



7:00 a.m. - 5:00 p.m.
REGISTRATION
Park Place Lobby

Pre-Conference Workshops • 8:30 a.m. – 11:30 a.m.

P1

Minervas'
Boardroom

Creating Significant Learning Through Integrated Course Design

8:30 a - 11:30 a

Stewart Ross – Minnesota State University

This workshop on integrated course design enables participants from all areas of higher education to reflect on the power of creating good courses – courses that are based on significant learning experiences in and out of the classroom. By focusing on learner goals, teaching activities, and assessment of learning, participants develop a template they can use in creating their own courses that integrate these three areas to create courses that can lead to significant learning.

P2

Courtyard
I & II

Overcoming Apathy and Creating Excitement in the Classroom

8:30 a - 11:30 a

Jim Eison – University of South Florida

Todd Zakrajsek – University of North Carolina at Chapel Hill

What can instructors do to facilitate learning when they encounter students who seem uninterested and even apathetic toward course content and assignments? Though students ultimately must assume personal responsibility for their own learning—instructors cannot do this for them—as faculty, we must find effective ways to motivate, inspire and maybe even cajole students to maximize learning. In this workshop we will describe and demonstrate how instructors can make learning in the college or university classroom, perhaps one of the most artificial learning settings, a more meaningful experience for our students. Based on well-established theories of learning and motivation, this interactive session will demonstrate both why and how one can transform students from passive listeners into active learners. Participants will have an opportunity to try out and experience firsthand several of these techniques. Warning: This program will practice what it teaches – active involvement is expected.

11:30 a.m. - 12:15 p.m.

● **LUNCH FOR PRE-CONFERENCE PARTICIPANTS** ●
Top of the Park

12:30 p.m. – 1:50 p.m. • Welcome and Plenary Presentation

1p

Ballroom

Building Cultural Competency and Inclusive Classrooms: A Qualitative Teaching Approach

12:30 p - 1:50 p

Denise Green – Institutional Diversity, Central Michigan University

As the U.S. and the world become increasingly diverse and interconnected, our students need the tools to live and work in an array of environments. Inclusive classrooms provide opportunities for students to develop their cultural competency, interact with peers who view the world differently, and solve problems in various ways, leading to a multiplicity of solutions. In this session, you will hear about qualitative teaching approaches that facilitate cultural competency and inclusive environments, and discuss best practices and pitfalls to avoid.

2:00 p.m. - 2:40 p.m. • Concurrent Sessions

2a

Torch

Have I Been 'Punked'? No, That Really IS Your Discussion Board Grade!

2:00 p - 2:40 p

Deborah Moscardelli-Gray – Marketing and Hospitality Services Administration, Central Michigan University

Having trouble 'defending' your discussion board grades? This session will help you make a 'subjective' assessment extremely 'objective'. The presenter will give tips for designing a rubric that will make DB grading easy for you and clear for students. You will leave with a customized rubric for your class!

2b

Leelanau

Making Messy, Meaningful Fun: Engaging Students in Active Learning through Experiments

2:00 p - 2:40 p

Dale Winter – Mathematics, Carnegie Mellon University

For many students, mathematics has acquired the reputation of being dry and inapplicable to 'real life' (Shoenfeld, 1988). At the same time, mathematical concepts are often regarded as difficult to 'really' understand (Shoenfeld, 1989), and the problem learning mathematics best solved through rote memorization (Garofalo, 1989). While lamentable, it is the presenter's contention that this is by no means inevitable. In this highly interactive session, participants will be invited to consider the potential role of (sometimes messy) mini-experiments as a basis for learning more abstract material. Although this session will feature examples from mathematics, this is a general approach that is widely applicable to other disciplines. During this session, participants will be able to perform and learn from an experiment themselves and analyze a teaching vignette to brainstorm on how experiments could be used to improve students' learning. In addition, participants will be able to learn some of the design principles for creating experiments, and examine data on the effects of using this approach in a mathematics course.



Concurrent Sessions (continued) • 2:00 p.m. - 2:40 p.m.

2c

Courtyard I

Cooperative Learning: Preparation and Implementation

2:00 p - 2:40 p

Lorraine Berak – TEPD, Central Michigan University

Karen Edwards – TEPD, Central Michigan University

The need to teach group skills and group roles is universal. Activities that foster effective teamwork will be practiced. In addition 3 models of cooperative learning will be introduced and practiced: STAD (Student Team Achievement Division), TGT (Team Game Tournament) and Jigsaw. In addition, participants will be given an introduction to the concept of using team improvement scores to increase the use of cooperation in the learning process.

