FCPE Newsletter – Issue No. 12 – Spring 2008

Boundaries and Policies in Distance Learning
by Geoffrey Ream

Syllabus language about course policies hasn't changed much since my own undergraduate days, when online courses weren't even featured in Starfleet Academy. Teaching online required me to rearticulate that language for a new, online environment. My master's-level research and doctoral statistics courses have substantial distance learning components, and in the summer of 2008, I pioneered a significantly updated version of our online one-credit statistics course.

I've found the following policies and additional instructions helpful, although the wording below is not necessarily the same as I use on the syllabus.

- Students must upload homework through Moodle. They can check the status of their submission via the "Assignments" link from the Activities block in the far-right column on the course's front page. This is better than e-mail submission because they can be sure I received their file without having to ask me for a receipt.
- When students ask me for help with basic computer proficiency or Adelphi-supported software, I refer them to Customer Services. Through resources like phone consulting and Peer to Peer Training, they are better prepared to help than I am.
- In some courses, like statistics, learning certain procedures with the software is a course objective. Customer Services can only help to a limited degree. Students must be ready to do what they're supposed to do on their own, independently.
- Independent learning and problem solving are endemic to online courses. Rather than asking the professor right away, students should try to solve technical issues using course resources in Moodle or searching the Web for answers. In maintaining a policy like this, of course, I implicitly commit to "play-test" all of my technology and collect information on problems and workarounds.
- When assignments are late or at variance with requirements, problems accessing or using technology are not generally acceptable excuses.
- Everyone is graded in the same way. Automatically-graded quizzes and activities cannot be hand-graded. On homework "handed back" electronically with comments (usually via Moodle's QuickMail feature), handwritten feedback on paper is unavailable.
- Students must read all material relevant to them in the syllabus and linked on Moodle. As long as I make sure complete course policies, assignment instructions, and information about technical problems is on Moodle, I can refer students to relevant links when they have questions.

Having these policies and boundaries in place helps students know what to expect, ensures that they receive (or at least are responsible for having received) every communication, and helps them focus on the material, rather than the medium.

Other practices serving these purposes: In fully-online courses, send a snail-mail letter to students a month before class starts telling them how to access Moodle. In classroom courses, periodically assess needs and sometimes demonstrate procedures via the LCD projector. Students are willing to take responsibility for the fact that many of the technical difficulties that they report are actually, so to speak, proficiency difficulties, if those conversations are approached in a spirit of mutual respect and empathy. For students who are really struggling, I sometimes even apply case management and advocacy, going out of my way for them because of my faith that these proficiencies will help them in their careers.

Geoffrey Ream
Assistant Professor
School of Social Work

Champion for the Autistic Community: A Conversation with Assistant Professor Steven Shore
> I wish to instill excitement in students as they prepare for one of the most important careers in the world – the education of youth, (…).

Assistant Professor of Education Steven Shore specializes in the autism spectrum.

"As a person diagnosed with autism, nonverbal (disorders), and (who was) recommended for institutionalization at the age of two-and-a-half years old, my goal is to combine my personal, educational, and practical experiences to help people on the autism spectrum reach their greatest potential," he said.

One area of interest that Dr. Shore focused on in his dissertation is comparing the numerous interventions for treating autism with the goal of moving research towards matching best practices to the diverse needs of children on the autism spectrum, as opposed to trying to make people with autism fit into the mold of any particular approach.

Another focus of Dr. Shore's is maximizing educator effectiveness in preparing people with autism for the successful transition to adulthood, in areas such as self-advocacy, residential life, continuing and higher education, as well as fostering interpersonal relationships and maintaining gainful employment.

In his spare time, Dr. Shore gives music lessons to children on the autism spectrum. "In addition to the therapeutic benefits of music and just being plain old fun, facility as a musician gives the person an important key towards developing relationships with others and the community as a solo performer or a member of a musical ensemble," he said.

VIDEO INTRODUCTION:
https://www.youtube.com/watch?v=Bf2B6T53OSE

QUESTIONNAIRE:
How did you choose Adelphi?
Adelphi's student-centered approach, combined with its emphasis on teaching, research, and community service, are some of the factors that attracted me to Adelphi University. I've been to the campus several times to deliver presentations at the spring AHA Autism Conference, and have found people very supportive and helpful. Additionally, the Ruth S. Ammon School of Education's desire to build programs in supporting students with autism was very attractive to me.

