Developing Premiere Online Instructional Offerings using a Multi-dimensional Audio, Visual, and Kinesthetic Approach: a Case Study involving American University Graduate Course Offerings and K-8 Vietnamese Language Course offered Internationally in Cambodia, Vietnam and the U.S.

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Developing Premiere Online Instructional Offerings using a Multi-dimensional Audio, Visual, and Kinesthetic Approach

- National University's Professional E-Learning Project's (PEP) approach is based in part on learning theorists, such as Robert Gagné, who established guidelines and best practices for designing effective instruction
  - Every concept, theory and application in a course should be demonstrated via a strategic mix of presentation mediums ensuring that all learners are engaged in active and retainable learning and can better apply what they've learned
  - Online course design incorporates audio, visual, and kinesthetic activities in addition to traditional lectures and discussion board questions

Developing Premiere Online Instructional Offerings using a Multi-dimensional Audio, Visual, and Kinesthetic Approach

- Higher Education Professional E-Learning Project concepts applied to development of indigenous Vietnamese language curriculum for elementary (2nd grade) students
  - Vietnam-Australia International School, Ho Chi Minh City, Vietnam
  - Cu Chi Provence
  - Sen Sok Village refugee camp, Cambodia
  - Wesley Academy, San Diego, California
- Vietnamese language curriculum developed on laptop computer with virtually no external resources or support

Developing Premiere Online Instructional Offerings using a Multi-dimensional Audio, Visual, and Kinesthetic Approach

- Presentation of Vietnamese language interactive 2nd grade curriculum by Hong Hanh with assistance of Nha Ca
  - Mathematics – (multiplication)
  - Mathematics – (division)
  - Science – ("where animals live")
  - Language and grammar – (names and punctuation)
  - Language and grammar – (sentence structure and adjectives)

How Successful Higher Education Programs Derail: a Case Study

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How Successful Higher Education Programs Derail: a Case Study

- Research conducted by the Center for Creative Leadership (CCL)since the 1980's attempted to identify the reasons that individual managers and leaders either succeeded or "derailed".
- Factors said to be indicators of derailment (CCL, 2009):
  - Authoritarian
  - Cold
  - Aloof
  - arrogant and insensitive to others
  - failing to handle conflict
  - failing to build and lead a team
  - inability to adapt, evolve and think strategically
  - overly ambitious
  - lack follow though and preparation

How Successful Higher Education Programs Derail: a Case Study

Large—1,200 enrollment—graduate program of study over a period of five years moved from being named as an "exemplar" program by the state accrediting body to current relatively dysfunctional status

- Inner-group dynamics of the leader and faculty of the program were examined from the perspective of the work done by Brown (1963) and Home (1991) in the area of cross-cultural interactions and the impact of culture on leadership effectiveness
- Dynamics of change occurring within the parent university system and in the external environment, the student body the program proposes to serve, and the manner in which the program has failed to acknowledge or accommodate these changes.

How Successful Higher Education Programs Derail: a Case Study

- Predominantly male department composed of mostly veteran group of academics whom for many higher education has been a second career.
  - Traditionally, successful leaders were required to possess the skill of a manager
  - Effective leaders in the world of the 21st century requires a blend of managerial and leadership styles
- Overseeing the work was a department chair who
  - At one time had been a very dynamic leader combining the skills of leader and manager to effectively guide the department
  - Over time the chair began to lose the passion and the drive necessary to sustain the high levels needed to maintain effective leadership
  - Self interest began to drive many of the faculty members as opposed to collaboration

How Successful Higher Education Programs Derail: a Case Study

- Change and evolution were met with resistance as the group believed the tried and true methods did not need to be improved upon.
- The Chair lacking the passion to change, allowed the negativity to impede any progress the department might have made
- Individual department members seeking to recapture the glory from their own leadership days long gone often undercut the chair and each other, nurturing the environment of distrust
- The chair tended to keep information under wraps and instead communicated in a way so broad and abstract that focused work was not possible

How Successful Higher Education Programs Derail: a Case Study

- Today's leaders must be facilitators of leaders, engaging their departments, faculty and staffs to work towards ongoing improvement. Innovation is not a luxury in the current economic climate, innovation is about survival
- The status quo is no longer good enough as the information highway via technological advances allows for effective communication and sharing of information in mere seconds
- Organizations must be proactive in seeking ways to evolve, innovate and continuously improve if they hope to survive in the years ahead.
- For this particular department, forced change and innovation lies ahead.
  - University administrators are now mandating change and are seeking new leadership
  - Veteran faculty who wish to retain their positions in the system must make efforts to alter long held on to values and beliefs which are no longer relevant in the 21st century

Emotional Intelligence and its Application to Problem Solving Situations

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Emotional Intelligence and its Application to Problem Solving Situations

- The concept of emotional intelligence (EI) posits that there are actual, or perceived, differences in the extent to which people acknowledge, process, and act upon affect-laden information
  - Earliest roots of EI can be traced to Darwin's work on the importance of emotional expression for survival and adaptation
  - E. L. Thorndike (1920) advanced the idea of "social intelligence" which was said to concern the ability to understand and manage people and to act wisely in human relations
  - By the late 1980's, psychologists, evolutionary biologists, psychiatrists, computer scientists, and others, had identified a number of human capacities involved in identifying and understanding emotions.

