

# Teaching Portfolio



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MACALESTER  
COLLEGE



UC San Diego



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## Executive Summary

This portfolio reflects Dr. Paul Greenberg's university course duties and teaching effectiveness from 2004-2014. Readers will find detailed course descriptions as well as [quantitative](#) and qualitative evidence of my performance and student achievement. This self-evaluation process was extremely useful to me and I hope the results will be as useful to you. The contents of this document are confidential and are meant for hiring committees only.

### *Lifetime Key Performance Snapshot*

Instructor Quality Score	Course Quality Score	Dissertation Completion Rate	Courses Taught Total = 76	# Courses by Class Type:
90%	86%	100% (10/10)	Graduate (52) Undergrad (24)	In Person (15) Blended (42) Online (19)

**What do students actually think?** Student comments are in line with these rankings and a percentage of course evaluation comments are shown at the end of every course description in the [Summary of Teaching Responsibilities](#). As you will find, students know me as a flexible and inspiring professor who cares about the best outcomes for each person. Students also find me to be an experienced, friendly, humorous, and high quality instructor who is noted for creating a safe and interesting learning environment. They also know that I have high expectations for writing quality, no tolerance for plagiarism, and a love of the scientific method. Beyond this, I enjoy researching topics with students, integrating technology as needed, promoting constant learning, and modeling constant improvement.

**Who am I as a teacher?** I am a brain scientist, musician, and active person who loves learning and teaching because they promote opportunity, growth, courage, and self-expression. I enjoy speaking with diverse audiences including academic, business and community groups. For scholarship, I investigate human learning and memory, improving education, and technology.

**How might I fit in your department?** Colleagues know me as a kind, humorous, motivated, and curious person. With extensive research experience and proven teaching effectiveness in a wide range of graduate and undergraduate psychology programs, I am well prepared to teach courses including *Psychometrics, Research Methods, Physiological Psychology, Industrial Psychology, and Perception*. I enjoy teaching in-person, online, blended format, or seminar style courses and am used to teaching on schedules ranging from 4-15 weeks. I am seeking full-time work with a motivated department that offers good opportunities for growth and learning.

I also enjoy testing new educational methods or technology and designing new courses. My experience includes designing an undergraduate course in biological psychology for Southern New Hampshire University (2013) and I have created a series of brain-based learning seminars for students, faculty and staff at Brandman University, the City of Chula Vista, CA, and Synergy Learning Institute (2010-Current). Across my teaching career, I have developed 38 psychology and general education courses from generic syllabi, averaging 6 first-time courses per year.

**Responsiveness to diversity:** Given the diversity in my courses at multiple universities, I enjoy having students of all ages and backgrounds mixed into each class. Diversity is a critical issue because not only does discrimination ruin society or any class, it also blinds us to truths that we cannot ever see on our own. As a neuroscientist, it is clear that a single person is simply not capable of representing the full range of reality, so we need to depend on the insight, experiences, companionship, and collaboration of others. I believe that diversity is strength because wisdom requires multiple perspectives, a respect for persons, and the realization that meaning is a social construct. From attending a college with 45% international students to my work in laboratories with international postdoctoral students and professors, I have always respected diversity and enjoyed hearing other people's ideas. Many of my classes enroll ethnic minorities and those for whom English is a second (or more) language. By making the classroom environment safe and equal, education is more enjoyable and effective. I like to engage with students as equals and due to my 12 years of violin lessons, I often feel like a music teacher. A music teacher does well when students do well, so that is my attitude.

**Evaluation Results:** This self-evaluation shows that I am an effective and highly ranked teacher. Qualitative data from student comments and quantitative data from university evaluations show what students think and feel. For student achievement, most students pass my courses and very few fail. Most also improve their writing and gain notable sophistication in content knowledge as well as critical thinking (see student comments). All of my 10 doctoral students obtained their PhDs. Statistical analysis of my teaching and course ratings shows equal quality across program type (graduate and undergraduate) and course format (in-person, blended, online). Therefore my 90% instructor quality rating and 86% course quality ratings apply generally to any teaching position. Given that I've taught many different courses, I can expect course quality to rise with the number of times I teach that course. Interestingly, I found that teaching quality explains only 25% of variability in course quality. This indicates that factors other than teaching excellence (content, material, design, activities, and assessments) should be my next focus for improvement. Other results are found in the effectiveness evaluation and the following sections include an introduction, [teaching philosophy](#), [summary of my teaching duties](#), a [quantitative analysis of effectiveness](#), and a list of [web and teaching resources](#) I use in classes. Example teaching materials (PPT, syllabi) are available upon request.

## Introduction

Here you will find a brief professional background, my definition of teaching effectiveness, and a description of two students who showed me the meaning of effective teaching. My goal is to show more of who I am, what I believe, what I have to offer, and how students resonate with these qualities.

For perspective, most of my teaching experience is based on work with undergraduate and graduate students in multiple California universities as well as online programs with students from around the world. Neuroscience shapes my thinking on most ideas, but I am interested in everything. Accordingly, I teach nearly the full range of psychology courses from Introduction to Psychology to Senior Projects for undergraduates, and do the same full spectrum of teaching within graduate psychology. My goal is to teach every class in psychology at least once. Through my work with Argosy University I have taken students from their first writing courses to the completion of their dissertations and was an IRB member for three years.

In my opinion, teaching effectiveness is defined by the amount of change in students' skills, products, achievements, memory, and mindset. Effective teaching drives a net positive change. Ineffective teaching provides little change or drives a net negative change. To me, teaching is a "weed-in" process rather than a "weed out" process because students come to us as a pathway to success. I like to "weed people in to education", help students increase strengths, and help them weed out their weaknesses. My fundamental purpose as a teacher is to help train students for maximum achievement and to make sure that each person does their own work. To judge my own teaching performance, I use the standard departmental evaluations but also look for increases in student's motivation, self-directed learning plus their improvements in writing, thinking, vocabulary, memory for course concepts, or technical skills. As another reminder of what is important, I found this student comment from 2011 and appreciate it very much.

As an instructor it's important to continue to perfect the art of teaching. But even more important to fine tune the delivery of lessons to students. Are they engaged on the learning process, are they asking thought provoking questions, is too much time being spent on talking to students, then students talking to each other. i.e. Parnter work, small groups. The teaching process is just as important as the learning process. (student comment, 2011)

With these ideas in mind, I want to shift focus to two students who helped me realize the importance of teaching. Please allow me to introduce Dr. Shalom Akili and Dr. Catherine Butler. I met them in the earliest stages of their doctoral programs at Argosy University while they

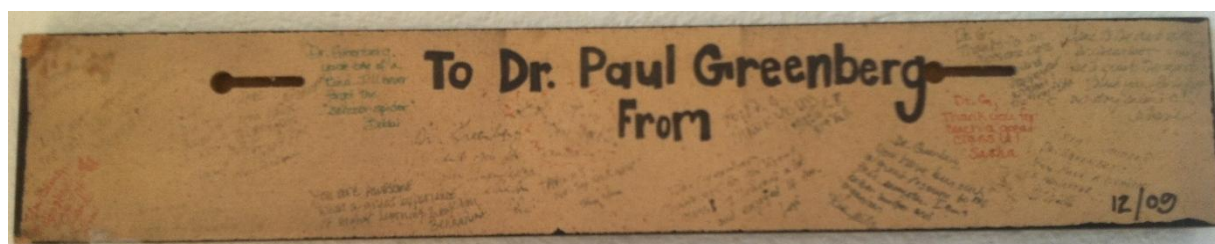
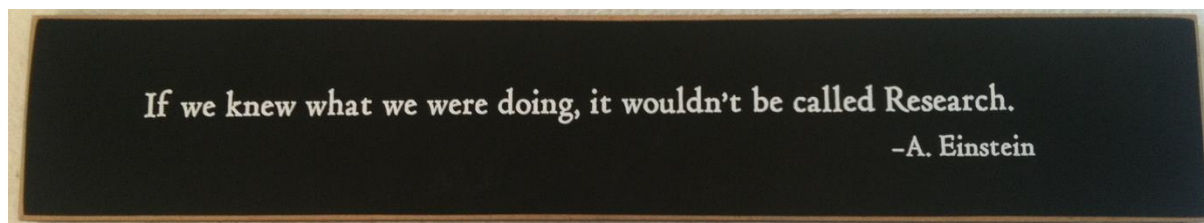
were taking my class, [Advanced Academic Writing \(W7000\)](#). In this course students are challenged to pick a potential dissertation project and write an appropriate literature review. I was still in my first year of changing careers from research into teaching and they helped open my eyes to the meaning of effectiveness by showing me exactly how students respond to their professors.

Shalom was pursuing a doctoral degree in education (EdD) and his goal was to create a comprehensive health and exercise science curriculum for community college students. He wanted it to engage their motivation and critical thinking about the full range of course and life concepts. His literature review began as a fragmented manifesto and it became clear that he was wrestling with both ancient and current problems. I mentioned that his writing would be easier and clearer if he familiarized himself with some of the key ideas of Aristotle, Plato, and others from the Western canon. In our fifth week of class, he completely surprised me by walking in with a 15 book high stack of philosophy tomes. He also said, “thanks for the sleep loss Paul”. I was blown away by his rapid progress and thirst for knowledge. Due to these ideas and our relentless draft editing, the content and organization of his literature review improved greatly. In 2010, Shalom published his curriculum and started bringing a multi-faceted type of motivational education into his own classes.

The second student to show me the meaning of effective teaching was Catherine Butler. She was in the same 2009 Advanced Academic Writing class with Shalom and in retrospect, their group was one of the most memorable due to our challenges and achievements. Catherine entered our class as a practicing psychologist and was looking for a dissertation project. Her first idea was to study canine assisted psychological therapy. However, she was not very excited about this so I kept putting out different ideas for how students could find questions worth asking and projects worth doing. Having watched students struggle to find ideas via the relatively slow literature review process, I decided that the fastest way to clarity is just to ask experts – to cold call any expert in any field students are interested in, give a nice self-introduction, and to ask the expert for research suggestions and a reading list. I had been doing this for my own professional development and started sharing that idea with students.

Catherine called the creator of Eye Movement Desensitization Therapy (EMDR), Dr. Susan Shapiro, and within a week had a received a request to do her dissertation on EMDR efficacy. Rather than struggle for years to find a dissertation project, Catherine was lucky enough to contact Dr. Shapiro when EMDR therapy needed additional evidence to evaluate its effectiveness. Fast forward five years and I chaired her dissertation committee as she studied the use of EMDR therapy for Post Traumatic Stress Disorder in U.S. veterans. She even received [grant support](#) from the EMDR Research Foundation. This was a great success for the veterans in her study and all involved in her dissertation project.

In retrospect, this single academic writing course and the ways in which students applied the ideas was a defining moment for all of us. Even though this experience came within my first year of teaching, it is as relevant now as it was then. I believe everyone who completed that class has also earned their doctoral degree. They even got me a plaque, signed it and presented it on our last day of class.



## Teaching Philosophy

Preface: This teaching philosophy was written to be a stand-alone document and readers may notice that it contains a few ideas from the preceding introduction.

Hello and welcome. My views about learning and teaching change with every day and every new student, but here is a snapshot of my approach to education, beliefs about inspired teaching, and ideas about student achievement, diversity and teaching methods.

**Approach to Education:** I love learning because of the meaning and capacity it can bring into our lives. I love teaching because of how it helps everyone learn and because it prompts some of the deepest learning. Teaching comes naturally to me and my main concern is to provide the most useful experience to each student. Inspired service, scholarship, science, diversity, and access are primary themes which guide my teaching. I learned these ideals while serving in the Americorps National Civilian Community Corps and while performing neuroscience research at the University of Arizona and the University of California San Diego. Service through teaching allows us to help other people achieve their goals and make their own contributions in life. Scholarship allows us to make and share new discoveries while modeling the behavior we expect of students. Promoting diversity is crucial for inclusiveness, curiosity, empathy, citizenship, and a safe learning environment. I promote equal access to education and making the classroom environment a place where people of all backgrounds have a chance to grow. The following sections summarize the inspirations, beliefs and methods which have helped me provide increasingly useful courses across six years of teaching undergraduate and graduate psychology in traditional and on-line environments.

**Inspired teaching:** My favorite teachers are motivated, accomplished, kind, humorous, and curious. They care about people, about their field, encourage student exploration, and set the examples I currently follow. As a child and then teenager, I was inspired by becoming a musician through 10 years of violin lessons and practice. This was possible because my parents, teachers and ensemble members provided constant love, inspiration, and support. In college, I became captivated by the brain and the discoveries that come from setting up careful experiments. All of my music and science teachers were inspiring in their own ways, so I aspire to be this way for students. My challenges are to expand on their achievements and to successfully help students move from being information consumers to being independent learners and talented contributors with valuable skills, insights, ideas, and ethics.

**Student Achievement:** The best measures of my teaching effectiveness are short-term and long-term student achievements. In the short term, it has been inspiring to see students improve motivation, vocabulary, writing, research skill, friendships, critical thinking capacity,



and a sense of personal purpose. After six years of teaching, I have heard students comment on how they remember our research methods and academic writing classes as priceless growth experiences. All of my 10 dissertation students have now completed their PhDs and regularly apply their training in their careers. Undergraduate students comment about how our statistics, research/program evaluation, introduction to psychology, biopsychology, and philosophy classes gave them confidence, new personal insight, critical capacity and a practical understanding of what is possible with inquiry. Based on a 2014 self-evaluation of my whole teaching career (76 courses), students have given me an average instructor quality rating of 90% and an average course quality rating of 86%. However, my favorite moments in any class are when students make personal breakthroughs in self-confidence, understanding, or personal decisions. By discussing breakthroughs in class, we can see the value of diversity, engagement, persistence with study, critical thinking, creativity, and how education promotes insight.

**Diversity and Flexibility:** Given the diversity in my courses at multiple universities, I enjoy having students of all ages and backgrounds. Students come from a wide array of cultural, ethnic, personal, professional, military, and economic settings. Many of my classes enroll students for whom English is a second (or more) language.

Diversity is a critical issue because not only does discrimination ruin society or any class, it also blinds us to truths that we cannot ever see on our own. As a neuroscientist, it is clear that a single person is simply not capable of representing the full range of reality, so we need to depend on the insight, experiences, companionship, and collaboration of others. I believe that diversity is strength because wisdom requires multiple perspectives, a respect for persons, and the realization that meaning is a social construct. From attending a college with 45% international students to my work in laboratories with international postdoctoral students and professors, I have always respected diversity and enjoy hearing other people's ideas. By making the classroom environment safe and equal, education is more enjoyable and effective.

Regarding flexibility, learning is in the brain and each person's brain is different. To respect this, I like to adjust every class to the actual group we have and to give each person a chance to add their ideas to our collective buzz of thoughts. In my opinion, the most insightful classes are always those with the greatest diversity and it is a pleasure to make each course into a platform where everyone is free to contribute. Students tell me this creates a relaxingly free and egalitarian environment.

**Teaching Methods:** Having taught in a wide variety of universities and in traditional, blended, and online programs, I have a general teaching recipe. 1) Understand the program and course requirements and prepare to achieve the learning objectives. I have worked with standardized syllabi, but also enjoy designing courses from scratch. 2) Meet and understand my students so I can help link their existing motivations and knowledge with the course concepts. I use

introductions, discussions (in-person, online), and student “statements of interest” to achieve this. I also set expectations by letting students know that I care about their outcomes and therefore do not tolerate any plagiarism. 3) Constantly ask for students’ feedback. 4) Respond rapidly to students using text messages, discussion posts and emails. 5) Make sure that every class has access to an online forum with class notes, presentations, and some form of discussion board. If the course is online, this is already done. If the course is not online or blended, I create a web page for the class. Google docs and other web applications are great for sharing content.

In any given course, I enjoy using a blend of humor, lecture, and active learning (projects, games, demonstrations, etc.). Many students like standard lectures supported with discussion, personal stories, PowerPoint slides, short videos, and in-class experiments. I chunk presentations into manageable pieces and use discussions in between topics. At times, I teach my in-person courses out of the computer lab so that students can look up information, and make comments and notes on-line. For on-line only classes, I enjoy supplementing them with conference calls, chats, and my [personal websites](#). To improve motivation, I encourage students to choose and complete research reports and presentations on a topic of their choice. Students have mentioned that this doubles their investment of time and energy compared to standardized assignments. When possible, I enjoy taking students on field trips, and encourage them to call or email leaders in any field of interest. My students have gotten emails and call backs from big name researchers and speakers across the world, so it has been fun.

**In conclusion:** From national service to neuroscience, I have seen the value of pairing motivated learners with inspired and accomplished teachers. I believe service minded teachers are in a unique position to promote student achievement through quality instruction, scholarship, diversity, and educational access. It is an honor and a pleasure to be able to guide new students and grow at the same time.

## Summary of teaching responsibilities

To best describe my teaching responsibilities, I have grouped them into two sections. The first is a general description of my duties and beliefs about:

- a) Traditional in-person classes
- b) Blended format classes
- c) Fully online classes
- d) Course designer duties

The second section details each of my courses by providing:

- a) a course description and learning objectives
- b) comments about the student groups in each course
- c) instructor responsibilities
- d) evaluation data and student comments as available

The individual course evaluation data was provided by each university. I have received 44 evaluations from 76 classes (64%). For the classes in which universities did not provide evaluations, I used excerpts from students' online posts to serve as qualitative evidence of their learning and experiences.

### Responsibilities as an instructor of fully in-person classes

1. Understand the program and course requirements and prepare to achieve the learning objectives
2. Meet and understand the people in your class. Listen to students. Encourage them to talk and work together in class
3. Prepare lectures, learning activities, course materials, and syllabi prior to the term start
4. Establish clear expectations for a positive, inclusive, safe, and relaxed environment
5. Establish clear expectations about assignments, grading criteria, and objectives. Provide reminders about etiquette as needed
6. Enjoy yourself and use humor to relax and engage students
7. Post clear and repetitive instructions about students' responsibility to avoid plagiarism, evaluate their own papers for plagiarism, how to remove plagiarism and the consequences of plagiarism. Plagiarism is not tolerated but I will work with students to remove all instances of plagiarism from every paper. Discuss and teach about why plagiarism is the anti-learning and how it is a critical mistake that is easy to avoid
8. Provide 45 contact hours of instruction, take attendance, and hold office hours via phone meetings. Maintain personal records of student grades and work
9. Organize and facilitate discussions, group work activities, and in-class experiments

10. Organize field trips, guest speakers, and individual learning experiences as fits with each department's and university's capability
11. Evaluate student progress with the Socratic method, multiple choice exams, short answer exams, essay questions, papers, presentations, student feedback forms, and informal discussions. Create these teaching and assessment tools as needed, or use the university standard exams and assignments
12. Provide feedback on assignments using comments and grading rubrics. Return all assignments within 1 week, or on a different schedule as required by each university
13. Send final grades on-time, handle student requests for incomplete contracts, and document plagiarism as required by the university
14. Take notes on student comments, questions, difficulties, successes, and insight
15. Use student feedback and reactions to adjust teaching methods or examples. Be prepared to do this during any given class, during any semester, between classes, and across years
16. Supplement courses by authoring resource web pages, providing hyperlinks, and providing electronic copies of all relevant course material
17. Respond quickly to student questions (24-48 hrs) via text message, email, discussion boards, or telephone
18. Look for new information on course topics to remain current in your field. Use current events as examples
19. Read and apply educational research to improve teaching methods and course content
20. Read and apply scientific and management research for the same reasons
21. Evaluate new software, communication methods, and electronic tools. Share useful ideas with students and help them gain skills that are used in professional settings
22. Discuss teaching methods and content with other instructors. Watch their classes and get feedback from them about your classes.
23. Maintain professional connections and attend or organize networking events to remain connected within the community and within the field.

### **Responsibilities as an instructor of blended format classes**

1. Same elements as items 1-23 above but reformat the class to enhance communication and evenly split time between face to face activities and on-line work. Alter the assignments and instructions to achieve the same learning objectives using the opportunities available on-line. Leverage the strengths of the on-line platform including the longevity of discussion posts, the ability to create shared documents, and to allow students to learn on their own schedule.
2. Locate the online course approximately 3-4 week before term and order your free desk copy of the course textbook or eBook and instructor materials.

3. Review your assignment letter carefully. Enter and review the course
4. Edit Turnitin Dates and Review All Content – Before Students Gain Access
5. Edit the “Start Date, Due Date and Post Date” for each Turnitin Assignment before students gain access to the course, if your course utilizes Turnitin.
6. Locate and review the course facilitation guide if there is one
7. Report any broken links, missing content or discrepancies in content to the course designer
8. Post minimum content before students gain access
11. Post a warm welcome announcement (include the word “Welcome” in the subject line for reporting purposes) as the first announcement students will see. Include student access information for additional learning resources as needed
12. Post a second permanent announcement including additional information not provided in your syllabus such as your late policy, APA or MLA preference.
13. Faculty Profile - Create and upload this document to your course. Include a picture, short biography including education and work history.
14. Set up the gradebook and check assignment upload instructions/settings
15. Schedule and release weekly learning modules and discussion boards.
16. Post weekly instructor guidance on the first day of each week. Post weekly instructor feedback if you see general trends in student work that are either in need of correction or congratulations
17. Be clear on what your role is at any given institution. Some universities want instructors to adhere to a centralized form of instruction where the professor is primarily a guide, facilitator, and a grader. Other universities want a professor to carry out the full range of academic duties from curriculum review, course design, research and teaching to departmental service, scholarship, dissertation committee membership, and community engagement.
18. Attend all mandatory trainings
19. Complete all required course and assignment documentation
20. Maintain personal records of student grades

### **Responsibilities as an instructor of fully online classes**

1. Using all of the relevant and possible steps from in-person classes and blended classes, make the following additions:
2. All course instructions, documents, assignments, exams, and grading methods must be represented within the course learning management system.
3. If these materials are provided by the university, then an instructor need only check them for accuracy, completeness and function.

4. If none of the materials are provided by the university, then the instructor creates everything and puts it in the easiest to find locations. The instructor also provides all written and video instructions necessary to the smooth functioning of the class.
5. Seek out and prevent plagiarism more than in any other kind of course. The worst I've ever seen is 50% plagiarized papers in week 1, but we were able to reduce this to near zero by the end of the term. Post clear and repetitive instructions about the need to evaluate your own papers for plagiarism using Turnitin, to avoid plagiarism, how to remove or avoid plagiarism and the consequences of plagiarism. Plagiarism is not tolerated but I will work with you to remove all instances from every paper. Discuss and teach about why plagiarism is the anti-learning and a critical mistake that is easy to avoid. Provide extensive writing supports to help students find their own voice and have less urge to borrow other peoples voices.
6. Research and create weekly announcements that reflect the current, specific, section of any course. Keep announcements up to date with the latest research and include notes on each groups' performance on assignments, discussions, exams, or other work.
7. Optional: Read and employ new methods of making the on-line learning environment comparable to the in-person environment.
8. Optional: Use supplemental on-line resources such as laboratory websites, free online-software, and note taking programs to supplement the time-limited university-sponsored learning management system.
9. Remember that on-line discussions and individualized feedback need to be written and presented in a timely manner, distributed evenly among the students, and that replies to course technical issues and course problems need to be handled within 24-72 hours depending on university policy
10. Ensure that students have the contact information for technical support and ensure that your initial posts and class materials include extensive instructions on every piece of software students are required to use. Video tutorials are excellent supplements to written instructions, and students will need to have access to on-line tutorials in standard software

[Link to SCS 501](#)

## Responsibilities as a course designer

Given the depth and range of activities possible with different course design positions, I will list only the most general duties.