What has been your experience so far?
Adelphi is a great place to collaborate with my colleagues in making the world a better place for people on the autism spectrum. I sense true support from other faculty, staff, and administration for my success here at this University.

What do you wish to contribute to your field, both in terms of teaching and research?
If I can make life better for even one person on the autism spectrum my work will be worthwhile. Even though I have been here just a short time, I am very excited about the great things that will happen as a direct result of truly supportive collaboration with others.

Additionally, I am honored to be surrounded by people who are so willing to share experiences and suggestion with me as I work daily to improve my role here as educator and facilitator for the development of my students.

What do you wish to impart to your students?
I wish to instill excitement in students as they prepare for one of the most important careers in the world – the education of youth, along with the realization that education is a collaborative experience, starting with the interaction between the teacher and the student.

Another area of importance is the idea that accommodations and modifications to curricula are actually extensions of good teaching practice, with the end goal of making education more accessible to everyone, as we move towards a more universal design in curriculum development.

Emotional Education at Adelphi: The Spontaneous Painting Process
by Susan Mintz-Bello
Except for artists and young children, most of us have minimal opportunity to practice expressing our unconscious and authentic self through art-making. Tragically, emotions and our unconscious inner world have been neglected by Western education that prioritizes developing reading, verbal expression, mathematics, science, and other important intellectual skills.

The Spontaneous Painting Process is an inner-directed approach to art education that bridges our conscious and unconscious mind. Creative self-expression is an excellent channel to express the unconscious. The unconscious need not be feared. Ignoring its needs is one of the root causes for the violence, addictions, and mental afflictions of our times. Furthermore, when our body-mind is emotionally overwhelmed, and lacks a healthy channel for emotional expression, we experience difficulty functioning well academically, paying attention, and being happy.

There is a vast difference between educating for necessary skills that one must acquire to gain productive employment and educating to help a person grow as an authentic human being, and discover their inner talents. Most people are unaware of their inner depths of wisdom and authentic self. The focus on test assessments has made it especially difficult for educators to devote time so students can explore their unknown innate potentials. Inside of us, there exists an artist, a writer, a chef, an inventor, or innovator. Just as each individual's fingerprint marks his or her identity, so does one's unique, authentic self.

In an emotionally supportive environment, and under proper guidance, all individuals can open a door to their creative unconscious. Herein is a treasury for our innate potentials, accessed in the act of spontaneous painting. The Spontaneous Painting Process brings forth the life-affirming unconscious seed potentials of the authentic self that initially emerges onto the canvas in the form of symbolic images. Genuine symbols emerge from the deeper regions of the unconscious. Spontaneously painting symbolic images activates dormant potential and a transformative energy initiating change.

Spontaneous painting is one pedagogical approach in Whole Brain Learning. Whole Brain Learning emboldens the multileveled interconnections of both hemispheres of the brain, the right and the left, as well as the limbic and cortex areas, to all function in tandem, balancing physical, mental, emotional, and spiritual aspects of human nature. In Whole Brain Learning, our innate intelligences, including emotional, creative, spiritual, symbolic, intuitive, imaginative, visual, and kinesthetic ways of knowing, are recognized and developed, in addition to our linguistic and reflective thinking skills.

To learn from both conscious and unconscious perspectives, educators must teach from both perspectives. Training educators how to help students of all ages communicate their emotions effectively develops societal empathy as participants learn to care and accept themselves and one another, sharing their emotions. This develops the realization that we all have similar fears, dreams, and universal needs. Inner-directed art is an important tool developing humanistic education and world peace.

For more information on spontaneous painting, please visit http:// www.spontaneouspainting.com.

This article is based on the concept of a soon-to-be-published book by Susan Mintz-Bello, "Reawakening the Colors of Life." (copyright)

Susan Mintz-Bello

Funding and Washington Updates
by Mary Cortina
ARRA, TARP, Stimulus, Oh My!
When President Obama signed the American Recovery and Reinvestment Act (ARRA or stimulus), it included approximately $21.5 billion for federal research and development. This includes additional funding for many federal agencies that support college and university activities, particularly in the areas of infrastructure and instrumentation, education and training, and research. At the postsecondary level, there is added money for Pell grants, work study, and tax credits.

