

March 21, 2007

Promotion and Tenure Committee
Department of Educational Psychology
Ball State University
Muncie, IN 47306

Dear Committee Members,

I was hired at Ball State University at the rank of Assistant Professor and started Fall Term, 1999. This Notebook of Professional Evidence is being submitted as an application for promotion to the rank of **Associate Professor**. The materials reflect productivity over the five and half years I have been on faculty in the Department of Educational Psychology at Ball State University.

I organized the summary of my qualifications for the rank of Associate Professor using the criteria outlined in the *Faculty and Professional Personnel Handbook* (page 136). This summary also serves as an introduction to the Notebook.

1.2 Associate Professor

1.21 Evidence of consistently excellent teaching.

1.22 Evidence of quality contributions to one's specialty through research, publication, or other scholarly productivity, which must include refereed outlets.

1.23 Evidence of quality contributions in the capacity of professional service.

Preceding the sections on teaching, research, and service you will find my comprehensive curriculum vitae along with a curriculum vitae indicating only accomplishments since being hired at Ball State University in the fall of 1999. Within the sections on teaching, research, and service you will find a summary statement that outlines my work along with a table of contents of exhibits to demonstrate my contributions. The exhibits within each section mirror the organization of my full curriculum vitae, which is found at the beginning of the notebook.

V1. 1.21 Evidence of consistently excellent teaching.

Since joining the faculty at Ball State University my teaching responsibilities have focused on teaching undergraduate and graduate courses in the area of lifespan human development. My undergraduate courses typically include between 20 and 35 students per a section, while my graduate courses typically have between 10 and 20 students. While course enrollments in this range (especially undergraduate courses) can

make discussion difficult in class, I believe I have found ways to encourage open-ended discussion through the use of critical thinking essay questions, internet-based activities, in-class activities, and videos. Comments from students across all my courses reflect my goal to have students actively engaged in course content.

In the section on teaching you will find a summative student course evaluation report that reports mean student ratings across all courses (aggregated across all sections of a specific course) I have taught at Ball State University (see Exhibit 1). My scores on all questions are quite high (mean greater than 4 out of 5 on all questions). To provide additional support for my ratings you will find student comments regarding my teaching from all courses and all sections. I have also included summative student course evaluation reports for each specific course (aggregated across all sections of the specific course) I have taught, followed by chair and/or peer reviews for the specific course. You will find my genuine concern for students' learning and progress in each course is reflected in student and chair/peer evaluations. Lastly, I have included in this section representative course syllabi and samples of class activities from selected courses to illustrate my teaching.

I have tried to be responsive to student comments. As a result, I have modified my teaching methods and activities each semester. In particular, as part of the laptop initiative in Teachers College I have modified a number of course activities to incorporate digital components. In particular, the final project for my courses involves digital case study of a child called a "developmental profile." I also have much of my course work completed online. This includes quizzes, exams, and artifacts. This allows education majors an option to include these activities in their digital portfolios, but it also allows all students to improve their computing skills.

My teaching style focuses on helping students think critically about human development and to foster life long learning. In general, my orientation to teaching is to assist students in integrating theory and research as they begin to apply their knowledge and skills to their chosen profession, whether that is teaching, nursing, social work, or psychology. With regards to teaching, I use a variety of teaching techniques (e.g., lectures, small- and large-group discussions, cooperative learning, and activity-based learning) to help students understand material. Additionally, I incorporate a number of options for each required course project/artifact. By allowing students to select project options they are given active control in their learning, along with accommodating variations in learning styles. I have also incorporated technology and multimedia (e.g., Power Point presentations, web-based activities, CD-ROMs, videos, online quizzes and exams, and digital projects) into my courses as another way to make content more real and meaningful to students. In particular, each course has its own Blackboard web site where students have access to our course at all times (e.g., course syllabus, Power Point presentations, course grade book, discussion boards, and email). Further, my courses are predominately digital with all quizzes and exams online (either through Blackboard or INQSIT) and all projects due in a digital format (via email, digital drop box, or student web site). You may review my course syllabi to learn more regarding digital components

in each of my courses. The digital components are included to help all students improve their technology skills, which will benefit them in the workplace. To learn more about my philosophy on digital technology and laptops in the classroom please view my videotaped discussion at <http://www.bsu.edu/teachers/laptops/classroom/>. This video became part of a promotional CD distributed by Teachers College. An added benefit in the use of online exams and quizzes has been to free up time for additional in-class activities and discussions by moving these activities outside of regular course hours.