1. Coordinate all activities and expectations with the academic department or hiring body.  
Review or create course and program learning objectives
2. Coordinate with the design team if there is one

3. Choose the course textbook or other foundation material
4. Create up to date content to match all learning objectives and populate each week's modules with introductory material, weekly announcements (or a placeholder for these), assignments, exercises, and formative/summative evaluation tools.
5. Test everything (hyperlinks, assignment links, gradebook, etc.)
6. Receive approval for the final course release and open it to students and faculty

## Summary of Course Specific Teaching Responsibilities

### 2013-Current

### Adjunct Professor, National University, San Diego, CA

**University and Student Description:** National University San Diego is a geographically distributed school that serves about 29k graduate and undergraduate students (60% female, 40% male) in different communities throughout San Diego. The following information pertains only to the fully in-person classes. Each university location has a different student demographic that partially matches the socioeconomic characteristics of the surrounding community. In every class I have had a notable percentage of military students, primarily from the Navy and Marine Corps. My class groups have ranged from approximately equal distributions of men and women to classes predominantly consisting of either sex. Many classes contain approximately equal distributions of Hispanic and White students with a smaller percentage of Black, Pacific Islander, American Indian, Asian, and multiracial students. Each person has a different command of the English language, so instructors always need to find ways to communicate effectively and grade fairly with respect to students' current communication abilities.

**Course Characteristics and Student Performance:** Students take one class per month and each month's class provides 45 in-person contact hours. Classes meet 10 times per month for 4.5 hours per class session with two courses per week and two Saturday meetings. All students take evening and weekend courses and commute to campus locations. Many have families and full time work and most are making career changes, or actively seeking work. For those who are employed, finding new more meaningful work is a primary concern. For those taking courses just for interest or career improvement, the G.I. Bill is a primary funding source. Students range in age from early 20s to mid 50s so we have a great mixture of stories, insights, experiences, motivation, wisdom, and inquisitiveness. Due to the required fast pace and how I organize/conduct the courses, most of my students either attend all course meetings or miss just one out of the 10 meetings per month. Based on in-class surveys, students spend from 2 to 20 hours per week studying outside of class. Their preferred study methods are reading,

note taking, flash cards, Power Point presentation review, repetition, and based on overwhelmingly positive student feedback, I have instituted the requirement for weekly 1-2 page “key term review and what I learned” reaction papers. I treat each course as an opportunity to train students in increasingly effective methods for note taking, writing, studying, research, time management, critical thinking, planning, and questioning. I often have the same students in more than one class, so this pays off well over the long term.

### **Academic Freedom and Teaching Method Improvement Opportunities**

Instructors at National University may request prepared, standardized classes and typically have access to general syllabi and a set of standard course materials (Power Point presentations, exams). However, instructors are also allowed freedom in what material to present, how to present it, and how to evaluate student performance. Given my teaching and research experience at other universities, I am constantly looking for ways to help students create a memorable experience that gives them practical as well as academic skills.

For new instructors, the most efficient method of class preparation is to use the online supplement (eCompanion) as your initial guide. The eCompanion shell is a copy of what students in the online courses get, so it is packed with useful materials. Most importantly this provides a standard syllabus and Power Point presentations that may be customized or used to guide new instructors in creating their own course materials. I continue to use these regularly in order to most quickly understand what National University wants from our students. To improve classes, I regularly update these standard materials to leverage my professional experience, fill in gaps, and replace outdated material. In this way it is possible to ensure both the consistency and quality of education across different sections of the class. My goal in any new class is first to meet the department’s and students’ needs, ask students for improvement suggestions, and then to progressively improve students’ experiences and learning outcomes.

### **PSY 100, Introduction to Psychology (Instructed 2 sessions: 2014)**

To date, I have taught two sections of this class, upgrading instructional materials, testing new in-class demonstrations, modifying and evaluating different testing methods, and collecting student performance data to improve the next week’s methods as well as the next section of this course. In every class, I remain flexible to changing the course methods and elements as best fit student learning objectives. Students respect this willingness to listen and I use these methods as examples of course concepts such as measurement and evaluation, data collection, the scientific method, and how to ask



the right questions. We also use this to discuss psychological phenomena such as the engagement leaders (instructors) can evoke if they listen to the group's feedback. Typical class size is 20 students.

#### Course Description:

This course is "a survey of the field of psychology that provides an overview of the scientific principles and theories in psychology. Topics include: biological psychology, abnormal behavior, motivation, emotion, sexuality and gender, and personality theory." This fully in-person lecture based course is taught to groups of less than 30 students and the lead faculty is Dr. Brenda Shook. This course provides the required foundation and gateway for students working to earn a BA in psychology, a BS degree in multiple fields, an associate of science degree in human biology, and/or general education credits in multiple programs of study. As a popular introductory class, we have students from a wide range of majors from a BA in Psychology to a BS in Engineering & Technology or BS in Health and Human Services. Students range from freshmen to seniors and include those in their early 20s as well as working professionals and military personnel in their 50s. With numerous students working toward health and nursing degrees, I like to focus on mental health, mental illness, how to apply psychological principles and how to find and digest scientific research reports.

Course learning outcomes are:

- Describe the scientific method as it applies to psychology.
- Define major processes of cognition and social cognition.
- List the major structures of the brain and endocrine system and describe their major functions.
- Explain the different states of consciousness and altered states of consciousness.
- List the major stages of development throughout the lifespan.
- Describe the psychological issues related to gender and sexuality.
- Describe the major theories of personality.
- Describe the major theories of emotion and motivation.
- Define the major psychological disorders and describe how they are identified.

#### Instructor Duties

- The first job is to find out what students are most interested in using in-class discussions and online statements of interest. I like to have them list their goals for the course, their program of study, and life. With this information, I have a better chance of helping them connect course concepts to their goals.
- The second job is to give the students what they need to expand their minds and vocabulary, build skills, and shift from being a consumer to being someone who can

put good ideas to good work. This includes creating a safe, relaxed, and humorous but serious classroom environment.

- Review the assigned textbook and create or select assignments, demonstrations, tests and create the month's schedule of these events.
- Creating and managing instructional materials: I am responsible for creating and updating presentations on 15 chapters of basic psychology information plus presenting writing and research tutorials. I also provide supplemental information on research, topic specific websites, and writing skills through my personal course support page <http://gogeco.org/intro-to-psychology/>.
- Create new syllabi, or modify existing syllabi to fit the course objectives.
- Request, review, and set up the online course companion (eCompanion) to the course. This includes populating it with a welcome announcement, the syllabus, adding threaded discussions for student introductions and statements of interest, and setting up other mechanisms such as the online gradebook. These online meet and greet methods help everybody connect and share ideas about what interests us most.
- Present the standard but critical anti-plagiarism speech including a walkthrough of the online tools to teach people proper quotation, citation, and referencing. This includes an introduction to Turnitin and a demonstration for how students will check their own work. The second step is introducing the Purdue OWL, my personal course support website with resource hyperlinks, and discussing the role of citation and fact checking in science. Last we discuss how plagiarism prevents thinking and therefore prevents learning. With these discussions of how plagiarism is a waste of talent, a good way to fail the class, and how it is both anti-learning and anti-science we have a good foundation for suppressing and eliminating plagiarism during the course.
- Throughout the course, I create and administer multiple choice exams, short answer exams, discussion assignments, in-class experiments. I perform all grading and typically post student grades in the eCompanion course environment. In most courses, students are required to create and deliver Power Point presentations plus an essay, research paper, or position paper. I use these in every class whether or not they are required.

#### **Student Evaluation Summary out of 5 points Maximum (Class 01):**

Student Self-Assessment of Learning (Mean of items 1-7)	4.20
Assessment of Teaching (Mean of section items 1-12)	4.48

#### **Student Comments Class 01**

- THIS was obviously my first psychology class and I was anticipating difficulty in learning the material. But by the 2nd class I found myself retaining small nuggets of information and was quite pleased with the professor and his teaching style and my ability to retain some of the information. Provided. I think the professor was outstanding and made learning this material that is often Dry. interesting and real-Life applicable. Thank you.
- Paul greenberg is very knowledgeable and enjoyable to learn from my only Complaint is He's a bit disorganized and sometimes lacks organization.
- I felt as though Inst. Greenberg allowed students comments dictate the path of the lecture for the day. I felt like he is very knowledgeable on the subject, However, his classroom presence was walked over at times by students.
- Mr. Greenberg is an excellent source of information and has been very helpful in my gaining new knowledge in this subject.
- The course provided plenty of information as well as resources. Plenty of time was given for all activities.
- Great class! Actually was interested in the content. Instructor very knowledgeable. Thanks.
- Excellent class and instructor!
- The instructor was very knowledgeable in the subject matter. Amount of material to be covered in such a short time(one month) was, I feel, a little too much and should be reduced for such a curriculum.

**PSY 427, Biological Psychology (Instructed 2 sessions: 2013-2014)**

To date, I have taught two sections of this class. This is an especially fun class for me because I love showing people the brain, nervous system, and how everything works. A course like this is the reason I became a neuroscientist and students appreciate someone who both knows and loves the details. Given that this course is most directly related to my neuroscience research background, I teach students from a structure to function perspective and use many examples from my research career. With all classes at National University, I test new in-class demonstrations, modify and evaluate different testing methods, and collecting student performance data to improve each section of the course. Between the first and second sections of this course I improved the organization and student comments reflect that.

Course Description:

This course is "A study of the way in which the brain mediates behavior, emotion, and cognition. Topics include sensory systems, neural development, emotion, learning,

memory, consciousness, reproduction, and neurological and psychological disorders.” This fully in-person lecture based course is taught to groups of approximately 20 students and the lead faculty is Dr. Brenda Shook. This course is required for a BA in psychology or sports psychology, and also serves those obtaining a BA or BS in other fields. Students here have a variety of backgrounds including a mixture of military and civilian students plus older students with full time jobs who are looking for career change and traditional undergraduate students. As with all National University classes, it is good to have students with many years of work experience so that we can discuss actual life events as examples of course concepts. I use this course to give students a deeper understanding and appreciation for neural systems, people and our potential. I require students to be able to draw and label major brain structures and also help them learn the details of electrical/chemical neurotransmission. With a working knowledge of structure/function relationships we can proceed to analyze drug-brain interactions and all other biosocial phenomena.

#### Course Learning Outcomes:

- Identify basic brain structures and functional neural systems.
- Describe the process of signaling between nerve cells including chemical neurotransmitters.
- Compare and contrast the role of neurotransmitters in the etiology and treatment of various psychopathologies, e.g., schizophrenia, depression, anxiety and substance abuse.
- List and describe the major methods used to study brain structure and function and the associated ethical issues.
- Discuss the functional organization of the sensory systems.
- Describe the process of neural development and the role of plasticity in development and recovery of function.
- Recognize and describe brain systems mediating sexual and reproductive behaviors, emotions, learning, memory, and consciousness.
- List and describe major neurological disorders, i.e., disease, injury, infections, and vascular disorders.

#### Instructor Duties

- Repeat all steps as described for Introduction to Psychology. This includes everything from creating course materials, delivering lectures and in-class experiments, and managing our eCompanion online course supplement to creating and grading all projects and exams.

- I also create and maintain a student support website at <http://gogeco.org/biopsychology/>
- Perform regular research for news and advances in the neurosciences
- Help students refine research topic selection, create presentations and write papers
- Always upgrade the class based on prior student feedback and evaluations

#### **Student Evaluation Summary out of 5 points Maximum (Class 01):**

Student Self-Assessment of Learning (Mean of items 1-7)	4.33
Assessment of Teaching (Mean of section items 1-12)	4.44

#### **Student Comments Class 01**

- The teacher is very knowledgeable and helpful.
- The classroom lecture didn't follow the expectations to follow the information we were tested on.
- Excellent professor. The most professional instructor I've had at National.
- Overall the instructor was great. However there was no flow to the class and we jumped around to various topics quite a bit.
- Very nice professor just wish he would follow the book and have slides that were from the book.
- Excellent teacher
- Great professor. Gave us so much information, videos and extra material that assisted to learn concepts.

#### **Student Evaluation Summary out of 5 points Maximum (Class 02):**

Student Self-Assessment of Learning (Mean of items 1-7)	4.73
Assessment of Teaching (Mean of section items 1-12)	4.76

#### **Student Comments Class 02**

- Informative available, overall good professor asset to national univeristy.
- Professor Greenburg is very knowledgabel about the subject matter. I enjoyed his class and left with a lot of useful knowledge.
- Good class, Extremely knowledgable professor Assignments and exams well appropriate.

- Overall learned quite a bit about the subject Biological Psychology can be a rough subject to learn especially in a month. Between handouts and more explanations it has helped.

### **PSY 429, Personality Theories (Instructed 2 sessions: 2013-2014)**

Due to my preference for biological explanations of behavior, this was an unexpectedly fun class to begin teaching and is now one of my favorites. I even got Al Bandura to send our class a short email about the stages of moral disengagement. Students appreciate having a guide who is interested in the wide ranging topic of personality. I make sure to link these ideas with the other elements of psychology and emphasize both the usefulness and challenges of using the scientific method to explore a fuzzy concept such as personality.

#### Course Description:

This class presents, "The study of psychological characteristics of the individual that endure in stable form for substantial periods of time." And it "Examines influential theories of personality and supporting research". Typical class size is 20 students and the lead faculty is Dr. Brenda Shook.

#### Course Learning Objectives:

- Define the concept of personality structure and development.
- Discuss the major and emerging theories of personality.
- Discuss how current research supports and critiques the major personality theories.
- Discuss "normal" and "abnormal" personality functioning in a variety of contexts.
- Describe how culture influences the development and study of personality.

#### Instructor Duties

- Repeat all steps as described for Introduction to Psychology. This includes everything from creating course materials, delivering lectures and in-class experiments, and managing our eCompanion online course supplement to creating and grading all projects and exams.
- I also create and maintain a student support website at <http://gogeco.org/personality-theories/>
- Perform regular research for news and advances in the study of personality
- Help students refine research topic selection, create presentations and write papers
- Always upgrade the class based on prior student feedback and evaluations

**Student Evaluation Summary out of 5 points Maximum (Class 01):**

Student Self-Assessment of Learning (Mean of items 1-7)	4.13
Assessment of Teaching (Mean of section items 1-12)	4.50

**Student Evaluation Written Comments (Class 01)**

- Great class. Enjoyed the thorough explanations and stories. Lecture gets a little routine and boring. Next time if you can add more case studies or scenarios it would help. Enjoyed the experiences you related to material. Stanford prison exp and Lucifer effect videos were the best at relating to real life and current trends compared to the text.
- I think he's in the process of figuring out the best way to cover all the material and how best to structure the courses. But once he gets that down, the class will be much more enjoyable and rewarding because he is a good knowledgeable professor.

**Student Evaluation Summary out of 5 points Maximum (Class 02):**

Student Self-Assessment of Learning (Mean of items 1-7)	4.66
Assessment of Teaching (Mean of section items 1-12)	4.75

**Student Evaluation Written Comments (Class 02)**

- Best teacher yet NU! Did a great job making sure we all comprehended material, and made sure we all were able to grasp things our own way. Dependable. Punctual. Effective. Competant.
- Dr. Greenberg is an excellent professor. Truly cares about what the students are learning.
- The instructor was awesome was very well prepared and spent extra time when needed.

**PSY 432, Social Psychology (One Section taught)**

This was my first class for National University and it was difficult to transition to the 4 week format with 4.5 hour evening classes. However, it was an excellent experience and student evaluations/comments were quite positive. A friend's sister was even in this class, so it was interesting to be in the situation where you are educating friends' family. It was very social.

**Course Description:**

This class presents, "The study of psychological characteristics of the individual that endure in stable form for substantial periods of time." And it "Examines influential

theories of personality and supporting research.”. Typical class size is 20 students and the lead faculty is Dr. Brenda Shook. The class is comprised mostly of psychology majors, but this fulfills other degree programs so there are a handful of students working toward other degrees. As with all National University classes, we have a range of traditional students, older working professionals and veterans. Courses have a relatively even mix of male and female students and are ethnically diverse.

#### Course Learning Objectives:

- Define the concept of personality structure and development.
- Discuss the major and emerging theories of personality.
- Discuss how current research supports and critiques the major personality theories.
- Discuss "normal" and "abnormal" personality functioning in a variety of contexts.
- Describe how culture influences the development and study of personality.

#### Instructor Duties

- Repeat all steps as described for Introduction to Psychology. This includes everything from creating course materials, delivering lectures and in-class experiments, and managing our eCompanion online course supplement to creating and grading all projects and exams.
- I also create and maintain a student support website at <http://gogeco.org/social-psychology/>
- Perform regular research for news and advances in the study of social psychology
- Help students refine research topic selection, create presentations and write papers
- Always upgrade the class based on prior student feedback and evaluations

#### **Student Evaluation Summary out of 5 points Maximum (Class 01, 22 students):**

Student Self-Assessment of Learning (Mean of items 1-7)	4.47
Assessment of Teaching (Mean of section items 1-12)	4.57

#### **Student Evaluation Written Comments (Class 01)**

- A pleasure to be in his class. Provided useful and interesting class discussions.
- Amazing professor. Learned a lot loved the fact that he had entire class involved in group discussions and outdoor observational studies.
- The teacher is very passionate about the subject and I learned a great deal.
- Great professor.



- A lot of good information, just seemed sometimes the important info was given late at night. over wise good class.
- Class was very informative. I really learned a great deal that I can use in the future.

### **PSY 480, Senior Project (One section taught)**

This interesting course is similar to the Advanced Academic Writing courses I first started teaching to graduate students at Argosy University in 2009. The purpose is to get students best writing out of them in 8 weeks instead of National University's usual 4 week course format. In spite of similarities to other writing courses, it has important differences and the students are undergraduates. I paced the class by writing milestones and organized the classes as workshops with plenty of peer-to peer commenting on paper components and drafts. Students enjoyed the individual attention and peer feedback and I learned more about how variable different people's writing process is.

#### Course Description:

This class focuses students on, "Development of a major cumulative paper integrating what students have learned in the program with an applied area of student interest. Covers empirical or theoretical study of specific topics in psychology with an emphasis on independent and creative activity. Students will be required to submit a portfolio for evaluation at the onset of the course. Students must earn a grade of "C" or better or must repeat the course." The first session of this course had 10 students and the lead faculty is Dr. Brenda Shook.

#### Course Learning Objectives:

- Develop a research question or hypothesis that demonstrates both breadth and depth of knowledge in the field of psychology.
- Perform a search of the professional literature related to the research question of hypothesis.
- Use technology to perform the literature review search.
- Write an outline of the proposed research project.
- Critique other students' drafts of their proposed research project.
- Write an in-depth research report about the question or hypothesis utilizing APA format.'
- Present the results of the research project orally and/or in writing.

#### Instructor Duties

- 1) Review student writing portfolios and provide constructive feedback about individual's writing strengths and weaknesses
- 2) Organize weekly on-line discussions via eCompanion and writing assignments to supplement the in-class workshop approach
- 3) Provide general lectures on writing improvement, and all phases of the writing process
- 4) Show students my supplementary on-line writing improvement resources at <http://gogeco.org/writing-quality/> , [writer's improvement spreadsheet](#), and <http://www.pearltrees.com/pag101/writing-quality/id9491703>
- 5) Provide weekly feedback on students individual questions, topic choice, and methods of rhetoric
- 6) Show students how to use and interpret Turnitin reports
- 7) Discuss topics as a group and use peer-teaching, peer-workshop methods

### **Student Evaluation Written Comments (Class 01)**

- I learned that to write a long document it is best to do a little everyday. If one tries to do too much in one sitting they tend to burn themselves out. My top achievement is being able to research so many articles and combine them in two months. I really thought I would have had a much more difficult experience in this area. If I could change anything it would be to have a partner to share ideas with instead of having to post online ideas, this part of the course felt like pulling teeth. I don't know of how I would have altered my education in any way. I think I did my education exactly how I should have, by just focusing on doing the minimum amount of courses to get the bachelors degree, this way its less expensive and less time involved. I enjoyed this class and getting my capstone taken care of. I liked how the online portion of the class was utilized and how the dead lines for turning in items were set.
- I discovered that I can research and summarize what I read pretty well and I only got better during the course of this experience. I learned that I don't transition paragraphs as well as I thought I did, I also learned that I need to be less generous with those commas. I can see that now and it has already helped me become better in my writing. Reading research papers and writing every day will do that, apparently! =) My top achievement is producing this paper. During the course of pursuing my degree through NU, I wished that I had more time to produce a good paper. I finally got more time and I now believe that my paper would be *even better* if I had *even more* time to work on it. I learned that I will probably be like that for any and all writing I do in my future...I might be a perfectionist. What stood out is how much I appreciate the input of my peers, and realizing that I was not alone in my struggles. I also really felt like you, Dr. Greenberg,

was able to relate to our/my experience very well. It helped to ease my anxiety over tackling this paper in the amount of time we had, and helped me to stay positive and stay on task.

