the challenges of teaching and learning in a changing classroom climate. These challenges have emerged from changes in the composition of student populations,[1] technological change, budgetary issues, an increasingly international context, and the urge for interdisciplinary approaches.

Navigating these changes in classroom climate is critical in helping to ensure student success. Based on this overall theme, we continued conversations from previous years about gender equity, defining diversity, teaching difficult topics, the role of the instructor as facilitator, and supporting teachers with inclusive resources and information. In addition, the following new conversations were integrated into the track from presentations and discussions: (1) the intersection of student success and diversity, (2) understanding both student and faculty perceptions of diversity, and (3) teaching and learning in a changing classroom climate. Civic and community engagement, global issues, and lesbian, gay, bisexual, transgender, and queer (LGBTQ) concerns were also addressed.

The Intersection of Student Success and Diversity

On many college campuses, shifts in student populations have mirrored demographic changes in the United States. As a result, faculty members often face an increasingly diverse student population. This diversity can take on a multitude of forms, including race, gender, age, disability, culture, religious beliefs, educational experiences, and sexual orientation. Several presentations addressed the link between student success and classroom climate, of which diversity plays a significant part. As a result, we discussed the importance of the faculty to facilitate and create an inclusive classroom climate for all students. There is no single

approach; rather faculty can do this in many different ways. For example, "on-boarding" can be used to make sure all students have the necessary information and access to tools to succeed in the classroom. It is clear from the DIE track's presentations and subsequent discussion that we must adapt our teaching strategies to meet these demographic challenges.

In addition, even on campuses that have not experienced changes in student population, there is increasing expectation to increase student awareness of the international environment and to prepare students to be global citizens. In this case, the absence of a diverse student population can be problematic and instructors can supplement course content and interdisciplinary approaches to effectively engage students on international affairs and issues of global significance.

Perceptions of Diversity: Student and Teacher

Previous track summaries have noted the key role of the faculty as a facilitator in the classroom and importance of instructor awareness of diversity, inclusiveness, and inequality issues. This year's track participants continued this conversation. Preliminary research was presented that differing faculty perceptions of students influenced teaching approaches and levels of student engagement. However, this year's track participants also discussed the significance of perceptions of diversity on the student side as well as the faculty side. A preliminary research study was presented that linked student perceptions of faculty characteristics to expectations about teaching. Another preliminary research study found an interactive effect, that while both faculty and students were typically willing and receptive to teaching and learning about issues of diversity, when faculty members are more open and explicit, students are more aware of diversity issues. So the research presented and discussed during the track's meetings furthered our knowledge and understanding of the function of both faculty and student perceptions concerning teaching and learning.

Teaching and Learning in a Changing Classroom Climate

Track participants also addressed the key issue of how and what to teach in a changing classroom climate. Each element contributing to changes in classroom climate (technology, budget, demographic, international, and interdisciplinary) creates various pedagogical challenges for instructors. Several different activities and approaches that have been used successfully in the classroom were presented and discussed.

To address the demands of creating global citizens within an international context, a "country based role-playing simulation" was effectively used to teach and engage students about the intricacies of the conflict resolution process. Another innovative classroom activity presented was a collaborative exercise in campaign ad analysis, which illustrated political inequality in the context of elections. Speaking to the challenges of diverse student populations, course design and teaching initiatives like scaffolding can help both English as a Second Language (ESL) students and non-ESL students be more successful in the classroom, particularly in introductory classes. Tackling technological change and the need for more interdisciplinary course work, an online course on environmental justice and political theory was created, which used discussion boards, term papers, low-stakes writing assignments, and content-relevant simulations. These varied examples show the enormous range of possibility of how and what can be effectively taught in a changing classroom climate.

Finally, based on presentations and ongoing conversations, the DIE track concluded with the following: Campus climate—a concept that is prevalent in the scholarship of teaching and learning more broadly, but not yet well studied in the context of political science education—is an important determinant of student success, especially for students whose backgrounds and demographic characteristics are typically not associated with this outcome. As teachers, we are essentially the "intervening variable" in this equation; we mediate the broader campus climate, drawing on those resources that are available to us to further shape students' learning experience and either facilitate or hinder their academic achievement.

Recommendations

The changing classroom climate has broad implications for the need to update our approaches and methods to teaching and learning.

1. Reconceptualize DIE: We need to move beyond traditional conceptions of diversity, inclusiveness, and equality. A more expansive view allows us to focus on how to meet the needs of all students in an ever-changing learning environment. This approach will renew interest and reinforce the importance of the DIE track.
2. Quantitative research: More quantitative research needs to be conducted on the relationships between student success and diversity, inclusiveness, and equality so we are better equipped to make significant recommendations. Where there are gaps in research, we can start by looking toward other disciplines that are further along and have completed research in this area.
3. Create a DIE support website: The proposed website will be consistent with several APSA organized sections that already have posted syllabi and will post links to video clips, simulations, and annotated bibliographies to assist professors interested in infusing diversity into their curricula.
4. Offer a Teaching and Learning Conference/DIE workshop: We want to directly communicate with those who have questions about revising their curriculum to include DIE issues.
5. Offer a short course at the APSA Annual Meeting: We plan to develop a short course on teaching DIE issues.
6. Publish an APSA diversity, inclusivity and equality "How to" book series: This project is an extension of our website project, workshop, and short course. The series is designed to offer practical approaches for creating DIE courses. Topics may include but are not limited to race/ethnicity, LGBT, social class, religious orientation, intersectionality, and global perspectives. It will result in a series of APSA publications commensurate with the APSA publications on assessment and civic engagement.
7. Organize a standing working group: An organized standing working group allows for open dialogue about diversity, inclusiveness, and equality issues. Not to mention, it can encourage research collaboration(s) where feasible.

NOTE

1. A report by the Western Interstate Commission for Higher Education, *Knocking at the College Door*, indicates that minority enrollment in higher education will increase dramatically between now and 2025. *Knocking at the College Door: Projections of High School Graduates*, 2012.

GRADUATE EDUCATION: TEACHING AND ADVISING GRADUATE STUDENTS

Katie Cahill-Rincón, *Purdue University*
Antoinette Christophe, *Texas Southern University*
Siona Listokin, *George Mason University*

Graduate education in political science and public affairs is facing several cultural, technological, and professional changes; both masters and doctoral programs must deal with students' shifting career goals and landscape of opportunities, the availability of new technology, and a more diverse pool of applicants. Up-to-date research about the mission, curriculum, and professional development of graduate programs is necessary to adapt and best serve students and the profession, particularly in typically tradition-bound doctoral degree.

The Graduate Education track at the 2013 Teaching and Learning Conference, moderated by John Ishiyama, was the largest in the track's history, with nine paper presentations on research that spanned professional master's programs, doctoral dissertation training, and the job market for future professors. Although the research covered a variety of topics, three broad themes emerged: the need to identify and signal a mission to students; the importance of an improved curriculum and mentorship of graduate students to foster diversity, improve research and professional development; and the recognition that requirements and training affects the marketability of students. We examine these themes in the following text.

Clearly identified missions that permeate the pedagogical core are important in both professional master's degree and doctoral training. Siona Listokin presented research on the influence a master's degree in public policy or public affairs program can have on a political science department. Although the mix of faculty disciplines is more heavily weighted toward public policy in political science departments that also offer a professional master's degree, doctoral students do not seem to follow suit in their choice of dissertation topics. Galya Hamed Al Sulim examined the professionalism of faculty members at a university in Riyadh, Saudi Arabia. She conducted a study involving more than 100 students and used their evaluations of faculty to determine what skills faculty members communicate in their courses.