Emotional Intelligence and its Application to Problem Solving Situations

- Gardner (1983) advanced the idea of seven kinds of intelligence: (1) linguistic intelligence; (2) musical intelligence; (3) logical-mathematical intelligence; (4) spatial intelligence; (5) bodily-kinesthetic intelligence; (6) intrapersonal intelligence; and, (7) interpersonal intelligence
  - In the late 1990's, Gardner amended his theory to include naturalistic intelligence; his eighth intelligence type which was said to be the skill to recognize and classify plants, animals, and minerals
- Overall, Gardner noted that most human activities draw on several types of intelligence.

Emotional Intelligence and its Application to Problem Solving Situations

- Robert Sternberg (1985) posited a triarchic theory of intelligence
  - Analytic intelligence which is defined as a skill in reasoning and processing information
  - Creative intelligence which is said to be a skill in using past experiences to achieve insight and then apply it to new situations
  - Practical intelligence which is the skill for dealing with everyday life and adapting to life demands.

Emotional Intelligence and its Application to Problem Solving Situations

- In 1990, Mayer and Salovey proposed that the capacities involved in identifying and understanding emotions made up a unitary *emotional intelligence*
  - Suggested that emotional intelligence could be divided into three broad areas which, after further review, they expanded to a four area model
- Mayer & Salovey (1997) presented their four branch model of emotional intelligence that describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence
  - Perceiving emotion
  - Using emotion to facilitate thought
  - Understanding emotions
  - Managing emotions

Emotional Intelligence and its Application to Problem Solving Situations

- Daniel Goleman (2001) advances that a leader's emotional intelligence—their self-awareness, empathy, and rapport with others—not only impacts their own performance but also drives the moods and behaviors of others through a neurological process called *mood contagion*
  - Emotional intelligence means understanding your impact on others and then adjusting your leadership style accordingly
- Goleman, Boyatzis, & McKee (2002) in *Primal Leadership: Learning to Lead with Emotional Intelligence* advance a six leadership styles model
  - Key to understanding this model is Goleman's human communication / interaction concept of "resonance"
  - Goleman maintains that good leaders are effective because they create "resonance" with others

Emotional Intelligence and its Application to Problem Solving Situations

Petrides and Furnham (2001) proposed a conceptual distinction between two types of EI, based on the measurement method used to operationalize them

- Ability EI (or cognitive-emotional ability) concerns the actual ability to perceive, process and utilize affect-laden infor-mation; this construct pertains primarily to the realm of cognitive ability and should be measured via maximum-performance tests
- Trait EI (or emotional self-efficacy) concerns a constellation of emotion-related self-percep-tions and dispositions and pertains primarily to the realm of personality and should be measured via self-report questionnaires
- Petrides and Furnham (2001) stress that it is important to understand that Ability EI and Trait EI are two distinct constructs.

Emotional Intelligence and its Application to Problem Solving Situations

- At least three of Gardner's (1983, 1993) eight kinds of intelligence and Sternberg's (1985) triarchic theory of intelligence are directly related to what Petrides and Furnham define as Ability EI

- Just as Mayer, Salovey, & Caruso's (1997) High EI individuals are said to be able to better perceive emotions, use them in thought, and understand meanings, it is suggested that High Ability EI individuals can better perceive and understand the dissonance—or affect-laden information—aspects of problems, relate the information to past experiences, and then develop strategies for resolving the problems they currently face

Emotional Intelligence and its Application to Problem Solving Situations

- High Ability EI individuals "resonate" with the elements of the problem, similar to how Goleman (2002) suggests that effective leaders are attuned to other people's feelings
  - High Ability EI individuals are also better able to focus their cognitive problem-solving skills and separate themselves from the highly emotional aspects of problems which might confuse and stymie their colleagues
- From the work of both Mayer and Salovey (1997) and Goleman (2001) it is known that individuals can further develop their Trait EI abilities and it is suggested that High Ability EI (cognitive-emotional ability) individuals can further strengthen and increase their problem-solving abilities as well by application and use of Sternberg's (1985) triachic theory of intelligence