- I discovered that I do not think I want to pursue a career in Forensic Psychology, due to how it is taking a turn more to the legal side of things. I discovered I still struggle with grammar, I think it may be sentence wording that is my worst point in grammar.
- The last two months have been very stressful, but also very rewarding. I have been balancing two other classes in addition to my senior project. I have gained a better understanding on the importance of time management. I have worked really hard to be up to speed with all my assignments. I studied everyday. This took a lot prioritizing and sacrifice. I hardly spent time with my family let alone my friends. i have never ignored so many calls and turned down invitations to social gatherings and weekend destinations with my bf. However, i felt that it was in my best interest, to take control of my education, I was tired of being academically mediocre. Also, I realized that I was not prepared to take this course exactly one year ago, mid-way into my psych program. This time, last year I was crying because I was a failure. I will never forget that feeling, for a brief moment I felt like a complete loser. This disappointment brought my confidence level way down. But one my strengths is that I am not a quitter. I think that life gives you second chances to prove yourself. I would have to say that my top achievement is learning about the history of the LGBT community and how far the movement has come thus far. I am so proud to know that i live in a country where i can fight for what i believe in without being killed. I love my country. Sadly this project open my eyes to a lot of inhumane acts of violence against innocent individuals. What stood out from my experience is, i recall you, Mr. Greenberg, saying something to the effect of " if you write every day, or at least 4 days out of the week, you will improve your writing skills." I am happy to report that i feel more confident about my writing and i am better able to express myself without become overwhelmed. Thanks! I would just request that NU extend this course into a three month class!! If you could alter your prior education up to this point, what might you have done differently and what courses or experiences would you want to see changed? Well, i would have lived by a quote that i stumbled upon "it is never a good time to write"
- In this class I really got to put everything i have learned about writing into one paper. I think the classes i had prior to this class definitely prepared me for what I had awaiting for me in this class. I discovered that I can write long papers and in some ways they are easier than short papers but for the most part the long paper was very challenging. The top achievement here to me was getting the paper done in an orderly fashion. There were times that I didn't even think that I would finish the paper so in a sense I learned

that in discouraging situations I need to have more self confidence in myself. If I could change something about this course and my experience in it then I would have to say I wish I had more of a concrete topic in the early weeks of class. When you are writing so much you want to be able to write about facts and elaborate the whole paper. If I could alter anything prior to this class it would have to be my advanced composition class because I didn't get any feedback on my papers before a new one was due. I think having seen those edited papers would have helped prepare for this class much more. The things I picked up in this class were great and so was the teacher. Mr Greenberg was very attentive to all matters and always willing to help out and sit with every student.

- There are many things that I found about myself during this course. I learned how to manage my time more efficiently. I realize that I have many people around me willing to help me (my boss, her teacher assistant, the school's speech pathologists, my co-workers, my family and classmates). I also learn that I am not going to die during a presentation =) I learned that I wasn't the only one having difficulties with grammar. I learned that I need to use commas more often to make my writing easier to read. I LEARNED APA STYLE. This course taught me how to summarize information from articles, and how to use academic sources more efficiently. My paper and my presentation were my top achievements. I remember that during the first class of my senior project, Professor Greenberg asked me what I was expecting from the class or in what areas I needed to improve. I said that I need help with my grammar and public speaking and I proudly said that I obtain both from the course and I feel that I have the tools to success in other classes. I learned discipline (study time management, monitor my time on social networks). I do not think that you have to change anything. I believe that the course was perfectly breaking down in sections that make our paper easier to write. If you could alter your prior education up to this point, what might you have done differently and what courses or experiences would you want to see changed? A- Start early writing my paper, so I can have enough time to edit my writing. B- Use academic citations as a references C- Ask for help D- Manage my time E- Reduce my time on social networks F- Enjoy my classes( focusing more on what I can learn from that class instead of be worry about my grade).
- I discovered that I can actually research about any topic and summarize it to paragraphs but I should work on putting more information together and make my writing longer. My achievement here was to actually write a perfect paper but I doubt that would ever happen because English is my second language. What stood out about this experience? Dr. Greenberg because he was always there trying to make us write better and his feedback was really helpful to me.

**2013-Current      Adjunct Professor, Southern New Hampshire University  
Manchester, NH**

**University and Student Description:**

I currently teach fully online psychology courses in the SNHU College of Online and Continuing Education. SNHU employs approximately 2700 online adjunct instructors and 45 full time online instructors to staff its growing online programs. All of my current courses apply to the MS Psychology program with specialties in Child & Adolescent Development Psychology, or Industrial-Organizational Psychology. Students are required to have a BA or BS prior to enrolling and SNHU enrolls approximately 12,000 students. Therefore some of my students are within a few years of college graduation age while others are older working professionals with families. Most of my students are of this latter variety including active duty or retired military personnel. Demographic information for SNHU students was not readily available at the time this document was prepared.

Online classes provide no good data about ethnicity or other demographic data. However, most students are working professionals with families and a few are retired. We have military students from around the world, those working as employees, and those working in middle management. My impressions are that SNHU recruits students from a higher socioeconomic status than some of my other online schools. While all classes include people with widely varying writing abilities, I notice fewer students with major life crises and/or mental illnesses at SNHU than other schools.

SNHU has the best communication system I've seen at any school and is essentially the only one in which instructors receive regular feedback from team leads who monitor the classes. None of my other universities do this and students definitely benefit from the constant quality monitoring. In addition, instructors can get rapid feedback from team leads whose job it is to field instructor questions. In spite of the high degree of micromanagement, and inflexibility on making necessary adjustments, SNHU makes up for those limitations by providing a mechanism that ensures a standard level of quality across different sections of the same courses. I think their approach is necessary for the system they are building.

**Online Instructor's Roles:**

SNHU online instructors are primarily PhD level facilitators with practical experience and care for student outcomes. Instructors' primary jobs are to provide timely and detailed feedback about student assignments, to promptly answer student questions, and to add

announcements or supplementary learning materials as needed. Instructors receive extensive training and constant performance monitoring, most of which is useful. Opportunities for academic freedom are primarily available when SNHU offers its faculty the opportunity to design a course. Other opportunities for academic freedom include instructor's announcements, weekly guidance documents, discussion board replies, and other forms of student feedback.

### **SCS 501 Foundation in Statistics (Three Sections taught)**

SCS 501 is a core course in the SNHU College of Continuing Education and is required for students working towards an MS in psychology.

This fully online course is your basic introduction to statistics. It requires students to revive their rusty mathematical skills and overcome the fears of approaching a subject that many loathe (unnecessarily). I help them identify and reduce their fears while showing them how each little bit can be understood much more than they expect. The end result is that many people surprise themselves and are able to do more than they thought possible. I encourage team work from the beginning because there is very little chance of understanding the ideas if students stay isolated and fail to discuss the ideas with each other. Over and over, I tell them that statistics is a skill and simply requires a lot of practice and a high tolerance for failure. I allow multiple revisions of assignments because I want people to get the processes, answers, and understandings. Unlike other statistics classes, this one allows people a chance to succeed at multiple levels and does not inevitably lead to learned helplessness.

#### Course Description

"The focus of this course is to develop a foundation of basic statistical literacy in students. Students will be able to assess the role of statistics in quantitative research, and mixed methodology as well as develop the competency to perform basic statistical calculations. An awareness of the changing relationship between computation and interpretation will be addressed. Students will focus on the analysis of real-world data and research situations to illustrate the process of interpreting the meaning underlying the data, and how statistics can be utilized to address important questions."

#### Course Learning Objectives

- Apply the appropriate statistical process for various applications in social science research including the correct type of data required for analysis and generation of the chosen hypotheses with accuracy

- Execute fundamental statistical computations with precision and accuracy to produce meaningful data that contributes to the support or disproof of established hypotheses
- Evaluate the results of statistical procedures and computations as a means to draw empirically-based conclusions based upon the results of statistical procedures and computations
- Interpret statistical analyses used in the creation of reports, assessments and research articles commonly encountered in the social sciences
- Recommend statistical procedures or methods appropriate for addressing given problems, scenarios, or research questions in the social sciences

#### Instructor Duties

SNUH requires extensive pre-instructional preparation and monitors instructor performance closely.

The key duties are listed under [“Responsibilities as an instructor of blended format classes”](#)

Briefly, these duties include

- 1) Set up the course 2 weeks in advance of its release to students. Post all required welcome and instructional announcements, then check all links and functions of the online course.
- 2) Greeting students and replying to all questions within 24 hours
- 3) Creating instructional announcements, spreadsheets, and links to supportive learning materials based on student needs
- 4) Research and create weekly announcements that reflect the current, specific, section of any course. Keep announcements up to date with the latest research and include notes on each groups' performance on assignments, discussions, exams, or other work.
- 5) Administer discussions, quizzes, short papers, and exams.
- 6) While not required, I maintain a personal statistics support web page at <http://gogeco.org/statistics/> so that students in any of my statistics based classes can find a common source of resource material including free textbooks and statistical software.

#### Student Evaluation Summary out of 5 points Maximum (Class 01 13TW1, 22 students):

	Class 1 (n=22)	Class 2 (n=24)	Class 3 (n=23)	
Instructor Quality	4.33	4.4	4.8	
Course Quality	4.5	3.9	4.2	

#### Student Evaluation Written Comments (Class 01)

- Dr. Greenberg is an awesome instructor. Although math is not my favorite subject, he made me feel as though Statistics is fun and enjoyable. I could feel his love of the

subject. He provided some very resourceful resources to help those of us who were having a hard time with formulas and calculations. I would highly recommend Dr. Greenberg to anyone taking statistics. SNHU is very Blessed to have him as a faculty member. He is truly an asset to the University.

- Great Pick...very knowledgeable and resourceful!
- The professor is excellent and always available if we have any concern but I think the course modules should be more clear.
- As someone who has never done well in math courses, I am satisfied with how I have done in this class, and I believe that the way the class was conducted and the instructor's knowledge and help considerably helped me

**Student Evaluation Summary out of 5 points Maximum (Class 02 13TW3, 24 students):**

Please rate your overall satisfaction with this instructor: 4.4

Please rate your overall satisfaction with this course: 3.9

**Student Evaluation Written Comments (Class 02)**

- Dr. Greenberg has been one of the best instructors I have ever had during my time with SNHU. His comments are thoughtful and he provides very pointed, useful feedback. He was very active in the Discussion Forums and helped students whenever necessary. While the course was not my favorite from a design perspective, it was made far more tolerable thanks to the instructor. I would take another class with him in an instant.
- I have a couple comments specifically related to the manner in which this course was taught. While Dr. Greenberg may have substantial knowledge of both statistics and the educational process there was a decided lack of interaction between he and the class, especially toward the end of the term. Grading of quizzes and other assignments got later and later as the term progressed, and by the end of the term we were still waiting for the results of two quizzes at the time we took the final. Some of this he will likely attribute to allowing students to "redo" assignments or quizzes to earn points they did not initially. This in itself was frustrating for the students who worked hard on the posts throughout the term to complete assignments on time to find that he allowed the others to do so well after the due date.
- The professor would test on materials we hadn't reviewed or was in the book. When you asked questions you got PhD answers instead of meaningful answers that were broken down and understandable. Although he was flexible at times, he could be flippant and make you feel stupid because you didn't understand his answers. We were allowed two tries on our final and he refused in an email to let us try and get more



points which is going to put be between a 3.0 and 2.67 which I feel is unfair because he ran out to time. We had to adhere to a schedule and when we were going through rounds of revisions he obviously wasn't communicating very well. Stat's is a tough class to begin with and when he encourages you to call your classmates to help you work through problems vs. helping or encouraging you to work with a lead on a team it gets a little aggravating...that is is job. He is the professor.

- Professor Greenberg is very understanding and helpful. He takes times from his busy schedule to respond, help the assignments and makes it easier to understand. Thank you Professor Greenberg.
- Professor Greenberg is an excellent instructor. He is very knowledgeable and approachable with questions.
- Professor Greenberg is amazing. A lot of the students were very stressed at the beginning of the course, but his teaching style eased a lot of the stress. He was very constructive in his feedback which allowed for you to understand the mistakes you made (without feeling dumb) and ways to improve your work.

**Student Evaluation Summary out of 5 points Maximum (Class 03 13TW4, 23 students):**

Please rate your overall satisfaction with this instructor: 4.8

Please rate your overall satisfaction with this course: 4.2

**Student Evaluation Written Comments (Class 03)**

- This is my first online course since 2005 and I was so nervous but Professor Greenberg made it so easy. If I were to rate this professor I would say his was one of the best teacher I had. He made statistics less difficult. I would take any course that Professor Greenberg taught.
- This class was a horrible waste of my time and money. I wish I could get a refund. SNHU has made a terrible first impression.
- The instructor for this course was great. He took the extra time to ensure that his students understood the concepts. It was easy to see that he cared about the student actually learning the information than simply handing out grades.
- I was blown away by how much I learned from Paul. Extremely knowledgeable and he really put forth a lot of effort to help us learn. Would definitely love to take another class from him.

### **SCS 502 – Foundations in Research Methods (Two sections taught)**

This fully online introduction to research methods course has interesting discussions about famous experiments and has reasonable reading but suffers from multiple design flaws. Instructors cannot make changes to the class, so these flaws persist across sections, impairing student success and reducing the value of the course. Students also think that instructors design these courses rather than teach pre-existing courses. The flaws include unnecessarily ambiguous discussion prompts, extreme over-weighting of the grade values on mid-term and final exams and poor test design. Students rightfully recognize that the tests are unusual and out of step with the rest of the course. I have suggested changes each semester and none have been made. The good news is that it is possible to help students gain fundamental vocabulary, improve their ability to interpret research, and learn more about quantitative and qualitative data. Each semester, I asked for and received permission to provide extra credit opportunities to offset the unfair mid-term and final exams.

#### Course Description

“In this course, students will examine both the theoretical and applied aspects of research methods and experimental design at the graduate level, which includes qualitative, quantitative, and mixed methods that are commonly utilized in psychological research. Students will investigate procedures used to gather and analyze data and acquire real-world skills required to design and conduct research in future courses.”

#### Course Objectives

- Evaluate research topics for their credibility and appropriateness within the social sciences
- Develop clear, concise research questions that succinctly identify the objectives of the research to be conducted
- Analyze the components of a research study and the applicability of each component to the research question
- Conduct literature reviews on contemporary topics in the social sciences consistent with publication guidelines
- Assess the research methods associated with both quantitative and qualitative research in terms of their appropriateness in exploring specific research questions

#### Instructor Duties

All instructor duties here are the same as for other courses at SNHU as described above. Additional duties included supporting the class with a personal resource site at <http://www.pearltrees.com/pag101/anova-tests/id8294510>

I also designed and got permission to provide extra credit, short-answer vocabulary exams to augment the existing mid-term and final exams. This required me to prepare the exams and argue for their fit with the course objectives and the need to offset unfair mid-term and final exams.

**Student Evaluation Summary out of 5 points Maximum (Class 01, 2 students):**

	Class 1 (n=2)	Class 2 (n=21)		
Instructor Quality	5	4.33		
Course Quality	4.5	3.8		

**Student Evaluation Written Comments (Class 01)**

- At this time, I do not feel that there could have more improvements made to this course design. I was very satisfied with this course and with Blackboard.
- The point value places on the final exam and midterm were way too high..you could be getting an A in the class and if you did poorly on one of these it would bring your grade down drastically...please lower the point value for future students!

**Student Evaluation Summary out of 5 points Maximum (Class 02 14TW2, 21 students):**

Please rate your overall satisfaction with this instructor: 4.33

Please rate your overall satisfaction with this course: 3.8

**Student Evaluation Written Comments (Class 02)**

- He was always available to hel, asked thought provoking questions that helped me to learn the material better.
- Paul was very helpful and engaging. I felt that the course got off to a rough start and I was a little terrified of him at first, but he became much more personable after a few weeks.
- The instructor was great with letting me feel that what thoughts I had for that discussion were going to be valuable. When I had doubts and asked him for clarification, he would tell us that there was no wrong response and the field is very broad and we should feel free to talk about what we feel is relevant to the material. I also like the seriousness of the professor. He is a serious professor but also never let us feel intimidated towards asking him questions.
- Gave feed back to almost everything.
- Great communication

- Paul was fine but didn't add a lot to the class in terms of helping us understand the topics being covered. Often times his comments were confusing or not really clear.
- I am not satisfied with the amount of information I am taking from this course. Although the instructor is extremely knowledgeable on the subject, I feel it would benefit students if there were some sort of way he could give a lecture or presentation or powerpoint in an interactive way. I felt like I was on my own with only the textbook and tools to help me learn. I am not a student that is very good at self-teaching. I am a visual and verbal learner and found it very difficult to navigate the lessons on my own. I feel as if my grade would have been better and the knowledge I gained could have been better overall if I had not been left to my own accord. Furthermore, while the instructor is more than helpful in his feedback on papers and the discussions, his reluctance to accept e-mails regarding anything but family emergencies or the like was very frustrating. In his opinion, any question a student had should be posted in the general course post section and if an assignment was to be late, if a student had a problem completing anything on time or it was a simple course related question, it should just be handed in as soon as possible or run by other students without notification to him. I felt "blocked" from asking general course related questions to him if it was something I did not want to be embarrassed about asking in front of other students. I feel as if it should not be the student's responsibility to help keep his inbox from overflowing with questions regarding course material. If he is overwhelmed with questions from students, perhaps it is because the material is not clear, the student's interpretation of the material is not clear or that the course material is simply complicated. Once again, I feel this is a good example as to why some sort of system for teacher/student interaction in the way of a lecture, powerpoint or presentation should be incorporated into the course, especially in the first two courses required for entry into the college. Passing these two first courses determines whether we are able to continue as students in your institution or not. In addition, this is my first course at SNHU and I believe the statistics course should be offered as a pre-requisite to this course. I was not even aware of what a null hypothesis was whereas the other students who have had the statistics course were well-versed on the base of the subject in this course. I felt I was at a disadvantage compared to students who had previous knowledge of things like null hypothesis and correlations.
- Paul was always there with quick and excellent help and advice. I would recommend him to any student.
- He always responded with suggestions or tips to help further our assignments. A very encouraging and knowledgeable teacher, I would definitely recommend him.
- He is not specific in what he wants when he asked the class to do essays.

- Dr. Greenberg is amazingly patient and understanding. When I had a question or concern, his responses in many cases was immediate. His knowledge of the material was awesome, and he was able to explain the material in a way where I can easily understand it. He was great at easing my fear of statistics by being patient and understanding. What I enjoyed is the conversations and solicitation of feedback in the discussions, for example I enjoyed the conversations on ethics in research. He pointed me in the direction of another experiment in addition to the one that we were studying called the Tuskegee Experiment that really hit close to home as to why ethics is a non negotiable in psychology. It was an honor for me to be in his class and I hope to have the fortune of meeting him in person one day to shake his hand.
- At the end of course was late on grades but was excellent on interaction with each student.
- Always available to answer my questions. Also, he left useful resources to help us with difficult concepts.

### **PSY-510-Q4138, Research Methods in Psychology I (In progress)**

This fully online course is in progress.

“In this course, students will have the opportunity to incorporate the methods commonly used in psychological research. As part of these methods, students learn how to gather and analyze data across a variety of settings. These newly acquired skills and techniques will be reinforced by application to a contemporary issue in social psychology.”

- Differentiate between various qualitative and quantitative research designs in terms of their advantages, disadvantages, and appropriateness for addressing research questions in psychological inquiry
- Evaluate the research design of published studies in terms of their appropriateness to a given research question, adherence to research standards, validity, and usefulness in theory building
- Assess the body of knowledge for a given topic in terms of its breadth, depth, and relevance to real-world problems
- Recommend areas of future research for various topics based on the existing body of knowledge and potential impact on real-world problems
- Assess the ethical implications of applying research to real-world problems, using the ethical guidelines that guide psychology

Instructor Duties

Evaluate the course as it is my first time teaching it and provide any required materials and clarifications as the course progresses.

### **PSY-634 – Cognitive Neuropsychology (In Progress)**

This fully online course is in progress and will be about all things brain plus a focus on a wide array of disorders and measuring mental function and physiological function. I'm looking forward to it and have extensive resources and experience to share with students. I will also leverage the materials and ideas I created for Pediatric Neuropsychology at Brandman University.

#### Course Description

"This course covers the neuropsychological approach in examining the connection between the brain and cognitive processes, as well as dysfunctions, from birth to adolescence. It will explore the techniques used to study the brain and behavior as well as contemporary research and issues in the field."

#### Course Learning Objectives

- Analyze the relationship between psychological and physiological aspects of cognitive processes
- Analyze the impact that recent advancements in technology have had on the field of cognitive neuropsychology
- Compare the neuropsychological functions of a normal functioning brain with those of individuals diagnosed with common cognitive dysfunctions
- Assess the appropriateness of employing neuropsychological methods in the diagnosis and treatment of common cognitive dysfunctions
- Recommend possible coping mechanisms and prevention strategies for children and adolescents experiencing or who are at risk for common cognitive issues using the principles of cognitive neuropsychology

#### Instructor Duties

Evaluate the course as it is my first time teaching it and provide any required materials and clarifications as the course progresses. I plan to orient students to Pubmed and connect them to my existing websites on neuropsychology (<http://gogeco.org/pediatric-neuropsychology/>).

## 2012 Co-Instructor University of San Diego, Continuing Education, San Diego, CA

### **Mastering the Selling Process and Planning and Execution Techniques**

This fully in-person class was a fun course to support as a co-presenter with a professional business coach, Stacey McKibbin. My role in the course was to help students identify, clarify, and write out their action plans each week using visual information mapping software. Business professionals are often too busy to slow down and collect their thoughts and may have trouble integrating new learning into an already hectic schedule. My job in this course was to help them do this using software and to give them a tool for life long process improvement.

#### Course Description

To become a “master” in any process, you must first understand 2 things, 1. What are the characteristics or traits of the masters currently performing this task? 2. What are the actions that these successful people perform? Together, these two classes will cover the different aspects of high performance: attitudes, behaviors and mindsets. In addition, we will discuss to how to plan like the elite so you can produce and execute with their same focus and results. Here are some of the highlights:

1. The top 12 traits of continuously successful sales people – these are people who have made in excess of \$150,000 every year for the last 15+ years of sales service.
2. What are the activities that these people attribute their success to? We will turn these steps into an action plan that you can apply immediately in your sales function.
3. Top 7 ways to increase your leads
4. Top 5 ways to increase your conversion rate and how to sell to different types of people
5. You will create and document a step by step sales process that will include details on how to test and measure your conversion rate.
6. Increasing your leads and/or your conversion rate increases your customer count, but what other ways can you hit your revenue goals?

Our approach to absorbing these concepts will be “applied” learning...so role playing, practice in the field, homework, reporting back your findings will all be a part of the curriculum. In addition, we will use industry leading visual information mapping software to improve retention, planning and innovation skills. The goal is that you will walk away with a clear vision of what areas you need to personally focus on to improve your sales results, and

an actual written plan of how to go about accomplishing it. We will address concepts, but our focus is that you will be able to use this information immediately in your business.

### **Course Outcomes**

Students gained many new strategies to contact and convert on their sales and marketing plans. They learned the basics of the software and came back with reports of increased sales due to improved and psychologically oriented pricing practices. They also reported qualitatively different interactions with customers and this was an emotionally intense class for some students as some were under intense pressure to perform during the Great Recession.

## **2011 Instructor San Diego Continuing Education, San Diego, CA**

### **Mind Tools for Professionals (1 section taught)**

#### Course Description

Mind Tools for Professionals is a technology-based training course that shows students how to use visual information mapping software as a personal efficiency tool and an extension of the human mind. The course was a single day, three hour seminar. Students receive training on which brain functions we can support with technology, how to suppress typical daily distractions, and how to use visual information mapping software to clarify projects and planning. With lower stress access to the information we need on a daily basis and electronic memory support, our goal is to use the software and brain based knowledge to reduce the stresses of information overload, increase daily efficiency, and support students' creative thought process using freely available software.