In addition to clear identification of mission and skill requirements, graduate programs need to improve their curriculum and mentorship of graduate students to foster diversity, improve research and professional development, and prepare students for the next stage in their career. The participants in the Graduate Education track recognized that in a competitive academic market, programs must equip graduate students to operate in diverse settings (Lien, Filler, and Esteban; Al Sulim), to provide them with the skills necessary to teach dynamic courses effectively and the credentials to support those skills (Pollock et al.), to train them to conduct meaningful research in the style most appropriate for their eventual career (Schulenberg; Groth), and to encourage critical and thoughtful challenges to further knowledge in the discipline (Petrescu).

How might graduate programs achieve these objectives? Pei-te Lien, Nicole Filler, and Rhoanne Esteban discussed increasing flexibility in degree requirements and promoting interdisciplinarity at the University of California, Santa Barbara (UCSB). The UCSB program provides two options for doctoral programs, an emphasis of study or a field paper involving a critical literature review and demonstration of comprehensive knowledge of the political science discipline.

Katie Anne Cahill-Rincón, presenting on behalf of co-authors James A. McCann, Michael R Brownstein, Amanda E. Burke, and Christopher Kulesza highlighted a graduate training module at Purdue University that is intended to broaden the meaning of mentorship and include the retrospective narratives of the highs and lows of academic research from well-established scholars. Terrie Groth made the compelling argument that graduate programs do not have an established method of training for dissertation research; this theme emerged in several discussions on doctoral education. He compared the United States' and Brazil's graduate program designs and notes that the Brazilian programs have less latitude and more controlled duration than those in the United States.

The pedagogical training of future professors was examined in a paper by Kerstin Hamann, Philip Pollock, Bruce Wilson, and Jonathan Williams in an analysis of the teaching requirements of different types of academic job openings. The authors noted that teaching skills are frequently of less concern than the doctoral dissertation in training, yet commands emphasis in many job description requirements. At a more abstract level, Adrian Petrescu discussed pedagogical best practices and questioned whether programs inadvertently teach conformity to its students. Petrescu argues that programs may best serve students by considering the students' future professional tracks, personality, and research traits.

Of course, curriculum, requirements, and expectations are not merely pedagogical concerns, but rather influence the skills and marketability of students prior to their graduation from their programs. Antoinette Spears Christophe and Michael Adams discussed their research on the Texas Southern University's eMPA program, on online program with increasing enrollment. The program enables midcareer professionals who cannot attend traditional classes the opportunity to advance their careers. Professionals receive a balance of conceptual, quantitative, and professional skills; ability to use informative technology system for effective decision-making and communication; and capacity to master problem solving and analytical competencies. Finally, Shawn Schulenberg argued that the master's thesis deserves rethinking, both in terms of its professional development use and insofar as the training and guidance available to students is lacking. In programs with poor thesis completion rates, there is a need for increased focus on course design, credit hours, and possibly accelerated master's degree programs to meet the needs of students and potential employers.

Underlying this rich discussion of the issues facing graduate education, as well as the potential remedies, was a sense that very little is known about how different political science departments operate and the relative outcomes of those pedagogical choices. Is it better to have students take comprehensive exams or to write a master's thesis? Is it more beneficial for students to conduct a lengthy dissertation project or to write several related articles? Does service learning and professional experience add to critical thinking skills or should that time be spent on intensive research? Does highlighting teaching experience and training undermine the marketability of job candidates, or does it increase their attractiveness to potential employers? Will students be more inclined to adopt diverse perspectives if they are exposed to interdisciplinary research, or does this take attention away from training in the discipline? In some very important ways, the discipline lacks the information to make any general claims about the answers to these questions. Instead, departments often operate in the dark

regarding graduate education, making changes to their curriculum with little definition of their own identity and goals, as well as their place in the discipline. This undermines the discipline's ability to provide mentorship in professionalization for graduate students. We recommended a discipline-wide analysis of current graduate student curriculum. In particular, what do programs think a graduate degree is for, including MPA, MA, MPP, and PhD programs? The answer to this question should examine programs in regards to mentoring and advising as well as the basic structure of graduate programs and curriculum.

INTEGRATING TECHNOLOGY IN THE CLASSROOM

Alexandra Mihai, *Vrije Universiteit Brussel*
Molly Varnadore Campbell, *Bay de Noc Community College*
Derrick L. Cogburn, *American University*

The 2013 APSA Teaching and Learning Conference was once again a locus of ideas and sharing of best practices and lessons learned in the integration of technology into the classroom. The Integrating Technology in the Classroom track, comprised of 28 participants from 27 universities and multiple countries, participated in two-and-a-half days of insightful research presentations and engaged discussion. The themes from our 2013 discussions are summarized in the following text.

Infrastructure and Institutional Support

The *availability* of current technologies, both inside and outside the classroom, is a key factor in the *ability* of faculty members to integrate new technologies into their courses. In addition, all technologies need regular maintenance, so the level of information technology (IT) support available to faculty members is a significant concern. Many of the track participants pointed out that unless an institution is a "laptop campus" where all students are required to have laptops or are provided laptops by the institution, many innovative classroom activities involving technology are difficult to implement.

Software and hardware for classroom interaction systems come with costs, as well as ongoing management issues for both the institution and the students who often must purchase devices such as iClickers. Some concern was expressed regarding the compulsory integration of technology or even the transition to fully online teaching in the absence of a thorough reflection process on the choice of tools and their suitability for specific learning goals.

Integrating Technology into Course Planning and Design

A large portion of the track was dedicated to examining various aspects of integrating technology into the course planning and design process. Participants discussed the importance of several issues such as class size, time management, and assessment.

One increasingly popular technology, iClickers, is designed to facilitate faculty-student interaction, by simulating a "small class" experience even with a large group of students. Ideally, this would motivate students to engage more fully in classroom discussions. However, there are limitations of this type of interaction. Some participants felt that this highly structured approach would limit their spontaneity and flexibility in classroom discussions. Nonetheless, there was a fairly strong consensus that iClickers and other

interactive technologies could be adapted to the class and to the level of understanding and knowledge of the students. The benefits of being electronically connected to all the students in one's class are exciting.

Another significant concern raised by participants in the track is the considerable time commitment required for faculty members to research new tools, to train on how to make best use of them, to design assignments, assess student learning, and keep up-to-date on continuously changing technology. Moreover, skill and comfort levels for both faculty and students vary widely, depending on the type of technology and the level of exposure and experience. Thus, fully integrating technology-enabled activities in a course, and having these sometimes replace traditional methods, can be a challenge. Some participants saw a compromise as piloting the use of innovative tools outside the regular classroom. These pilots could still be within the overall framework of the course. However, other participants saw this as a risky approach. It involves great commitment from students, faculty, and staff as well as a clear justification of how the seemingly extracurricular activities fit the learning goals. One alternative is to design the course in such a way that the technology-enhanced learning tools are an integral part and replace some of the traditional methods where they are most likely to bring added value. Blogs, for instance, can be used to develop writing skills in a different way than academic essays, and these can get students to engage with more varied types of materials and sources.

Several more traditional teaching technologies, such as PowerPoint presentations, and far more innovative ones, such as video tutorials and online simulation games were also discussed. Their success depends largely on faculty members' abilities to adapt these technologies to their pedagogical goals and explain to students the precise role these play in their overall course experience. Regardless of the methods used, one aspect that was emphasized is the need to incorporate reflective exercises whereby both students and teachers can analyze their teaching and learning and the impact the use of technology has on their interaction and on the engagement with the course content.

Overall, participants recognized the critical importance of carefully designing assignments that integrate new technologies into the classroom so that student learning is enhanced and clearly measurable for assessment. The assignments have to be clear, and the instructor plays the important role of a moderator who continuously monitors students' input and guides them toward meeting the learning objectives without interfering too much in their learning process by limiting their experiential discovery.

Many faculty members are willing to incorporate new technologies into the classroom, but they are uncertain as to the grading of technology-enhanced activities. The main issues these faculty confronted are with the weight of these activities in the overall course as well as the weight of individual contributions in the case of group activities. Another concern is whether grading these activities interferes with students' freedom to explore nontraditional academic territories, which is precisely the main reason behind the use of technology in the first place.