Although funding is available, there is also a very tight schedule to which federal agencies must adhere. In order to qualify for these funds, the proposals must be "shovel ready," or ready to begin, within a very short time, usually 60 to 90 days, of the grant submission deadline. This is in keeping with one of the goals of the ARRA, which is to "to spend quickly to save and create jobs."

The Office of Research and Sponsored Programs (ORSP) will continue to monitor funding opportunities and pass them along to faculty, but you can also visit www.recovery.gov for more information. In addition, if you have projects that you think are relevant to the stimulus money, please contact us.

Faculty Development Grants, 08-09
Every year, the University issues a Call for Proposals for the Faculty Development Grants program, an internal funding source to support faculty with their research, pedagogy, creative works, artistic endeavors, and application. This year's awards went to the following faculty:

Wahiba Abu Rass, School of Social Work, *Chaplaincy Services and Spiritual Care in Hospitals and Other Health Care Settings: Are Muslim Patients' Needs Being Addressed?*

Sean Bentley, College of Arts and Sciences, *Physics, Confocal Laser Microscope & Optical Tweezers*

Melanie E.L. Bush, College of Arts and Sciences, Sociology, *Breaking the Code of Good Intentions: Everyday Forms of Whiteness*

Beth Christensen, College of Arts and Sciences, Environmental Studies, *Genetic Sequencing of Marsh Plants to Identify Salt Marsh History*

Jonna Coombs, College of Arts and Sciences, Biology, *PIB-type ATPases in heavily-impacted vs. minimally-impacted sediments of the SSE*

Laura DeRose, Derner Institute of Advanced Psychological Studies, *Pubertal timing and change in academic and psychological outcomes in the school setting: A longitudinal study*

Judy Fenster, School of Social Work, *Training Substance Abuse Clinicians to Refer Clients for Post-treatment Care*

Maryann Forbes, School of Nursing, *Evaluating the Design and Effectiveness of Three Clinical Simulation Scenarios*

Margaret Gray, College of Arts and Sciences, Political Science, *Harvesting Expectations: Farmworkers, Food Politics, and Power in New York Agriculture*

Patrick Grehan, Derner Institute of Advanced Psychological Studies, *An Assessment of a Social Network of ADHD Information Communication*

Geoffrey Grogan, College of Arts and Sciences, Art & Art History, *Look Out!! Monsters*

Jim Hazy, School of Business, *An analysis of the experiences of social entrepreneurs and emergent organizational forms*

Graham Henning, School of Business, *Cultural Tourism and the Guest-Host Relationship in Okinawa*
Mary Hickey, School of Nursing, *Female College Students' Knowledge, Perceptions, and Use of Emergency Contraception*

Joan Kearney, School of Nursing, *Mothers and Children Exposed to Domestic Violence: A Clinical Intervention Focusing on Maternal Processes*

Rheem Khamis-Dakwar, School of Education, *Language assessment and intervention practices in a culturally-ingrained diglossic situation: A qualitative study*

Hanna H. Kim, College of Arts and Sciences, Anthropology, *Investigating and Filming Conceptions of "Hinduism" and "Religion" in Newly Constructed Swaminarayan Temples in the United States*

Cindy Macguire, School of Education and College of Arts and Sciences, *Building a Culture of Peace: A Practice-Based Art and Design Research Project in Suhareka, Kosovo*

Adam N. McKeown, College of Arts and Sciences, English, *Picturing the Borders in Early Modern England*

Veronica Orozco, Derner Institute of Advanced Psychological Studies, *Psychological Well-Being of Racial/Ethnic Minority Students*

Geoffrey Ream, School of Social Work, *Differential Developmental Trajectories of Lesbian, Gay, Bisexual, and Transgender Youth*

K.C. Rondello, School of Nursing, *Antecedents of Ethical Decision-Making*

Robert M. Siegfried, College of Arts and Sciences, Math and Computer Science, *Automated Web Accessibility Study of College and University Home Pages*

Justyna Widera, College of Arts and Sciences, Chemistry, *Development and investigation of multifunction hybrids of nanocrystalline TiO2/quantum dots/conducting polymer nanowires for solar cell application*

Monica Yang, School of Business, *Cross-border Mergers and Acquisitions by Chinese Multinational Corporations*

Jiang Zhang, School of Business, *The Adoption of RFID by Retail Business Firms: Social and Economical Implications*

Mary Cortina
Director
Office of Research and Sponsored Programs

Getting to Know Assistant Professor of Anthropology Hanna Kim

If a nice majority of [my students] are inspired by the course content to rethink given categories and critique common assumptions that they encounter in their university life and beyond, then I will feel tremendously rewarded.