#### Course History

Having designed, marketed and presented this course series at Brandman University in 2011 and 2012, I offered one section of this course to the San Diego's general public via San Diego Continuing Education. Students effectively gained the initial technical competency and were able to begin creating their own online visual information maps to support personal projects.

#### Course Learning Objectives

- Create free accounts at [www.mindmeister.com](http://www.mindmeister.com) and learn the primary functions of visual information software



- Create personal information maps corresponding to important daily information, projects, and personal goals
- Use the software to support the human memory and thought processes while improving daily efficiency on a wide array of tasks
- Learn to use the software to reduce wasted time, daily
- Learn to use the software to clarify all steps of any project and to help prioritize related action steps
- Learn to use the software to capture important thoughts, collect notes and readings on other classes or professional development projects. The end goal is to help people support and extend their creativity.

#### Instructor / Designer Duties

- Create the course and all necessary training materials including evaluation forms.
- Contact potential course hosts and arrange the seminar to be taught at those locations. Advertise the seminars and review technology capabilities of host locations. Collect student payments and submit payment stubs and cash/check to SDCE.
- Teach neuroscience principles in plain language, showing people where technology can support their thought process and daily workflows
- Help all students learn the software and troubleshoot any software issues. Solve all technology problems from wifi access to software account creation.
- Facilitate group discussions and get the students involved in helping each other brainstorm and use the visual information mapping software to capture their ideas
- Show students how to interview each other and help each other think about and organize projects
- Conduct exit evaluations and provide students with follow up emails to reinforce the course concepts

#### Course Outcomes and Student Comments

Students enjoyed the software functionality, improved organization, using it to advance their personal projects and support their education. Students also replied that the seminar was incredibly valuable, an idea they can share with friends, family and coworkers, and that they would like follow up classes.

- Very valuable – def would like an intermediate class
- This will help me get focused
- Extremely valuable [to] everyone who wants to get ahead, in anything

- I really liked it and wished google had something like this. I'm glad you are spreading the word that it's out there. I might try to get my lil bro to take your next one so that he can learn it too. He's autistic & going to try to take community college classes in the spring.
- Invaluable; learning how to manage my ideas and information going through my mind. Also having it all electronic is awesome.
- I especially liked the ideas. Really helped me to let my brain open up & release. I thought it was incredibly useful & it is something that I will be sharing with my kids
- The instructor was very helpful in using examples for all students
- The mapping tools were a new concept for me. Hopefully with enough practice, it will make a big difference in my life. More sessions! I think I would like a follow up class

## 2010-Current      Adjunct Professor, Brandman University, San Diego, CA

**University Summary:** Brandman University, San Diego is a friendly work environment with excellent faculty and easy access to central San Diego. The campus director from 2008-2012, Dr. Flavius Akerele was an excellent leader and a true student's champion. I saw him organize effective staff meetings, greet students every night in every class and even pick up trash off the floors, all showing his commitment to the entire program from top to bottom. Our faculty Services Specialist, Kaye Ferrara is amazing and is the go-to person for most questions about the program as well as faculty needs. Brandman is part of the Chapman University Systems and our location focuses on undergraduate and MA degrees. Most classes meet in the evenings from 5:30-8:30PM with half of the hours face to face, and half of the contact hours online. This blended format is more convenient to our student body that consists primarily of working adults with families and military students. Our students range in age from 18-50+ and the majority are well motivated and attentive. Our professors are professionals in their fields and I encourage my colleagues to apply for teaching positions at Brandman.

### **PSYU 301 - Science Writing in the Behavioral & Social Sciences (BA, One sections taught)**

This course requires students to perform and write up a literature review in successively weekly steps. It was interesting to me because it is yet another derivative of the scientific method. It is also interesting because of the overlap between the ideas and skills presented in the course as compared to the full skill set students would need. The course included many important elements of literature research and proposal writing, but also left out many important sub-steps and technologies required for competence. I used my professional experience and our classroom time together to fill in the gaps and help students know what

to focus on most. The online portion of the class provided good additional information so that students could all receive the standard set of program-relevant information. Students need to improve their ability to find, read, and understand scientific articles while writing a literature review. Students in this class are in the early to mid parts of their education at Brandman and have a wide variety of personal and professional backgrounds.

### Course Description

This course introduces students to effective writing skills in the field of social and behavioral sciences. Emphasis will be placed on scholarly scientific writing, American Psychological Association (APA) format, conducting literature search, summarizing research, and critical analysis of research.

Course Learning Objectives (Apparently I annotated these for the first class – funny in retrospect)

- Write clearly and concisely with appropriate spelling and grammar. (Need an upgrade, visit the Purdue O.W.L. <http://owl.english.purdue.edu/owl/resource/560/01/>)
- No excessive quotation – write in your own words. No more than 1 short quote per page unless a longer one is critical. A short quote is 2 sentences or less. Why restrict quotation? Quotation prevents learning.
- Build effective sentences, paragraphs, and documents that explain information clearly.
- Describe the difference between plagiarism and paraphrasing the work of others.
- Avoid plagiarism [in papers & discussions] at all times. (You will fail the course if you plagiarize in your final paper). Turnitin.com is used to search for plagiarism in every paper.
- Apply critical thinking to reading & writing.
- Use proper APA format throughout writing.
- Identify the purpose of a research paper – why did the authors write it?
- Identify a research question and hypothesis in a research study.
- Identify the methodology used in a research study (who were the participants, what design was used, what materials, what procedures, what analyses?).
- Identify the type of analysis used in a research study (quantitative, what tests?, qualitative, what procedures?).
- Identify conclusions made in a research study (what is the bottom line? What are the limitations?).
- Organize research summaries to create a term paper (What were the main categories of questions? What were the main categories of results? What were the common results among your papers? What did the papers disagree about? What were the common

strengths of the research? What were the common limitations of the papers? Report what the papers TAKEN as a GROUP tell you about the general topic.)

#### Instructor Duties

- In addition to the standard duties listed for blended classes listed in “[Responsibilities as an instructor of blended format classes](#)” the following apply
- Evaluate individual students’ writing skills and topics of interest
- Arrange library training to help students learn how to do a proper literature search
- Show students technology to automate citation and APA formatting
- Instill the virtues of paraphrasing and avoiding plagiarism
- Teach how literature review and article critiques fit within the scientific method and show students how their scholarship in finding and documenting sources allows others to follow and build upon their work
- Facilitate group discussions and the peer review process
- Teach students different proofreading methods
- Create supplementary materials as needed and maintain a student support website for writing and research skills (<http://gogeco.org/writing-quality/> , <http://gogeco.org/university-course-supports/> and <http://www.pearltrees.com/pag101/research/id7680388>

#### **Student Evaluation Summary out of 5 points Maximum (Class 01, 7 students):**

Instructor Questions (help, feedback, methods, clear instructions, communication, meaningful content, prepared for class, facilitated group discussions, managed class time. Scale 0-5 with 5 as highest).

Instructor Score = 4.94

Course Quality/Learning = 5

#### **Student Evaluation Written Comments (Class 01)**

- I would recommend this class because its informative when it comes to do research papers from journals, books, and almost everything else.
- Overall I would say im actually less confident about my writing skills but more confident about my editing skills. It is kind of horrifying to think about all the papers i've submitted over the years without even a single read through. I know on bigger papers I have always done one read through but I haven't been keeping all the style elements I should be in mind while editing. I realized in this class I need to examine my transitions and my organization more when im proof reading my paper. I would rate myself a 5 for my ability to summarize a research article now. This class really helped me with learning to do this. Especially the fact that it can't be done in one or even two reads. I would now

rate myself a 5 in being able to correctly use APA format. This is only because I have found new resources to aid me in this task. Namely PERRLA and the Purdue Owl. Now instead of guessing I can look it up or have it done automatically, awesome. I feel the most important thing I have learned about this [literature review] is being able to summarize them better now and truly get to understand what the sources are talking about.

- Overall, I believed this class has helped me immensely with improving my writing. It has strengthened my editing skills when applying it my own papers. I am more aware of when to use concise language and rework run on sentences. It also helped with increasing my confidence in using APA formatting and when to cite sources.
- To be honest I feel little more confident to do a research paper with different sources. don't know. My weaknesses still the same, but my strengths I don't think that I have found them yet. My weaknesses as a writer are grammar, punctuation, and run-on sentences. With all the knowledge that I got from this class and all the technics I learn I would give myself a 4 in reviewing literature.
- (1) How confident do you feel in being able to write a paragraph with no grammatical errors? More confident than before I would still say a 3 for now I have a lot still to learn. (2) How confident do you feel in being able to write a paragraph that flows well and makes sense? With this I would say a 4 the one thing I think I can do well is make a sense of a paragraph. I feel like when you read my papers they have the point and it would just need some grammar changes.(3) How confident do you feel in being able to summarize a research article? After this class I would say a 4 for sure. I have defiantly learned how to read through an article and pull the use full information out of it. (4) How confident do you feel in being able to correctly use APA format? A 5. With the software that I have at home it make writing a paper in APA format easy.(5) How confident do you feel in being able to put together a literature review?3 (6) How confident do you feel in being able to integrate research from different sources into a paper?3.5 It is still difficult for me to pull the write kind of information and I feel like sometimes that I have too much and then I get over welmed with the information that I have.
- Taking this class has definitely improved my ability to be a better writer. Perhaps, some areas still need improvement, however, all areas of writing has improved. My grammar has definitively improved this semester. I have read my paper out load to catch comas and run on sentences. I can now make a huge sentence actually 2 sentences. I have always been okay in having transitions and writing paragraphs all together. I have definitely improved and learned how to paraphrase and explain the importance of the article.

## PSYU 398 - Pediatric Neuropsychology (BA, Three sections taught)

This blended format course in childhood brain and nervous system disorders is an emotional class. Many of the students have families and in every class, at least one person has a child with one of the disorders or knows someone who does. Some students themselves have disorders such as epilepsy or military-related TBI and instructors need to be careful of how to present information.

### Course Description

“An introduction and overview of pediatric neuropsychology emphasizing brain-behavior relationships in children. Biological, environmental, and developmental variables that affect neurobehavioral outcomes will be addressed. The following childhood disorders will be covered: hydrocephalus, epilepsy, Tourette’s syndrome, brain tumors, closed-head injury, ADD/ADHD, dyslexia, meningitis, diabetes, leukemia, sickle cell disease, autism, and human immunodeficiency virus.”

### Course Learning Objectives

- Identify the structures of the brain and their function
- Compare the different stages of development in the brain from pre-natal to adolescence.
- Demonstrate knowledge of various childhood neuropsychological disorders: hydrocephalus, epilepsy, Tourette’s syndrome, brain tumors, closed-head injury, meningitis, diabetes, leukemia, sickle cell disease, autism, and human immunodeficiency.
- Identify the key clinical characteristics of each of the disorders including academic performance, cognitive skills, and overall development.
- Analyze the various medical, social, and academic interventions for children.
- Interpret the challenges and circumstances of pediatric disorders on the family system.
- Research, critically evaluate, and write scientifically in APA format.

### Instructor Duties

- In addition to the standard duties listed for blended classes listed in “[Responsibilities as an instructor of blended format classes](#)” the following apply
- Help students understand brain structure and function
- Maintain a permanent student neuropsychology resource website at <http://gogeco.org/pediatric-neuropsychology/>
- Help students improve their writing

- Help drive the discussions forward when students are intimidated by the physiology of each condition. Most students are largely unaware of brain-related vocabulary so they benefit from a helping push through this information.
- Help students create a “can-do” attitude about researching biophysical and medical issues.
- Most critically, engage students in realizing how awareness of these common forms of neuropsychological issues allows them to have more empathy and judge behavior more accurately.

**Student Evaluation Summary out of 5 points Maximum (Class 01, 15 students):**

Instructor Questions (help, feedback, methods, clear instructions, communication, meaningful content, prepared for class, facilitated group discussions, managed class time. Scale 0-5 with 5 as highest).

Instructor Score = 3.99

Course Quality/Learning = 4.14

**Student Evaluation Written Comments (Class 01)**

- The instructor is very knowledgeable but this was not an English class. Several people dropped from the class for this reason.
- He is a great professor, he is very excitable about his profession and very smart! He played us the Violin to show an example of what he was teaching. Very understanding, and empathetic to our needs. He also pushes us to continue to keep on top of our work!!
- He was very Knowledgeable about the subject but the outline of the class didn't connect together. There was too much work to do with the time we should spend per class. He had no room to put his knowledge into the course. I really think it's a bad idea for someone else to build the course!
- He was patient, resourceful and knowledgeable.
- Unorganized and not clear on what he wants. Very confusing Be organized next time.
- I think that the online and classroom assignments need to change. Its too much time doing all the assignments.
- Very interesting! NOT EASY, but i enjoyed the class!

**Student Evaluation Summary out of 5 points Maximum (Class 02, 7 students):**

Instructor Score = 4

Course Quality/Learning Score = 3.75

**Student Evaluation Summary out of 5 points Maximum (Class 03, 11 students):**

Instructor Score = 5

Course Quality/Learning Score = 5

### **Student Evaluation Written Comments (Class 03)**

- Very interesting class, this instructor had a lot of knowledge in this field, which made the class more enjoyable. He was very helpful with any questions I had.
- The class would have been more enjoyable if more students actually participated in discussion boards but this is not the fault of the instructor. He made sure to tell all students when things were due and what needed to be done to meet the requirements of the class.

### **PSYU 532 – Research and Bibliographical Methods (MA, One section taught)**

This master's level blended course requires students to conduct a literature review and prepare a research proposal for a feasible yet fictional research project of interest. Having taught only one section, my first group was a very fun group. Our focus was on how to use research to inform clinical decisions and our older students told us all about their work in substance abuse programs. For students who were in the position to carry out their research, these proposal drafts could be used when presenting research ideas in their places of work. All students were in the marriage and family therapy program, had other jobs and families and we had a mixture of military personnel and civilians. Many of the elements are similar to PSYU 301 - Science Writing in the Behavioral & Social Sciences. Students in this course are finishing their MA degrees but still need help with the basics of writing and research because both are quite hard.

#### Course Description

“Students learn and practice the appropriate scientific methods of research leading to a bibliographic research in individual counseling and marriage and family therapy, culminating in a final research proposal.”

#### Course Learning Outcomes

- Apply scholarly research skills to a specific area of study in the field of psychology and marriage and family therapy
- Create a summary of research on a singular topic
- Critique the merits and weaknesses of research studies
- Describe research ethics
- Apply research to therapeutic settings



- Plan and create a research study proposal on a topic related to marriage and family therapy

#### Instructor Duties

- In addition to the standard duties listed for blended classes listed in “[Responsibilities as an instructor of blended format classes](#)” the following apply:
- Help students identify their topics of interest and track down the necessary online and library-based resources.
- Instruct people in the art of condensing research information into organized themes within their literature reviews and project proposals.
- Teaching people the basic statistics they never learned during the program. The ability to read and interpret statistical values is fundamental to a critical evaluation of research.
- Facilitate discussions online and in person while showing students how to look up the answers to their own questions
- Facilitating small group work on proposal reviews
- Maintain a permanent student neuropsychology resource website at <http://gogeco.org/writing-quality/>

#### **Student Evaluation Summary out of 5 points Maximum (Class 01, 8 students):**

Instructor Quality = 4.8

Course/Learning Quality = 4.7

#### **Student Evaluation Written Comments (Class 01)**

- Dr Greenberg is one of the finest educators I have taken a class with. He is extremely intelligent, knowledgeable and it is evident he really wants students to learn. This class was tough for me, simply because I am so busy with practicum that I felt somewhat overwhelmed and also the fact that I don't have much interest in research and design. However, Dr. Greenberg was able to make this course bearable for me with his extensive knowledge, and all the help he provided me in drafting my research proposal. I feel that I learned quite a bit in a class that I was initially not looking forward to. An outstanding educator in my book!
- The instructor was great. He adjusted the coursework to keep the homework on task to the end result being a research paper versus busy work. He was open to suggestions from the students which made the class a very positive experience. His knowledge of the course was exceptional. He gave immediate feedback which is rare compared to the other instructors I have had so far. He's an excellent researcher and he made what I thought would be a tedious class, enjoyable.

- Professor Greenberg made this class very understandable and helped to make a very complex class easy. I appreciate his way of cutting through the unnecessary things to teach our class what we needed to know when writing a research proposal. Although this class was very hard I really felt as if I learned what I was supposed to.
- The instructor was knowledgeable in this subject. He was a bit long winded though and we rarely got out of class on time. (15-30 min late), and that can be quite difficult for people who have children at home or travel long distances for the class.
- Dr. Greenberg conducted himself in a professional manner during every class. He was prepared and I felt very comfortable every time that I asked him a question. He is a great communicator.
- He was great and I'd recommend that he always teaches this course in particular.
- When looking at the course I would say it was ok. There were some assignments that were confusing, but Professor Greenberg helped tremendously when we hit these types of issues.
- Just want to say thank you Dr. Greenberg! I did learn a lot and appreciated your humor...made this class much more enjoyable than I initially thought it would be. Great job!
- I enjoyed this class and I recommend it to all my friends
- I think he is a great addition to Brandman's staff

### **Seminar: Mind Tools for Students & Professors**

"Mind Tools" is a technology-based training program I designed to help students and professors learn and work more effectively in our current information overload age. I pitched the idea of having Brandman University host these classes for its students, faculty and staff in 2010 and received approval in September 2011. From September 2011-May 2012, I ran weekend seminars at Brandman University for groups of 6-10 students, faculty, and their spouses or coworkers. While conducting these seminars for Brandman students and employees, we decided to offer the courses to select personnel in the City of Chula Vista as part of Brandman's outreach to the community. These individual and small group training sessions were very well received and it was personally interesting to see how different project managers within the city benefitted from the new planning and organizational methods I taught.

#### Course Description

This course shows students how to use visual information mapping software as a personal efficiency tool and an extension of the human mind. The course is a single day, three hour seminar with the option to schedule a follow up seminar. Students receive training on

which brain functions we can support with technology, how to suppress typical daily distractions, and how to use visual information mapping software to clarify projects and planning. With lower stress access to the information we need on a daily basis and electronic memory support, our goal is to use the software and brain based knowledge to reduce the stresses of information overload, increase daily efficiency, and support students' creative thought process using freely available software.

#### Course Learning Objectives

- Install freely available visual mapping software on your personal laptop and learn its primary functions
- Create personal information maps corresponding to important daily information, projects, and personal goals
- Use the software to support the human memory and thought processes while improving daily efficiency on a wide array of tasks
- Learn to use the software to reduce wasted time, daily. Faculty use this to map out their classes and resources.
- Learn to use the software to clarify all steps of any project and to help prioritize related action steps. Students use this to organize class materials, organize thoughts and outline papers.
- Learn to use the software to capture important thoughts, collect notes and readings on other classes or professional development projects. The end goal is to help people support and extend their creativity.

#### Instructor / Designer Duties

- Create the course and all necessary training materials including evaluation forms.
- Recruit students and faculty via email, flyers, in-class demonstrations and word of mouth
- Teach neuroscience principles in plain language, showing people where technology can support their thought process and daily workflows
- Help all students learn the software and troubleshoot any software issues. Solve all technology problems from wifi access to software account creation.
- Facilitate group discussions and get the students involved in helping each other brainstorm and use the visual information mapping software to capture their ideas
- Show students how to interview each other and help each other think about and organize projects including large assignments and papers
- Conduct exit evaluations and provide students and faculty with follow up emails to reinforce the course concepts

### Student Outcomes

Students and faculty had such a great array of outcomes, I posted them to my website's Reviews section (<http://gogeco.org/reviews/>). For example,

- "I wish I had something like this when I started school." – Anthony Odozi
- "I especially liked that mind mapping can be used in all aspects of an individual's life. Extremely valuable – assist in organizing thoughts/ideas. Enhance creativity. I'm certain that other students would enjoy and benefit from the course" – Martha Edwards

Rather than provide a quantitative analysis, I walk around the classroom making sure that all students can perform all of the important activities and I provide my cell phone number so that they can ask any question at any time with lifetime access to me about these topics.

### 2009-Current Online Adjunct Professor, University of the Rockies, Colorado Springs, CO

#### University Description

The University of the Rockies Online is a for-profit education provider that is part of Bridgepoint Education. In teach in their online programs and the university recruits adult students from across the nation to attend its variety of MA and PhD programs in psychology. Courses are built for professors and modification to course content is not allowed. Instructors are allowed to create supplemental announcements. UoR students include working adults seeking career advancement as well as a wide range of adult learners from diverse backgrounds. From 2009-2012, there was heavy plagiarism in all of my online classes and I stopped teaching at the university for 18 months. In 2013 I decided to try the school again and was pleasantly surprised to see a culture shift towards higher quality writing. With far fewer problems, it is now much more pleasant to teach online for the University of the Rockies.

Courses are taught in a 6 week blended format using eCollege. Student work primarily consists of multiple weekly discussion boards, papers, and power point presentations.

#### **ORG 7510/PSY 5510 - Biological Bases of Behavior (PhD, 4 Sections)**

##### Course Description

"This course is designed to provide the student with a foundation of human physiology including the nervous, hormonal, reproductive, and sensory systems, and the attendant functions of digestion, sleep, learning and memory, emotion and other human biological functions. The course provides an essential knowledge base for most other offerings in the field of psychology."

### Course Learning Outcomes

- Understand basic principles of cognitive neuroscience and neuroanatomy.
- Demonstrate how neurological functioning influences behavior.
- Understand on a basic level how to integrate neuroscience into psychological diagnosis and treatment.
- Understand diversity issues as they relate to neurological development and functioning.

### Instructor Duties

- Standard duties for facilitating all aspects of an online course
- Research neuroscience news and monitor student progress in order to create timely and useful announcements
- Use Turnitin to monitor all student papers

### Student Evaluation Summary out of 5 points Maximum (4 sections):

	10-06-09	12-01-09	02-02-10	10-12-10
Instructor Quality	5	4.17	4.59	4
Course Quality	5	4.59	4.59	4.5

### Student Evaluation Written Comments

10-06-09

- The instructor was very good and enthusiastic. Unfortunately this is a course that will have absolutely no relevance to my career goals. I took it because I had to in order to reach my goals but, in all honesty, my time would have been better spent taking other more relevant courses.
- Professor Greenburg was an awesome instructor. He provided us with excellent out of textbook reading material and supported our efforts to be successful. Thanks. Paul
- Professor Greenberg really takes time with the students and shows a genuine concern for our learning and knowledge retention.
- I hold five degrees (two graduate) and Dr. Greenberg may be the best instructor I have had. Kudos to him and UOR for having him on staff.
- Paul is great! Loved the course but it was difficult.
- Excellent Professor. Wished courses were longer than 6 weeks! Paul is what you want in a professor of higher learning.

