



Po'okela

"Po'okela serves HPU faculty and an outside mailing list of readers interested in our work, with the intention to prompt community building and reflection on professional practice, and to encourage innovation in teaching."

Hawai'i Pacific University • Center for the Advancement of Innovative Teaching • <http://www.hpu.edu/CAIT>

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The *Po'okela* newsletter is a bimonthly publication featuring articles of interest to faculty regarding pedagogy, scholarship, and service at Hawai'i Pacific University. Opinions in this newsletter are those of the authors. Articles are chosen for their power to encourage reflection and discussion and do not reflect endorsement by the Teaching and Learning Center or Hawai'i Pacific University.

Welcome to the new Center for the Advancement of Innovative Teaching

W Welcome back – and to new faculty who have just joined us, welcome to HPU.

You will have noticed a lot of changes around the downtown campus – new classrooms and new spaces for existing offices. The Teaching and Learning Center and Distance Education have also merged to form the all-new **Center for the Advancement of Innovative Teaching (CAIT)**.

Our new director, Stephanie Schull, Ph.D., comes to us from Temple University in Philadelphia. Stephanie is the director for Instructional Innovation and Assessment.

With the merger, we hope to be able to serve the HPU community more effectively. We have a newly-designed website (<http://www.hpu.edu/CAIT>),

which combines the best of the TLC and Distance Ed features. You will now be able to register for our workshops through a new, more intuitive Event Manager system called Ettend.

You'll continue to see many of your favorite TLC events (the *Po'okela* newsletter, Faculty Scholarship Day and our annual Community Building day/Faculty Orientation) and more good stuff, including Blackboard workshops to help you navigate the online teaching and learning environment.

Come by and visit us. We are at MP440 (behind the Faculty Support Center). We look forward to seeing you as you begin a brand new semester at HPU.

A New Beginning: An Opportunity for Change

by Dr. Linda Andrade Wheeler



Dr. Linda Andrade Wheeler

Dr. Wheeler, Field Services Director (Secondary Education) at the School of Education, delivered this address at Community Building Day on August 27, 2011.

I am delighted to be here as your keynote speaker to share my thoughts about a new beginning at HPU – a time full of opportunities and possibilities. For me, a new beginning signals a fresh start at something. Every day is a new day – a new challenge to be the best we can be.

Change is an opportunity for self-reflection and growth – a time to breathe life into ourselves and our university. With our new president, Dr. Bannister, there is a real opportunity to re-engineer ourselves even better than we are today in working together

and knowing one another more fully in the interest of creating a stronger student experience.

For those who welcome change in the workplace, it means having a second chance at doing something routine in a new and improved way. It can be life-changing – no matter if it is personal transformation or organizational change – this process will always make you think about where you are, what exactly are you good at, where you would like to be, the quality of your relationships, and what outcomes you envision for yourself, your job and the university.

At best, change facilitates an honest conversation with yourself, so you can prioritize your life appropriately and feel in balance with everything. In Hawai'i, we call that "Ho'okaulike." This process provides you with a sharper image of the life you want for yourself and how you can attain that – in a simple, powerful and effective manner. Not everybody sees change that way; some people are comfortable in old situations and wary of new ones; but nevertheless to ignore something new coming your way is to miss the opportunities and possibili-

ties before you. It is said that an opportunity is never lost – it is always found by someone else.

The need for change has never been more urgent than it is today. The world is changing too fast to have the luxury of calling a “time out.” We cannot wait for change to happen; we must prepare ourselves for it in order to give our students what they expect from their experience at HPU – they expect to be prepared for success and they have a right to expect that HPU can deliver results.

As we prepare students, we must equip them with the knowledge, skills and abilities they will need to master the unknown. Indeed, they face a world of growing complexity and competition driven by technology and information, and shaped by interdependent global politics and economics. We will need to have clearly defined priorities and make the right decisions that will add long-term value to our university. We must know what matters most and in what order.

Today we know that the most effective changes in any organization are made when everyone in that organization is empowered to be active participants in the change process. Together we can establish a network of possibilities for this great university.