Social Media: Reaching Beyond the Traditional Classroom

The second key theme of the track focused on the use of various social media technologies in the teaching and learning process. Case studies included the use of blogs, Facebook, and Twitter.

The rapid proliferation and use of these social-media technologies in the classroom raises new privacy issues for both faculty members and students. Participants noted the importance of recognizing the appropriate use of technology in both public and private spheres. Using certain social-media tools can create objections from students and faculty who may not be comfortable with the loss of anonymity. Special attention must be paid when allowing the public posting of any student work and providing feedback in a public space. Faculty members should also encourage students to be aware and in control of their online profiles and consider the impact their public online activity might have on their future career prospects.

Social networks can be successfully used to encourage the students to engage with a variety of information sources and to identify the essential message(s). Moreover, these help create and maintain communities and facilitate the interaction with peers, with the faculty, and, sometimes, with the wider public. The use of social media represents a shift in the role of the student, who is becoming a producer of knowledge as opposed to a mere receiver in the traditional classroom. This new approach, which promotes student empowerment, at times can be off-putting for faculty members. Some track participants described a feeling of losing control. The resolution presented in the track discussions was to focus on strategies to incorporate student input into overall course design.

Equally important, social media can enhance the democratic literacy of the students using a medium with which they are already familiar. By engaging in the online public sphere, be it either through blogs, Twitter, or Facebook, students develop their civic skills and a sense of citizenship, while getting some exposure to the practice of politics, thus complementing the more theoretical approaches of their courses.

Communicating with Students

Another salient issue is the way faculty members communicate with students and how technology can contribute to making the communication smoother and more fluid. It is often said that teachers should be more willing to meet students where they are, that is, by using various social networks. However, this poses some challenges. The degree to which students are using these various technologies differs, as does their comfort with using them in an educational context. Although social networks like Facebook could prove useful for posting announcements, conducting office hours, and offering study groups, faculty members must thoroughly consider which platforms, both online or offline, best suit their learning objectives. They should also consider how the use of various technologies adds value to the communication environment.

The Value of Sharing

One final overarching theme of the track was the sharing of resources and best practices regarding the use of technology in the classroom. Although teaching can be an individual activity, enormous value lies in reflective practice accompanied by pooling both content related resources and pedagogical models that could be useful for peers. Collaborative research design is an avenue to be further explored, as it has the potential to enhance the quality of research into pedagogical implications of using technology and, thus, later spill over into improving the teaching practice itself. Last, but not least, learning analytics is another under-explored tool that could provide an invaluable insight into the teaching and learning process.

Conclusion

Some of the key themes were topics recurring from previous years, while others were strikingly new. One thing is clear, there is a sustained interest amongst our community for continuing to deploy, integrate, and evaluate the use of technology in the political science classroom. We look forward to the 2014 Teaching and Learning Conference and continuing to learn from our colleagues.

INTERNATIONALIZING THE CURRICULUM

Katherine Truby, *University at Albany, SUNY*

Deborah E. Ward, *SPAA, Rutgers, The State University of New Jersey*

The Internationalizing the Curriculum track at the 2013 Teaching Learning Conference provided another venue for scholars within the discipline to consider how we fit intellectually and pedagogically within a global movement to "internationalize." The discipline has supported this discussion for the last seven years through a task force dedicated to the topic, plenary panels, a working group at the annual meetings, and a dedicated track at the Teaching and Learning Conference for the last five years. These endeavors continue to be disseminated to the discipline at large on the APSA website.

Track papers and discussion at the 2013 conference highlighted three key themes: internationalization of the curriculum is an issue of national interest; the relative meaning of "internationalization" may rely on specific cultural or contextual cues; and, finally, internationalization requires the development and promotion of a particular set of skills and knowledge among students in the United States. In light of these themes, the track concluded by encouraging the discipline to take on an advocacy role to advance curricular internationalization through the production of a policy brief and direct lobbying for the appointment of a full-time, director of international education at the US Department of Education.

Internationalizing the curriculum takes on a variety of meanings, given distinct cultural and contextual cues. In past years, this track has developed frameworks for discussing and understanding the concept. However, it has not yet concretely defined what internationalization means to the discipline. This is due, in part, to a lack of systematically collected data on internationalization and to the contextual nature of the term. Despite this challenge, two papers at this track illustrated the internationalization campaigns taking place in both Japan and China. For example, in Japan, Akiba and Toyoda argue the term internationalization implies increased contact and exchange with other countries and institutions. They add that Japan has accomplished this increase in exchanges through study abroad and the development of global studies programs, specifically outlining the program implemented at Akita International University. When the introduction of *new* study-abroad programs is not possible, Akiba and Toyoda propose using the diversity within one's own classroom to bolster internationalization.

In contrast to internationalization in Japan, Gaye Christoffersen's paper comparing internationalization in the United States and China provides a different comparative perspective on how and why countries choose to promote study abroad and further internationalization. Through a comparative analysis of the 100,000 Strong Initiative in the United States and China's recent

efforts to internationalize education through the creation of strong regional ties and programs, the track members engaged in a discussion of the role of power in designing and implementing international programs. In short, in both the American and Chinese cases internationalization clearly was a means of expanding or maintaining state power. However, because of the divergent mechanisms through which internationalization was achieved and the different underlying motivations for the program, the overall outcome is that China has a better working knowledge of the United States than the United States does of China. This conclusion amplifies the importance of one of the overall themes of the track: internationalization is a key component of national interest.

In the context of these papers, the track members turned their discussion to broader questions of whether or not students in the United States were sufficiently prepared to enter a globalized workforce and thrive in an increasingly globalized world. We determined that our students need to develop the skills, knowledge, and capability to deal with globalization. Juli Minoves-Triquell pointed out in his paper that although the fields of study within political science have been fixed for some time, the field of political science is not fixed: the emergence of globalization affects how we teach comparative politics when the state still matters and how we teach political science as a whole. By calibrating our pedagogy to account for the new realities brought on through the process of globalization, we can re-empower our students as *citizens* to effectively understand, and even develop solutions, for things happening around the world.

To effectively prepare our students to be empowered citizens, we discussed a number of pedagogical techniques that would enhance the necessary knowledge, skills, and competencies. The broader conversation regarding the need to help develop knowledge and skills to deal with globalization was informed by a discussion of the challenges our students face as we attempt to internationalize our curricula. In the discussion following Richard Arnold's paper on game Diplomacy, we addressed three key challenges students face: on the whole, our students are not connected to the world outside the United States, or even outside their own town in many cases; students often lack an understanding of both geographical and historical contexts when they enter our classes; and, finally, many students fail to see the importance or even the relevance of international affairs in their own lives. Although the remaining papers in our track discussed teaching methods meant to combat these challenges, we note that these very challenges highlight why internationalization is a matter of national interest and so intricately connected to success in the face of globalization.

As a means of overcoming these challenges and further internationalizing our students' experience, the remaining papers and discussion provide insight into *how* we can achieve this in the classroom. One route toward internationalization is through guided study-abroad experiences. Mark Peterson outlines how he implemented a guided study-abroad trip for students to Cuba, while Marsha Cavelle Lyle-Gonga and Matthew Kenney presented their experience developing a service-learning trip to Trinidad and Tobago. Both of these papers enabled a discussion about differentiating internationalization at the institutional level from internationalizing a single course, or even a single department's curriculum. In both cases, there was institutional support for the development of study-aboard programs, including financial support for students. Whereas each paper provides valuable infor-

mation about how to organize a trip abroad, the key element provoking discussion was the student-centered characteristic of each trip. Placing students in leadership roles, in the case of Trinidad and Tobago, or making students responsible for preparing for the trip and completing preliminary research on questions that interest them, in the case of Cuba, provided students with the knowledge and skills necessary to truly benefit from their international experience.