12-01-09

- The instructor for this course was not only highly qualified and a good educator but he also made this course interesting because the title alone made it very scary and somehow so scientific. The instructor brought the two schools of thought (science and psychology) together.
- I totally enjoyed this class and the information.
- I appreciated our instructor's willingness to engage us with his wisdom regarding the subject and other subjects that pertained to life and vocation in general. I really enjoyed this class.
- Instructor was knowledgeable but had other commitments which were in the way of providing timely feedback for written assignments.

#### 02-02-10 (PSY5510)

- I enjoyed the Discussion portion the best.
- The group I was with, is really nice!!!
- Dr. Greenberg is a very thoughtful compassionate man. I enjoyed learning from him.
- Dr. Greenberg was a wonderful professor!

#### 10-12-10

- The materials for this course appeared to be too much for the duration. The Instructor also expected so high quality response from the students. It was a very challenging period of six weeks that I will never forget. I shall need time to revisit the course again to get to understand more.
- A little over the top. Interesting, but way too much material.
- Feedback was not given in a timely manner so that the next assignment could be improved. Although opportunities to resubmit assignments were given, using turnitin could have been more effective if the submission buttons were active.

### **ORG/PSY6520 - Professional Ethics, Standards of Practice & Law (PhD, 2 Sections)**

#### Course Description

This course is a study of the ethical and legal issues confronting the practicing psychologist. Topics related to clinical methodology, ethics, standards of practice, and inter-professional relations are explored. Students learn principles of ethical decision-making, standards for human and animal use in research, and standards of care specified by state and federal laws. Emphasis is placed on exploration of the emotional impact that major ethical and legal dilemmas have on decision-making. Students also master the current code of ethics of the American Psychological Association and other professional codes of ethics, such as the code of the American Association of Marriage and Family Therapy or the code of the American

Counseling Association. This course must be taken at UoR and may not be transferred from another institution. PSY 5280 is equivalent with ORG/PSY 6520.

#### Course Learning Objectives

- Examine the ways in which personal ethical perspectives affect ethical decision-making.
- Demonstrate self-awareness of personal life experiences, including their emotional influence on perceptions of legal issues and professional ethics.
- Apply the code of ethics of the American Psychological Association, as well as other applicable professional codes of ethics.
- Apply current research and standards of practice in professional ethics and ethical decision-making.
- Formulate appropriate change intervention strategies in complex professional situations.
- Establish a defensible ethical and moral framework, which serves as a foundation for addressing legal and ethical issues psychologists confront.

#### Instructor Duties

- Standard duties for facilitating all aspects of an online course
- Research ethical cases and monitor student progress in order to create timely and useful announcements
- Use Turnitin to monitor all student papers

#### Student Evaluation Summary out of 5 points Maximum (2 sections):

	08-11-09 (n=23)	11-06-12 (n=19)	
Instructor Quality	3.655	5	
Course Quality	4.23	4.59	

#### Student Evaluation Written Comments

08-11-09

- Greetings Dr. Greenberg, Thank you so much for being patient with us and allowing us to make corrections. Thank you Sincerely Katonya Brummett
- Dr Greenberg is an excellent teacher. I believe the curriculum could use a little tweaking with some more recent issues. I know I am always advocating for LGBT issues and I think the reading we had was excellent on it (the journals) but I would have liked to have had an opportunity to see what the class had to say on this issue. I enjoyed the questions which demanded more research but would have liked to have seen them more geared

towards problems we face today and proactive solutions. Great class overall and very educational! Thanks!

- I was not pleased with this course, I learned some of the material but a lot of my knowledge came from courses I had previously taken. I was not happy with the critiquing of my written papers and the criticism was too harsh. I am here to learn not to be criticized, if I knew it all I would not be here. After talking to some of my classmates I realized I was not the only one feeling this way. I am really confused about writing now.

11-06-12

- The assignments were very vague and left a lot of room for interpretation; I also felt that the final assignment became very repetitive.
- Greenberg was awesome; he demonstrated patience and provided immediate feedback for any queries. I learned much in this class and feel able to apply that knowledge to my chosen profession.
- Great Instructor. Supportive. High expectations. Very clear and precise. Provided excellent meaningful feedback and dialogue. Yet very human and understanding. Wish I had him for every course! :o)
- My Professor Doctor Greenberg, was a conducive part of this class. Not only were his teaching ethics great but going beyond that he lead by example when it came to compassion for his students. Ifound learning with his instruction kept the class going. It was a pleasure to be in his class.

**ORG/PSY 6300 - Human/Adult Development (PhD, 1 Section taught) and first fully online course taught**

This very interesting class turned out to be one I still talk about. We read the book *Aging Well* By George E. Vaillant. It is an account of the results from the Harvard Study of Adult Development and has fantastic results. This course was my first fully online experience and it was a mixed experience. I enjoyed much of the content and many of the students, but there was also excessive plagiarism to deal with ant that was stressful. Overall this was a solid course with very useful information.

Course Description

“This course explores the major theories of adult development related to emotions, personality, cognitive functioning, social and family influences, and physical functioning. Current theoretical approaches and research related to adult development are emphasized as well as practical applications in the therapy setting.”



### Course Learning Objectives

- Identify important facts, concepts, and principles concerning early, middle and late adult development in the following domains: Physical, cognitive, identity/personality social/relationships, work/leisure/ retirement and mental health.
- Demonstrate an understanding of the relevance of the study of adult development to clinical work with adults and to applying this knowledge in conceptualizing cases.
- Examine, be familiar with, and analyze the relevant research in the field of adult development, propose future research directions, and begin to integrate research findings into their own conceptual framework.
- Assess their own developmental journey in light of new knowledge.
- Support a more intellectually complex, ethically aware, and more personally integrated self concept in order to integrate and facilitate similar related growth in clients.

### Instructor Duties

- Standard duties for facilitating all aspects of an online course
- Research adult development and monitor student progress in order to create timely and useful announcements
- Use Turnitin to monitor all student papers

### Student Evaluation Summary out of 5 points Maximum :

Instructor Quality = 4.07

Course Quality = 5

### Student Evaluation Written Comments

06-16-09

- I found some of the required text to be inefficient in helping me understand the purpose of the course and too collective for citing purposes. I did enjoy the class, but would appreciate more time in preparing written assignments, whether that is time between each assignment, or more time to submit the material.
- I was grateful for the level of response from Prof. Greenberg. Each reply was thought out. There was never a feeling of a cookie cutter approach.
- Great overall, the instructor did not correct the papers until the 7th day making it hard to learn from mistakes and correct them from the next assignment. By waiting until the following Sunday to return the papers, it was too late to adjust the paper that was due that day. Everything else was great!
- Prof. Paul Greenberg is enthusiastic and personable. He spent more time than I think most students realized grading papers and personally responding to a great deal of

discussion groups. He was thoughtful in his responses and approach. I also am under the impression he knew this was a first time graduate class for most of us, if not all of us. So he did take that into consideration. I earned my undergraduate degree in the traditional brick and mortar university at SDSU and I can honestly tell you I had more interaction with classmates and Prof. Greenberg than I had in the physical classroom environment. I recommend Prof. Greenberg and I hope my future professors are as thorough.

- The class itself was interesting and I enjoyed the subject matter, however the professor seemed unorganized and did not return grades timely. He also posted announcements that seemed more like rants at the class, and even complained to a student in a discussion board about how much grading and reading he had to do. I would not be surprised if this is his first time teaching an online course.

### **ORG 5270 - Mental Health & Psychopathology in the Workplace (MA, 3 Sections taught)**

This course is very useful for those who are currently working in management or who want to improve their empathy for coworkers. It is also useful for those who will be working in a group environment. In my third section of the course a student with a corporate management position implemented many of the employee support methods in her workplace and saw immediate benefits. This course is an eye-opener for nearly every student and has many practical benefits.

#### Course Description

“This course acquaints the student with both normal and abnormal behavior evident in the workplace. The focus of the course is to gain skills to create a healthy culture in the workplace, maintaining a healthy work/life balance, and managing stress. In addition, students learn the common mental disorders and personality disorders manifested in an organizational setting and how to exercise leadership to bring about positive change.”

#### Course Learning Objectives

- Differentiate between normal and abnormal behavior in the workplace.
- Develop steps a leader takes to contribute to the creation of a healthy culture while avoiding behaviors that could create an unhealthy dynamic in the organizational setting.
- Describe the most common workplace effects and behavior due to mental impairments and effective and ethical interventions for those conditions in organizational personnel.
- Describe the effects personality traits have on workplace behaviors and effective and ethical behavioral intervention strategies for those with those personality traits.

#### Instructor Duties

- Standard duties for facilitating all aspects of an online course
- Research a wide variety of mental health issues, find up to date references about mental health data, and monitor student progress in order to create timely and useful announcements
- Use Turnitin to monitor all student papers
- Remind students about how the course is useful for having better interactions at work and how it impacts our capacity to have empathy

**Student Evaluation Summary out of 5 points Maximum:**

	02-05-13 (n=14)	09-10-13 (n=20)	04-08-14 (n=15)
Instructor Quality	4	4.17	5
Course Quality	4	4.59	5

**Student Evaluation Written Comments**

02-05-13

- He was easygoing, fair and gave proper feedback as it was needed I would love to take him for another course. An excellent & very qualified instructor.
- I honestly have to say that my experience within this course and with this class instructor has been more gratifying than any thus far. This instructor has been very helpful throughout the course. He as well has provided information that will assist me in becoming more aware and able to present myself more professionally in my future endeavors.
- Received scores with no feedback to make corrections. Very poor communication. Would not recommend to anyone.
- The instructor was very fair in his grading. However, his feedback in papers was often unclear and he took way too long to post grades.

09-10-13

- Dr. Greenberg is highly intelligent and knowledgeable. I would prefer to have him as the instructor for the next course and for some additional future courses.
- The class was great, instructor was great but took quite along time in grading assignments but otherwise was great
- I really enjoyed this instructors teaching style. I also appreciated the way he was interested in making the learning experience great for everyone.

04-08-14

- Instructor Greebberg was great and very helpful

### **PSY5410 - Physiological Bases of Behavior (MA, 1 Section taught)**

This course is another fun excuse to learn more about the brain and keep current on neuroscience news. Students enjoy learning about the brain even while they find the chapters on physiology to be difficult.

#### Course Description

“This course is designed to provide the student with a foundation of human physiology, including the nervous, hormonal, reproductive, and sensory systems, and the attendant functions of digestion, sleep, learning and memory, and emotion and other human biological functions. This course provides an essential knowledge base for most other offerings in the field of psychology.”

#### Course Learning Objectives

- Understand basic principles of cognitive neuroscience and neuroanatomy.
- Demonstrate how neurological functioning influences behavior.
- Understand on a basic level how to integrate neuroscience into psychological diagnosis and treatment.
- Understand diversity issues as they relate to neurological development and functioning

#### Instructor Duties

- Standard duties for facilitating all aspects of an online course
- Research neuroscience news and monitor student progress in order to create timely and useful announcements
- Use Turnitin to monitor all student papers

#### **Student Evaluation Summary out of 5 points Maximum (Class 01, n=13):**

Instructor Quality = 5

Course Quality = 4.585

#### **Student Evaluation Written Comments**

08-24-10

- The only thing I would add is video conferencing.
- I was very nervous about taking this class, but Prof. Greenberg was very helpful, encouraging and assessible throughout this class. I actually learned more than what I thought I could. I actually ENJOYED this class!

- It was refreshing to work with an instructor who was engaged in the conversations in the classroom and who asked us to share our opinions and not just paraphrase and quote class materials. Thank you!
- Dr. Greenberg is a great instructor. The material was hard but he dedicated a lot of time answering our questions and giving us guidance to seek answers.

## 2008-Current

## Adjunct Professor, Argosy University, San Diego, CA

### University Description

“Argosy University offers both a Master’s and Doctorate degree in Counseling Psychology. The Argosy University Master of Arts in Counseling Psychology program continues the professional development for students currently working — or desiring to work — in a counseling psychology role. In the graduate Counseling Psychology programs, students are introduced to basic counseling psychology skills that integrate individual and group theoretical foundations of professional counseling psychology into appropriate client interaction and intervention skills. The Doctor of Education in Counseling Psychology program was created for students with a background in mental health, social work, school counseling, pastoral counseling, and psychiatric nursing. The program prepares counselors with the skills and credentials necessary to pursue leadership, supervisory, training, and teaching positions in the field.”

Argosy University classes are primarily taught in blended format using eCollege. Course formats vary among 15 week fully in-person courses, 7.5 week courses in the graduate programs, and 5 week courses in the undergraduate programs. I have primarily taught blended courses since 2009 and work in both of the graduate counseling psychology programs (MA, and EdD). “The Doctor of Education (EdD) degree in Counseling Psychology program is designed to present a structured opportunity to prepare counselors and master’s level clinicians from a variety of settings with the skills and credentials necessary to pursue leadership, supervision, training, and teaching positions in the profession.” In addition, “The Master of Arts (MA) in Counseling Psychology program is intended to continue the professional development of those currently working in, or desiring to, work in a counseling role.”

I provide students with an experience based view of science and research methods as they apply to the many roles a counselor can take. As all of the core courses in doctoral level psychology are attended by students working in clinical psychology, education, and business, my students’ backgrounds cover the full range of Argosy University PhD level

degrees. Most students are adults with families and full time work. Many have extensive military career backgrounds or are current educators and counselors in San Diego. Universally, they all need a great deal of training in writing, research, and analysis methods. After teaching students in the introductory writing, research and evaluation courses, I also chair dissertations and was a member of the Argosy University IRB from 2010-2013.

I also work in the Argosy University MA and undergraduate Psychology programs, teaching a variety of research courses plus general education courses in communication, ethics, social justice and philosophy. The following course descriptions cover doctoral, master's, and then undergraduate teaching assignments.

### **W 7000 - Advanced Academic Writing (PhD, 6 Sections taught)**

This is one of my favorite courses at Argosy University. It allows me to prepare students for their entire dissertation process while helping them learn how to write. Students may undergo personal transformations as they come up to speed with graduate level expectations and share all of their challenges and achievements with each other. This was one of my first teaching assignments and from my first stages of panic about teaching writing to my latter stages of comfort with the process, I will always remember this course fondly. Given the required changes in thinking and approaches to research and science, this writing course serves as a good example of what students will face when beginning their dissertation units. The course itself, like all others at Argosy is presented in a blended format with ½ of the contact hours as face to face and ½ online using eCollege.

#### Course description:

“This foundational doctoral course provides advanced academic study and writing processes for analyzing and evaluating current research articles, literature reviews, and dissertations. Emphasis will be placed on APA style guidelines and university publication requirements. Students will develop a perspective as scholarly practitioners, focusing within their specific discipline and program. Providing students the information and skills to navigate and successfully complete their doctoral programs and dissertations is the primary goal of this course.”

#### Course Learning Objectives

- Develop a dissertation prospectus incorporating research question(s) and literature review based on a minimum of 15 quality sources.
- Develop a perspective as a scholarly practitioner through reading, writing, and reflection
- Understand the stages of the dissertation process at Argosy University

- Apply research skills to access scholarly information resources
- Evaluate information from scholarly sources to assess their quality and credibility (reliability, validity, accuracy, authority, timeliness, point of view, and bias)
- Analyze and synthesize scholarly literature in critiquing different research articles
- Apply advanced academic writing skills and APA style to develop a literature review based on the chosen research question
- Utilize appropriate citation and referencing skills associated with dissertation and scholarly writing to avoid plagiarism.
- Incorporate academic writing skills into multimedia presentations.

#### Instructor Duties

- Help students write a literature review that supports their choice of dissertation project.
- Help reduce student's panic over having to choose a dissertation project
- Show people that large projects are manageable when broken into smaller weekly objectives and that everything will be ok
- As one of my first classes, I spent an enormous amount of time preparing course materials, presentations, designing exercises, evaluating techniques, interviewing students, discovering what new writers needed in order to choose dissertation projects. I also called friends, other professors, writing professionals and even the Director of the University of Wisconsin Madison's Writing Center.
- Every one of these courses involved testing new methods of teaching, seeing what resonated best with students, organizing group critique sessions, establishing our editing methods, and discovering how to help students overcome all writing challenges as much as possible. This included helping people manage fears of writing and helping them find useful writing resources.
- Our successes and challenges in these class led me to build my website [www.gogeco.org](http://www.gogeco.org) as a student support site and to develop methods for using software and diagrams to help students organize ideas and think.
- I also performed the standard duties of responding to discussion forums, facilitating group work and group discussions, grading, and record keeping.

#### **Student Evaluation Summary out of 5 points Maximum (6 Sections Taught, Incomplete Eval Data):**

	Spring 2009	Fall 2009	Spring 2010	Spring 2011	Summer 2012	Fall 2012
Instructor Quality	5	Hard Working	?	5	5	?
Course Quality	4.8	Excellent Progress	?	4	4.4	?

### **Student Evaluation Written Comments (all course section comments combined)**

(Student comments here do not do justice to the energy we invested and discoveries we made and this is due to the evaluation system rather than the students. Teaching evaluations were not provided to instructors for years and during the writing of this portfolio I finally gained access to my old evaluations. Student comments are no longer listed in the eCollege platform, so the only remaining comments are found below)

- This was a fantastic course and Dr. Greenberg was an excellent teacher!!
- Dr Greenberg introduced methodologies, techniques and applications that will be instrumental to the dissertation process.
- We were split into groups of 4 and discussed our ideas for our paper/dissertation. The process was helpful in that I realized that I needed to be more specific with my topic. Watching the Freemind demo was helpful during that process was very helpful too. Since then I have been able to refine my topic and the mindmap felt easier in the process also. What may also be more helpful is to have more time to discuss the readings.
- Things that I initially thought I knew, were expounded on during this course immensely. Dr. Greenberg has a way of providing various examples so that the student (Myself) finds one that works for them. He is patient with those of us that may occasionally need more explaining, in order to better grasp the overall picture, the minute details, & the content in which it was presented. I really believe that this course, with all that it offers, should also be given again @ the end of the study, & right before the dissertation blocks. It is all very pertinent.
- I appreciate the tools online to facilitate the learning curve. Since I do want to improve upon my writing skills, I have been reading the Purdue as well as listening to the Professor's writing lab at my own time.
- I found this excises to be very affective as we gained different insights by bouncing ideas of each other. In addition, the time management slides were very helpful as they aid me on my journey of depletion of my dissertation. I found the suggestion of editing by reading your paper backwards interesting, as I was not familiar with that technique.
- The most helpful thing I have found is just being in the same room as classmates who, while having diverse topic ideas, are motivated enough to spend their Saturdays attacking this mountain of work.
- Dr. Greenburg is DEFINITELY an asset to Argosy. I gained enormous information on his teaching abilities.

### **R7001 - Introduction to Research Methods (PhD, 5 sections taught)**



Introduction to Research Methods continues the work done in W7000 and students begin building more of their research vocabulary and ability to both read and plan research. Very few students in Argosy programs have any science background, so all of the work establishing a scientific vocabulary begins from the ground up. On the other hand, nearly all students are adults with significant professional experience and many have military experience so most are talented at asking good questions, having ways to answer those questions, and knowing how to work. This makes it much easier to show them which terms and methods fit into their current schemas.

#### Course Description

“This course must be taken before all other research courses. The course offers a brief introduction to the philosophical underpinnings of research inquiry. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across the disciplines of business, education, and behavioral sciences. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies.”

#### Course Learning Objectives

- Examine the purpose of a study, research methodology, and data collection methods
- Compare and contrast the characteristics of different research questions and possible methodologies
- Apply ethical decision making related to cultural diversity in participant selection and recruiting, data collection, and analysis
- Given a research question, examine and analyze strengths and limitations of multiple methodologies to select the most appropriate research design
- Draft a methods section appropriate to research question(s).
- Update their dissertation plan to include the drafted methods section (Only doctoral students)

#### Instructor duties

- Typical management of the online/blended class format
- Create all supplementary materials, presentations, and evaluate students' progress on their dissertation prospectus started in W7000 (Advanced Academic Writing)
- Read more about the philosophy of science and help students expand their research vocabulary while improving literature search methods
- Students continue their dissertation proposals (prospectus) in this class, so many of the ideas noted for W7000 apply here

**Student Evaluation Summary out of 5 points Maximum (5 Sections Taught, School did not provide all evaluation data):**

	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Fall 2011
Instructor Quality	4.2	4	?	?	?
Course Quality	4.2	3.4	?	?	?

**Student Evaluation Written Comments (all from Fall 2009)**

- Dr. Greenberg definitely goes out of his way to accommodate the academic needs of the students. He hears the class toward not only learning what is required for educational advancement, but our individual questions and concerns as well.
- I have been truly inspired by Dr. Greenberg.....he is an expert in the research field and I am VERY grateful for his time and insight!!!!
- There really isn't enough time to get the full concept thoroughly as I would have liked to get it and it makes me kind of think I got what I only needed and just need more time to absorb it and apply it to my papers. Overall the instructor was great as well as the class.

**R7031 - Quantitative Research Methods (PhD, 5 sections taught)**

This class was most interesting to me for historical purposes. It was the first class I taught in Fall 2008 while making the transition from working in the Radiology Department at UCSD into a teaching career. Most students fear statistics classes, but throughout my experience with this class I was able to get much better at helping people get past the emotional blocks and into understanding some of the basics. Teaching this class also showed me that students retain little of the content by the time they reach their dissertation units. This course met from 6-9pm once per week for 15 weeks and unlike all future courses, this one was in-person only. Future courses changed to a 7.5 week blended format.

It was in this class that I met my first students at Argosy University, Sandra, Lynna, Ted, Michelle, Juan-Carlos, and Matt. I remember looking at them, hearing the different ideas they were interested in researching and then wondering who would be on their dissertation committees. At that time, our department was quite small and I was used to working in laboratories staffed with experts in any given field. Working in an university with no laboratories was new to me. As it turns out, our Psychology Department Program Chair asked me to chair all 5 of their committees. I said yes and from 2010-2013 helped each of these students complete their dissertations. All have now graduated and while each person

took a completely different path to get there, it was impressive to see them apply themselves for so long and through so many obstacles.

**Student Evaluation Summary out of 5 points Maximum (5 Sections Taught, School did not provide all evaluation data):**

	Fall 2008 (n=5)	Summer 2009 (n=6)	Fall 2010 (n=11)	Summer 2011 (n=6)	Fall 2011
Instructor Quality	?	4.4	4.7	4.5	?
Course Quality	?	4	3.7	4	?

**Student Evaluation Written Comments (2 Sections)**

Fall 2010 Class

- For a 7.5 week course, there was so much information that we were unable to spend time learning everything needed. More time should be spent on learning the information, then applying on SPS in class so there is more opportunities to ask questions. Dr. Greenberg did a great job working with us at various levels of abilities. Unfortunately it also hindered us getting through some of the material.
- Any statistics class is universally dreaded, I think, so it's hard to say a lot about it except that I'm glad it's over. I did learn quite a bit but probably not nearly enough to generate any confidence, and had to work very hard to stay afloat. I do not want to suffer through for 15 weeks, but I think I would have learned more at a more reasonable pace. How is "Methods of Supervision" 15 weeks and this is only 7.5 in the classroom? It seems totally crazy. I appreciated that Dr. Greenbert allowed students to fix their work and resubmit. I'm sure that was helpful to a lot of students. I can't say that I feel very confident about moving forward at this time. He did the best he could, and I thank him for that. The format, not the teacher is problematic. As a total bonus though, the WebEx recordings are AWESOME. If it weren't for those I would never have made it through SPSS.