I think change is about working smarter, working in ways we have not tried before, and working in ways that require shifts in our present thinking and doing. The adage: “*If you continue to do what you’ve always done, you’ll continue to get what you’ve always gotten*” rings true for the circumstances in which we find ourselves today. We cannot afford to do “what we have always done” because the world is different today ... rapidly and radically changing.

We need to ask ourselves, “What will our students need tomorrow, and how can we deliver it today?”

I firmly believe that organizational change starts with the individuals in that organization. We at HPU must be ready for change – change that will bring stability and predictability to the services and experiences we provide our students.

Seven years ago, as I sat in the audience at the new faculty event, I wondered what kind of work culture I would be entering at the university. I began my career at the Hawaii State Department of Education (DOE) as a teacher, then as an educational specialist in charge of the Hawaii English Program grades K-12 statewide, later becoming the public relations director for the superintendent’s office, then continuing as the educational officer in the Community Schools for Adults, responsible for the GED and the competency-based high school diploma programs. I culminated my experiences there as a civil rights compliance specialist in the office of the superintendent.

I found my work exciting, meaningful, challenging and rewarding. I thoroughly enjoyed my experiences with the DOE because it gave me numerous opportunities to connect with people and to help them in whatever capacity that I was in at the time.

One of the things I discovered in the university environment

was that not very many people smiled. And yet, we know that a smile sends a message that we are approachable, friendly and caring. Smiling is a way of connecting with people and creating an atmosphere where they can comfortably teach, learn and grow as individuals. This human connection becomes even more important at HPU, where we have over 110 countries represented in our student population – they represent a global community that we must nurture and nourish through the way we make our students feel at HPU. And I firmly believe that the greatest opportunity HPU offers its people is the opportunity to serve others – and it depends on its people to bring “alive” that service.

In my book, *Aloha, the Spirit Within You*, I share lessons I’ve learned in the process of building relationships. The three simple steps I share about establishing relationships are:

- 1) Think positively about people;
- 2) Speak respectfully to them; and
- 3) Act in a responsible manner.

And while I call these steps simple, the difficulty comes in implementing them because it asks a lot of you to be authentic and consistent in your behavior to everyone, every time, everywhere. Because aloha is not only a word or a greeting -- it is far greater than that – it is a genuine feeling that you pass on to others. It is how you make people feel in your presence.

For those who practice *aloha* on a daily basis, it is a way of life for them. People can feel your aloha – whether you have it or not. You cannot give what you do not have. But it is easily accessible because it resides within you, and the way to show it is by bringing it out and giving it away – that genuine interest in the human connection.

My mom, who shared wonderful tips on building positive and lasting interpersonal relationships, always said, “*Make friends even if you don’t need them.*” Throughout the years, I found that I was writing and guaranteeing my own insurance policy by doing this because, in reality, we never know when we will need people who can help us either in our personal or professional lives.

To make the most significant things happen, we will all need to work in harmony – in sync with the university’s goals, values and direction. We must always keep in mind the importance of doing the right thing, every time with everyone, everywhere – because it is the right thing to do.

The spirit of aloha is so powerful it can linger for a lifetime. People will probably not remember what you said or did when you were in their presence, but they will absolutely remember how you made them feel – for a very long time. Surely, once you touch a person’s heart with kindness, no one else can erase that. It is that powerful!

When people know that you are an approachable, genuine and authentic person, they will be more likely to connect with you. I have noticed that people will do just about anything for you, if you treat them fairly, with respect, and with dignity. Why should we treat each other with less than that?

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The Center for the Advancement of Innovative Teaching (CAIT) will be offering a variety of workshops on teaching with technology and the Internet. These will focus on the tools of HPU’s new course management system, Blackboard Learn, using the new Smart Classrooms, and tips for teaching in general. Sign up for these workshops when you see a Pipeline announcement or call/email Langley Frissell (543-8025, lfrissell@hpu.edu) to make an individual appointment.