At meetings of the *Midwest Teachers of Educational Psychology*, of which I am currently president, I have presented on particular ways to incorporate digital media into the classroom. Specifically, I have discussed the “developmental profile.” Students describe a made up child using theory and research in terms of their physical, cognitive, and social-emotional development. The students are to link their descriptions to developmental standards and classroom practices they must master for licensure. The profile may also be easily posted to student web sites.

Taking the above activity and other technology-based components of my courses a step farther, during the 2003-2004 academic year I taught my first completely online course, EDPSY 254 – Psychology of Early Childhood (birth to 6 years). This course, I believe, has been quite successful. Examples of digital activities used in this class are included here for your review along with representative student work. However, I am sure I will need to modify this course for future semesters based on my experiences and comments from students in the course. Modifying course content and teaching methods is an important part of my own growth as a university instructor.

In addition to efforts in my own courses to incorporate technology I have worked with textbook publishers to create an Instructor Manual for a popular adult development text (with an updated version of my work is due out later this year), Power Point slides for textbooks, and CD-ROMs of activities for students and instructors to complete. Further, I am called upon regularly to review textbooks. More details about this work can be found under my “Service” section and are listed on my curriculum vitae.

I am very proud of my ratings and the comments students have made about my teaching. Each semester I have students seeking me out to take additional courses, ask advice, and keep me up-to-date on their progress. Examples of these contacts can be found in the last section of my notebook labeled “Miscellaneous.” I have been most fortunate that all of my courses, both undergraduate and graduate, focus on my specialty area of human development and cognitive development, in particular.

V1. 1.22 Evidence of quality contributions to one’s specialty through research, publication, or other scholarly productivity, which must include refereed outlets.

Evidence of my quality contributions to one’s specialty through research, publication, or other scholarly productivity is included in the next section of my notebook. First, I describe my research program on developmental aspects of cognition, including publications and conference presentations. Second, I discuss my involvement in educational program evaluation research. Third, I discuss my involvement in a new research project investigating the use of digital technology and media in elementary classrooms that incorporates my research and technology interests. Lastly, I discuss my work with textbook companies developing educational materials for human development courses.

My research program focuses on developmental aspects of cognition. In particular, how does children’s use of memory and problem-solving strategies vary based on age, intelligence, and situational factors. I have investigated children’s strategy use in both laboratory-based and educational activities.

One dimension of my research focused on the educational task of solving addition problems has resulted in two published articles. In particular, each study looked at strategy use of young children while solving addition problems. Each study used the microgenetic method, in which individual children were followed over a 12-week period and their strategy use while solving each problem was scored along with accuracy on each of the 144 addition problems. In one study the availability of manipulatives, assumed to aid in counting and problem solving, did not influence strategy use or accuracy of young children (6 years of age). This result is important result because many educators use manipulatives based on the assumption they will improve children’s performance, and this does not appear to be a valid assumption in all cases. In the other study it was found that children with and without mild mental retardation (between 7 and 9 years of age) solve addition problems in similar ways. In particular, children move from less to more sophisticated strategy use and use a variety of strategies to solve problems. Further, children’s underlying number knowledge was a better predictor of performance than IQ scores.

In another dimension of my research, the influence of situational and contextual factors on strategy use along with developmental and intellectual factors was examined with more laboratory-based memory activities. Specifically, in one study it was found that when 17-year-old students’ with mental retardation were given both verbal and physical prompts the types memory strategies used were the same as those used by 17-year-old typical students. I believe this is the first example of children with and without mental retardation performing similarly.

As an extension of my own research program, I am engaged in investigating developmental changes in children’s working memory for Picture Communication Symbols used in alternative and augmentative communication systems, with the goal to

better understand typical children's performance and to provide a guideline for teaching children with disabilities to use such systems. This blend of basic and applied research has resulted in a funded research grant, *Children's Memory for Picture Communication Symbols*, through iCommunication with Barry Wagner, a Speech Language Pathologist at Ball State University, and myself as co-principle investigators. Further, we are working with University Computing Services and Teleplex to develop our working memory assessment to incorporate alternative symbol systems and digital media for publication and use in the AAC field.

My research and resulting articles are all theoretically based and are making contributions to research in cognitive development, which is reflected in my request to review other researchers work in the areas of memory and problem-solving for top-tier journals, including the *Journal of Experimental Child Psychology*. When Robert Siegler was preparing his chapter for the *Handbook on Child Psychology* I was asked to review this work. Further, my work has also been cited by major figures in the field of developmental psychology, including Robert Siegler in an article for *Cognitive Psychology* and Jack Naglieri in an article in *Child Development*. I generally publish for the purposes of quality rather than quantity. However, when a finding has important applications for education I chose journals based on how widely they will be read.

