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New Faculty Orientation

September 14, 2010
 Chancellor's Dining Room
 12:00-1:00 p.m.
 Lunch will be served.

If you are a new faculty member, or if you'd just like a refresher on the services offered by Educational Development and the HPD Library, you are invited to attend an orientation hosted by the Center for Teaching and Learning. You'll hear presentations by Stan Cohen, Ed.D., HPD vice provost; Patrick Hardigan, Ph.D., chair of the HPD Research Committee and Statistical Consulting Center; the staff of the HPD Testing Center; and Kaye Robertson, director of the HPD Library. We hope to see you there. Lunch will be served.

RSVP to Kathleen Hagen at (954) 262-1235 or khagen@nova.edu.

Save the Date

September 14, 2010
 New Faculty Orientation

October 22, 2010
 Deadline for HPERS abstract submission

December 1, 2010
 Deadline for proposal submission for HPD Educational Research Grant

January 15, 2011 - Health Professions Educational Research Symposium (HPERS)

February 10, 2012 - HPD Research Day

McCLUSKY'S POWER-LOAD MARGIN THEORY

Howard McClusky (1963) introduced his Power Load Margin (PLM) theory to be used for studying and developing and building realistic educational courses for adult students (Hiemstra, 1981). The formula, which states that the key components of adulthood are load (the demands made upon the individual by self and society) and power (a combination of interacting factors that the individual possesses to sustain the load), is grounded in biological, psychological, and sociological responses (Weiman, 1984). The formula is written as:

$$M = \frac{L}{P}$$

Where:

- M = Margin
- L = Load
- P = Power

This formula clearly suggests that the greater the power in relationship to the load, the more margin will be available (Hiemstra, 1981). Surplus power provides a margin or cushion to handle load requirements. Margin can be increased by reducing load or increasing power. McClusky (1963) suggests that if values could be assigned to load and power indicators, a resulting equation of somewhere between .50 to .80 would provide enough margin to meet the various emergencies that surface throughout life. In other words, the more margin one has, the greater the chance of dealing with sources of load. The less margin one has, the lower the chance of dealing with sources of load.

Load is divided into two groups of interacting elements, one external and one internal. The external load consists of tasks involved in normal life requirements (family, work, community responsibilities, and so forth). Internal load consists of life expectancies developed by people themselves, such as aspirations, desires, and future expectations.

- External -- tasks of life such as family, career, socio-economic status
- Internal -- self-concept, goals, personal expectations

Power consists of a combination of such external resources and capacity as family support, social abilities, and economic abilities. It also includes various internally acquired or accumulated skills and experiences contributing to effective performance, such as resiliency, coping skills, and personality.

- Physical -- strength, stamina, energy, health
- Social -- ability to relate to others
- Mental -- ability to think, reason
- Economic -- money, position, influence
- Skills -- what the individual knows how to do

McClusky's Power-Load

Instructor-Generated Load

An area of study that has emerged from McClusky's Power-Load-Margin theory is the degree to which instructors of adults contribute to the depletion or reduction of discretionary energy (margin) in adult students. This work has been pioneered by Day and James (1984). They found numerous examples of instructor-generated load that they clustered into four areas: attitude, behavior, task, and environment. Examples of each are as follows:

Attitude

- Learner treated as an inferior
- Learner's opinions ignored
- Instructor too impatient
- Instructor too rigid

Behavior

- Instructor's distracting mannerisms
- Instructor's mumbling
- Instructor's disorganization
- Instructor's lack of eye contact

Task

- Inappropriate assignments
- Guidelines for evaluation/grades unclear
- Busy work
- Too little time to do the assigned work

Environment

- Meeting room too hot, too cold
- Poor lighting
- Desks and chairs uncomfortable
- Noise from neighboring classrooms

One of the most surprising findings was that the attitudinal and behavioral dimensions of instructor-generated load were identified more than three times as often as the task dimension (Hiemstra, 2010). Additional unexpected demands such as attitudinal and behavioral characteristics of instructors may cause unnecessary loss of energy needed to satisfactorily complete a learning objective (Hiemstra, 1981). Thus, instructors should be aware of these potential sources of load since they are in a position to increase or decrease the effects of such factors.

