

*E*lectronic
*P*ortfolio



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E - PORTFOLIO - DR JASMINE RENNER

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Welcome



Welcome to my electronic teaching portfolio where aspects of my professional work are organized as links in the tables below. Currently, I am an Assistant Professor in the [Department Education Leadership and Policy Analysis](#) at [East Tennessee State University](#). I teach several graduate courses including; [Leadership Theories](#), [Higher Education Law and Finance](#), [Law for Organizational Leaders](#), [Policy Analysis](#) and [Organization Development](#). Presumably you are visiting this page because as a student you are interested in learning about my career and professional work, or as an instructor you are thinking of creating an E- portfolio or incorporating portfolio assignments in your class. In either case, I hope you will find this site to be helpful. I believe that the information technology skills and reflective attitudes that students develop in the process of creating E portfolios are both valuable learning gains.

My principal area of research expertise is international / cross-cultural education, copyright law in higher education, and school law. Particular scholarly interests include the use of technology as an instructional tool and intellectual property issues in higher education. If you are wondering where to begin your exploration of this electronic portfolio, I suggest you start at the beginning. That simple!! I anticipate that this portfolio will give you an overview of my current research, teaching and administrative ventures.

You are welcome to make comments, propose any suggestions or drop a line to say hi in the guest book.

Welcome again to my E Portfolio.

Best wishes for a satisfying visit.

Dr. Jasmine Renner
Assistant Professor
East Tennessee State University
Johnson City TN 37601

Introduction

Using E- portfolios to showcase and assess instructional strategies, research and student learning is not a new idea. What is new, however, is the notion that portfolio assessment is applicable in many different fields, and that portfolios can be shared with much larger audiences via the Internet. E-Portfolios are catching on because they offer several potential benefits to students, faculty members, institutions, and their constituents.

Benefits to faculty include but are not limited to the following opportunities:

- the provision a one-stop access to information on faculty 's professional development on teaching, research and administrative activities,
- the alignment of faculty's activities with professional development objectives and evaluation strategies,
- the effective organization of faculty's work , and
- the efficient management of faculty's deliverables available in an online forum.

As with any other innovation there are challenges and costs associated with the creation and effective management of E-portfolios. These include issues such as time related to creation, maintenance and evaluation, the difficulty of reliable evaluation, access to technology and skills, cyber-plagiarism, privacy, and free speech. Despite these challenges, a substantial number of educators subscribe to the fact that E-portfolios create more meaningful ways to assess and reflect on their professional development.

Objectives

My E- portfolio will:

- provide a one-stop on-line access to information and resources regarding my professional world,
- provide biographical and educational information about me,
- provide knowledge and creativity of what I have learned so far,
- provide assessment and benchmarks for reflecting on professional development and
- provide a forum for continuous critical reflection of my work as a teacher and researcher.

Statement of Teaching Philosophy

With deference to all of the educational authors whom I may paraphrase, I believe that:

- ✚ The teaching-learning process is primarily for the benefit of the learner, not the teacher. Although external, systematic constraints may exist, goals for student learning ideally should be set collaboratively and individually between myself and my students;
- ✚ All students can, will, and want to learn, given the proper learning environment;
- ✚ Students actively and individually make sense of what they learn by integrating it into what they already understand. Because by definition teaching cannot occur without learning, I should always seek and value students' points of view in order to understand students' thought processes and knowledge acquisition;
- ✚ My ultimate responsibility as an instructor is to create a learning environment that facilitates learning for every student. My ultimate goal is to make each class the best learning experience students have ever had.

(Below is a detailed narration of my teaching philosophy)

Teaching Philosophy

As a Assistant Professor at East Tennessee State University, I am interested in teaching students to develop critical and creative thinking abilities. I am involved in teaching students how to solve problems and make better decisions. This is especially true in my case, since I teach classes in leadership theories, education law and organization development. Decision-making and problem solving in an educational environment can be very complex. Uninformed educators can make poor decisions that affect the lives of many individuals. Therefore, my most important goal as an instructor is to teach students to be informed and effective decision-makers.

In order to effectively teach these classes, I need to stay current on legal literature and research on school law and organization development. The use of technology is bringing new challenges in college campuses. Computers make it possible to collect and analyze billions of pieces of information. Telecommunication is revolutionizing the way we do business. I must read of these advances, and I must participate in my own basic and applied research. I strongly believe that scholarly research and teaching effectiveness are intertwined and inseparable.