2d

Courtyard II

Are You the Only Active Learning in the Classroom?

⌚ 2:00 p - 3:40 p

Stewart Ross – Center for Excellence in Teaching and Learning, Minnesota State University - Mankato

This workshop helps participants better understand various types of active learning strategies and why they can make a difference in the classroom to improve teaching and learning. Beginning with a quick icebreaker, participants develop their own lists of active learning techniques they have used or heard of from others. The workshop moves from developing active lectures, through collaborative learning, classroom assessment techniques, and many other strategies, ending with team based learning and an innovative approach to group quizzes. Participants will work through many of these activities and be able to use many immediately in the classroom.

2e

Minervas'
Boardroom

Higher Education Faculty Self-Evaluation Survey

2:00 p - 2:40 p

Calvin Posner – Off-Campus Programs, Central Michigan University

Higher education classroom instructors can only improve their skills if they have an appropriate model for instruction, are able to assess their own skills, get feedback from others and create and follow an improvement plan. The workshop provides this model for instruction in a form that allows instructors to assess their own skills. This survey contains benchmarks (best practices) for what are considered the essential behaviors for classroom instructor skills. It can also be used for others to assess an instructor's skills. An improvement plan is provided that helps the instructor make use of the survey report.

2:00 p.m. - 2:40 p.m. • Concurrent Sessions (continued)

2f

Crystal

Integrating Cultural Competence into Allied Health Training Programs

2:00 p - 2:40 p

Alan Vespie – College of Allied Health Sciences, University of Cincinnati**Linda Graeter** – College of Allied Health Sciences, University of Cincinnati**Gideon Labiner** – College of Allied Health Sciences, University of Cincinnati**Joyce Dicks** – College of Allied Health Sciences, University of Cincinnati

Faculty from three allied health programs (Advanced Medical Imaging, Clinical Laboratory Science, Genetic Counseling) are engaged in interdisciplinary collaboration to integrate cultural competence into the training. Each program defined where/when knowledge, skills or attitudes about diversity are integrated with a course mapping exercise. The faculty share resources and strategies for motivating students to learn more about themselves and others. Interdisciplinary collaboration supports ongoing efforts to infuse cultural competence into health care training programs.

2g

Executive
Boardroom**Strengthening Your Service-Learning and Civic Engagement Efforts Through Effective Public Relations Strategies**

⌚ 2:00 p - 2:20 p

Lolita Cummings Carson – English Language and Literature, Eastern Michigan University**Melissa Motschall** – English Language and Literature, Eastern Michigan University

This workshop describes the unique role of a university-based public relations undergraduate program in promoting academic service-learning programs within the university environment and wider community. Eastern Michigan University faculty and student illustrate their multiple-method approach to increasing awareness of various social issues by working with local non-profit organizations as community partners.

2h

Executive
Boardroom**Collaborative Assessment of Higher-Level Cognitive Skills in Online Communities**

⌚ 2:30 p - 2:50 p

Merilee Griffin – Education Administration, Michigan State University

What is good writing, and what is critical thinking, and how can we teach them better? This learning communities approach uses an interactive web site to connect students with teachers, teachers with teachers, or students with students for the purpose of generating socially-constructed standards for writing and thinking. Students improve their own writing and thinking by engaging in collaborative assessment practices. (So do faculty!) Participants will engage in collaborative assessment and explore the web site.



3a
Torch

Connection & Collaboration within the Local and Global Learning Communities

3:00 p - 3:40 p

Jan Huffman – Teacher Education & Professional Development, Central Michigan University

Don Volz – Teacher Education & Professional Development, Central Michigan University

Ruth Volz – Teacher Education & Professional Development, Central Michigan University

Xiaotian Li – Teacher Education & Professional Development, Central Michigan University

We live in an information-rich, global knowledge economy with CHANGE as the new universal constant, where learning *how* to learn becomes more important than *what* is learned. This session focuses on the challenges of understanding the attributes, MIVA, and capabilities of a global student in the 21st century. Participants will become acquainted with how we, as educators, continue to radically change how we teach and learn with our students by using these understandings. Group discussion and participation will be encouraged.

3b
Leelanau

Active Learning or Just Plain Fun?

3:00 p - 3:40 p

Beth Talbert – Communication, Oakland University

This session will explore the differences between planned course assignments which advance the learning objectives for a course versus those which “just add fun”. The presenters will share a variety of assignments and activities designed for students in Communication courses and the ways in which they have been connected back to specific course content.