Ways to Minimize Instructor-Generated Load

Day (Day & James, 1984) has suggested several ways that instructors can minimize the effects of instructor-generated load. They are

- acknowledge that the concept of margin exists in your students
- understand that the concerns of your learners do not just center on the content of the course
- acknowledge that you as an instructor contribute to load in learners, and that you do so in a number of ways, such as through your behavior, learning environment, attitude, and the structure/content of your class
- address the issue of margin during the first class meeting

By attending to these items, you should be in a position to improve the teaching and learning satisfaction of your students, and make your job as instructor more satisfying, too.

References

Day, M., & James, J. (1984). Margin and the adult learner. *MPAEA Journal of Adult Education*, 13(1), 1-5.

Hiemstra, R. (2010). <http://www-distance.syr.edu/margin.html>

Hiemstra, R. (1981). The contributions of Howard Yale McClusky to an evolving discipline of educational gerontology. *Educational Gerontology: An International Quarterly*, 6, 209-226.

McClusky, H. Y. (1963). The course of the adult life span. In W. C. Hallenbeck (Ed.), *Psychology of Adults*. Chicago, IL: Adult Education Association of the U.S.A.

Weiman, E. R. (1984, October). *Power load margin concept: key components of adulthood*. Paper presented at the National Adult Education Conference, Louisville, KY.

Quotable Quotes

"There are two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle."
-- Albert Einstein

"The only ones among you who will be really happy are those who will have sought and found how to serve."
-- Albert Schweitzer

"Money is only useful when it is moving and flowing, contributed and shared, directed and invested in that which is life affirming."
-- Lynne Twist

NOTES ON HPERs

Health Professions Educational
Research Symposium
(HPERS)

October 1, 2010
Deadline for abstract submission

January 15, 2011 - HPERs
(full-day conference)

The theme for this year's HPERs is *Recognizing, Teaching, and Modeling Professionalism*. If you have been researching professionalism or have been developing fresh ways to teach it or model it for your students, this year's conference theme is a perfect fit for you. Abstracts can be submitted online at

<http://pharmapps.nova.edu/HPERS/index.cfm>.

The abstracts are blind peer-reviewed. Accepted presenters will be notified by November 24.

If you don't present, please plan to attend the conference. Your presenting colleagues will appreciate your support, and you will have an opportunity to hear exciting keynote speakers and presentations. Previous HPERs meetings have attracted health professions faculty from across the country, and this year's conference promises to be excellent as well. Visit the HPERs Web site at

<http://www.nova.edu/hpers/> for additional details.



Stan's Soap Box

THE MAKING OF A GREAT TEACHER

Stan Cohen, Ed.D.

For the past 25 years, researchers have tried to identify the critical factors in the learning environment that increase student learning. Most of these studies seemed to say the primary factor is the instructor. For example, Sanders and Rivers (1996) found in Tennessee that students with weak teachers for three straight years would "score, on average, 50 percentile points behind similar students with strong teachers" (Green, 2010, pg. 1).

So who are the strong teachers? People like Jane Hannaway, Ph.D., director of the Educational Policy Center at the Urban Institute in Washington, D.C., believes strong teachers are born that way, and she proclaims they have a genetic, inborn ability that drives them to be successful (Green, 2010). I believe this is probably true for some great teachers, but I have seen hundreds of teachers develop into strong teachers with the proper coaching and development in colleges of education across the country. I personally had the privilege of guiding several thousand student teachers in New Jersey through the growth process to help them develop into great teachers. Regardless of their innate ability, they worked hard and developed the skills they needed.

In many areas of the country, there are policies being developed to fire weak teachers and replace them with better ones. I believe a better approach would be to improve the quality of teachers who are already teaching. I am absolutely certain this can be done. Many attempts like the Ford Foundation Project in the early 1960s demonstrated that master teachers working in team-teaching environments could accomplish miracles.