I feel very strongly that to be an effective teacher, I need to treat individual students with respect. I must attempt to learn each student's name, and his or her strengths and weaknesses. I must try to accommodate questions at any time, not just during class and office hours. I also believe that I can sacrifice the syllabus and schedule if students do not understand what has already been covered. My job is not to show them what I know, but to teach them what they need to know, and more importantly to facilitate their learning.

My classroom will be an inviting, friendly environment where students can maximize their learning potential. My role, as the instructor will be to help my students reach that potential. I want my students to take pride in our classroom. I want the students to respect each other and me. I want my students to construct their own knowledge through hands-on experiments. I want my students to be excited about the legal system. I must employ a classroom management strategy that will allow me to achieve all these things. My classroom management philosophy involves good teacher-student relationships, intrinsically motivated students, an inquiry-based learning environment, a democratic classroom, and shared teacher-student responsibility for student success in the class.

Good teacher-student relationships are the foundation of a well-managed classroom. If I can successfully build good relationships with my students, the students will respect me and want to contribute positively to our classroom environment. My job is to be friendly, but not a friend. I will use collaborative problem solving techniques to find solutions to problems that are solvable, solutions that everyone involved can agree upon. For the problems that do not have an easy solution, I will be there to actively listen to my

students without offering suggestions. Most of all, I want my students to trust me and know that I do respect them and that I will always have their best interest in mind.

Motivation in the classroom stems from two sources: the student's intrinsic motivation, and my ability to bring in resources that will stimulate and challenge the students to learn. If I can bring interesting topics that are relevant to student's lives, I can tap their intrinsic motivation. If a student can relate to a lesson, they will be much more willing to participate and learn the lesson. I must also be motivated to teach the topic. When a teacher is excited about a subject, that excitement is passed on to the students. I think it is also important to bring variety into the classroom. I want to constantly change my method of conveying the information to my students, switching between lectures, mind sharpening activities, and other instructional techniques. Students enjoy surprises and are more willing to participate in a classroom that can offer them new and exciting ways of learning.

Finally, I hope to be able to instill in students a love of learning. I hope to teach my students that school is more than just exams and grades. I hope that the real value in their education is not found in their grade but in the knowledge that they take away. It will be my goal to stimulate my students' minds so that they will be intrinsically motivated in my classroom.

Education Information

Doctor of Education

✚ Bowling Green State University, Bowling Green Ohio, Graduation, August, 2002.

Dissertation

✚ An Analysis Of The Knowledge Levels Of Post-Secondary Educators In Four-Year Public/State, Two-Year And Private Institutions Regarding Copyright Law and Ownership Of Online/Web-Based Courses And Materials.

ABSTRACT

Knowledge of copyright is essential for educators in today's rapidly changing educational and technological environment. The study analyzed the knowledge levels of Ohio's post-secondary educators regarding copyright and copyright related issues. A stratified random sample of 62 post-secondary educators who taught web-based courses from public/state, private, religious and two-year colleges participated in the study. The study utilized two instruments; the copyright questionnaire to assess the knowledge levels of educators regarding the Copyright Act and copyright ownership issues, and a copyright follow-up survey to gather and evaluate educators' responses to issues related to copyright knowledge, ownership and management in their current institutions.

Data collected from the questionnaire was subjected to several analysis of variance tests (ANOVA), t- tests and Tukey's post hoc test. Data from the survey was analyzed utilizing a modified version of Spradley's (1976) thematic content analysis. The study also utilized a legal research methodology to collect, review, and analyzes state and federal case law relevant to a discussion on copyright ownership.

The results of the study suggest that post-secondary educators have some knowledge of copyright act and copyright-related issues but were for most part unstudied in this area. Two demographic variables had a significant effect on post-secondary knowledge of copyright issues. Educators who taught graduate courses scored significantly lower than those who taught undergraduate and professional courses.

Additionally, educators who were aware of their institution's copyright policy scored higher than those who were not. Results from the follow-up survey revealed that most educators feel limited in their knowledge regarding copyright, are concerned about legal issues and request ongoing in-services and workshops to remain informed. The study concluded that institutions of higher education must respond to copyright issues and provide on-going education and access to copyright materials for faculty members.