3c
Courtyard I

Information Literacy via Blackboard

3:00 p - 3:40 p

Ursula Zyzik – Byrne Memorial Library, Saint Xavier University

Presentation of a Blackboard information literacy course, Library Research 101, integrated with English research-based writing classes. The project began in the fall semester of 2007 with two sections of English 102, a required writing class, and continues with two new sections. Tangible assessment data and students’ course evaluations indicate both their preference for this mode of learning and a successful completion of the course objectives. The author discusses the advantages of using the CMS environment to teach successfully both the research skills and critical thinking in freshmen writing classes.

3:00 p.m. - 3:40 p.m. • Concurrent Sessions (continued)

3e

Minervas'
Boardroom**Enhance Working Adults' Classroom Group Discussions with the Jigsaw Technique**

3:00 p - 3:40 p

Abalo Adewui – TEPD, Central Michigan University

It is well documented in adult learner literature that the most preferred strategy for adult learners is group discussions. Often, group discussions may lack intellectual depth, wander and become irrelevant to the topic at hand. They may cause students to passively listen to reports from a dominating personality emerging from a group. This session introduces the jigsaw technique, a strategy that breaks from the traditional lecture, to engage all students in active learning.

3f

Crystal

Art is for Everyone: Learn Basic Drawing Skills

3:00 p - 3:40 p

Robert Coates – Art, Sinclair Community College

Learn basic drawing skills. This session is on how to see and how to draw the illusion of depth. This class is for beginners who have always wanted to try their hands at drawing.

3g

Executive
Boardroom**Promoting Effort: Five Minutes of Theory & Fifteen Minutes of Suggestions**

⌚ 3:00 p - 3:20 p

Spence Tower – Management, Ferris State University

The title says it all: after a brief introduction to theory and related research, time will be devoted to identifying numerous relevant and practical tips that you can implement into your classes. This will be fast paced so be ready to voice your suggestions as well as jot down many others.

3h

Executive
Boardroom**Global Climate Change and Sustainability in Higher Education; Engaging Students on an Urban Campus**

⌚ 3:30 p - 3:50 p

Mary Lynam – Science and Mathematics, Marygrove College

Urban areas, especially cities, are disproportionately threatened by the potential for climate change and the requirements for sustainability. Marygrove College is an urban campus providing an ideal "laboratory" for incorporation of these issues into the curriculum. Examples include a campus recycling audit, a campus ecoliteracy survey, and visiting a green building powered by geothermal energy. Student evaluations indicated high levels of engagement and enhanced awareness of the connections between campus and the world outside.



Plenary Presentation • 4:00 p.m. - 5:00 p.m.

4p
Ballroom

Teaching Tips for Pervasive Learning Challenges

4:00 p - 5:00 p

Bill McKeachie – Psychology, University of Michigan

Todd Zakrajsek – Center for Faculty Excellence, University of North Carolina at Chapel Hill

For every faculty member, certain “challenges” are always present. How one addresses those situations plays a heavy roll in the extent to which students in the class are able to learn. In this session, Bill McKeachie will respond to common challenges by drawing on decades of work both as a faculty member and as the author of “Teaching Tips,” which remains one of the most influential books in the area of faculty development. Joining Bill, Todd Zakrajsek will discuss common issues noted by faculty in workshops on this topic, with a focus on challenges most frequently noted in the past five years.

5:00 p.m. - 6:30 p.m.

🎵 RECEPTION 🎵
Torch, Leelanau, & Crystal Rooms

5:30 p.m. - 8:30 p.m.

EXCURSION
Winery Excursion and Tips with Teachers Workshop

9:00 p.m. - 10:30 p.m.

HOSPITALITY
Presidential Suite: Room 905

F Conference Program

Friday, September 19

8th Annual, Lilly - Traverse City

7:00 a.m. - 8:30 a.m.

☉ BREAKFAST ☉

Ballroom (Full Breakfast) & Top of the Park (Continental Breakfast)

7:30 a.m. - 5:00 p.m.

REGISTRATION

Park Place Lobby

8:30 a.m. - 8:50 a.m. • Round Table Sessions • Prize Drawings (see page 7 for details)

5a

Ballroom

Partnering with Non-Profit Organizations in the Classroom: Real World = Real Learning

8:30 a - 8:50 a

Nancy Hicks – Business Information Systems, Central Michigan University

Bring the real world into your classroom by partnering with non-profit organizations. Why create projects and assignments designed to simulate the real world when you can bring the real thing into your classroom? Students serve as consultants and learn to solve the real problems of real organizations, resulting in the most relevant learning experiences. Student feedback and examples of student work on various projects completed for non-profit organizations will be shared.