In cases where international trips are not possible, the track discussed a number of specific methods that could be used to further internationalize students' experiences in a course. Maria Rosa Garcia-Acevedo shared her insights on the challenges of teaching Latin American politics, compiled in a paper with Gloria Guevara. By implementing a survey at the beginning and end of their course, they gauged the biases (through positive and negative images) their students held about Latin America. Through multiple media, including films, literature, research papers, lectures, and student presentations, the authors elicited responses from their students as to how their perceptions about Latin America changed and what pedagogical tools facilitated these changes the most. The track discussed the inherent value in surveying our students systematically to compile data over the course of several semesters, not only to collect information about their perceptions and biases, but also to compile evidence as to which methods successfully changed their perceptions.

Garcia-Acevedo and Guevara's paper alongside that of Christopher Cook allowed for a lengthy discussion about the value of using film in the classroom to assist in internationalization. Cook's paper addressed three films he uses in the classroom to teach about terrorism. One of the key outcomes of this discussion is that films represent an artistic interpretation of events; they are not truths. This requires students to learn to view them critically, pointing out their biases. Another challenge the track discussed relates to how we mediate the messages we send through the media we use. While films in particular present clear visual representations of the concepts at hand, they also have the ability to present exaggerated versions of negative phenomena (i.e., poverty, violence, and corruption). When using film in the classroom, it is our responsibility to ensure that we do not simply reify negative preconceived notions, but turn those biases on their heads by prompting our students to ask questions.

Overall, the track this year established the importance of internationalized education to national interest, given the distinct cultural contexts through which such programs develop. Considering the challenges our students face, and given the current global economic and political turmoil, it is imperative that we empower our students as citizens through the development of skills, knowledge, and capabilities relevant to a globalized world. Despite the overwhelming importance of internationalization, many challenges must be overcome. It is because of these challenges, namely tightening budgets at all levels and a lack of consistent leadership at institutions like the Department of Education, that our track concluded with a call to the discipline to advocate for more funds for international education. To take on this advocacy position, we must work to break down the barriers between subfields within political science, reach out to our colleagues around the world, and commit to providing more pedagogical resources to the discipline. Throughout this process, we must remain careful that nurturing global citizenship does not become a euphemism for bending the world to fit into an American lens.

Rather, we should work to internationalize our courses, our overall curriculum, and our discipline as whole, to ensure that our students are well-prepared to operate in this new, and ever-changing, global environment. In short, internationalizing the curriculum must transcend the local. We must take on an advocacy responsibility and join the globalized international education movement.

SIMULATIONS AND ROLE PLAY I: AMERICAN AND SIMULATION DESIGN

Arthur H. Auerbach, *University of Southern California*

Track presenters and discussants in the Simulations and Role Play I: American Politics and Simulation Design track discussed nine papers during the conference. The papers were placed in one of four sessions, including: building the infrastructure of a simulation, managing the exercise, simulations involving elections and policy, and simulating the political process. Although each session was distinct in-and-of-itself, a common theme was discovered throughout each presentation—the need to balance the standardization of simulations against customization in order for simulations to be a useful pedagogical tool in the classroom.

Balancing Standardization Versus Customization of Simulations

Simon Usherwood ("Building Resources for Simulations in Political Science") set the tone for the track by delving into standardizing simulations. He noted the challenges in creating a simulation such that learning objectives can be achieved while delivering relevant material to the student participants. While the construction of a simulation is only restricted by the creative limits of an instructor, there are some practical limitations that must be undertaken in any classroom simulation. In particular, instructors must identify the learning objectives of the exercise and construct the simulation in such a manner that those objectives are met. Simulations can act as a double-edged sword offering flexibility on the one hand with the possible distraction of underlying objectives on the other. By keying in on learning objectives from the outset, balance can be achieved.

Amy Forster Rathbart ("All the Classroom's a Stage: Student Temperament and the Effectiveness of Role Playing Simulation") offered a unique argument with regard to the need for customization of simulations. She stated that students come in many types, some introverts, and some extroverts. Simulations often cater to extroverts in the classroom, which can unduly penalize students based on their personality type. Rathbart suggested that many instructors often disregard student comfort and learning styles. Simulations allow an exercise to be customized toward specific students strengths as well as weaknesses. This is not to say that students should be dictating the nature of the simulation but that instructors should consider this factor with the goal of maximizing the simulation experience for each student.

Use of Creativity in Simulations

The use of creative simulations was readily apparent in the track with no better example than David Bridge ("Teaching American Political Development through a Presidential Fantasy Draft"). Bridge transposed a NFL Fantasy Football format, where fans pick professional football players from the NFL and are awarded points every time their players score on a given Sunday, to that of American presidents. Students were placed on one of four teams and each team selected/drafted presidents in a sequential order with the goal of each team to assemble the strongest presidents along several dimensions. Through this very creative process, students learned a great deal about American presidents.

Jewerl Maxwell ("Obama vs. Romney: A Rumble in the Recital Hall"), Michael Lyons ("Total Immersion: Taking a Congressional Simulation to the Next Level"), and Dan Wakelee and Tiina Itkonen ("Using a Simulation Exercise to Enrich an Educational Policy Course") used different creative formats so that students could experience political pressure in decision making. Maxwell constructed two mock debates, one between presidential candidates Barack Obama and Mitt Romney on foreign affairs and a second between Michelle Obama and Ann Romney on domestic issues. Taking into account students' various strengths and weaknesses, students were assigned roles as either debate participants, research assistants, or moderators for the debates. This creative exercise allowed students not only to draw on the experience itself but also on what was taking place during the 2012 presidential election. Lyons constructed a simulation during 12 weeks of the semester with approximately 50 to 60 students, not a small undertaking by any means. Students were placed in one of four committees with even numbers of Republican and Democratic representation on each committee. Students were required to write and sponsor a bill and negotiate with the other members of the committee to get the bill out of committee. To allow for further class creativity, each student was required to create their own website and incorporate their committee work onto the site. Wakelee and Itkonen ran a budget simulation in which students were assigned to various interest groups that participated in the creation of a school board budget. The instructor issued a proposed budget that was the beginning of the budget negotiations. Students had to learn to work with each other while properly representing their groups' interest.

Jason Keiber ("Dividing Up the Game: From Serial to Parallel Simulations") offered yet another creative manner of constructing a simulation. Rather than running the more traditional single simulation, he designed a parallel model with two simulations taking place at the same time. The value-added of the parallel model was that students could learn from differences in the two simulations. Thus, students not only learned from their own simulation experience but were also able to compare their experience with that of the other students in the alternate simulation. Keiber demonstrated that there are few bounds to the construction of a simulation(s). Not all simulations require this level of complexity as evidenced by

Marsha Lyle-Gonga ("Revitalized American National Government Course"). Lyle-Gonga was asked to improve on a traditional American government class, and she opted to add a learning management system (Desire2Learn), which allowed students a forum for discussion and higher-order thinking. The D2L component was used as a means for students to collaborate on other classroom activities and as a medium for assessment.

Assessment of Simulations

Another theme that worked its way into many of the track discussions was that of simulation assessment. The advantage of using a simulation in the classroom is that of creative learning.

However, this benefit can also be its undoing in terms of assessment. David Niven ("Passing a Law is Harder than Organic Chemistry: Measuring what was Learned in a Congressional Simulation") used a three-prong process for assessing his congressional simulation in which students participated in each stage for passing a bill. At the conclusion of both the mark-up session and full committee voting on proposed changes to the bill, students were required to fill-out a questionnaire prepared by the instructor both before the simulation and after its completion regarding the experience. Additionally, students had to write a memorandum describing the process, the outcome, and what the students took away from the exercise. Beyond using these assessment tools, Niven also found a strong correlation between students' grades on the simulation with those given on the final exam offering further support for the conclusion that his simulation assessment was in-line with the grades from the other elements of the class.