Master of Laws

- ✚ The University of Georgia, Graduate Legal Studies, Athens Georgia. **December, 1998**. Major: International Law and Comparative Studies

Thesis

- ✚ **Reconciling The Best Interest Doctrine In A Cross-Cultural Setting: A Comparative Study Of The United States And Sierra Leone. (A Qualitative Study).**

ABSTRACT

The determination of which parent should have custody of the children in a divorce proceeding has become increasingly problematic in the past decade. As clear rules become replaced by ambiguous standards, societal norms have de-emphasized gender-like differences within the family. Uncertainty about the appropriate role each partner should play in the child's life after divorce has increased. The thesis reviewed the historical and legal factors affecting the courts in granting child custody awards in the twentieth century. It provided a comparative analysis of custody laws under the Islamic Law system in Sierra Leone and custody laws in the United States. It examined the best interest of the child doctrine from a cross cultural perspective. Utilizing interviews and survey questionnaires the study provided a comparison of the "best interest doctrine" and provided recommendations for policy and practice.

- ✚ **LL.B. Honors, Bachelor of Laws with Honors**, The University of Sierra Leone, Fourah Bay College, December 1993.

- ✚ **B.L. Bar Final Certification**, The Council of Legal Education, Sierra Law School, September 1994.

Professional Presentations

National

Renner, J. (October 2004). Achieving Excellence and Creating Effective Learning Environments for Underrepresented Faces in Non-traditional Places.” A paper presented at the Tennessee Association for Developmental Educators (**TNADE**) Memphis: Tennessee,

Renner, J. (June 2004). Knowledge Levels of Copyright and Copyright related Issues. A paper submitted and accepted by the **Center for Intellectual Property Symposium (CIP)** Adelphi: Maryland . Published as manuscript by ALA (American Library Association).

Renner, J. and Pauken, P. (April 2004). An analysis of the knowledge levels of Ohio’s post-secondary educators in four-year public/state, private and religious colleges and universities regarding copyright ownership of web-based courses and Materials. A paper presented at the 2004 annual meeting of the **American Educational Research Association** -(AERA) San Diego : California.

Renner, J. and Roach, E. (March, 2004). Creating Effective Learning Environments for ESL Students National Association of Developmental Education- A paper presented at the 28th annual meeting of the **National Association for Developmental Education** (NADE) St. Louis:Missouri.

Renner, J. (April, 2004). An analysis of the knowledge levels of students in four-year public/state, private and religious colleges and universities regarding copyright ownership of web-based courses and Materials. A paper presented at the annual meeting of the **American College Personnel Association** - (ACPA) Philadelphia: Pennsylvania.

Daniel, T.K., Pauken, P., and Renner, J. (November, 2003) *Control Control , Control: New Federal Copyright Legislation and the Right to Receive Information* A paper presented at the 49th annual meeting of the **Education Law Association** -(ELA). Savannah: Georgia.

Renner, J. (October, 2003) *Creating Building Blocks for Student Success.: Making Connections to Enhance the Learning Environments and Academic Success for Students* A paper presented at the 18th annual meeting of the **National College Learning Center Association** -(NCLCA) Rowling Meadows: Illinois

Renner, J. (April, 2003) *Best Practices Utilizing Schlossberg’s Transition theory for Underrepresented Faces in Non –Traditional Places.* A paper presented at the annual meeting of the **American College Personnel Association** – (ACPA) Annual Conference Minneapolis: Minnesota.

Renner, J. (November, 2002). “Tell me and I’ll forget ! Show me and I’ll remember. Transition theory and adults quest to participate in Study Abroad Programs. A paper presented at the annual meeting of **Council Of International Exchange Educators** (CIEE) Atlanta :Georgia.

Regional

Renner, J. and Washington D. (April , 2002). Helping Learners Succeed, “*Underrepresented Faces In Non-Traditional Places: College Success Steps For International Students*” A paper presented at the annual meeting of **Conference On Learning Assistance (COLA)** Toledo, Ohio.

Renner, J. (October,2002) *College Success Steps For Underrepresented Faces In Non-Traditional Places* A paper presented at the annual meeting of **Ohio Association Of Developmental Educators (OADE)** Cincinnati : Ohio.

Renner, J. and Washington, D. (August 2002). African Pre-Conference, Economic Development In Sub-Saharan Africa. Conference Panelist and Session Presenter - **Sister Cities International, Midwest Chapter.**

Teaching Methods And Innovations

I have worked very hard to make courses interesting and useful for students. In the Emerging Perspectives Affecting Schools ELPA 5200/6200(both of which I helped redesign with a grant funded by the Wallace Foundation) I have taught with other instructors to bring different perspectives to the same subject matter. I believe that the team-taught courses help students synthesize and integrate different disciplines from different perspectives.

