

## **The Art of Pairing: Conversations about Teaching and Learning**

According to master sommelier Evan Goldstein, wine pairing is like a conversation between two people in which the exchange brings out the best qualities of each contributor. In this issue of *MountainRise*, we have brought together pairs of ideas, themes, or issues that we believe benefit from being brought together. In education, as in wine, putting the right two people together is more of an art than a science, but with this issue we present several, hopefully artful, pairings for your consideration.

Our first course consists of two pieces that look at perceptions of the on-line learning environment. The first, “Identifying Stakeholder Needs within Online Education” by Ipek Bozkurt, presents us with a bird-eye view model for viewing on-line education through the lenses of its respective stakeholders, from faculty and students to institutions and industry. In their piece entitled “Student Access of a Learning Management Site in Different Psychology Courses,” Michael Clump, Kayla Kinworthy, and Tracie Doherty, the researchers look at on-line learning from the perspective of one of these stakeholders, the students (two of the authors are students themselves), and closely analyze how they access different types of course material within the Learning Management System. Both authors suggest strategies for increasing the effectiveness and success for on-line teaching and learning.

Next on your plate, our second course is the pairing of “The Personal is Historical: Oral History and Undergraduate Research Papers” by Jennifer Helgren and “Using Film as Pedagogy to Explore Pre-service Teacher’s Beliefs” by Sheri R. Klein and Urs Haltinner. Both pieces focus on less conventional means for meeting higher-order learning outcomes. While Helgren focuses

on the use of oral history methods to enable students to construct meaning, Klein and Haltinner use Hollywood films to deconstruct the values and beliefs of pre-service teachers. While both offerings are grounded in their respective disciplines (history and education respectively) both articles suggest ways in which these tools could constructively be transplanted into other academic settings.

Our third and final course consists of two pieces that compare student perceptions of what goes in the classroom with the perceptions of faculty. In both cases, the two perspectives do not always align. In their essay “Student Incivility: An Engagement or Compliance Model,” Emily Schnee and Jason VanOra reflect on their experiences with student incivility and how the faculty and administration differ on strategies for managing the burgeoning phenomenon. Paul Savory, Amy Goodburn, and Jody Koenig Kellas look instead at the different perceptions students and faculty have of the levels of engagement that take place in their courses. By administering the survey to both stakeholders (faculty and students), they are able to identify some significant and surprising disconnects between what students think they are learning and what faculty think they are teaching. Both the C<sup>LEAP</sup> survey and the recommendations made by Schnee and VanOra focus on the importance of recognizing where these gaps lie and creating greater transparency between teacher and learner.

In the *Wine Spectators Pocket Guide to Wine*, author Martin Shanken states that “The goal in tasting wine is not to “find” the same aromas and flavors some other taster is describing. If you hone your own perceptual abilities and develop the vocabulary to articulate them, you’ll not only derive more pleasure from the wine itself, but also stimulate better communication between you and the friends who are sharing the bottle.” In a similar sense, we hope that our spirited pairing will inspire you to not simply find commonalities with the ideas discussed in this

issue, but will encourage, even inspire, you to think and to share your thoughts with friends and colleagues. *A votre santé.*

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