It is said that an organization is as good as the people in it. If we are to create and convey the HPU “experience,” we need face-to-face interactions at every level. It must be a people-centered process – one in which we know what makes our people tick and how we can unleash the power within them to deliver the most relevant and meaningful experiences for our students.

Therefore, we need to take a thoughtful approach at creating a culture that welcomes and appreciates the diversity of its people, empowers them to give their best to those we serve, and promote the practice of friendship-building to form strong and supportive partnerships within and outside of the university.

With a new beginning at HPU, we have a fresh opportunity to extend beyond best practices to new and better practices – practic-

es that will translate into richer and more compelling experiences to better prepare our students as global citizens and to be successful no matter where they go. It will take all of us doing what is necessary to make positive change happen. No one can make the necessary changes alone. We are all in this together.

In closing, I would like to share a quote by Michelangelo for you to ponder about the opportunity in change that is in all new beginnings...

“The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.”

“Correct principles are like compasses; they are always pointing the way. And if we know how to read them, we won’t get lost, confused or fooled by conflicting voices and values.”

~ Stephen Covey, organizational consultant, leadership expert and author of several books, including *The 8th Habit: From Effectiveness to Greatness*.

HPU Philosopher in China

From July 3 to August 5, 2011, Dr. William Keli'i Akina, HPU adjunct instructor of philosophy and humanities, served as a visiting professor at Peking University in Beijing, often called the “Harvard of China.” While there, Akina collaborated with Renmin University scholar Haiming Wen on producing an English translation with commentary of the “Da Xue,” one of China’s oldest and most important philosophical classics.



Dr. William Akina

According to Professor Dunhua Zhao, chairman of the Peking University Department of Philosophy, the work of Akina and Wen represents “a significant effort to advance the increasingly important field of comparative Chinese and Western philosophy.”

Professors Akina and Wen have been close personal friends since their days as fellow doctoral

students at the University of Hawaii.

Beijing is a global intellectual center, attracting scholars from across the world, especially during the summer months. Consequently, Akina was able to participate in three international scholarly conferences. The most significant was the Inaugural Conference for the International Centre of European-Chinese Philosophy and Religion from July 29-31, where Akina’s paper dealing with human rights in China was well received by faculty

at the Renmin University of China. The European delegation was led by Lord Richard Harries of Pentregarth, the distinguished former Bishop of Oxford and Life Peer of the House of Lords. After philosophically arguing with each other at length during the conference proceedings, Dr. Akina and Lord Harries enjoyed the next day together as friends, scaling the Great Wall of China at the steep site of Badaling.

Although the conference was an event designed to bolster the relationship between Chinese and European scholars, Dr. Akina, a life-long United States citizen, was asked to participate as a member of the Chinese delegation, given his summer residency at Peking University. In his paper, Akina raised the question of whether the concept of human rights is applicable to China, pointing out that the legal mechanisms involved in claiming rights often pit members of society and even members of the same family against each other, fostering adversarial relationships. Dr. Akina argued that this is out of harmony with China’s philosophical and cultural heritage which emphasizes the fulfillment of roles and duties rather than the claiming of rights as the basis for meeting human needs.

“My experience in China was probably not significantly different from that of students who go on exchange programs,” said Dr. Akina. “The food was great, and there were endless opportunities for sightseeing, but, in the end, it’s really the friendships that stood out. Living in close proximity to people of another culture, working together, overcoming the feelings of being different, and then sharing everyday life, is a broadening experience. This summer I made many friends, some of whom I hope to remain close to as long as I can.”

Dr. Akina plans to return to China to continue work begun this

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summer on a second collaboration: a book on the Confucian style of leadership and management, which will combine philosophy and management science. His co-author, Professor Li Yuan, a faculty member of the department of Philosophy of Management at Renmin University, will conduct quantitative research in China on the qualities of excellent management distilled by Akina from ancient Confucian literature. Akina says, "It's really great to partner on a bilingual project with someone of a different culture. Both patience and creativity are needed to translate ideas from one culture into another. Like so many other endeavors in life, the better the friendship, the better the work."