More details regarding the nature of my published research articles on cognitive development and children's strategy will be discussed in the introduction to my "Scholarly Activities" section. I have included a representative sample of articles that illustrates my program of research on cognitive development and factors that influence strategy use. In my 5 ½ years of employment at Ball State University, I have had 5 research articles directly related to developmental aspects of memory and problem solving in children with and with out mental retardation published in top-tier peer-refereed journals, including *Developmental Psychology*, *Merrill-Palmer Quarterly*, and *American Journal on Mental Retardation*. I also currently have several articles under revision for resubmission to journals and several articles in preparation for submission for publication. I believe these research articles along with my record of publication shows the ability to continue making quality contributions to my field through research publication.

You will also find examples of my conference presentations outlined in this section. I have presented scholarly work at 16 international, national, regional, and local meetings since my employment at Ball State University. I find it valuable to present my research to others at all levels. I have been encouraged by the response to my research and scholarly activities and plan to continue building my research program. I have also presented work that combines my research interests and teaching/pedagogical issues. My most rewarding work has come when my research interests are combined with applied educational issues.

Another focus of my research has become educational program evaluation research, which allows me to apply my knowledge of research design and statistics more directly to applied problems of development. The two projects I have been working on recently are the *Indiana Reading Excellence Action Demonstration Program (I-READ)* (Muncie Community Schools, funded by the Indiana Department of Education) as an evaluation consultant and *Project ASPIRE: Creating Opportunities for Rural, Low-Income Students* (funded by the Advanced Placement Incentive program from the US Department of Education and through JAVITS) as program evaluator. These projects are both investigating the effectiveness of various developmentally appropriate educational practices on children from early elementary years through high school. I find this research to very rewarding and valuable especially in light of recent political movement towards accountability and high stakes testing.

This year I have also become very involved in a new research project *Digital Middletown Project (DMP)* investigating the use of digital technology and media in the classroom. My role as a grant-school liaison involves working with BSU faculty and staff from UCS, Teachers College, and Information Technology along with faculty and staff from Mitchell and Cowan Elementary Schools. Funded by the US Department of Education, DMP has provided a high-speed, very-broadband wireless connection to two local schools, along with computers, projectors, plasma displays, and videoconferencing hardware. The goal is to learn how the availability of high quality hardware and digital media impacts learning in the classroom. This project has brought together, in one project, my focus on developmental aspects of cognition and memory with the use of technology as a factor that changes the context of learning and memory. Through DMP I am able to use what I have learned in my own research about how children think and remember, what I have used in my own classes, and what we know from previous research projects to provide in-service and professional development to our project teachers. I believe it is important for academia to give back and transmit what we have learned from research to others in our community. This work has already generated much national interest and has resulted in a number of newspaper articles, including one in which I am quoted discussing the project (see Exhibit 41). My major activity has been working with teachers at Mitchell Elementary and Cowan Elementary on the use of technology and digital media in their classrooms. I am currently developing professional development activities for both schools that will focus on a variety of technologies and teaching strategies that have been shown to change teaching practices and student learning. I believe this project will enhance my research and teaching by providing me with an updated knowledge base of what is happening in schools.

In this section on scholarly productivity you will also find my non research-based scholarly activities, important to my role as a university professor, which highlight my expertise in a variety of aspects of human development, cognition, and memory. I have found through my teaching of developmental psychology that discussing topics in multiple ways helps students comprehend topics. Using real-life examples from research, current events, observations of research, video clips, and providing students with outside readings during lectures quickly increases student understanding and involvement in

class, and further adds a richness to class discussions. This has lead directly to my work with textbook companies and educational materials. One opportunity allowed me to create a CD-ROM of activities where students observe children, recreate famous experiments, and assess their knowledge for Kathleen Stassen Berger's, *The Developing Person Through Childhood And Adolescence* and complementary use with Siegler, DeLoache, and Eisenberg's *Exploring Child Development*, both major textbooks in the area of human development published by Worth Publishers.