In all of my law classes I continue to use case analysis methods which simplifies legal problems, as well as ethical problems. I have also developed slides and handouts for the students, which they can use to better understand the subject matter. I have concentrated on the interpretation of legal issues as it applies to educator's decision-making styles, and let the facts of the case speak for itself. In this way, I strive to help students learn the usefulness of the case analysis method without getting lost in the overwhelming aspects of the intricacies of the case. I believe that the approach I am using will make students more likely to apply the tools to novel situations that they will encounter in the future and know how to use it to solve problems.

I have developed comprehensive sets of notes to be used in all of my courses. Sample notes are included later in the portfolio. Each student obtains a copy of the notes, and then I use my copy as overhead transparencies. The students follow along as I present the material. Portions of the notes are purposely left blank, so that students can write with me the steps to solving the problems. These blank portions also allow for discussion in class, and give students a chance to try some of the problems on their own. The notes have been very well received in my classes.

I have been proactive with the integration of technology and learning resources and have created an electronic portfolio and home page on the Internet that my students can access to see my course syllabi, teaching philosophy, research interests and vita. The home page address is <http://faculty.etsu.edu/rennej/>.

I use demonstrations to illustrate principles of organization development and policy Analysis. I use examples from game shows (such as the wheels) to illustrate concepts of organization development such as communications, the nature of interventions etc. I developed an experimental device that the students I think the students find the demonstrations useful, as well as entertaining.

I often use class projects to stimulate out-of-class learning. In the Organization Development class and Policy Analysis classes, I have asked students to apply the techniques we discussed in class to processes with which they were familiar. I use real scenario types in projects, allowing students to see that there are difficulties associated with day to day policy making or and organization development. I believe these projects have been very successful, and student evaluations have been favorable, indicating that the students have found the projects to be valuable.

I have worked to integrate both my own and others' research into my courses. I stay current on the latest developments in law to include them in the class. For example, I teach some of the most recent advances in the *No Child Left Behind Act*. I have used papers from *the Organization Development Network* to discuss complex issues related to large scale change and organization development.. I have also used articles from *Quality Progress* to discuss some of the more practical considerations in implementing quality management.

I have also been able to incorporate some of my own research. For example, I have presented to students the ideas behind analyzing the knowledge levels of educators regarding copyright ownership and online courses in higher education. The topic fits easily into the higher education law course since it integrates knowledge analysis and educators knowledge level of copyright ownership. Teaching has also led me to new research questions.

Blackboard

Representative Course Syllabi, Notes And Exams

This section shows course syllabi, handouts and exams (available on the web version) from courses taught most recently. The syllabi outline course objectives, as well as my grading procedures. They also highlight topics covered in each class. The slides I use in every class, and handouts to students so they can follow along. Portions of the slides are purposefully left blank, so that we can carefully discuss the methods, and so that students can try problems out on their own. The exams show what material I have stressed, and how I have sought to use exams to synthesize material.

Representative Course Syllabi

My most recent and most often used syllabi are shown on my blackboard site.

Representative Course Notes

I have included 4 pages of notes from the ELPA 7821 Law for Higher Education course and ELPA 6951 Policy Analysis Course – available on web site. They give a flavor of the notes used in class.

Teaching Responsibilities And Evaluations

I have taught / am teaching the classes listed below:

TEACHING ACTIVITIES - ETSU

Fall 2004 **ELPA 6820** Law for Educational Leaders
Fall 2004 **ELPA 4900** Independent Study School Law
Fall 2004 **ELPA 6561** Organization Development
Fall 2004 **ELPA 5200/6200** Emerging Issues Affecting Schools
Fall 2004 **ELPA 7960** Doctoral dissertation Research Hours

Summer 2004 **ELPA 6580** Leadership Theories
Summer 2004 **ELPA 6561** Organization Development
Summer 2004 **ELPA 7960** Doctoral dissertation Research Hours
Spring 2004 **ELPA 7821** Law in Higher Education and Finance

Spring 2004 **ELPA 6956** Policy Analysis
Spring 2004 **ELPA 7960** Doctoral dissertation Research Hours
Fall 2003 **ELPA 6820** Law for Organizational Leaders
Fall 2003 **ELPA 4900** Independent Study School Law
Fall 2003 **ELPA 6561** Organization Development

Owens Community College, Toledo, Ohio (2002-2003)

BUS 110 Business Law
SOC 220 Multicultural Diversity in the USA
AAS120 Introduction to African American Culture