One of the most poignant moments during Dr. Akina's summer visit was the breaking news of a deadly railway crash in China.

"Within moments, you could feel the mood shift," he recalled. "A national sense of triumphalism, economic growth, rapid infrastructure development in the cities... all this was deflated as many Chinese began, in the days following the crash, to ask whether rapid and rushed building programs, fueled by the unparalleled availability of money, are worth the cost of human lives. As I took a night-time walk along the beautiful lake on the Peking University campus, I saw traditional red flares floating in the sky above Beijing in memory of those lost in the rail accident. In the midst of modernization and materialism, I'm glad that many Chinese people are asking themselves philosophical questions."

Dr. Akina may be reached at wakina@hpu.edu.

HPU Trains International Educators

by Carlos E. Juárez, Ph.D.

The island of O'ahu has long been considered "a gathering place," and for the past three summers, HPU has hosted an important gathering of international educators. This program funded by a multi-year, multi-million dollar federal grant project from the U.S. Department of State is the Summer Institute for English Language Educators.

In August 2008, the then College of International Studies was awarded an initial grant award of \$472,000 from the State Department's Bureau of Educational and Cultural Affairs, Office of English Language Programs. In 2009 and again 2010, it was awarded two additional grants of \$750,000 each for total to date of \$1.972 million. The grant project has two components: developing specialized English language teaching (ELT) materials for the State Department, and hosting a month-long summer institute for 26 international educators.

Faculty Collaboration Across the Disciplines

From the start, the grant project has been a truly collaborative effort of faculty members from applied linguistics (AL), communication, and political science/international relations. AL faculty at HPU have considerable expertise with English as a second/foreign language (ESL/EFL) teacher training, and with ELT materials development. The faculty draw on decades of experience with the former English Foundations Program (EFP), the current International Bridge Program, and many years of designing specialized group programs, primarily for English teachers and university students from Japan and Korea who come to HPU for



HPU at the Summer Institute for English Language Educators

short-term workshops.

The grant's project manager, Dr. Sandra McKay, a professor emeritus from San Francisco State University, is a distinguished scholar in the field of English as an international language. She has helped to lead a team of HPU faculty and external consultants to update and design a wide range of innovative teaching materials for the State

Department. HPU applied linguistics faculty working on the grant include Barbara Hannum, Jean Kirschenmann, Dr. Ed Klein, Dr. Hanh Nguyen, and Dr. Brian Rugen. (Previously part of the College and then Department of International Studies, as of July 2011, AL faculty are now part of a new department of Languages and Applied Linguistics, the newest academic unit in the College of Humanities and Social Sciences.)

AL faculty at HPU have extensive international teaching experience in all corners of the world – from Africa, Asia, Latin America, and Eastern Europe – and include Fulbright Scholars Klein and McKay, and returned Peace Corps volunteers and Peace Corps trainers Kirschenmann and Klein.

From the department of Communication faculty, department chair Dr. John Hart has provided expertise on various multi-media aspects of the teaching materials developed, including videos, audio books, and music CDs. Dr. Hart brings substantial expertise from the music world and is well connected to the music industry in Hawai'i and the mainland, which was critical for helping produce three music CDs.

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And finally, Dr. Carlos Juárez, professor of political science and a specialist in international relations, has served as principal investigator (PI) of the grant. As PI, he helps to coordinate administrative, budget, and logistical aspects of the grant project. He has been a Fulbright Scholar to Mexico and twice to the Czech Republic and serves on the Consular Corps of Hawai'i as Honorary Consul of Peru. His expertise in diplomacy and international affairs helps to ensure the project's fit as a vital component of our nation's cultural diplomacy.

Summer Institute for English Language Educators 2011

The 3rd Summer Institute for English Language Educators was held at HPU from June 4-29, 2011, and in Washington, D.C., from June 30 –July 5, 2011. It brought together a group of 26 international educators from 21 countries.