Summer 2011 Class

- I have had to take this course more than once. This time around the process was explained in greater depth. The style and teaching method was different and more effective. I appreciate the slower pace with greater clarification. Visual examples, going over each module was also very helpful. A suggestion would be to allow students teach/introduce a concept each week to the class. 10-15 minutes of listening to someone else's way of explaining how to complete a statistical problem. As an instructor it's important to continue to perfect the art of teaching. But even more important to fine tune the delivery of lessons to students. Are they engaged on the learning process, are they asking thought provoking questions, is too much time being

spent on talking to students, then students talking to each other. i.e. Parnter work, small groups. The teaching process is just as important as the learning process.

### **R7035 - Qualitative Research Methods (PhD, 3 Sections taught)**

As with the quantitative class, this course is also historical because it was the second course in my new teaching career. This course met from 6-9pm once per week for 15 weeks and unlike all future courses at Argosy, this one was in-person only. Future courses changed to a 7.5 week blended format. All of my first students at Argosy University joined me for this class as well..

This course required a big change of mentality for me, but it was refreshing and not difficult once I took a first intense pass through our huge textbook (Patton's tome on qualitative research). After making extensive notes and realizing we would never be able to cover all this material, I focused on helping people read as much of that material as possible while we focused on observational skill, identifying bias, critiquing study design and fuzzy concepts. Given that my students all had a widely varying background of professional experiences, it was easy for us to reference various personal experiences when discussing issues such as triangulation, covert research, and qualitative data analysis. After realizing the inherent ambiguity of qualitative research and the potential massive time investment required to conduct in-depth interviews and code the subsequent data sets, people re-evaluated their fear and loathing of statistics.

#### Course Description

This course introduces the assumptions, theories, and processes of qualitative inquiry. The purpose of this course is to provide advanced graduate students with the theoretical foundations necessary to understand qualitative inquiry, and to enhance their abilities to conduct qualitative research and evaluation.

#### Course Learning Objectives

- Outline the theoretical foundations of qualitative research and evaluation.
- Develop a practical application of qualitative theory to research and evaluation.
- Gather qualitative data to answer research questions.
- Demonstrate the impact of the researcher's orientation on qualitative research.
- Develop a plan for qualitative research.
- Assimilate the ethical considerations associated with qualitative research.

### Instructor Duties

- Help people survive the textbook (Patton)
- Design interesting in-class observational exercises
- Help students identify bias, decide what and how to observe, read qualitative research, and determine if they will use a qualitative design, quantitative or mixed methods approach
- Ensure that students know each type of approach is valid but that they all require an investigator to intensely educate themselves in how to do quality research in that genre
- Help students write an answerable qualitative research question with adequate attention to detail at all steps from choosing what to observe to the observational and then analytical methods
- Use these discussions to help students clarify their dissertation prospectus/proposals and even look at their work and lives through a new observational lens
- Standard duties of running a blended class– facilitate discussions, grade papers, create presentations and supplementary materials. See

### Student Evaluation Summary out of 5 points Maximum (3 Sections taught):

	Spring 2009	Summer 2009	Spring 2011
Instructor Quality	4	4.5	4.3
Course Quality	3.6	4.3	4

### Student Evaluation Written Comments (taken from online discussions)

- I think we all got a great deal from this course. So far I think I learned more in this course than in any other.
- I am glad it was helpful to you in your personal crisis as well as academically. Thanks so much for all your input and perspective throughout all the courses we have taken together.
- Now, I feel I gained something meditative and spiritual from this class. Maybe this is why I gravitated towards this type of research better. I like the personable nature of this type of research. It is a very hands-on approach that I feel is necessary when conducting some types of research. I was not sure what to expect going into this course. I just wanted to absorb the concepts and not let them get confused in my mind with quantitative research.
- I started to realize how the lectures on reflexivity were not just about out personal projects, but about the bigger picture of life. As I learned this subject this semester, I was unaware of the need to reflect and ponder in qualitative research. This is probably

why some people go on to become good psychologists because of this powerful ability to see into a subject or situation, in a manner others can't. This course has helped me fine tune a gift I wasn't using correctly. I didn't know how to turn on the 'tune in' button before this course.

- I have gained the knowledge of how to conduct a qualitative research study. I can now approach a study in this way with a new set of confidence.
- This course, along with outside materials, has helped me to develop new ideas about teaching and learning. The course provides me with ideas on how to test the validity of these new ideas.
- Thank you for the doc sharing, e-mails, and power-points you made available to us. I need all the documentation of my courses I can get.
- What specifically stands out from this semester was again, How Well Organized Your data collection is. I marvel at it, because it brings a greater awareness to me about what I need to do, what I am not doing, and how far I have to go to get there. It's a humbling feeling to have a graduate degree in organizational leadership, and yet, so far away from being professionally organized, and having the ability to teach others to become better organized with their documents.
- Thanks Dr. "G" for a very informative and well facilitated class experience. I learned a lot. First of all, I've been somewhat confused about the definitions or meanings qualitative perspectives and approaches, and how they differ from qualitative methods and frameworks. It is still not totally clear to me, but I am so much closer to understanding now, than I was coming into the class.
- The guest speaker was amazing. I have a new understanding of anthropology, ethnographic research and the need to be somewhat skeptical in researchers' conclusions or at least understand that conclusions may be correct only for a small subset of a people being studied and that not everything should be generalized to a larger population.
- I thought I knew a little bit about qualitative research, but the more I learn...the more I learn that I don't really know much about it...and I have my work cut out for me going forward. I did not realize that there were so many approaches, nor did I understand how important previous classes that explained postmodernism, interpretive, feminist etc would be for articulating and understanding the best methods and frameworks to use. NOW, I want hard copy books and all my former classes' information available for me to go over, restudy, and improve my overall skills.
- I have enjoyed this course more than any course within my Master's or Doctorate programs. I enjoyed the opportunity to meet and discuss ideas with other classmates and teacher. The teaching style of Dr. Greenberg was superb.

### **R7036 - Program Evaluation (PhD, 3 sections taught)**

Program evaluation was another surprisingly interesting and useful course that I had the privilege to teach. As most students had some sort of team, managerial, or leadership role in their lines of work we were all able to come up with many ways to employ the range of perspectives provided by our text and the supporting materials I sought out each week. As with statistics and qualitative research, people expected this class to be somewhat of a snore. Instead we used the information as a way to evaluate any activity they cared about and most people chose to evaluate their work situations. Clinicians and educators who had private practices or who ran programs of their own used the course to design a business analysis which they carried out during the course. For me, it was fun to see the variety of problems people chose to solve using program evaluation which is a blend of action research, qualitative research, and more formally organized quantitative research. We used the standard research vocabulary and the simplest design scenarios to choose evaluation projects that could be approved and implemented with a minimum of headache and a maximum of utility and buy-in from the other program stakeholders. I also experimented with a variety of teaching methods, that would help people keep all of the new ideas in mind from week to week.

These classes had a standard online course format to follow, but in the section with only a single student, we conducted it is a much more free ranging seminar. For the final section of this class (Spring 2011) I experimented with using online collaborative note-taking and planning tools ([www.mindmeister.com](http://www.mindmeister.com)) as key technique to guide discussions. I used this platform to capture our in class discussions, capture people's developing evaluation plans, and allow us to return to these ideas week after week. In this way we were able to develop program evaluation plans and see how we got there. Students were able to log into our shared class mind map of all course related information and have permanent access to the course visual information map for as long as they like.

#### Course Description

"This seminar emphasizes the acquisition of knowledge and skills in program evaluation methodology. Six alternative evaluation approaches are surveyed, with a focus on developing a management/decision-oriented evaluation plan. This seminar also serves as a practicum for the conceptualization and development of a doctoral research study that employs a program evaluation model."

Course Learning Objectives (surprisingly, most of these were achieved for most people)

- Define curriculum and program evaluation.
- Discern the differences between research and evaluation and identify which is more appropriate to solving an educational problem.
- Identify an appropriate evaluability assessment tool and apply it to a program or curriculum to determine feasibility of evaluation.
- Construct a blueprint for a curriculum or program evaluation
- Conduct appropriate “scoping” activities to focus and inform the evaluation plan.
- Identify appropriate sources of information to be used for data collection in a program or curriculum evaluation.
- Identify the most appropriate data collection method to be used in a program or curriculum evaluation.
- Determine the reliability and validity of data collection instruments to be used in a program or curriculum evaluation.
- Identify the purpose of a study, research methodology, data collection methods, statistical analyses used, and results of the study and will be able to discuss the implications of the study as related to best practice in program and curriculum evaluation.
- Identify and apply commonly used quantitative procedures to measure program or curriculum outcomes.
- Identify threats related to the internal and external validity related to the research methodology used to evaluate a program or curriculum and use this information to determine the most appropriate research design.
- Use statistical analyses to determine the effectiveness of a program or curriculum and will be able to translate the numbers into words so that users can read and understand the information to improve the program or curriculum being evaluated.
- Identify the best presentation method of the results of a program or curriculum evaluation and present the information in a manner that is understood by users.
- Identify an appropriate method to analyze data collected during a program or curriculum evaluation in order to glean the most important results to communicate to users.
- Identify potential ethical issues related to the evaluation of a curriculum or program and apply appropriate problem-solving strategies to reduce the likelihood that these issues will effect the implementation or results of the evaluation.
- Construct a timely work plan and cost-effective budget related to the implementation of a program or curriculum evaluation.

#### Instructor Duties



- Design new teaching methods to best help students apply the ideas and create a feasible program evaluation plan
- Help students plan or carry out the analyses of their evaluations if they were able to collect data
- Help students analyze their businesses, clinical practices, or work sites in order to understand what should be measured, how it should be measured, how to gain stakeholder approval, and how to structure the data collection, analysis, and communication of results
- Manage the online classroom environment (discussions, assignments, grading)
- Promote research, reading, and literature review skills
- Help students integrate these plans and concepts in to their dissertation prospectus
- Accompany students on key-informant interviews, collect notes and debrief following these meetings

**Student Evaluation Summary out of 5 points Maximum (3 Sections Taught):**

**The school did not provide any teacher evaluations for these courses.**

	Fall 1, 2010 (2 students)	Fall 2, 2010 (1 Student)	Spring 2, 2012 (4 Students)
Instructor Quality	?	?	?
Course Quality	?	?	?

In my opinion the courses improved across each section.

**Student Evaluation Written Comments (Spring 2, 2012). These notes are from the final comments section of our online class and reflect public statements students made to highlight their favorite ideas from the course.**

- I like the fact of doing PE all of the time. I think if it is done within an organization the success is increased of any program. I think after this class I have become more aware of PE. It seems like I had a lot of fear or concern before the class started. I do PE on a very regular basis
- A lot of the things used for PE are grounded in the research courses we have already taken. It seems all research should start with a good PE
- If not supervised, bias can creep into PE very easily
- PE formats vary based on setting and stakeholder and the use of the wrong method can play a major role in success of program. Not every PE should be forced to fit into a specific method

- I agree with "Not every PE should be forced to fit into a specific method". There are so many times that professionals are complacent with one way of doing things and missed the opportunity of gaining more information for improvement, learning a new approach, or simply fail altogether.
- Evaluations have many approaches. But they all must follow ethical guidelines and deal with issues such as competence, human rights, confidentiality, consideration, expectation of favors. Evaluation has political implications at times due to stakeholder or funding source agendas. Bias is also important to identify, be aware of, understand and address. Stakeholders must be considered in the process and include staff, client, funding sources, consumers, management, among others. Methods and designs for evaluation are similar to research. Logic models help organize and understand aspects of a program. The practice of evaluation is very old: asking questions, making decisions. However the formalization of evaluation is relatively new and includes formal education/certificate programs, the establishment of guidelines and ethics. Evaluation is used by government, education, social programs, and business. Evaluations must have boundaries which are created by the purpose, questions, and audience. Boundaries make the evaluation feasible, limit cost, conserve time. Results can be presented in numerous ways such as oral presentations, reports, charts, and meeting.
- I think the area that is most bothersome to me is the political aspect of program evaluation. It just does not seem that progress can be made if a political delimma exists. It also seems like government programs are prone to political agendas.
- Attached are my important considerations; however I do believe the entire class content was important. Great being in class with you all!
- I found the reading to be helpful, followed by discussions in class. I enjoyed the use of the mindmeister as an aid for learning. The visual ability to see as well as hear everyone's input was most helpful. This class was very insightful and certainly has uncovered the importance of program evaluation.

### **Masters Program**

**PC6521 - Research and Evaluation (Face to face classes, blended format was optional, but I used the eCollege functionality as an integral part of the course. 3 sections taught)**

This 15 week course in research and program evaluation turned into one of the most successful classes I have ever taught if we look at the amount of change in students learning and the level of achievement attained. I taught 3 sections of this course, with the first being a 3 person course. In the three person course, students designed and completed their own research projects, culminating in unique discoveries and individual presentations of the results. While this was my first and not best run of the course, it gave me ideas.

In the second and third versions of these courses, we had the same 15 week format with 3 hour meetings once per week, but I requested a blank eCollege course shell to provide students a place to interact outside of class. This was an invaluable tool and while it started out as optional, students put so much work and so many extensive comments into the course that I turned it into content that counted heavily towards their grades. The exams were all vocabulary/short-answer based and we had no papers. Instead, students created testable hypotheses, wrote experimental protocols, conducted experiments (reaction time), analyzed results with my help, and presented the results to each other in traditional lab report formats. After this exposure to research and the scientific method I took the class to visit my colleague Dr. Stephen Cowen at the now out of business Neurosciences Institute in La Jolla, CA. This visit during the final third of the class took place when students had the vocabulary and experiences required to ask good questions and see what real science looks like. My friend Stephen loved having all 20 people show up for the tour of his electrophysiology laboratory and the students loved both the tour and Stephen. For the final part of our class, I introduced the ideas of program evaluation into our already growing sense of science and students again wrote over the top discussion posts. I recently went back to the online course from 2011 and copied out all professor and student comments. This document is over 300 pages long with more than 110,000 words. Roughly speaking, students wrote a modern publication length book within our 15 week course. Due to the engagement students showed here, I reused much of this format in the third version of this class. Students there resonated very well with the ideas and format, came to their own excellent discoveries and were excited for the lab tours. I did not disappoint and took them to visit both Dr. Stephen Cowen and his rat neuroscience lab as well as visiting Dr. David Edelman and his octopus behavior lab. That trip too was beyond compare. We took a second trip to the Scripps Institute of Oceanography for a second view of what science looks like. Students brought their notebooks and prepared interview questions so we could take field notes as part of our unit on program evaluation.

#### Course Description

“A basic understanding of types of research is presented covering basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal considerations pertinent to the professional counselor” (Argosy Academic Catalog 2006 – 2007, p.219)

#### Course Learning Outcomes

Objective One: Professional Practice

- **Competency 1 – Assessment and Skills.** While completing article critiques, a research project, class discussions/lectures, and self assessment paper, students will build skills in assessing research related to their clinical interests, as well as interviewing skills including the ability to match questions to theory and the ability to detect and avoid personal biases while conducting/interpreting interviews.
- **Competency 2 – Theory.** While completing class readings, article critiques, discussions, and the research project, students will learn to apply psychological theory to quantitative and qualitative data interpretation and will develop an understanding of multiple research theories and perspectives.
- **Competency 3 – Writing.** Students will employ appropriate media and technology when presenting written and oral communication. Students will create documents and presentations that are concise, well supported, professional, and appropriate to the audience. This will be accomplished through students’ oral presentations, research project, article critiques, and self-assessment paper.

#### Objective Two: Research

- Students will learn to analyze research, and translate research findings to improve counseling psychology services via quantitative and qualitative evaluation methods. This will be accomplished through weekly assignments, readings, class discussions, research projects, and article critiques.

#### Objective Three: Interpersonal Effectiveness and Professional Development

- **Competency 1** – Students will develop positive relationship skills that promote personal and professional development via effective communication, self-awareness, and other-awareness. This will be accomplished by applying active listening communication skills during research interviews, oral presentation, and class discussions. Students will examine the importance of effective nonverbal communication skills while completing their research projects. While learning how to analyze their participant’s data during work on their research projects, students will solicit and utilize feedback to provide that would promote the greatest understanding of a participant’s data.

#### Objective Four: Ethics

- **Competency 1** – Students will learn about the ethical standards of the American Counseling Association’s Standards of Practice, the American Psychological Association’s Ethical Code, and local state law as it applies to research. Students will identify ethical dilemmas in research, and apply ethical decision-making strategies while developing a research protocol. This will take place during ethics discussions, critiques of research papers, textbook readings, and will be reviewed when students create the method section of their research project.

#### Objective Five: Diversity

- **Competency 1 Multicultural Skills** – as applied to self, interactions with others, and understanding of research design, data collection, results, and interpretation. This will be done via student’s work on article critiques, class assignments, and research projects.
- **Competency 2 Multicultural Awareness** – Examine personal values, reflect on beliefs, and understand how they impact research needs and results. This will be completed through class discussions, and the self-reflection paper.
- **Competency 3 Multicultural Knowledge** – Identify and assess the representation/need of various cultures in research. This will be achieved through class reading, discussions, article critiques, and research project.

#### Instructor Duties

- Organize class topics, readings, and heavily modify the standard syllabus
- Create all presentations and materials used to support lectures
- Locate and provide supplementary articles about contemporary science and statistics
- Help students overcome a fear and loathing of statistics
- Help students see how we do research in all aspects of life
- Organize field trips to local scientific laboratories
- Help students design and perform reaction time experiments
- Help students create a program evaluation plan for some familiar part of their life or work
- Manage the online course elements such as discussions, grading, and papers

#### Student Evaluation Summary out of 5 points Maximum (3 Sections Taught, Incomplete Eval Data):

##### School provided no evaluations for sessions 2 and 3

	Spring 2010	Summer 2011	Spring 2012
Instructor Quality	4.3	Excellent	Excellent
Course Quality	3.7	Excellent	Excellent

I ranked these courses as excellent because students surprised themselves with how much they learned and what they discovered. They were also very thankful to our nationally acclaimed San Diego laboratory hosts Dr. Stephen Cowen and Dr. David Edelman at the Neurosciences Institute and Rebecca Bohm of the Scripps Institute of Oceanography.

#### Student Evaluation Estimates taken from statements of student learning (course discussion board excerpts).

- This class has given us the opportunity to ask questions that we never would have thought about before.

- Having a general idea about the measurements used and the tools is important and it will allow us to grow as professionals.
- Prior to entering this course, I, like many of my classmates, shied away from the segments discussing results as I skimmed through these articles. The application of the information gained during this class thus far has provided me with a significant amount of new insight into the world of research. Utilizing this new tool of understanding the language of research evaluation, I can now pinpoint the validity of tests, threats to validity, understand the sample size or the population used, identify whether the experiment was blind or double blind, and how that effects the results, amongst many other aspects that go into the process of formulating an experiment and ensuring the experiment provides valid and reliable results. Although the idea of becoming involved with research and experimentation may not be something that is suited for me, as a professional in this field, it is imperative for me to be able to understand the new information that is continuously offered while the field grows and develops. Therefore, having a general understanding of the measurements used, the approaches considered and the factors that go into this area of the field is vital to my personal and professional growth within this vocation.
- I was that person. The one afraid of numbers and research concepts. However, (and this is a big however), throughout this class I have learned that science and research can be FUN!
- Along with the constant flow of new information regarding this occupation, we, as professionals, must adapt, learn and implement it into our practice.
- As cheesy as that sounds, I started to realize that researchers are some of the more enthusiastic and curious type of people. People who ask questions because they dont want to accept “just because” for an answer. And I have the most respect for those people now. To take the time and energy to write those grants, test, research, collect the data, analyze it, write proposals... Hats off to them because I wouldn't have the patients. This class has given me more comprehensive understanding of what research and program evaluation is all about. And I can honestly say I am not as afraid of it as I used to be. Good job Mr. G
- Just like in research, program and evaluation can be applied to all aspects of our lives. It can be applied to evaluate many different organizations to make sure the product or the service they are providing is efficient, less costly and useful for the consumer. In discussing this in class, I was able to apply this to my current practicum. Currently I work for a non-profit that provides outpatient mental healthy services for at risk youth. I love what I do however there is a lot paperwork that goes along with it due to the fact it is county funded. Sometimes I find myself worrying more about my paperwork and deadlines than my clients and their needs. Also, due to the budget cuts, our program

has been experiencing a lot of changes in how we bill, do paperwork, provide services, etc. Constantly our program is making changes to meet the county's needs and requirements however we somehow neglect what is most important which is the children and families we serve.

- I currently work in a crisis house and after learning about program evaluation I now think about the following: whether or not our program meets the clients' needs, are we providing effective treatment, what are the strengths and weaknesses of the program, and has the program achieved its expected outcomes? You have to wonder when you see the same client's over and over again.
- Since the class where we discussed program evaluation in small groups I have been brainstorming and attempting to formulate a well put together proposal for an idea the group and I came up with to improve our START (Short Term Residential Treatment) facilities.
- I also really liked the idea of a logic model, or a visual representation of your program showing how your resources, activities and outcomes are connected. I feel that this can be used in a number of different settings, regardless if you are doing program evaluations.
- "It is easy to obtain confirmations, or verifications, for nearly every theory — if we look for confirmations." As humans we often have selective attention. We see what we want to see and hear what we want to hear. When we ask an important question, and spend hours and tons of our own money towards looking for an answering, we are going to be somewhat bias. This is definitely something to keep in mind and something to watch out for.
- I had written a brilliant and deeply philosophical post and during the spell check accidentally hit cancel and lost it. Bastard! This article was a welcome reality check. I almost dropped out of the program worried that Psychology was built on thin and shaky grounds. I too hoped to discover a long standing scientific tradition lending credibility and status to the profession. In the end, I was not surprised to learn about the loss of value for the non-efficacious treatment modalities. I have grown accustomed to hearing about General Practitioners diagnosing depression and prescribing SSRI's without a referral to talk therapy. This is the influence of science on our field of study. It has Orwellian echoes about using science to define through observation and measurement the human psyche. Can we be distilled to our biological and chemical reactions? Can science measure quantities of fluids and determine the chemical composition of a man?

### **PP7200 - Research Methods and Statistics I (3 Sections taught, 15 week sessions)**

This course was an introduction to research methods with a small focus on statistics. The first course had 7 very quiet students who eventually began to speak more and share more ideas. The second two sections of this class were tutorials for a single student each time. The tutorials were more interesting than the standard class because I could just focus on one person's progress, understanding, and interests.