Assistant Professor of Anthropology Hanna Kim completed her doctoral studies at Columbia University in anthropology and previously taught at the McGhee School at New York University. Her research is centered on a contemporary Hindu devotional movement originating in western India that is now a transnational organization and community. Studying this group, known as the Bochasanwasi Shri Akshar Purushottam Sanstha (or "BAPS") has prompted Dr. Kim to explore and rethink the dichotomous categories that academics commonly use to explain certain communities, in particular the binaries of religious-secular and traditional-modern. Her research, writing, and teaching, while firmly located within cultural anthropology, are interdisciplinary in scope and content. She combines ideas and theories from various sources with fieldwork data and observations to further understand human behavior.

VIDEO INTRODUCTION:
https://www.youtube.com/watch?v=Rym0FE9aCII

QUESTIONNAIRE:
What made you choose Adelphi?
I came to Adelphi, as with many fortunate events in our lives, through a combination of factors, ones that matched certain changes in my life with those within the Department of Anthropology.

What has been your experience so far?
The students I have met are very pleasant and pleasantly inquiring. Many are eager to learn much more than what is expected of them in class. A professor could not be happier in these circumstances.

Regarding my research, the University administration and my department have been more than supportive and encouraging of my need to periodically fly away for field research, conferences, and invited presentations. As a grateful recipient of a Faculty Development Grant, I also look forward to learning how to use a digital camera and adding another dimension to my research and teaching. Already I have few students in mind who are wonderfully suited to both wielding the camera and assisting me in field research.

What do you wish to contribute to your field, both in terms of teaching and research?
My contribution to the department is to offer new courses that complement the existing offerings and to give students the opportunity to explore under-represented regions, ethnographic issues, and approaches to the study of culture. I hope to encourage more students to consider anthropology as their choice of discipline. Also, I hope to give students the opportunity to study areas of Asia and analyze pressing issues of religion, modernity, and globalization. Towards these goals, in the near future, it would be wonderful to bring a group of students to India. In this dream, no one would get sick, everyone would be mightily transformed, and the next generation of South Asia anthropologists would be born!

What do you wish to impart to your students?
As an anthropologist, I am not too foolish to assume that most of my students will become anthropologists. However, if a nice majority of them are inspired by the course content to rethink given categories and critique common assumptions that they encounter in their university life and beyond, then I will feel tremendously rewarded.

Growing Families and Farms
by Margaret Gray
A consequential change transpired on New York's farms in the late 20th century in the shift from a primary African American to a largely Latino workforce. This change spawned new methods of labor control, increased the immigrant rural poor population in the state, and galvanized an advocacy campaign for farmworkers' rights. My research investigates the factors that led to the increase of new Latino immigrants to New York farms and explains the implications of this demographic change for workers and

immigrants, employers, and inequality in the region. It raises the question: "Should these issues concern consumers?" I offer here some thoughts for considering the issue in my current book-length project.

The emergent American food movement has championed both healthful eating and ecological protection, promoting ethical consumption and demanding a shift to sustainable agriculture. Once the exclusive realm of cosmopolitan urbanites, bohemians, and affluent suburbanites, the orbit of amateur foodies now includes the average consumer, who after consuming media report after media report on food advocacy issues, is increasingly inclined to demand alternative foods at reasonable prices.

Food writing generally targets the corporate profit motive and associated large-scale, monoculture farming methods as the obstacles to a wholesome body and planet. The prescriptive antidote is the small or family farm, which offers farm-to-table unprocessed products through greenmarkets, community supported agriculture (CSAs), food co-ops, and health food distribution outlets. Their glocal conscience awakened, when consumers eat nutritiously, they are also investing in land stewardship, and so they assume they are sustaining their regional foodshed.

In the public mind, small farms evoke deeply-rooted agrarian ideals such as self-sufficiency, autonomy, wholesomeness, and patriotism. Yet, despite this agrarian romanticism, the current immigration debate has made it clear that small farms, like their factory farm counterparts, are largely staffed by non-citizen immigrant workers: the undocumented and guestworkers. The insourcing of cheap immigrant labor, a longstanding practice in large farming states and metropolitan areas, has now encroached on smaller farming states, most service industries, and a range of suburban locations.