Searching for prospective teachers with more graduate degrees, larger IQs, higher SAT scores, or more outgoing personalities will not guarantee finding a master teacher. Higher salaries or a bunch of other factors will not ensure great teaching. Great teachers are developed. No beginning teacher can suddenly change into a great teacher. Every one of them needs a mentor to give constructive feedback. Every one of them needs a coach to build on their strengths and help them overcome their weaknesses. Every one of them needs to learn routine skills like how to

- motivate students
- always remember that students (not teachers) need to be the center of attention
- measure student achievement with well-designed test question
- handle non-compliant learners
- reward achievement with more than grades alone
- remediate content for individual learners
- help students change their learning skills to better fit particular subject matter
- help students handle the pressures they may receive from home or peer groups
- counsel students when they are failing

Teachers need a positive, supportive environment to change and develop, just as their students do. This development will not occur overnight. It will take time and patience, but it is a goal worth doing for everyone.

I invite you to respond with your views.

Green, E. (2010, March 2). Building a better teacher. *New York Times Magazine*. Retrieved from <http://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?pagewanted=1>.

Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. Knoxville, TX: University of Tennessee Value-Added Research and Assessment Center. Retrieved from <http://www.mccsc.edu/~curriculum/cumulative%20and%20residual%20effects%20of%20teachers.pdf>.

Mark your calendars!
Saturday, January 15, 2011



HPD LIBRARY ANNOUNCES NEW WEB SITE FEATURE



The HPD Library is pleased to announce a new feature on our Web site. LibGuides is a customizable program for preparing guides or pathfinders to resources for specific topics. The three reference librarians have been busy preparing general subject guides for the six HPD colleges, which you can access via the library home page www.nova.edu/hpdlibrary under "Library Guides." You will see the tabs across the top of each guide, which act as a very logical and easy-to-use organizational tool for the information.

Here are some tips to help you use this new resource to great advantage for you and your students:

- Look through the guides already posted and make suggestions for additional information and corrections. The liaison librarian's name, contact, and picture are on the page.
- Request that the liaison prepare a subject guide geared to a specific course or topic. These can be linked directly into your WebCT (Blackboard) pages to guide your students in finding required and relevant resources for your courses.
- You, as faculty, can develop your own LibGuide. Your librarian/liaison will be happy to help you develop your own guide. It's a fairly easy process, one that allows you to set up the page and the information exactly as you want it to appear.
- Suggest additional general LibGuide topics, such as instructions for PowerPoint or some other program your students use.

CONGRATULATIONS TO THE WINNERS OF THE HPD EDUCATIONAL RESEARCH GRANT COMPETITION

Sandra Benavides, Pharm.D., College of Pharmacy: *Implementation of a Web-Based Virtual Reality Patient Case-Based Learning Management System in the College of Pharmacy.*

Ms. Jennifer Canbek, P.T., College of Allied Health and Nursing: *A Tale of Two Case Methods: Investigating the Student Learning Outcomes of Two Teaching Strategies Designed to Enhance Clinical Reasoning.*

HPD Educational Research Grant Competition Grant Proposal Deadline December 1, 2010

Following on the success of the 2010 HPD Educational Research Grant Competition, the Center for Teaching and Learning, in conjunction with Fred Lippman, R.Ph., Ed.D., HPD chancellor, would like to announce the acceptance of grant proposals for the 2011 HPD Educational Research Grant Competition. Proposals may be submitted from July 1 to December 1 to Chi Do, room 1522-B of the Terry Building. Two winners will receive grants of \$10,000 each and a guaranteed opportunity to present at the 2012 HPD Research Day.

750 WORDS

If you have been fighting with yourself about writing that book chapter, or the background information for that grant proposal, or an IRB submission, or your dissertation, or any of the other 100 writing projects you should be doing, you might want to check out a Web site that aims to motivate its users to write 750 words a day located at <http://750words.com/>. You have to create an account for yourself, but the account is free. While you type, a counter at the bottom of the page keeps track of how many words you've written, and when you reach 750 words, you'll get a little motivational reward. The program tracks your progress over time and provides a variety of rewards for different amounts of writing done. Writing is not always fun and it's hardly ever easy, so any technique to move you in the direction of done is welcome.

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur Georgia 30033-4097, Telephone number: 404-679-4501) to award associate's, bachelor's, master's, educational specialist, and doctoral degrees.

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.