Professional Presentations

Research

Publications And Working Papers

I have written one article directly related to cross cultural adjustment for international students. [Clicking on the title of the paper will link you to the paper's abstract.](#)

The paper submitted and accepted by the Center for Intellectual Property on Knowledge Levels of Educators and Copyright Law was also accepted a publishable manuscript by the ALA American Library Association. [Clicking on the title of the paper will link you to the paper's abstract.](#)

Grants

In 2003 – 2004 academic I was part of a grant contract from the **Wallace Foundation** as an Educational Consultant. The grant sponsored the redesign of the course ELPA 5200/6200 “Emerging Issues Affecting Schools” to conform to SREB (Southern Regional Board) critical factors and ISLLC standards. The resulting redesign also included an online component comprising of a online mentor and a blackboard enhanced course.

I also received a mini grant from the **Commission for Judicial Affairs American College Personnel Association** (ACPA). The grant sponsored a research study on the knowledge levels of students regarding copyright ownership of multimedia projects.

Editorial Work

- I was awarded the position of editorial staff of the Journal of College Student Retention. [Click here for appointment letter.](#)
- I also volunteered in reviewing conference proposal for the 2004 American Educational Research Association (AERA). [Click here for details.](#)

Professional Publications

Refereed

Renner, J. Living And Learning With A Foreign Roommate, Barriers To Understanding Inter-Cultural Communication And Skills To Overcome Them. **The Obsidian**, Vol. 1/4/02, 2002, (A Multicultural Publication Giving Voice To Those Underrepresented In Society).

Dissertation Publications

Dissertation Abstract International AAT 3066409 2002 ISBN –0493-85627-7 DAI-A 63/10, p.3525, April 2003 <http://www.lib.umi.com/dissertations/fullcit/3066409>. “ An Analysis Of The Knowledge Levels Of Post-Secondary Educators In Public/ State, Private And Two-Year Colleges And Universities Regarding Copyright Ownership Of Online/Web-Based Courses.” **Bowling Green State University** Doctoral Dissertation Manuscript submitted to professional and scholarly journal.

Proquest Digital Dissertation <http://tls.il.proquest.com/hp/Products/DisExpress.html>. **Dissertation Express** “An Analysis Of The Knowledge Levels Of Post-Secondary Educators In Public/ State, Private And Two-Year Colleges And Universities Regarding Copyright Ownership Of Online/Web-Based Courses.”

Research (Comparative and Qualitative), The University of Georgia School of Law, Aug 1998. Conducted a qualitative and comparative research study on Reconciling the Best Interest of The Child Doctrine in a cross cultural setting the United States and Sierra Leone”.

Non - Refereed

Renner, J. **Reconciling The Best Interest Doctrine In A Cross-Cultural Setting: A Comparative Study Of The United States And Sierra Leone. (A Qualitative Study)**, The University of Georgia.

Renner, J. The Invisible Tapestry: Exploring: The Influence of Institutional Culture On Moral & Ethical Decision- Making In Higher Education, Bowling Green State University.

Renner, J. **The Effect of Moral and Ethical Decision-Making In Enrollment Management In Higher Education**, Bowling Green State University.

Renner, J. **Educational Administration In A Pluralistic Society: The Context Of Educational Administration And Social Class**, Bowling Green State University.

Renner, J. **Student Dress And Deportment In A Public School Setting - Toledo Public School: The Issues: First And Fourteenth Amendment - Research Paper** Presented At Bowling Green State University.

Renner, J. Motivation: A Catalyst For Organizational Effectiveness, (Bowling Green State University, Fall 1999).

Renner, J. Who Owns The Golden Apple? The Impact Of Institutional Ownership On Instructor Creativity: Guidelines On Internet Copyright Protection For Electronic Created Materials In Institutions Of Education, Bowling Green State University.

Manuscripts

Renner, J. Knowledge Levels Of Post Secondary Educators Copyright And Copyright Related Issues. Colleges, Code And Copyright ACLA 2004.

Awards

The Shanklin Excellency Award Outstanding International Graduate Student Award, Bowling Green State University, 1999 - 2000.

Who's Who Among Students In American Universities And Colleges Award, 1999 - 2000 Edition.

The International Peace Scholar Award, Two-Term Recipient - P.E.O. International Peace Scholar (1997 -1998, 1999 - 2000).

Graduate Assistantship Award, The Graduate Student Enhancement Program, Graduate College, Bowling Green State University. Fall 1999.

Graduate Assistantship Award, Department Of Education Leadership And Policy Studies, Bowling Green State University, Fall 2000.