Recommendations

In light of the aforementioned topics, the following recommendations are offered. First, a level of standardization is necessary in any simulation that will allow for greater consistency of experience as well as assist with assessment of student participants in a simulation. Assessment of simulation participants will continue to be an on-going challenge, but the track felt that standardizing at least a portion of simulations will lend toward assisting in that regard. Second, simulations must be customized to allow for students strengths and weaknesses. By allowing students to take on roles that work within their strengths, the simulation experience will more widely benefit all involved. Third, the creation of a "How To" guide would be useful for instructors who have never constructed and/or conducted a simulation. Although many different types of simulations have been created, as noted from our track participants, certain core elements must be incorporated into any simulation. Creating a guide for instructors will expand the use of classroom simulations, which have proven to be an effective pedagogical tool. Finally, the track participants believe that an on-line repository should be created for simulations so that instructors may tap into the vast experiences of those who have created simulations. The track concluded that classroom simulations are not only a useful exercise for students, but in some instances, the only way to truly communicate certain information to students in a meaningful manner.

SIMULATIONS AND ROLE PLAY II: INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS

Amanda M. Rosen, *Webster University*
Patricia Stapleton, *Worcester Polytechnic Institute*
Baris Kesgin, *Susquehanna University*

At the 2013 APSA Teaching and Learning Conference, participants in the Simulations and Role Play II: International Relations and Comparative Politics track continued to explore the different ways in which simulations and role-playing activities can enhance the political science classroom. During the 2013 sessions, four main themes emerged: the use of games and simulations need to be carefully evaluated along several criteria before implementation in the classroom; games and simulations may provide opportunities to explore empathy and ethics in student learning; games and simulations can help contextualize topics in politics; and games and simulations can provide fertile ground for interdisciplinary collaboration.

Evaluating Games and Simulations

Several of the track's papers engaged directly with questions of how to create, implement, and evaluate role-playing and simulation activities for the classroom. Kollars and Rosen outlined three essential components to game development: clear intentions, execution, and debriefing for the activity. Many of the games presented in the track's sessions reflected this type of development (Asal et al., Goodman, and Stapleton, for example). These papers highlighted the importance of determining the purpose of the games or simulations before development, and how those intentions should shape the structure and execution of the game. The importance of including a debriefing component to games was illustrated by Zappile's experience in her classroom. Zappile's class experienced two major disruptions during the weeks when the simulation was running. Thus, allowing students a forum for discussing those disruptions and the impact on the simulation was crucial to helping students work through the experience of the disruptions, in addition to allowing the instructor to determine student learning from the activity itself.

Zappile's experience also highlighted how the failure of the simulation (as it was intended to run) can still lead to learning opportunities for students. The disruptions became an opportunity for her students to learn about their community and community response to tragedy. Raymond's paper supports this theme, with an emphasis on the importance of the process rather than the outcomes of games and simulations. Similarly, Kollars and Rosen argue for purposefully allowing room for student failure in role-playing and simulations. While unintended failures in a game can be turned into learning opportunities, Kollars and Rosen demonstrate that intentionally having "winners" and "losers" as the outcome of a game can be beneficial as well, and that instructors should not shy away from letting students fail at a game because it might make them uncomfortable.

The Role of Empathy and Ethics in Student Learning

The theme of emotional response also appeared within the context of the possibilities of increasing student empathy through role-playing and simulations. Zappile's paper raised the question of whether simulations can affect levels of global empathy in students. Beers addressed the issue of student empathy in his classroom as well through a simulation focused on Haiti after the 2010 earthquake. He concluded that his students seemed more invested in the plight of internally displaced persons in Haiti after participating in the simulation. Morgan's approach to role-playing in her class—having students act out different roles in a play—revealed that students changed their perspective to the topic as they identified with their new characters. In sum, role-playing and simulation activities can help students to empathize with the roles that they are playing.

In addition to considering student empathy as an objective, the track participants discussed the place of ethics in games and simulations. Goodman's game addressed transnational crime activities. Although it avoided directly engaging with ethics in the marketplace, students' actions during the course of the game raised the question of ethical behavior: what are we asking our students to learn when we teach about crime? In contrast, Asal et al.'s game

on the use of nuclear weapons in diplomacy, engaged with questions of ethics, although ethics were not directly addressed in the debriefing session. Discussion among the track participants led to the conclusion that empathy and ethics were viable objectives for games and simulations, but—as with other goals—instructors had to clearly define their purpose and their structure for executing those goals.

Contextualization of Topics: Experience, Events, and Consequences

One purpose of increasing student empathy and addressing the issue of ethics through role-playing and simulations is to help contextualize the topics that are taught in the classroom. Asal et al.'s paper, for example, tackled the question of how to teach the Cold War and the ethics of using nuclear weapons to a generation of students who have no direct experience with the Cold War era. Beer's real-time learning in his simulation allowed students to develop an on-the-ground context to natural disaster and its effects through learning about experiences, events, and consequences in Haiti. Zappile's class had the unexpected opportunity to react to an external event, Superstorm Sandy, that affected the simulation.

Other approaches to contextualization included Cohen's open style of simulation in which students were encouraged to and rewarded for innovation and creativity. Students achieved immersion into the course topics through artistry. Stapleton's communicative method in her classroom also provided opportunities for students to be physically immersed in experiences, much like Morgan's approach to using theater to engage students. Kollars and Rosen point out that using games and engaging students through the contextualization of experience may help instructors reduce the number of RHINO ("really here in name only") students in the classroom.

Games, Simulations, and Interdisciplinary Collaboration

A frequent topic that surfaced during the track's discussions was the differences across instructors' experiences in classroom and departmental settings: course sizes, class meeting length, departmental support, curriculum, and so forth. Structural conditions can constrain instructors' ability to use role-playing or simulation activities in their classrooms. Despite the many differences, the track participants found a way to incorporate these activities into their courses in some way. For a few instructors, this occurred through interdisciplinary collaboration.

Morgan's paper specifically addressed how political topics can be approached through theater. Kesgin and Straub bridged political science and environmental studies in their classrooms by adding extra dimensions to Statecraft. Both Beers' Haitian simulation and Vaccaro and Little's game could be adjusted to involve interdisciplinary collaborations. These experiences demonstrate that instructors may be able to include role-playing and simulation activities into their course offerings in new and unique ways by exploring the potential for interdisciplinary collaboration at their institutions.

Recommendations

After thorough discussion of these four issues, the track participants settled on several urgent needs to address the common problems in using simulations and games in the political science classroom. First, we need to continue using empirical research into best practices in simulation design and use. This includes a commitment to assessing whether and how simulations contribute to learning or the other stated goals of the exercises. Second, we should work to create shared resources for potential users of simulations, including hands-on training to engage new users in the practice of active learning. The Active Learning in Political Science blog is one step in this direction (http://activelearningps.wordpress.com/). However, more resources are needed to minimize the tendency to recreate the wheel when it comes to designing an exercise to teach a particular political lesson. Third, the track participants recognized the interdisciplinary coordination can be a tremendous asset in the design of a simulation, helping students to synthesize ideas from different disciplines and allowing crossdisciplinary collaboration between instructors. Fourth, we should "dare to be wrong"—both in terms of allowing students to experience and learn from failure, but also in trying new techniques and ideas in the classroom even if they end up not working completely as intended. As part of this effort, we should pursue support and incentives from university administration to minimize any penalties that might result from such "failures." Finally, we need further study of the role of empathy and ethics in student learning, and how to contextualize the topics we are teaching in terms of empathy and ethics so that the consequences of political decision making are made more real for our students. All of these recommendations increase the potential of simulations and games in helping students learn the fundamental lessons that political science has to teach.