I have also created an instructor's manual, test bank, and CD-ROM (with PowerPoint slides, video clips, activities, projects, additional video suggestions, and discussion points) for Cavanaugh and Blanchard-Fields' *Adult Development and Aging 4th ed.* published in 2002. This year I have worked on a major revision to my instructor's manual and test bank for the 5th edition. Currently this text is one of the most popular Adult Development and Aging texts, with 176 colleges and universities using the text (these numbers are for domestic schools only and do not include a breakdown by number of instructors adopting the text at each school). The text is also used internationally, however numbers of schools adopting the text were not available. Included in this new revision are two new content chapters and a completely new section for each chapter called "info-track" in which students are referred to 5 additional articles for each chapter. For each article there are activities and questions for students to complete that extend the chapter content.

Another aspect of my scholarly activity and service has been completing book and textbook reviews for trade books along with a variety of popular child development textbooks. I believe that my being called on regularly to give reviews of trade books and developmental texts is a further indicator of my contribution to my field.

In summary, I am proud of my research and believe my publication record continues to show my growth as a researcher in the area of cognitive development. Further, my scholarly activities that combine research with teaching/pedagogy illustrate my commitment to making research and developmental psychology accessible to students.

V1. 1.23 Evidence of quality contributions in the capacity of professional service.

The third section of this notebook reflects my quality contributions in the area of service. This section is organized in the following manner: professional service to my field; service to the academic community including the university, college, and department; and student committee membership and advisement.

Currently, I am serving my second term as President of the *Midwest Association of Teachers of Educational Psychology* (MATEP) and have hosted the last three annual meetings. I will also host the 2005 meeting of MATEP. This requires not just hosting the annual meeting, but updating the web site, reviewing conference proposals, and keeping the membership informed. MATEP brings together faculty from a variety of

departments and colleges that teach educational and developmental psychology courses across the Midwest. During the years I have been president we have had faculty from as far as West Virginia, Pennsylvania, and Minnesota attend along with faculty from surrounding states. While this is a regional association, the variability in state standards for educational licensure are dramatic and often provide the foundation for lively discussion. This position has allowed me again to combine my research interests with teaching and pedagogical issues. During the annual meeting each year interesting research and teaching ideas in the area of educational psychology are shared.

I am also active in the reviewing of articles submitted for publication and trade books in publication. Additionally, beyond creating educational materials, I review textbooks regularly in a variety of areas of human development. I am also an active member in the major national associations in human development, including the premier association - *Society for Research in Child Development*. In fact, I have presented research at national meetings each year since 1994. Further, I have been invited to give workshops on a variety of developmental topics.

It has always been important for me to demonstrate a strong professional commitment to university citizenship by serving on departmental, college, and university committees. Therefore, I have maintained a high level of service since coming to Ball State University. Specifically, at the University level I am a member of the Professional Affairs Council, which allows me to be involved in a variety of issues on campus. While my membership on the Curriculum Committee for the Department of Educational Psychology (chair of departmental committee) and for Teachers College allows me to be a part of important decisions regarding the curriculum of our undergraduate and graduate students. I take my responsibilities on all committees very seriously.

In addition to my fairly heavy level of university, college, and departmental service, I currently serve as chair on 3 dissertation committees and as the developmental/educational psychology cognate representative on 4 dissertation committees (three in the Educational Psychology department and one outside our department). A full list of students doctoral committees on which I have served is available in my curriculum vitae. In keeping with my interest in not working just with doctoral students, I have had 5 undergraduate and 1 masters-level students conduct research with me. Additionally, one undergraduate student completed her honor's thesis on supporting the emotional and social development of children with type-1 diabetes under my guidance. I find that my work with students at all levels gives me a chance to combine my research interests and teaching experiences with my desire to mentor students.

This desire to mentor students has taken on a new function this year as Faculty Advisor for the Ball State University's Phi Alpha chapter of *Epsilon Sigma Alpha* (ESA). Currently, ESA has a membership of over 60 active members. Most importantly, ESA is a service sorority with many of philanthropic activities focused around matters that impact children. Each month members must provide service to charitable organizations.

As a developmental psychologist my interests are always piqued when children are involved. I particularly like ESA's affiliations with St. Jude, Riley Children's Hospital, and Easter Seals. Later this year we will be traveling to St. Jude's to meet with children and families dealing with serious illnesses.

The fourth and last section of my notebook I have labeled "Miscellaneous." Information in this section includes notes, emails, and other exhibits that support my contributions across the areas of teaching, research, and service.

I present this notebook as evidence of productivity during my employ at Ball State University. I believe the materials contained in this notebook reflect continued quality contributions in all areas and merits promotion to associate professor. Thank you for your time and consideration of my materials.

Sincerely,

Lisa F. Huffman, Ph.D.
Assistant Professor
Department of Educational Psychology