#### Course Description

This course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

#### Course Learning Objectives

- Students will explore an introduction to descriptive and inferential statistics focusing on how to apply them to the practice of clinical psychology and how to critically evaluate empirical literature.
- Students will generate an understanding of different research methodology used in the field of psychology and will be able to critically evaluate various study designs.
- Students will be exposed to psychometric theory and psychometric statistical constructs necessary for diagnostic, clinical and research practice.
- Students will seek to understand the importance of using empirical and research methods to understand and evaluate clinical issues involved in treatment, assessment and testing.
- The course emphasizes the development of critical thinking skills, and the methodological tools necessary for functioning as a clinician in applied settings.

#### Instructor Duties

- Organize classes to fit the standard syllabus provided by Argosy University
- Create all presentations and materials used to support lectures
- Help students write a literature review on a topic of their interest, highlighting issues of research and measurement
- Locate and provide supplementary articles about contemporary science and statistics
- Help students overcome a fear and loathing of statistics
- Help students see how we do research in all aspects of life
- Manage the online course elements such as discussions, grading, and papers



**Student Evaluation Summary out of 5 points Maximum (3 Sections Taught):****School provided no evaluations**

	Fall 2009 (7 students)	Spring 2011 (1 student)	Summer 2011 (1 student)
Instructor Quality	?	?	?
Course Quality	?	?	?

**PP6011 - Master's Integrated Paper (3 Sections taught, 15 week sessions)**

## Course Description

“This course is designed to provide faculty advice, consultation and supervision necessary to facilitate the process of completing the Integrated Paper required of students in the M.A. Clinical Psychology (MACL) Program. The Integrated Paper is to be based upon a presentation of a clinical question or problem that has been defined either before or during the student’s practicum experience. The paper requires integration of the relevant literature on the topic, with inclusion of core MACL course concepts relevant to the subject as well. The purpose of this review is to assess the student’s capacity to apply relevant concepts to a clinical topic and to research clinical problems with a scholarly perspective and process. It is expected that the production of this paper will require several drafts and ongoing consultation with the instructor throughout the Fall semester.”

## Course Learning Objectives

- Students will learn to clearly define a relevant clinical topic for the Integrated Paper.
- Students will learn to apply research skills to identify and select relevant scholarly literature relevant to the topic.
- Students will learn to synthesize major course concepts from current and previous clinical coursework with findings from the students’ literature review to create a clearly written presentation of the students’ deepened understanding and exploration of the topic.

## Instructor Duties

- Design and present all presentations for this 15 week seminar
- Help students select and develop a literature review
- Help students improve writing
- Help students link course concepts to their personal lives and work

**Student Evaluation Summary out of 5 points Maximum (3 Sections Taught, School provided no evaluations):**

	Fall 2009	Spring 2010	Summer 2010
Instructor Quality	?	?	?
Course Quality	?	?	?

**Undergraduate Studies at Argosy University**

The Argosy University undergraduate studies program enrolls primarily traditionally aged students with a handful of adult students. Classes are diverse. Some students are employed while others have never had a job. All courses in San Diego mentioned here were presented in blended format with 3 face to face contact hours per week and the remainder online. Courses meet for 5 weeks and unlike other programs that help students obtain more value from the online component of courses, I believe that our undergraduates did not know how to or did not appreciate how to get value from the online portions of the class. Due to this, I started seeking new teaching opportunities at National University and believe that their undergraduate program is much stronger even when both programs run either 5 or 4 week courses. (See the final student comment below – they too realize that the courses are not optimized).

**COM105 BLA - Organizational Communication (3 sections taught)**

This is a fun class depending on how willing students are to communicate freely with each other. The more freely we communicate, the faster we move through the important concepts and into really interesting territory. To help students keep pace with the course and return to the ideas as needed, I created and maintain a course support website at <http://gogeco.org/com-105/>

I enjoy finding and presenting the works of famous speakers such as Martin Luther King Jr. and Cornell West, but we also look at colloquial and technical speech. I make it a point to discuss simple communications such as email, memos, and other forms of business speech that must be clear, correct, and appropriate. I give everyone the challenge to improve their vocabulary each week and to work their way through most modules on the Purdue Online Writing Laboratory.

**Course Description**

“In this course, students study the role of communication in the effective management of formal organizations. Students examine contemporary communication theory, as well as a

set of strategies and methods helpful in analyzing an organization's ability to communicate."

#### Course Learning Objectives

- Explain how communication creates structure in an organization.
- Analyze different environments in which organizational communication occurs.
- Discuss the complexity of communication in task-oriented organizations.
- Explain the role of communication in developing and maintaining organizational cultures.
- Describe how specific communication behaviors may be used to manage opposition to change in organizational contexts.
- Discuss the influence of technology on communication structures in organizations.

#### Instructor Duties

- Design and present all power point presentations
- Update course support website <http://gogeco.org/com-105/>
- Help students understand the assignments presented in the online portion of the class. These assignment instructions are extremely detailed and students (understandably) tend not to read the instructions.
- Notice which assignments and questions get the most engagement. Try to emphasize these.
- Institute minimum criteria for online discussion replies. Grade papers and provide feedback on communication skills
- Help students see the value of clear communication and find speakers who they admire
- Impress upon students the need to be good writers and speakers. Help students link course concepts to their personal lives and work

#### Student Evaluation Summary out of 5 points Maximum (3 Sections Taught, Incomplete Eval Data):

	Summer 2013	Fall 2013	Spring 2014
Instructor Quality	4.5	?	?
Course Quality	3.5	?	?

#### Student Evaluation Written Comments

- I thought this was a great class. The instructor was very nice and had an understanding of what communication is supposed to be.

- I have recommended this school to several current students. The thing I am finding frustrating is the shortening of sessions. The material is fresh to the learning as we gradually expand in learning. The class is too short to actually retain the information. By week four the pieces of knowledge are barely coming together. There seems to be no actual quality work being done with the information because the finals are being focused on. Maybe I'm slow but I actually would like to absorb the information before I move on to the next subject matter.

### **ENG102 - Composition II (One section taught)**

This class was hilarious due to the small group size and mixture of personalities. We had 4 students, three of them around 18 years old and a middle aged physician from India. I like to use group projects and peer editing to help people improve communication and writing, but each person's topics were so different that it was very funny for us to work towards common ground and a system to improve writing no matter the topic. Grammar, organization, and APA format are standard, but we needed to help people decide what to write about and what to say. That was the fun part. I had each student write a paper and then give a presentation on their topics. The adult student wrote a literature review of the Type II Diabetes epidemic in India. Another student borrowed his grandmother's encyclopedia and wrote a history of Rock and Roll. The third was enamored with gender issues and wrote about the 1970's art movement called "Cunt Art". The final student wrote about the application of Aristotle's Nichomachian Ethics as those principles are seen in Pokemon. It turns out that ethics and the game, Pokemon, are popular topics in online print and even practicing philosophers bring up the topic.

#### Course Description

"This course concentrates on the development of analytical reading and writing skills along with sound critical thinking as tools for research. Students will produce a major research paper using a variety of sources with an emphasis on bibliographic work, organization of material, synthesis of ideas, and revision and editing of the final project."

#### Course Learning Objectives

- Apply university-level research techniques, using both electronic and traditional media.
- Restate an author's claim and discuss the use of emotional, ethical, and rational argumentation. (Program Outcome: 1.2)
- Design and implement a research plan, using a proposal, outline, bibliography, note cards and drafts. (Program Outcome: 1.3, 1.4)
- Compose a professional research paper. (Program Outcome: 1.4)

- Apply full APA formatting, as well as standard rules of grammar, punctuation and spelling. (Program Outcome: 1.4 )

#### Instructor Duties

- Help students choose a topic, understand what a literature review is, and organize their paper and presentations
- Eliminate plagiarism and help students identify and improve any element of their writing that is lacking
- Show students how to search for information and how to present a balanced argument if they want to. Help students link course concepts to their personal lives and work

#### **Student Evaluation Summary out of 5 points Maximum (1 Section taught, No evaluations available):**

	Summer 2011
Instructor Quality	?
Course Quality	?

#### **HUM200 BLA - Critical Thinking and Problem Solving (One Section taught)**

##### Course Description

“This course aims to strengthen students’ abilities to read and listen critically, and to identify, analyze and evaluate formal and informal arguments in professional and everyday discourse. Students will learn to distinguish valid from invalid arguments, identify bias and evaluate evidence in arguments, respond reflectively to arguments, and generate well formed arguments of their own. Emphasis will be placed on applying these skills to evaluating real world arguments and solving real world problems from a variety of points of view.”

##### Course Learning Objectives

- Examine common fallacies, both formal and informal, in everyday reasoning.
- Assess and defend the reasonableness of personal beliefs and values and those of others.
- Analyze an issue from a variety of points of view, recognizing the complexity that surrounds most controversial issues.
- Describe the value of critical thinking in both public and private decision-making

##### Instructor Duties

- Help students know what critical thinking is and how to do it

- Encourage students to read the textbook
- Help students understand logical fallacies – we found good examples
- In general, the course was not effective in its design and I spent most of the time trying to find ways to promote conversation
- I also spent significant course time just trying to explain the pre-designed assignments. Those assignments were far too detailed and confused students.
- Help students link course concepts to their personal lives and work

**Student Evaluation Summary out of 5 points Maximum (1 Section taught, No evaluations provided by the school):**

	Spring 2013
Instructor Quality	?
Course Quality	?

**HUM220 BLA - Ethics and Social Justice (One Section taught)**

This course is one of the more interesting undergraduate courses to teach and we made interesting discoveries about how discrimination is a root evil to many current societal evils.

Course Description

“This course explores the topic of social justice in the context of ethical decision making. Students will learn about social justice, defined as equitable and just access to resources, with an emphasis on human rights, from both theoretical and applied perspectives. Students will apply ethical decision-making theories to consider contemporary themes and public policies surrounding issues of social justice.”

Course Learning Objectives

Instructor Duties

- Research interesting topics and speakers on social justice. Update our course support website <http://gogeco.org/university-course-supports/> so that students can retrieve learning resources any time, even when the course is complete. We found many useful resources that will have long-term value (<http://www.pearltrees.com/pag101/social-justice-ethics/id8707674>).
- Design all presentations, course materials, and organize small group discussions and work

- Maintain the online course, participate in discussions, help students provide comprehensive replies, grade papers.
- Listen to student interests and help them connect their experiences with course content and the formal readings (this also applies to any class).

**Student Evaluation Summary out of 5 points Maximum (1 Sections Taught, Incomplete Eval Data):**

	Summer 2013 (12 people)
Instructor Quality	3.5
Course Quality	3.5

**Student Evaluation Written Comments**

- What I have learned most in this class is that I am still a firm believer that if you want something in this short time we spend on earth you should have to go out and get it/earn it; it should not be easily handed over to you. You should have to earn everything you receive in life through hard work and dedication. But, that is just me and that is one of the great things about this nation, everyone gets their own opinion.
- This instructor was very knowledgeable about the subject matter but in my mind I felt he had a difficult time organizing the presentation materials, tying the information together and staying on track when lecturing. I felt he was pushed by the 5-week program curriculum and had a hard time giving us all of the information needed to make the subject interesting. He is a very nice person and he was willing to help when we needed, but it was hard to know what we needed help on. This was a tough subject.
- Great teacher, really made me feel comfortable speaking my mind and asking questions.

**MAT112 BLA - General Education Statistics (One Section taught)**

This course was the kind of statistics course that makes people think they cannot do statistics. The course used online exercises that were extremely frustrating to students due to the necessity to calculate values precisely to 3 decimal places in some places but not others. It was not scientifically accurate with respect to significant figures, so students would perform calculations correctly but still get answers wrong. The course was originally designed for 8 modules and I was told to present it in 5 weeks as part of the new blended format. The design was not suited to this so we simply cut out modules and assignments that were less important or too complex.

Course Description

“In this course students will examine mathematical reasoning by solving real-life problems. Topics include: descriptive methods, basic probability theory, probability distributions, statistical inference, correlation and regression, and F-test and analysis of variance.”

#### Course Learning Objectives

1. Calculate descriptive statistics from data sets
2. Calculate probabilities of events through the application of the “addition rule,” and “multiplication rule,” counting techniques, independence of events, and conditional probability
3. Identify probabilities associated with random variables using normal and binomial distributions
4. Test hypotheses and make appropriate statistical inferences
5. Analyze bivariate data using correlation and linear regression
6. Perform analysis of variance

#### Instructor Duties

- Help mitigate student frustration with ungainly online statistical software
- Organize presentations and group work in the computer lab
- Help students work in groups to solve all of the homework
- Cover as much of descriptive and inferential statistics as students could handle in the time we had
- Help students see where statistics is applied and how it is useful to know
- Explain and keep explaining the difference between correlation and causation
- Help students link course concepts to their personal lives and work

**Student Evaluation Summary out of 5 points Maximum (1 Section Taught, School did not provide evaluation data):**

	Fall 2012
Instructor Quality	?
Course Quality	?

#### **PHIL101 - Ethics in Contemporary Society (2 sections)**

#### Course Description

“Ethics is the investigation of moral motive and action: What is the right thing to do, and why do the right thing? Students investigate personal, professional, and social issues of the day using the major ethical theories of western civilization. Based on research, students



formulate and evaluate their own ethical positions in the context of respectful classroom dialogue.”

#### Course Learning Objectives

- Apply the basic terminology used in the field of logic and philosophic ethics
- Describe the three major normative theories of moral reasoning along with the philosophers and social and historical forces primarily responsible for advancing them.
- Evaluate contemporary moral arguments from non-philosophic sources.
- Using basic critical thinking skills, describe the essential factual and value components of contemporary moral dilemmas.
- Evaluate contemporary and historic moral arguments and construct original ethical arguments using the three major normative ethical theories

#### Instructor Duties

- Help guide students through the most notable ethical theories and work of the most notable theorists
- We spent a lot of time on utilitarianism and modern examples
- Debate the nature of crime and punishment
- Guide online and in-class discussions. Promote small group discussions of ethical issues
- Prepare all presentation material
- Help students understand the paper assignments, grade papers and otherwise manage the online environment
- Help students link course concepts to their personal lives and work

**Student Evaluation Summary out of 5 points Maximum (2 Sections Taught, School did not provide any evaluation data):**

	Summer 2011	Fall 2012
Instructor Quality	?	?
Course Quality	?	?

#### Student Evaluation Written Comments (Taken from online course discussions)

- From the feeding to the lions during Ancient Roman times to the many beheadings during the French Revolution, mankind has shown to have a cruel and crude fascination with public killings. The most disturbing thing to me is, that despite all our current technologies and the thousands of years that have passed since then, mankind hasn't changed. Kant also believed that the punishment must be in proportion to the offense. I remember hearing not too long ago that in some Eastern countries, if you steal, the

punishment is that you lose a hand (one guy lost a hand and a foot I believe). Yes, stealing was morally wrong in their case (they weren't stealing to survive) but the punishment was overboard.

- Mr.Greenberg, I can agree more about this. Thank you for summarizing a whole course!
- The idea of basing an ethic on human reasoning is that the person would use moral reasoning, critical thinking, and their belief system to make an ethical decision. If everyone shared the same beliefs, moral reasoning and the same ability to use critical thinking than basing ethics on human reasoning would be a good idea, however, people are flawed. No one person is perfect, and in my opinion there is no good strength for basing ethics entirely on human reasoning.
- I believe there are certain laws that everybody has to follow but not moral standards because there are too many different cultures. No matter who you are you have to follow the law of gravity its something you cant do anything about. You can choose a culture and believe what you want to believe no matter what the universal moral standards are. Humans have the ability to reason that would make it hard for everyone to follow a universal moral standard.

### **PSY302 BLA - Research Methods (2 sections taught)**

#### Course Description

This course helps students gain proficiency in the scientific methodology used in psychological research. It will examine concepts of empirical research with an emphasis on the application of research methodology, including measurement, design, evaluation, and ethical standards. Critical thinking and writing skills appropriate to the discipline will be emphasized.

#### Course Learning Objectives

- Identify the various research methods used in the behavioral sciences and analyze their application to research design.
- Analyze and synthesize findings from multiple scholarly sources.
- Identify the ethical and diversity issues that occur in research and demonstrate ways to address these issues.

#### Instructor Duties

- Create and present lectures and in-class demonstrations
- Facilitate and prompt student on-line discussions
- Maintain the course website and gradebook (eCollege)
- Create and maintain our course support website <http://gogeco.org/reading-research/>

- Help students improve their writing and ability to find and summarize research
- Help students link course concepts to their personal lives and work

**Student Evaluation Summary out of 5 points Maximum (2 Sections taught):**

	Spring 2013	Summer 2013
Instructor Quality	5	5
Course Quality	5	3.7

**Student Evaluation Written Comments**

- This is a very good course to take but I think that 5 weeks is too short for the course.
- Overall this class was wonderful, the teacher, Paul Greenberg was an outstanding teacher. Really cared about the students and constantly helped us achieve our goals in the class. The only complaint I would have is that this class is hard to complete, and fully understand within 5 weeks. The teacher did an outstanding job to help, but he was limited to 5 weeks which was a major crunch.
- Interesting class, not my best subject, but I did learn important information and methods in the research subject.

**PSY350 BLA – Biological Psychology (1 section taught)**

This five week blended format course allows students to become more aware of the overlap of neuroscience and society. As much as possible, I try to give students the big picture of genes to behavior, structure to function, and of brain to mind. To supplement this course, I borrow heavily from my existing set of biological psychology presentations. Students appreciate the walk through of difficult concepts and students find the information and ideas to be compelling and useful. Interestingly, the final week's discussion is about the controversy around the DSM, diagnoses, and science.

**Course Description**

"The course examines the biopsychological models of human behavior. It provides a survey of the relationships between physiological processes, especially nervous system functioning, and behavior. Current, interdisciplinary research findings on brain and behavior and their applications to the field of psychology are explored."

**Course Learning Objectives**

- Apply basic biopsychological principles, structures, and functions to psychological functioning and psychological disorders or dysfunction.

- Employ skeptical inquiry and evaluate scientific methodology to compare and contrast theoretical perspectives in physiological psychology.
- Examine ethical and diversity issues in the context of psychophysiological principles.
- Present concepts orally for various purposes using technology when appropriate
- Present information in writing, using technology, style, and professional conventions as appropriate to the audience

#### Instructor Duties

- Create and present lectures on human brain behavior relationships
- Create and grade student assessments
- Facilitate and prompt student on-line discussions
- Maintain the course website and gradebook (eCollege)
- Create and maintain our course support website <http://gogeco.org/biopsychology/>
- Help students improve their writing and ability to find and summarize research
- Help students link course concepts to their personal lives and work

#### Student Evaluation Summary out of 5 points Maximum (1 Section taught)

	Fall 2012
Instructor Quality	5
Course Quality	4.5

#### Student Evaluation Written Comments (Taken from online course discussions)

- Prof. Greenberg was an excellent educator. He knew and was quite passionate about the subject matter.
- Professor Greenberg has been one of the best teachers I have had a class with.
- Physiological Psychology at first glance was really scary but the first night of class Professor Greenberg made the class very interesting and easy to follow along. I am so glad he taught the class. Initially, I was quite apprehensive about physiological psychology. When I read the class syllabus, I immediately had a reaction of nerves that shot up and down my spinal cord causing my sweat glands to spring into action, sending messages to cool the palm of my hands and brows. Even more interesting was recognizing the name of Dr. Greenberg. Needless to say, I was quite dismayed when his name was brought to my attention. I panicked! The truth is, I perceived Dr. Greenberg as one who taught at the graduate and doctoral level not undergraduate. I could not comprehend whether he could make the transition from grad to undergrad. Consequently, my fears were based on his affinity to neurology and me to I/O psychology. My inclination is not in the arena of neurology, biology or math. In my previous dialog, I communicated my false assumptions and fears. What I have learned,

however, as it relates to the functions of the brain is quite valuable and far reaching. I don't believe the area of neurology presses my go button but I gather some valuable tools that have great value as I move forward. Here are a few truths that I have learned naming the parts and functions of the brain as well as the neurons and their functions. Additionally, we looked at the (CNS) Central Nervous System –Brain and Spinal cord and PNS-Peripheral Nervous System-nerves, Ganglia, and enteric nervous system and much more. Lastly, I learned that taking an active part in my learning by asking question and thinking outside of the box will add more credibility to my education. To that end, conversationally, I may be better equipped to defend what I have learned through meaningful conversations.

## **Administrative Training for Argosy University**

### **Faculty Dissertation and IRB Trainer (2009-2012)**

In order to keep faculty informed about the dissertation process and the IRB ethics review process, I presented standard university presentations and our department's interpretations of these policies to all professors at Argosy University San Diego

As I was the first person to serve as a dissertation chair in San Diego, our department let me develop and evaluate some of our initial methods. I put this information into the presentations and helped train new dissertation chairs for their duties

#### Instructor Duties

- Learn the dissertation chair and committee process by chairing San Diego's first five dissertation students
- Develop training materials and use pre-existing materials to train other faculty members
- Keep and report training records
- Help other professors know what trainings and certifications were required to be a dissertation chair or committee member
- Organize presentation scheduling and promote the workshops
- Maintain attendance records
- Provide 1 hour of material, questions, and answers each session
- In 2009, I also joined the IRB as our campus representative. In this capacity, I helped the committee evaluate student research proposals and presented all proposals from the San Diego campus. Using this experience, I let other faculty members know what helps a proposal achieve ethical approval

### **Student Workshop Presenter (2009-2012)**

In order to help students improve writing, APA format, and knowledge of statistics, I conducted hour long workshops on these topics

Workshops included: APA and Citations, Fundamentals of Writing, Basic Statistics

For graduate students, we added in presentations on the prospectus process, the dissertation process and the IRB process

#### Presenter Duties

- Organize presentation scheduling and promote the workshops
- Maintain attendance records
- Provide 1 hour of material, questions, and answers each session

## **2004      Instructor, Department of Psychology, University of Arizona, Tucson AZ**

### **Introduction to Biopsychology, Psyc302, Fall 2004 (260 students, 1 Section taught)**

This was my first university course! I love the topic, but what panic. I received the teaching assignment only three weeks before the course start when another professor, Dr. Gary Wenk was unavailable. Gary was a veteran teacher, one of the smoothest presenters I have seen and his classes were very neat and tidy, just like his pharmacology laboratory. This opportunity was a gift that I jumped at even while I still needed to finish writing my dissertation that semester.

The transition from never teaching to handling a 260 person large lecture class was quite difficult and stressful, but after the first week I made major adjustments that made the class a very successful event. It was also interesting because some of the students in my class had also served with me in the Americorps National Civilian Community Corps in 1996...so now I was responsible for educating my friends. They did not get A's and pestered me about this for years, ha ha.