The purpose of the Summer Institute is to familiarize participants with newly developed, expanded, or updated English language teaching materials produced by the U.S. Department of State, to promote cross-cultural understanding, and to foster the development of best practices in English language teaching and materials development.

The 26 English language educators in 2011 came from 21 countries around the world and were selected by the U.S. Department of State to participate in the month-long professional development program. Embassies and consulates formally nominate the participants, all of whom work closely with State Department programs.

The participants were all experienced English language teachers and educators, and in most cases responsible for administering

Bolivia, India, Japan, Korea, and Russia; and one each from Bangladesh, Pakistan, Egypt, Jordan, Oman, Turkey, Niger, Tanzania, China, Laos, Thailand, Kazakhstan, Ukraine, Brazil, El Salvador, and Paraguay.

The Summer Institute participants worked collaboratively to evaluate teaching materials as well as demonstrate ways in which the materials can be extended for their home teaching context. They examined and reflected upon the cultural basis of teaching an international language, and learned about and developed ways in which the ELT materials can be used to promote cross-cultural comparisons and understanding.

Participants also explored computer tools for encouraging students to undertake research, foster student communication and collaboration, as well as student publishing. In culmination, the participants designed and completed a portfolio featuring the academic work they completed for the Summer Institute, as well as the teaching materials they designed for the context of their home countries.

In addition to the academic workshops at HPU, the program included site visits to educational and cultural institutions in O'ahu, from 'Iolani Palace, Pearl Harbor and traditional Hawaiian heiau's to the Doris Duke Shangri-La Estate in Diamond Head. A highlight of the summer program is a home-stay weekend with a local family (many of them HPU faculty and staff), as well as several opportunities to interact directly with faculty, students, and community leaders. The participants gained first-hand experience with American culture and society, with a clear appreciation and understanding of Hawai'i and our local culture.

A Visit to the Capitol City

The culmination of the Summer Institute program took place in Washington, D.C., from June 30 to July 5, 2011.

The 26 participants were chaperoned by three HPU faculty members, Dr. Juárez (political science), Hannum (applied linguistics), and Dr. Rugen (applied linguistics.)

The Washington program included meetings and briefings with officials at the U.S. Department of State, the executive branch agency in charge of foreign affairs and sponsor of the grant project. The group entered the impressive Harry S. Truman building, the State Department headquarters building, and enjoyed a lunch in the prestigious Martin Van Buren Diplomacy with a spectacular view of the National Mall.

The international educators and three HPU chaperones were then hosted for dinner at the Arlington, Virginia, home of Dr. Sherry Mueller, president of the National Council of International Visitors. A special guest at the dinner was Harriet Fulbright, widow of the late U.S. Senator J. William Fulbright, who helped to establish the international exchange program known as the Fulbright Program.

The Washington, D.C., trip was a valuable opportunity for the summer institute participants to learn first-hand about the U.S. government, and included special tours of the U.S. Capitol, Voice of America, and visits to the Library of Congress, the Kennedy Center for the Performing Arts, and Smithsonian Museums.

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HPU at the Summer Institute for English Language Educators

programs in their home counties, developing and selecting ELT materials, and teacher-training. Many of the participants were from remote, provincial regions of their countries where they work closely with at-risk youth to provide after-school English language courses sponsored by the State Department, and which then connects them to micro-scholarship programs for exchange programs in the U.S.

The most recent Summer Institute brought together a more diverse group than the previous years: 26 participants from 21 countries in six world regions. They included two each from

The program culminated in the Smithsonian Institution's 4th of July Folklife Festival and the spectacular fireworks on the National Mall, a true capstone to the month-long summer institute program. The international participants all travelled home from Washington, D.C., and the three HPU chaperones, exhausted from a whirlwind month of activities, looked forward to a return back to their little grass shacks in Hawai'i.

The federal grant project has been a great opportunity to showcase HPU as a "gathering place" and leading center for international educational exchange, to connect with program and its activities

directly to students, faculty, and the community, and for HPU to play a small but critical role in our nation's cultural diplomacy.