However, unlike environmental concerns, labor issues do not routinely show up on the foodie's radar of collective discontent. To the extent that labor issues are ever addressed, food policy centers may highlight an occasional paper on their Web sites, but labor concerns are rarely grounded in their overriding policy goals. At a time when public consciousness is, for once, focused on the family farm, labor rights and workplace conditions should not be neglected.

My research on New York farmworkers, growers, and farmworker advocates seizes this opportunity, generated by the intense interest in food advocacy, sustainability, and immigration, to re-focus the public imagination, and spark a debate about the role of labor in the much-lionized small-scale agricultural economy. It will make the connections that the food movement could and should be making in raising awareness about how food is produced, distributed, and consumed. Through my analysis, I expect to show that environmental consciousness about our food cannot be advanced at the cost of labor rights. The health and security of agricultural workers are intrinsically linked with the integrity of discerning consumers who believe they are responsible planetary citizens.

Margaret Gray
Assistant Professor
Department of Political Science

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iTunes University Arrives at Adelphi
by Astrid Palm

ADELPHI UNIVERSITY @ iTunes U

As of the spring semester 2009, Adelphi is officially a participating institution of Apple's iTunes University initiative.

iTunes U is an academic version of Apple's popular media delivery tool iTunes. All participating institutions receive an individual site to which they can add content at their discretion. There are currently more than 100,000 free educational audio and video files available on iTunes U. The application allows faculty to quickly and easily upload their podcasts and other media files to give students immediate access to these course materials.

Roughly 16 Adelphi professors have already started using Adelphi's iTunesU site on a regular basis, for approximately 25 courses in total. Assistant Professor of Art Education Courtney Weida enjoys the new avenues for teaching and learning that present themselves through this medium.

> "I find iTunes podcasting very helpful in my teaching," she said. "It serves multiple purposes for me (in) practicing, planning, and reflecting upon lecture portions in advance, while providing additional learning resources for students that miss class or need to review old content. Podcasting has helped me re-conceptualize the lecture/demonstration aspect of my instruction because I find myself thinking more carefully about stories, questions, and examples that would be compelling to listen to on an iPod or on one's computer."

A definite advantage of using Apples iTunes technology to deliver teaching materials is that many students are already familiar with the software. They are used to listening to and downloading media from iTunes, which makes for a seamless transition in accessing course files. When students have access to lecture recordings after class, they can concentrate on listening and understanding during class, rather than taking notes or trying to memorize concepts on the spot. Students report being grateful at being able to review content at their own pace, with the added bonus of assisting students with learning disabilities and language barriers. Clinical Assistant Professor of Nursing Maureen reports success in her efforts to incorporate iTunes into the courses Medical Surgical Nursing 1 and 11 by podcasting weekly lectures.

> "The students had access to the lectures via their iPod and computer whenever and wherever it was convenient," she said. "When I asked the students if this was an additional advantage to the traditional classroom lecture and assisted their studies, the response was a resounding yes."

Both Professors Roller and Weida will be presenting their iTunesU sites at the upcoming "Teaching with Technology Fair" on April 20 from 1:30 p.m. to 3:30 p.m. in rooms one through four of the Campbell Lounge in Adelphi's Center for Recreation and Sports.

VIEW AN EXAMPLE:
If you are new to the iTunes application, please start by reviewing the tutorial below:
Accessing iTunes U (PDF)

In order to access iTunes U, the generic iTunes application needs to be installed on the users computer. It can be downloaded to a Mac or PC. To download iTunes or to upgrade to the most recent version of the software, please click iTunes icon.

 Click the iTunes icon for a free download.

To access an audio Podcast on Adelphi's iTunes U site, please visit Professor Christopher Storm's 60 Second Lectures.

The FCPE offers regular workshops on iTunes University, and Media Technologist Alexis Seeley is available for questions or to schedule an appointment at (516) 877-4252 or via email at aseeley@adelphi.edu.

Astrid Palm
Director
Faculty Center for Professional Excellence

Susan Lambert Joins the FCPE Team
by Susan Lambert
I'm very excited about joining the FCPE team and working at Adelphi, where there are so many wonderful opportunities to support faculty in their teaching and scholarship.