TEACHING AND LEARNING AT COMMUNITY COLLEGES

Ryan Emenaker, *College of the Redwoods*
Helen R. Colosimo, *Ivy Tech Community College*
Erin Richards, *Cascadia Community College*

For the second year in a row, the Teaching and Learning at Community Colleges (TLCC) track had the largest number of participants and spanned a wide-variety of topics. These topics complemented themes from the tracks on civic engagement, core curriculum/general education, integrating technology in the classroom, and simulations and role play. Appropriately, the diversity of topics presented in the TLCC track is reflective of the diversity inherent to the community college educator. While many political scientists choose to refer to themselves as Americanist, comparativist, or internationalist, community college faculty might be best described as "introductionist" because they often teach a wide-range of core political science undergraduate classes. Teaching outside of one's subfield is not unique to community colleges, but it is exaggerated in a setting where high teaching loads and one-person departments are common.

The papers presented drew from the unique position of community college educators. Just like our colleagues at four-year institutions, educators at community colleges recognize our ultimate goal is to teach our students to read the world around them, to help our students understand political thinking, and to instill our students with a sense of citizenship. However, our students require some different strategies to reach this shared goal.

Community colleges serve more than 40% of the undergraduate student population in the United States. Students attend community college for a variety of reasons, and most systems have an open-admissions policy; this makes for widely diverse classrooms.

Some community college students did not satisfactorily meet university admission requirements, while others were accepted into top-tier institutions but choose to stay near home for economic, family, or community obligations. Some community college students are concurrently enrolled in high-school while others are senior citizens looking for lifelong learning opportunities. Community colleges also accommodate community members looking to brush up on their skills for the workforce. Many community colleges have a high number of veterans and a high percentage of students enrolled in disabled student services. Finally, more than half of community college enrollment is comprised of students who are part-time. This diversity is part of what makes teaching at a community college unique. Thus, community college educators must intellectually challenge students bound for R1s while academically developing students who cannot compose a full paragraph.

Diverse student populations are not exclusive to community colleges, but the range of student development exhibited in one classroom is often amplified. This provides more than a challenge; it makes community colleges a great setting to develop engaging learning activities that reach a broad spectrum of learners. The presentations in this track recognized this need to cater to diverse learning despite tight budgets and severe time constraints (imposed by strenuous teaching loads). The concepts highlighted during the track ranged from using active-learning techniques and theories to instilling civic education and providing outside-the-classroom learning.

Emily Neal (St. Louis Community College) relayed findings in support of the supplemental instruction (SI) program on her campus. Survey data supported the assertion that, by encouraging all students to participate in peer-assisted study sessions, SI can help learners of all levels, rather than singling out and stigmatizing a few at-risk students. This model also allows advanced students to develop their leadership skills by being SI leaders. Often at the community college level, few political science courses are available for students excited by the discipline. SI provides a model to allow engaged students to continue their political science education.

Sarah Woiteshek and John Forren (Miami University Hamilton) presented ideas for staff/faculty partnerships and campus-wide events as methods to teach civic engagement. Their paper "Building Faculty/Staff Learning Partnerships to Enhance Student Civic Engagement: Lessons Learned from the 2012 Election Season" detailed both the hurdles and positive outcomes for collaborations on their campus. In the community college environment, where one-person (or few-person) departments are common, political science educators need to reach out to educators from other disciplines and staff for collaboration in teaching political science themes. This approach can also help engage community college student populations who are often disengaged from the student life on campus.

While Woiteshek and Forren engaged students with campus activities, David Selby (Ohlone Junior College) detailed three practical learning activities he developed to teach introductory themes in political science. These activities included a research project with detailed guidance for conducting historical research and a campaign participation project that prompted off-campus engagement. Such structured learning activities can be particularly important at community colleges that typically have limited libraries, few research librarians, and reduced research materials. Without these resources, classroom learning activities must provide more guidance to student researchers to ensure they are prepared for

the more advanced research they will experience in upper-division classes. Further, many community colleges are expected to provide job training. By teaching students politics through participation in campaign activities, community college educators can serve both of these roles; students learn how politics work in the real world and experience the requirements of a professional work environment. Participation in campaign activities can also serve another important need: because community college students are likely to be from the local community and are likely to stay in the area after completing their education, participation in local campaigns can provide valuable connections to local political actors and inroads to post-college job opportunities.

Amy Widestrom (Arcadia University) presented on her experience using the satire of *The Simpsons* to engage and educate introductory students. She conveyed how to incorporate specific episodes into an introductory classroom while simultaneously providing a broader model for using popular culture critiques as a method to stimulate critical thinking. Ryan Emenaker (College of the Redwoods) flipped around the standard paper presentation by putting the track participants through his mini-simulation, "Pin-the-Tail-on-the-Constitution." The simulation was developed to interactively teach students common introductory themes such as congressional powers, constitutional interpretation, and limited government. Drawing on the needs of community college faculty, Emenaker's activity, like many of the activities described by the presentations, was constructed to be portable to many different types of classes as well as used to benefit students at different academic levels.

Heather Pool and Allison Rank (University of Washington) provided insight from their experiences crafting prompts to "create assignments that are challenging but clear and doable." Thomas Kolasa (Troy University) offered strategies for an interdisciplinary approach to comparative politics with the use of multicultural and international multimedia. As innovative and informative as the strategies presented, track participants expressed concerns that our desire to cater to student needs can lead to spoon-feeding information in a way that harms critical thinking. Track participants noted it is imperative to "meet students where they are" without "dumbing down" the material. This is a particular challenge in the community college classroom where students run the full gamut of skills and abilities requiring instructors to carefully balance challenging more advanced students while supporting those less prepared. The teaching approaches and pedagogical considerations highlighted previously move us forward to meeting that challenge.

Nancy Bednar (Antelope Valley College) presented a paper critical of the push toward massive open online courses (MOOCs) that enroll thousands of students in one virtual classroom. While MOOCs show great promise to make education more accessible, they also risk turning education into infotainment. This concern, between being engaging and educational, is particularly relevant for those who teach introductory classes composed primarily of nonmajors.

It was noted that several of the TLCC track themes overlapped other tracks; the discussion themes have relevancy to our colleagues teaching across the discipline. In fact, several TLCC track participants teach at four-year institutions. However, this is indicative that much can be gained from greater integration of community college educators into the APSA as well as the comingling of political science educators from different types of

colleges. The 2012 TLCC track encouraged the APSA to explore the needs of a task force on community colleges. That task force is now moving forward. With the APSA's help, stronger partnerships between two-year and four-year institutions are possible. The track participants call on the APSA to continue finding ways to facilitate relationships between faculty at two- and four-year institutions to draw on our respective strengths and expertise to benefit one another. Two-year faculty as "introductionists," need to keep up on the most recent and cutting-edge research in a wide variety of fields, often outside of our own areas of expertise and training; in return, two-year faculty can share their innovative pedagogical strategies to meet the wide range of students in our classrooms.

As many four-year institutions' political science majors start at community colleges, the better community college faculty prepare these students, the better off political science departments at four-year institutions will be, and the better off the discipline will be. The track participants call on the APSA to help facilitate sharing resources between two and four year schools. For example, community colleges have far more limited access to resources such as library research materials. As community colleges feed students into higher degree level institutions, we need to have conversations with our transfer institutions to work collaboratively to develop prepared students. Finally, with most political science teaching positions in today's job market existing at the community college level, the importance of graduate schools, the training ground and sole pipeline for the next generation of political science faculty, continuing the discussion regarding a broad-based education in political science cannot be underestimated.

REFERENCES

Baum, Sandy, Kathie Little, and Kathleen Payea. *Trends in Community College Education: Enrollment, Prices, Student Aid, and Debt Levels*, Table 4. Washington, DC: The College Board, 2011. http://trends.collegeboard.org/sites/default/files/trends-2011-community-colleges-ed-enrollment-debt-brief.pdf

US Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2012, *Digest of Education Statistics 2012*, Table 202. http://nces.ed.gov/programs/digest/d12/tables/dt12_202.asp

TEACHING POLITICAL THEORY AND THEORIES

Kathleen Cole, *University of California, Santa Barbara*
Stacey Hunter Hecht, *Bethel University*
Michelle Schwarze, *University of California, Davis*
Benli M. Shechter, *Richard J. Daley College*
Alison Staudinger, *University of Wisconsin, Green Bay*

A few dominant themes emerged through discussion of papers in the Teaching Political Theory and Theories track: the proper use of Internet-based and blended learning models, the cultivation of multiple literacies and narrative approaches to teaching political theory, and the contextualization of the political theory student, professor, and department. Participants agreed that learning how to read theoretical texts and how to think analytically about those texts requires students to develop interpretive skills, but there was lively debate about the teaching methods appropriate for achieving the goals of theory education.