For this class, I created 30 lectures and we met for 1.5 hours twice per week for 15 weeks. I spent about 10 hours of prep time per class and used WebCT as an online supplement to the course. I created and uploaded PowerPoint presentations in advance of every class due to student request. In retrospect, I felt that learning management software was just an excellent tool even when it was not required. Testing was all multiple choice, but we also did some question and answer in the lecture hall. The first classes were impressive – every seat taken and all of the three large stairwells were also packed with students who needed

the course. I knew that the numbers would thin out after the first two days, but due to the demand for this class, the administration gave us a larger lecture hall. By the end of the course, I had understood the approximate rate of information students could absorb and my initial panic subsided into a state of slightly more relaxation. Students noticed this and here are a few of their comments. I did not get any quantitative rankings from this course.

**Student Comments (see images below)**

- 3 image sets included out of 15 total images. Images are of student's written evaluations and the full set can be provided by request.
- I liked, "Paul treated everyone with respect and fairly. He made this class enjoyable even though it is about bio-psych" – ha ha!
- I also liked, "Don't let him leave! 😊"
- I appreciated the comments about how to improve the lectures, exams, and to add assignments.

The impression I received was that students were pleasantly surprised by the quality of my teaching, they liked my humor, and appreciated how I made the material more interesting and easier to remember while also relating the ideas to life. It looks like students wanted me to improve the variety of assignments, streamline the presentations, make the course harder, and reference or have them use the text more. I now know how to do this and would definitely enjoy more chances to teach large lecture format classes with the range of new technology and methods I've encountered since then.

Student comments about my first university class are found below. After student comments readers will find the quantitative evaluation of my teaching effectiveness.

GREENBERG, PAUL A	044	PSYC 302 -001 LEC	42613-01	46
What did you especially like about this course?		What suggestions would you make to improve this course?		
Paul's passion for the subject made the class great.				
GREENBERG, PAUL A	044	PSYC 302 -001 LEC	42613-01	46
What did you especially like about this course?		What suggestions would you make to improve this course?		
It was different than many of the PSYC classes that I've taken.		It would have been nice if the class was smaller or with a discussion rather than just a large lecture.		
GREENBERG, PAUL A	044	PSYC 302 -001 LEC	42613-01	46
What did you especially like about this course?		What suggestions would you make to improve this course?		
Very well organized, interesting & the professor was always willing to help, so that we could get the most from <sup>the</sup> class.				
GREENBERG, PAUL A	044	PSYC 302 -001 LEC	42613-01	46
What did you especially like about this course?		What suggestions would you make to improve this course?		
The instructor gave me to assist learning alot. It was really helped my understanding.				
GREENBERG, PAUL A	044	PSYC 302 -001 LEC	42613-01	46
What did you especially like about this course?		What suggestions would you make to improve this course?		
Paul treated everyone with respect and fairly. He made this class enjoyable even though it is about bio-psych.				
GREENBERG, PAUL A	044	PSYC 302 -001 LEC	42613-01	46
What did you especially like about this course?		What suggestions would you make to improve this course?		
The professor! He was wonderful		Don't let him leave! 😊		
GREENBERG, PAUL A	044	PSYC 302 -001 LEC	42613-01	46
What did you especially like about this course?		What suggestions would you make to improve this course?		
Paul has a cool and unusual style, which often makes this dry and boring material tolerable.				



GREENBERG, PAUL A What did you especially like about this course?	044	PSYC 302 -001 LEC	42613-01	46
I liked the neuroanatomy - I haven't gotten that in my other psyc/neuro courses				
GREENBERG, PAUL A What did you especially like about this course?	044	PSYC 302 -001 LEC	42613-01	46
This class clearly & explicitly explained the biology of neuroscience w/ a fun atmosphere.				
GREENBERG, PAUL A What did you especially like about this course?	044	PSYC 302 -001 LEC	42613-01	46
Mr. Greenberg is very thorough in his lectures and reviews everything well. He teaches a lot of information. I learned a lot.				
GREENBERG, PAUL A What did you especially like about this course?	044	PSYC 302 -001 LEC	42613-01	46
The method of presenting material - study guides helped me learn not memorize				
GREENBERG, PAUL A What did you especially like about this course?	044	PSYC 302 -001 LEC	42613-01	46
I liked how you incorporated current events/ findings to make the class more applicable to those not so interested in the science aspect of psych.				
GREENBERG, PAUL A What did you especially like about this course?	044	PSYC 302 -001 LEC	42613-01	46
I really enjoyed this class bc the information was broken down to be easily understandable and Dr. Greenberg found ways of associating material with everyday life. He really connected with us on an equal level and did his best to make the class enjoyable. Thanks Dr. G! Good luck @UCSD!				

GREENBERG, PAUL A What did you especially like about this course?	044	PSYC 302 -001 LEC What suggestions would you make to improve this course?	42613-01 46
		Subject matter is dry. You Need more enthusiasm as a presenter.	
GREENBERG, PAUL A What did you especially like about this course?	044	PSYC 302 -001 LEC What suggestions would you make to improve this course?	42613-01 46
The practice exam		Try and make the lectures a little more interactive	
GREENBERG, PAUL A What did you especially like about this course?	044	PSYC 302 -001 LEC What suggestions would you make to improve this course?	42613-01 46
The teacher's willingness to teach & help are exceptional. Very good teacher.		Have tests rely more on text material and use text more. Having hw assignments would also be useful.	
GREENBERG, PAUL A What did you especially like about this course?	044	PSYC 302 -001 LEC What suggestions would you make to improve this course?	42613-01 46
Online notes & practice exams		<ul style="list-style-type: none"> <li>• Not nice to trick us mid-semester by changing test format</li> <li>• Speak in less of a monotonous voice during lectures</li> <li>• Use book! Was a waste of money</li> </ul>	

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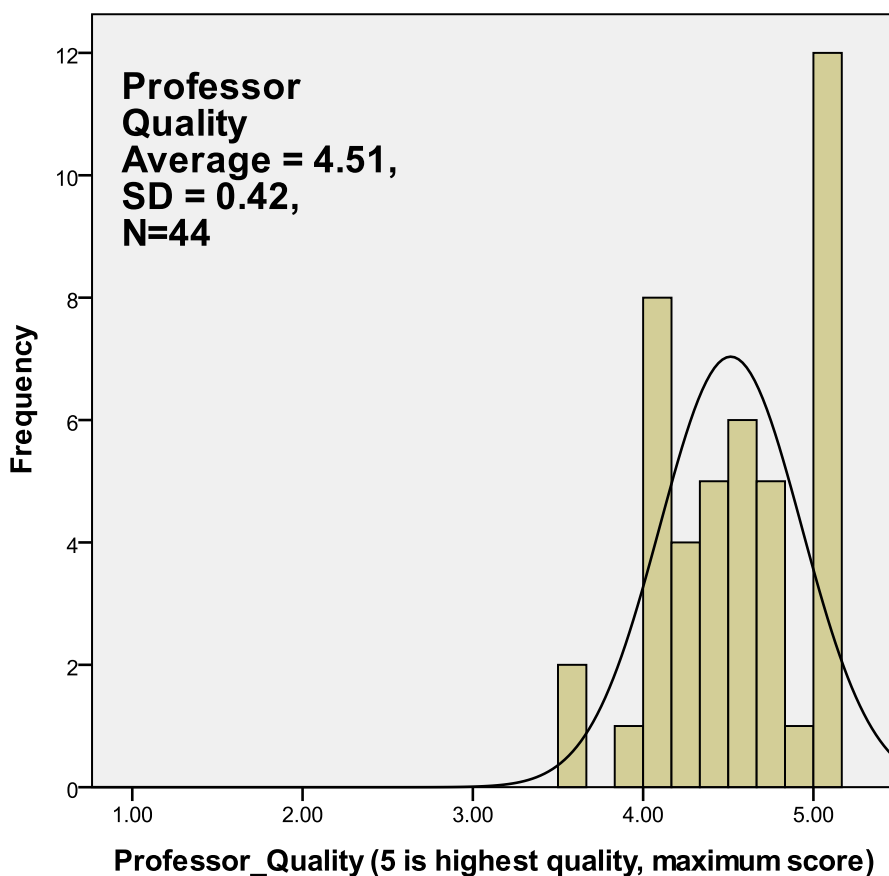
This ends the sub-set of evaluations from my University of Arizona biological psychology course (2004).

## Evaluation of Teaching Effectiveness (Prof and Course Quality)

The first part of this self evaluation is a descriptive summary of my teacher quality rankings and course quality rankings. I report means, standard deviations, and histograms of the student evaluation data obtained from each university. Of my 76 courses, I have data on 44 courses (64%). One university omitted 24 evaluations with the remaining 8 missing from a combination of all other universities. I tried to compensate for the missing 24 evaluations by using excerpts of student learning comments from online classes. That information appears in the preceding text and does not influence the statistical analyses.

### Lifetime Key Performance Snapshot

Instructor Quality Score	Course Quality Score	Dissertation Completion Rate	Courses Taught Total = 76	# Courses by Class Type:
90%	86%	100% (10/10)	Graduate (52) Undergrad (24)	In Person (15) Blended (42) Online (19)



**Figure 1. Professor Quality**

This figure shows the variability of data around my average ranking of 4.5 out of 5. For schools using scales other than 1-5, I converted their values to a percentage and then multiplied that percent by 5 to arrive at a single standardized 0-5 point score range for all of my courses.

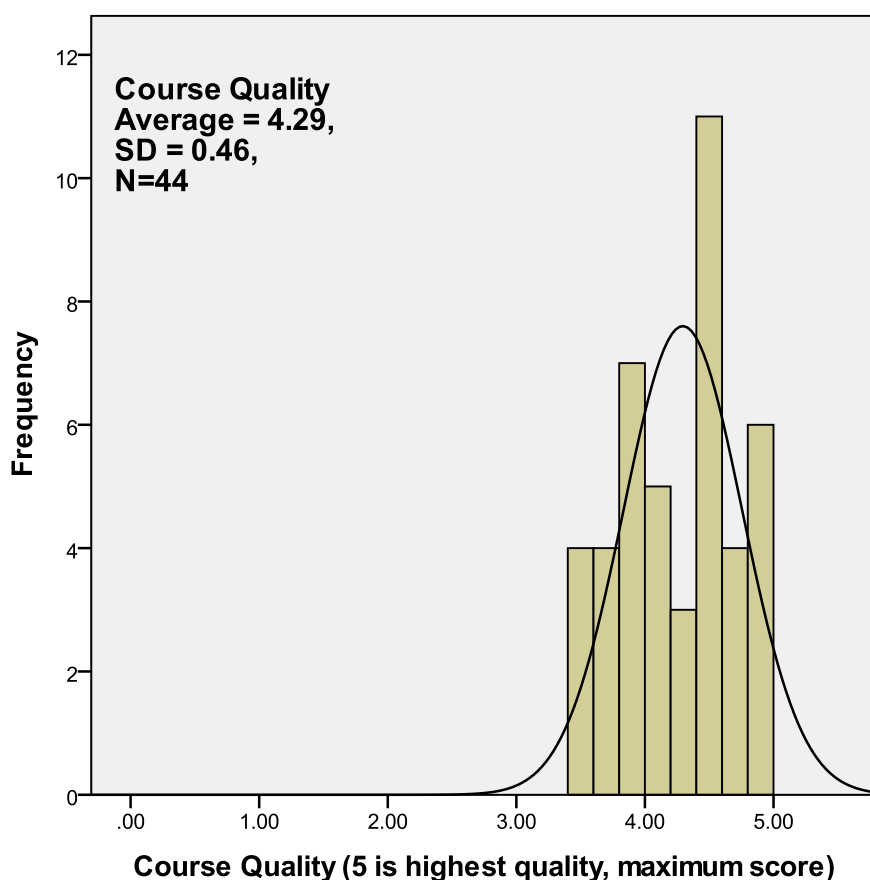
My conclusion is that students rate my lifetime teaching quality at 90% and that I am on the right track for improvement.

Does Course Quality differ among classroom formats? No.

A single histogram of instructor quality data is warranted because there were no significant differences between my instructor quality rankings among the class types (In Person, Blended, Online). I used a One-Way ANOVA to test for the equality of mean instructor quality scores and the analysis showed no significant differences. **My teaching quality is consistent across classroom formats.**

Does Instructor Quality differ among program types? No.

A single histogram of instructor quality data is warranted because there were no significant differences between my instructor quality rankings among the class types (PhD, MA, Undergraduate). I used a One-Way ANOVA to test for the equality of mean professor quality scores and the analysis showed no significant differences among scores across the different types of program. Even when grouping scores into graduate programs and undergraduate programs there was still no significant difference in my instructor quality. **My teaching quality is consistent across program types and student audiences.**



**Figure 2. Course Quality**

This figure shows the variability of data around my average course quality ranking of 4.29 out of 5. For schools using scales other than 1-5, I converted their values to a percentage and then multiplied that percent by 5 to arrive at a single standardized 0-5 point score range for all of my courses.

My conclusion is that students rate my lifetime course quality at 86% and that I can do more with class content and design than with overall instructor quality.

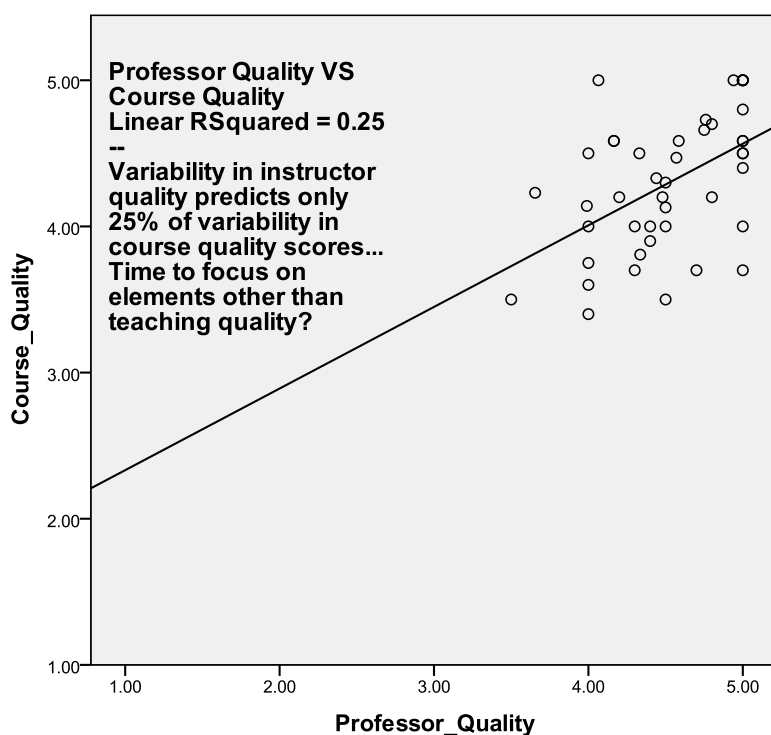
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A single histogram of course quality data is warranted because there were no significant differences between my course quality rankings among the class types (PhD, MA, Undergraduate). I used a One-Way ANOVA to test for the equality of mean professor quality scores and the analysis showed no significant differences among scores across the different types of program. Even when grouping scores into graduate programs and undergraduate programs there was still no significant difference in my course quality. **My course quality is consistent across program types and student audiences.**

**Figure 3. The Relationship Between Instructor Quality and Course Quality**



To understand the potential relationship between students rankings of my teaching quality and their overall impression of the class (course quality), I performed a regression analysis to provide the correlation ( $r=0.50$ ,  $p<0.001$ ) between those quality measures and then to see how well I can predict course quality assessment based on instructor quality scores. 75% of the variability in course quality scores is unexplained, leading me to believe that it is time for me to focus on course content and design elements. **Can I**

**tighten the relationships between instructor and course ratings and efficacy?**

Figure 3 provides another view of my instructor and course quality rankings and the good news is that the points cluster in the higher ranges of quality on both scales. This is just another view of the data presented in the snapshots and histograms, but it also leads to two additional questions.

The first question is what accounts for the 75% of unexplained variability? We know that student experiences, perceptions, motivations and work efforts will play a role, but I do not think student variables are the main issue. By and large, students want to learn and want to have a good time doing so. Most enjoy a challenge and even when a course is hard, they will like it when it is also valuable. Instead, I think the main areas for improvement is actual course design. Given the high variability in course elements such as, content, assignments, assessments, interactivity, formats, presentation methods, online learning design and choice of online learning software, it is these element which stand out as being most controllable and most useful to upgrade.

The second question is how to shift both metrics up. What steps and professional opportunities would be useful to help me improve course quality (relatively more room for improvement), and then instructor quality which is already high but can still improve? Importantly, I can take steps to reduce the variability in my behavior from class to class and then see how/if this has any effect on student rankings.

### Measuring Professor Quality by Student Achievement

**Doctoral Student Success:** The national average for doctoral student graduation seems to be around 50%, but 100% of the students I have mentored have now graduated and obtained their PhD or PhD equivalent degrees. Based on my feelings in graduate school, at least 90% of the credit goes to students and some small remaining percent can be attributed to the dissertation chairs and committee members. Students respected the amount of effort I put into guiding their research design, analysis, and editing.

**Undergraduate Student Success:** Very few students fail my courses and when they do, it is always for not completing the work. Anyone who completes the work, without plagiarizing, has a great chance of success and I work with struggling students to help them complete and improve papers and discussion posts. I use revision assignments to let students recoup lost points for confusing exam questions and to recoup points from incorrect statistical calculations. Research is all about running as many calculations as is required to get the right answer. Single chance testing has its place, but I prefer to use multiple chance learning to help students get in the most useful repetition and correction of the ideas. This is how we trained people for success in our research laboratories and how music teachers train their students. While this

method may seem like it gives students an easy grade that does not happen. Instead, students are hard pressed to do the work required for revisions and even with additional chances, still find some calculations and problem solving exercises to be difficult. With this approach, students know that I want them to succeed and will work to fit their learning styles and methods of demonstrating knowledge.

**General Student Success:** If you look across the student comments, you will see evidence of how students apply the ideas in daily life and I have received many comments. This is my favorite indication of teaching efficacy. I also work to help people overcome fears of numbers, statistics, writing, and research, and while A's and B's in these courses indicate that students are getting the ideas and are getting over their fears, I do not have a fear reduction index, nor do I have a "respect for the topic" metric. There are a great many student outcomes, including employment, application of the ideas, etc, that I would like to measure as part of both short term and longitudinal research. I would be happy to join a department that enjoys measuring student achievements and valid measures of knowledge and growth.

### Web and Teaching Resources

I enjoy creating a variety of student support websites and the can all be found in these primary locations.

- 1) <http://gogeco.org/student-home/>
- 2) <http://gogeco.org/university-course-supports/>
- 3) <http://www.pearltrees.com/pag101/classes/id7566766>
- 4) Embedded information maps (mind maps) via [www.mindmeister.com](http://www.mindmeister.com). I give students links to these maps during each class and allow them to collaboratively edit the content with me from time to time.
- 5) Writing support sites: <http://gogeco.org/writing-quality/> and <https://docs.google.com/spreadsheets/d/1bq7X3znT4yPbTAR-ilj1tqu3Qhk7kFdL4sWZRA6adXc/edit?usp=sharing>

I enjoy using Wordpress based websites and online collaborative software such as Google Docs and Pearltrees.com as a form of self expression and as a joint learning tool for students. As students forget a horrifying amount of the information "gained" in any program of study, I believe it is important to show them how to create electronic forms of memory and to provide websites and hyperlink collections that start that work for them. By modeling how to collect information, improve retrieval, and therefore have multiple ways to cue memory and research efficiently, I hope to show students additional methods to maximize their positive change during school and to get the maximum value from their education. These same tools also promote lifetime learning because you don't need to fear the loss of information.

## Teaching Materials and Methods

Each class requires me to use a different style of teaching and a different type of materials. I have a common set that I apply or modify for each class and have started upgrading this list based on research into students' individual preferences for learning materials, study materials, and study methods. I am starting to incorporate student self-evaluation and self-report measures into each class so that I can work towards a real-time understanding of what everybody is doing and what they are achieving with those methods. I report this information to students in aggregate, anonymous format so they can understand how their peers work.

**Table of Teaching Methods and Materials**

Primary Teaching Methods	Top Student Learning Methods (survey results)
<b>In-Person Classes</b> <ol style="list-style-type: none"> <li>1) Personal introduction discussions</li> <li>2) Socratic Lecture with Power Point Support               <ol style="list-style-type: none"> <li>a. Structured introduction for each concept</li> <li>b. Supplement to course readings</li> <li>c. Punctuated with questions and group discussion opportunities</li> </ol> </li> <li>3) Lab-style demonstrations, whole group discussions, small group discussions, and small group in-class research and report exercises (peer to peer instruction)</li> <li>4) Supplementary websites, videos, on-line collaborative software</li> <li>5) Individual student consultations</li> <li>6) Exams (short-answer, multiple choice)</li> <li>7) Papers and Power Point presentations</li> </ol>	<ol style="list-style-type: none"> <li>1) Textbook</li> <li>2) Written Notes &amp; Review</li> <li>3) PowerPoint &amp; Review thereof</li> <li>4) Flash Cards</li> <li>5) In-class discussions &amp; lab-style demonstrations &amp; in-class, small group research &amp; presentation exercises (peer to peer)</li> <li>6) Student papers &amp; presentations</li> <li>7) Videos &amp; supplementary websites</li> <li>8) Online-collaborative software: whole class logs in and enters information, seeing what each person contributes</li> <li>9) Individual teacher consultations</li> </ol>
<b>Online Classes</b> <ol style="list-style-type: none"> <li>1) Personal introduction discussions</li> <li>2) Assigned readings &amp; selected videos</li> <li>3) Threaded discussions</li> <li>4) Announcements &amp; links to web resources</li> <li>5) Paper, project, and presentation assignments</li> <li>6) Varied assessments (writing feedback, short answer exams, multiple choice)</li> <li>7) Formative evaluations sent by university</li> <li>8) Conference calls as needed</li> <li>9) Wikis &amp; other collaborative software</li> <li>10) My student support websites www.gogeco.org</li> </ol>	<ol style="list-style-type: none"> <li>1) Textbook &amp; assigned readings</li> <li>2) Threaded discussions</li> <li>3) [I don't know what notes students take in online classes...]</li> <li>4) Instructor announcements and homework guidance</li> <li>5) Peer to peer instruction</li> <li>6) Weekly or semester research &amp; argumentation papers and projects</li> <li>7) Youtube &amp; other supplementary websites including the Purdue Online Writing Lab</li> </ol>
<b>Blended courses combine each of the above</b>	



## Conclusion

Creating this document was an epic journey and I hope you found some useful information here. It has certainly increased my motivation to teach and to find a motivated group of professionals to work with in the future.

If you have any questions or would like to see copies of syllabi, presentations, or other course materials, please let me know.

Sincerely,

Paul Greenberg