My educational background includes a bachelor's degree in art history from the University of South Florida and a master's in fine art in studio art from the Maryland Institute College of Art. My career in instructional technology began five years ago at Queensborough Community College (CUNY), where I was project director for the college's ePortfolio initiative and a part-time faculty member in the art department. The ePortfolio project offered students an opportunity to create academic online portfolios of their work, which reflected their growth as learners and effectively charted their career and learning goals. As project director, I led the ePortfolio team and taught a range of topics to both faculty and students, including web-authoring, information literacy, and writing for new media.

Most recently, I worked at LaGuardia Community College's Center for Teaching and Learning, where I was director of the Making Connections National Resource Center on Inquiry, Reflection, and Integrative Education. The center's mission was to help educators at partner institutions advance innovative pedagogies on their own campuses. As director, I led faculty development seminars, organized conferences, and scheduled consultations with LaGuardia faculty leaders.

My expertise in instructional technology includes online and blended course design; knowledge of Moodle, Blackboard, Powerpoint, and Adobe Illustrator; and ePortfolios. In addition, I have taught a range of technologies used to facilitate online communication including discussion forums, wikis, chat, and blogs. I believe that the use of these technologies, when coupled with sound pedagogical approaches, can help improve teaching, build learning communities, and enable us to better know students and their needs.

I've only been at Adelphi for a few months, but I have already been made to feel so welcomed by Adelphi's collegial and supportive community, a community I am very happy to serve and be part of. I'm looking forward to supporting the creative faculty at Adelphi in the use of instructional technologies and to helping them develop and design their online and blended courses.

Susan's office is located in room ALU 119 and she can be reached via email at x4225 or via email at slambert@adelphi.edu.

Susan Lambert
Distance Learning Specialist
Faculty Center for Professional Excellence

Teaching Online – Making It You
by Deirdre Donat

After many years of teaching counseling-type courses at Adelphi, I was propelled into the world of online courses quite by accident. As it turned out, the professor who created the "Introduction to Counseling" course was unable to commit to teaching it. Welcome to the world of Blackboard and then a semester later, to Moodle. Fortunately for me, I had a lot of help from the program whizzes at the Faculty Center for Professional Excellence, and things went along quite smoothly.

I had two major concerns about teaching a counseling course online. Since I was so used to interaction and participation in my classroom, I needed to find ways to replicate that in an online format. Once I outline issues of confidentiality, I use a many real-life examples in my classroom to illustrate the use of a concept or a theory, and I am dependent upon the students to ask pertinent questions from their own experiences that may help me to illustrate a point. In addition, the online environment can be impersonal and as a person who relies on body language and tone of voice. I did not want the course to be robotic, nor did I want it to seem like a semester-long series of text messages.

A Personal Touch

In order to make online courses feel more personal, I searched around and found a photo of myself to use as an online personality or avatar. By doing so, I immediately became a "real" person to the students enrolled in the class. Posting an avatar also served as an example for other students to do the same, which helped to add a face to the students enrolled in the class. I have noticed that each semester, more and more students upload their avatars on sites such as Facebook and MySpace, and this practice carries over into the virtual classroom.

I have included in my course an introductory section and have posted my biography as well. The site also includes some personal information, including my hobbies, information about my family, so that I become a person to him, not just someone who is typing responses and grading papers. By posting my own bio first, it models the behavior and encourages students to do the same. I have found that an online course is a study of vicarious reinforcement; all it takes is one student to post an outstanding response, followed by some really positive reinforcement from the professor about the quality of the post, and the other students will then begin to respond in a more comprehensive way, which will, in turn, help create a better learning experience.

Get the Discussion Moving

Since concerns of confidentiality would prevent me from sharing real-life examples online, I employ discussion prompts to help the students think about the question in a different way. In the classroom, it is easier to select a student to answer a question. Online, I am dependent upon the responses made by the students and use the responses to prompt the class to examine a topic further.

For example, when covering a section about counseling ethics, we discuss boundaries. There is a discussion question regarding accepting vegetables as a form of payment for services rendered. Nearly all of the students answering that question feel that bartering is completely against ethical counseling practice but these are students from Long Island. The practice is not common here. But, if you practice in Appalachia, that would be a completely acceptable manner of payment. I would prompt the student to think about the answer in a different light by creating a different scenario. Controversial material is a

wonderful way to get students both involved and to respond, especially online because there is some anonymity and students may feel safer and less apt to feel judged by peers for expressing an opinion.

Deirdre Donat
Counselor of General Studies
Part-Time faculty of University College