Technology and Experiential Learning in the Classroom

Three of the conference participants presented papers that explored the use of Internet-based technologies to enhance student learning and facilitate close textual engagement. Kathleen Cole's paper, "Improving Political Theory Comprehension and Connections with Blended Learning," considered the potential uses of online course management systems as a complement to and extension of the close textual readings that traditionally ground theory education. In "Tumbling Political Theory," Ari Kohen presented evidence from his students' coursework that suggests that the traditional analytic essay assignments may be productively replaced with blogging assignments that increased student engagement without sacrificing the analytical rigor of traditional essay assignments. Likewise, in "Fascist Pizza from the Lyceum Bakery: Remix, Mash-Up, and Student Generated Mixed Media in an Introductory Political Theory Course," Francis Moran offered an argument in favor of allowing students to articulate their understanding of course materials through short films and documentaries that illustrated core concepts from the class materials. In each of these three papers, the authors presented arguments in favor of adopting new technologies to enhance theory education.

Other track participants questioned the premise on which the argument for adopting new technologies in the classroom is based. Should theorists automatically meet students where they are, integrating twenty-first century technologies that "speak" their language? Chief among the concerns expressed in this vein was the possibility that, despite its best intentions, increased emphasis on technology in the classroom might come at the cost of trading in greater student engagement for a superficial understanding of political theory. The idea that the pedagogic medium or method of instruction structures student learning outcomes led Benli Shechter ("Great Books Meet the City Colleges: Reflections on Liberal Education in a Democratic Era") to argue for implementation of a great books model of education in the community college system. Shechter made the case for the centrality of both a shared, liberal arts curriculum and an experiential method of classroom learning, inquiry and student engagement. Another concern expressed here revolved around the consequences of a bifurcation of society wherein students at elite institutions have continued access to the cultural currency of the great books and deeper forms of slow-contemplative learning, while students at non-elite institutions do not.

A radically different form of experiential learning was proposed by William Sokoloff ("Teaching Political Theory at a Prison in South Texas"), who accepting the premise that what is taught is as important as how it is taught, chooses to "turn Plato on his head" by taking willing and interested students on a field trip to a local prison. His method raises serious pedagogical questions, perhaps foremost among them, the question: What does it mean to teach? In Sokoloff's assessment, in Freirean fashion, the greatest merit of this activity is to disrupt the student/faculty power dynamic, leveling fields between the two since both, in the prison context, become "inmates for the day."

Multiple Literacies and Narrative Approaches to Pedagogy

If, however, we accept that political theory is uniquely situated to integrate multiple literacies into curriculums and classrooms, helping students interpret and produce the many forms knowledge takes today, we still need to determine the best ways to integrate

these literacies. Reading texts closely remains central, complemented by the use of diverse media and as yet unimagined modalities that link these texts with the broader world and student interest. As noted previously, this included Tumblr and the model of mashups, but also the use of music linked to course texts to engage students at the start of each class, as in Thomas Rozinski's "Using Popular Music to Engage Students in Understanding Political Theory." In all of these approaches, students moved from passive subject to creative agent. This move drove a proposal for curriculum reform in Alison Staudinger's "Integrating Political Theory and Science Through Problem-Based Learning," which reimagined undergraduate political science education organized around core problems, rather than subfields. While participants differed as to whether these multiple literacies might crowd out the types of reading dear to political theorists, we were all intrigued with the possibilities for unexpected innovation.

Similarly, narrative approaches to teaching political theory and political theorizing piqued the interest of members of this track. Scott Nelson and Bruce Pencek considered the cultivation of a learning disposition, writing, "we have come to view our students as theorists … who, made aware that independent inquiry can be a *self*-constituting activity, desire themselves to slow down time, to pause, to reflect and deliberate." Through exercises in "everyday phenomenology" Nelson and Pencek encourage students to consider the "stories their research might tell," and, in turn, develop theories of their own. Peter Lindsay's paper, which used Rousseau's *Emile* to "*remind* us about teaching *now*," suggests an orientation in which the learner moves from the concrete to the abstract through a relatively unmediated process. Finally, Jernej Pikalo and Cirila Toplak discussed the use of facilitation as a teaching technique, using a "hermeneutical cycle" that "starts with a dialogue on students' assumptions concerning major theoretical text or political concept." By encouraging students to encounter political theory and build political theories from their own range of knowledge and experience, discussion of this set of papers led to the conclusion that pedagogy might prod students to root their study of political theory in their own stories.

Contextualizing the Student, the Professor, and Department

Panel discussion about the innovative methods proposed to effectively teach political theory included an emphasis on the importance of "knowing one's audience" which led into broader discussion of pedagogy in the subfield. Cristiane Carneiro ("The 'How To' for Political Theory") presented her "integrative" syllabus for an introductory political theory course in an international relations (IR) program, which aimed to incorporate both contemporary research from international relations and traditional theory texts in a coherent and accessible way. Given that most undergraduates in the program had no background in theory and were enrolled in an IR-specific program, Carneiro attempted to create links between works more familiar to the students and "canonical" texts through guided textual exegesis and comparative analysis. Although innovative methods are critical to fostering student engagement and contemporary relevance, participants emphasized the importance of tailoring both new and traditional pedagogical approaches to the student population to maximize effectiveness and highlight what students already know.

Evidently, a diversity of dispositions toward teaching within the subfield persists as those who teach political theory grapple with the call for increased use of technology and different learning styles and contexts. Finding the best way to help students use their knowledge in a manner that does not ratify the instructors' own pedagogical predilections is of crucial importance. In spite of this unresolved issue and differences in preferred methods of instruction, the subfield's strategic utility to the discipline as a whole was also evident during the track's concluding session. In an era of contraction of the traditional liberal arts, political science departments that can contribute courses in political theory seem poised to serve a variety of institutional needs. Political science departments that can offer well-taught courses that serve both the needs of the humanities and social sciences may prove particularly useful in an era that increasingly seeks efficiency in the delivery of the liberal arts.

TEACHING RESEARCH METHODS

Julia M. Lau Bertrand, *Georgetown University*
Emily J. Schaefer, *McDaniel College*

At the landmark 10th APSA Teaching and Learning Conference (TLC), participants in the Teaching Research Methods (TRM) 2013 track held lively discussions and debates about best practices in the teaching of research methods, including the use of innovative techniques and technology in the classroom, as well as how to integrate research methods into the broader undergraduate curriculum. While there was continuity in the themes discussed, echoing several points made in TRM track discussions over the past decade, there was a distinct desire to move the profession forward in terms of articulating specific and achievable goals in teaching research methods across the political science curriculum.

Contributions and Overall Themes

TRM 2013 track participants renewed calls made at past TLC sessions for the better integration of research methods teaching and coursework across the political science curriculum. Research presented by our colleagues from Europe indicated that it was possible to reinforce methods learning in existing courses by incorporating basic statistical and research tasks into substantive curricula (Slootmaeckers, Adriaensen, and Kerremans 2013). TRM participants pointed out, however, that such comprehensive efforts would require serious institutional support and buy-in, including financial and teaching assistant/research assistant resources that might elude smaller colleges and two-year institutions.

Discussing the benefits of hiring one individual to serve as "methods professor" for an entire institution, Daigle (2013) advocated reducing student anxiety about methods courses and managing the expectations of various stakeholders regarding the content of large-scale methods courses, as well as ensuring consistency in the content and grading of such courses. Track participants deliberated the effectiveness of sequencing methods learning (having two or more methods courses throughout an undergraduate career) versus offering single courses that all political science majors were required to complete.