Dr. Carlos Juárez is the principal investigator of the U.S. Department of State grant project. He has been a Fulbright Scholar to Mexico and twice to the Czech Republic, and is professor of political science and chair of the new Department of Social Sciences. From 2004-09, he was dean of International Studies, and from 2009-11, chair of the Department of International Studies at HPU. Email cjuarez@hpu.edu.

How Reflective Is That Reflection?

Promoting reflection is a goal endorsed by many faculty. They believe that students need to develop skills that will enable them to look at a piece of work they produce or an aspect of their professional practice and make accurate judgments about it. It's not an easy skill to acquire, and practice is essential to its development. If teachers are giving students opportunities to reflect, they need to be able to assess how well students are reflecting and provide feedback that deepens the students' skills. The concept of reflection isn't all that easy to define, even though interest in promoting it is now widespread. David Kember and a group of collaborators reviewed the literature on reflection and consequently proposed these definitions. "Reflection operates through a careful re-examination and evaluation of experience, beliefs, and knowledge." "Reflection most commonly involves looking back or reviewing past actions, though competent professionals can develop the ability to reflect while carrying out their practice." (p. 370)

Most commonly teachers promote student reflection via written assignments. They use assignments like journals and have students respond to case studies or take part in online discussions. Kember and his collaborators have developed a scheme that can be used to assess the level of reflection seen in these kinds of written work. They point out that this is not a precise measure but can provide guidelines that will prevent purely subjective assessment of the work. They also recommend that these levels are best applied to a whole paper rather than to individual sections of it. They identify four levels of reflection, described in detail in their article and highlighted below.

Habitual action – "In professional practice, habitual action occurs when a procedure is followed without significant thought about it." (p. 373) In the case of students it occurs when a student offers an answer without attempting to understand it. Students exemplify this level when they plug and chug a formula or follow the steps in a lab manual without any consideration of what they are doing or why. In writing, at this level students look for material that answers the question. Sometimes they plagiarize that answer; more often they paraphrase or summarize it, but without any real understanding. When asked, they cannot explain what they have written.

Understanding – In this case, there is an attempt to understand the topic or concept. Although students may search for underlying meaning, at this level, there is still no reflection. "The concepts are understood as theory without being related to personal experiences or real-life applications." (p. 373) Most students begin at this level. In their writing they rely heavily on what the textbook or teacher has said. They will report that content accurately and with understanding but do not add any personal response to it.

Reflection – At this level, students not only have accurate understanding, they reflect on that understanding and are able to relate it to personal experiences, or they can make practical applications. If students are writing about professional experiences, those experiences "will be considered and successfully discussed in relationship to what has been taught. There will be personal insights that go beyond book theory." (p. 374)

Critical reflection – This highest level of reflection implies the transformation of a perspective. "Many of our actions are governed by a set of beliefs and values that have been almost unconsciously assimilated from our experiences and environment. To undergo a change in perspective requires us to recognize and change these presumptions." (p. 374)

Teachers should not expect this level of reflection early or often as students are developing reflective skills. Even professionals don't change what they believe on a weekly basis. Education does cause transformative changes in students more often because early on students don't have ingrained concepts about a field or knowledge domain. But critical reflection is a process that generally takes place over time. Students start by recognizing their beliefs and accompanying assumptions. Something (new information, new experiences) disrupts that belief system, thereby forcing students to reconstruct or reform it.

*Taken from Kember, D., McKay, J., Sinclair, K., and Wong, F. K. Y. (2008). A Four Category Scheme for Coding and Assessing the Level of Reflection in Written Work. *Assessment & Evaluation in Higher Education*, 33 (4), 363-379. This article is reprinted with permission from the *Teaching Professor*, Volume 25, Number 6.*

We would like to hear from you! If you have original quotes or anecdotes that you would like to share with other faculty about your teaching experiences here at HPU, please send them to the Teaching and Learning Center along with your name, your title, and your permission to publish them in the *Po'okela*.