Echoing the call for integrating methods skills and reinforcing learning at multiple levels, Haeg, Siver, and Greenfest (2013) discussed the approach adopted at their home institution, in which students enroll in methodology courses specific to a subfield of interest (including American politics, comparative politics, and

public law). The results of their assessment demonstrated that some methods skills taught at earlier stages of the undergraduate career were not "carrying through," and they conclude that frequent reiteration of basic methods skills is necessary to build on earlier coursework. The authors do find important differences in skills between those who did and did not take methods courses, lending support to the idea that "methods matter."

A key thread of discussion focused on how to use technology in order to reach out to students and for teaching large or online versus face-to-face methods classes. Ault (2013) shared various ideas on creating online modules and exercises so that students could interact with learning material outside of the classroom, and so that one lecturer could reach a larger audience of students. New software options like Jing (http://www.techsmith.com/jing.html) and accessible technology like Google Hangouts could also enhance the learning experience. The advantage of using technology to record lectures and exercises, despite the initial investment of time and effort, is that this material is reusable and that students can refer to and digest teaching materials at their own pace.

More specifically on the use of new and upcoming technologies in the methods classroom, Rom (2013) observed that using interesting websites and software like Gapminder, Prezi, R, and Adobe Illustrator shows students how to visualize and use data effectively and powerfully. Levine (2013) recommended being "agnostic" about learning objectives and goals when choosing software packages, emphasizing that the choice must match the instructor's pedagogical goals. Track participants noted that it was best to get students interested in the data they were collecting and attempt to eliminate student perceptions of "barriers to entry" for research methods, such as fears that textbooks or statistical methods were too difficult, impractical, or time consuming to learn.

Along with the discussion about how best to inculcate research ethics and to transmit essential research skills to students, Lau Bertrand and Schaefer (2013) shared perspectives from an instructor and undergraduate students at a small liberal arts college on how to make research methods interesting and vital by allowing space for each student to prepare and present an original research project within a semester-long introductory methods course. Students also benefited from working in small groups as peer critics, commenting on each other's draft abstracts and bibliographies. The presentation by Cole (2013) on a 10-month co-curricular research project by undergraduate students supervised by a postdoctoral fellow as faculty mentor showed that undergraduates can bridge the academic-policy divide and conduct important, relevant research that benefits the wider society and community.

The TRM 2013 participants felt that it was important to convey to students, whether undergraduate or graduate, the philosophy of social science and start with question-based (instead of methods-based) research. There was some revisiting of previous discussions on what the profession desires in terms of standards and expectations of undergraduate teaching and learning in research methods and how to achieve consistency. One possibility was to focus on assessment in terms of what skills students acquired and less on consistency of content. However, practical obstacles, such as differing skills levels among students and uneven resource availability at small versus large teaching institutions, render such standardization immensely difficult to achieve.

Participants also discussed common limitations and obstacles to consistency, such as faculty transition and differences in indi-

vidual teaching styles, as well as the typical situation where more junior and adjunct faculty (as opposed to senior faculty) are assigned to teach research methods. The TRM 2013 track discussants, some of whom were attending the conference to gather ideas on how to begin teaching research methods, noted that challenges for community colleges were perhaps more acute because students tended to lack exposure to training in research methods, thus compounding the difficulty of sufficiently building their skills in research techniques before they transferred to four-year institutions.

Charge to APSA and Recommendations

In sum, the TRM 2013 track participants agreed on a set of specific charges and recommendations to the TLC and to the broader APSA membership and leadership regarding the teaching of research methods. Over the past decade, the themes that have emerged from the TRM track are largely consistent. Chief among them are:

1. The best way to engage students in a quality research methods education in both qualitative and quantitative approaches is to integrate these methods across the curriculum. This is best done with institutional support and buy-in from the faculty.
2. We lack a sufficient evidence base to fully establish and support best practices.

APSA can best support this by:

a. Developing a handbook of sorts that encapsulates what we know how to do well to support interested faculty within their departments and institutions to do this; and
b. Convening a special committee to study and report on the point of the undergraduate major, including how research methods fits into this, especially as technology pushes changes in classrooms and universities. ■

REFERENCES

Ault, Michael. 2013. "Teaching Undergraduate Political Science Research Methods Using Online Modules." Presented at the APSA Teaching and Learning Conference, Long Beach, CA, February 8–10.

Cole, Benjamin. 2013. "Integrating Curriculum, Research, and Civic Engagement with the Policy Research Shop Model." Presented at the APSA Teaching and Learning Conference, Long Beach, CA, February 8–10.

Daigle, Delton T. 2013. "Teaching the Large Undergraduate Research Methods Section: Tips for Reduction of Anxiety, Evaluation Consistency, and Strategies for Student Engagement." Presented at the APSA Teaching and Learning Conference, Long Beach, CA, February 8–10.

Haeg, Claire, Christi Leigh Siver, and Seth W. Greenfest. 2013. "Teaching Methods through Content: Developing a Coherent Research Methods Curriculum throughout the Political Science Major." Presented at the APSA Teaching and Learning Conference, Long Beach, CA, February 8–10.

Lau Bertrand, Julia M., and Emily J. Schaefer. 2013. "Training Future Political Scientists: Reflections from an Undergraduate Research Methods Course." Presented at the APSA Teaching and Learning Conference, Long Beach, CA, February 8–10.

Levine, Renan. 2013. "Should We Move Beyond SPSS?" Presented at the APSA Teaching and Learning Conference, Long Beach, CA, February 8–10.

Rom, Marc. 2013. "Teaching Research Methods: Visualization for Numbers, Pictures and Politics." Presented at the APSA Teaching and Learning Conference, Long Beach, CA, February 8–10.

Slootmaeckers, Koen, Johan Adriaensen, and Bart Kerremans. 2013. "Taking Research Methods Out of Isolation: Teachers' Experiences with Curriculum-Wide Integration of Research Methods in Substantive Courses." Presented at the APSA Teaching and Learning Conference, Long Beach, CA, February 8–10.

New eJournal

Political Science Jobs
New eJournal from APSA

In July 2012, APSA launched a new monthly and online journal focused on jobs in political science. *Political Science Jobs* contains active job listings from APSA's eJobs database. The combination of the new online journal and the daily APSA eJobs database provides a continued platform for a transparent, efficient, and ethically grounded political science labor market. APSA has maintained an open academic job market for many years, and this new journal forms the next phase of these efforts.
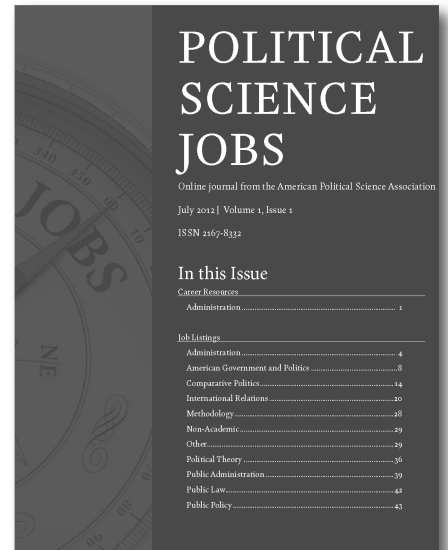
Format and Frequency

Political Science Jobs includes all active positions in a monthly downloadable PDF and link to the searchable eJobs system online.

APSA Members

APSA members (individuals and departments) have free access to the online journal as a benefit of membership. All members also receive free access to the daily PDF of eJobs listings.

Replacing *PS Supplement* with *Political Science Jobs*

Political Science Jobs replaces the former *PS Supplement* of job listings. The April 2012 *PS Supplement* was the last published volume since establishing the journal in 2008 to fulfill federal regulatory requirements tied to international hiring requirements. These federal rules recently changed to recognize online or web-based professional journals as an eligible outlet.

www.apsanet.org/jobs

apsa