5b

Ballroom

The Urban Experience - "Hands-on" for Future Educators

8:30 a - 8:50 a

Frank D'Angelo – Early Childhood & Elementary Education, Bloomsburg University

Molly Marnella – Early Childhood & Elementary Education, Bloomsburg University

This session will present groundwork for developing and implementing field experience situations within the school setting and the community. It will focus on developmentally sound strategies to forming partnerships between the university, the school system, and the community.

5c

Ballroom

The Case Study Method: How-To's for Writers and Teachers

8:30 a - 8:50 a

Susan Jones – Marketing, Ferris State University

The Case Study Method provides students with a unique opportunity to synthesize and activate their learning through multiple courses, in real-world applications. But top-notch and timely cases can be difficult to find. In this session, you'll learn how to identify case subjects, and write and publish cases in your field -- plus how to use them effectively in your teaching.

5d

Ballroom

Testing Theory and Practice with Students

8:30 a - 8:50 a

Loretta Konecki – Education, Grand Valley State University

Faculty at GVSU have been developing a model for change in classrooms. To test this model, we have been teaching it in our classes and asking our graduate students to check out its validity in their situations.



Round Table Sessions (continued) • 8:30 a.m. - 8:50 a.m.

5e

Ballroom

Story Telling – Not Just for Kids

8:30 a - 8:50 a

David Lloyd – Off Campus Programs, Central Michigan University

This participatory session will explore how faculty in post-secondary education can engage and motivate learners by telling brief stories in their classrooms. When carefully chosen these stories can help learners make connections to their course material. Come and exchange ideas on the benefits of story telling and of course share with us some of your favorite stories.

5f

Ballroom

Creating Podcasts to Augment Instruction

8:30 a - 8:50 a

Greg Gogolin – Information Security & Intelligence, Ferris State University

Podcasting can be much more than just recording a voice. This interactive presentation will explain podcasting technologies, as well as demonstrate a variety of techniques for creating podcasts that integrate into classroom and distance education approaches to instruction. Podcasts will be created in the presentation.

5g

Ballroom

ITV Service-Learning: A Second Language Project

8:30 a - 8:50 a

Roberto Garza – World Languages, Flint Community Schools

Learn how high school students used their academic and social skills to transform learning. Observe how high school students became: teachers of Spanish, tutors, and mentors of 3rd graders in a traditional setting, technicians engaging children in interactive and multi-media lessons, creators of digital literacy, and futurists of educational change through Service-Learning and Technology.

5h

Ballroom

From Story to Research-Worthy Question: Teaching Memoir to Promote Cultural and Disciplinary Engagement

8:30 a - 8:50 a

Sherry Wynn Perdue – Writing Center and Rhetoric Program, Oakland University

This session explores the efficacy of personal narrative as a gateway to scholarship in such disciplines as biology, psychology, and rhetoric. For the past few years, the presenter has employed memoirs to stimulate critical thinking and to promote empathy for people and experiences that may be unfamiliar to the student researcher. While texts like Kay Jamison's *An Unquiet Mind* and Elyn Saks's *The Center Cannot Hold* begin with the familiar, the story, they also introduce critical mental health, professional, and legal issues. After examining scholarship that undergirds her pedagogy, the presenter introduces an assignment sequence that includes culling memoirs for provocative questions, pairing critical passages with visual texts, compiling a literature review, and drafting discipline-specific arguments.

9:00 a.m. - 9:40 a.m. • Concurrent Sessions

6a

Torch

Writing for Publication

🕒 9:00 a - 10:30 a

Barbara Millis – Teaching, Excellence, Advancement and Mentoring Center, University of Texas at San Antonio

Writer's block got you down? Worried that your journal article will be given short shrift because you don't have 'big name' in your field? In this workshop faculty members will learn basic writing, editing, and targeting strategies to help their work reach a wider audience. This workshop will deal with issues such as getting started, selecting appropriate journals, and soliciting assistance. Participants will be encouraged to share "works in progress" with the idea that this initial meeting may be only the beginning of supportive help from colleagues. The workshop will include targeting journals related to the Scholarship of Teaching and Learning.

6b

Leelanau

Saving Your Sanity: Boatloads of Time-Saving Tips (17+) for Teaching Online

🕒 9:00 a - 10:30 a

Spence Tower – Management, Ferris State University

Do you resent the "how easy" type of response when others find out you are teaching some online classes? If you have ever been surprised, frustrated, and/or depressed with the time-consuming reality of online teaching, come to this workshop and walk away with numerous practical suggestions. These tips focus on actions to take prior to, during, and after your classes; many will come from Spence, many more will come from the audience. Bring your ideas!

6c

Courtyard I

The Good, the Bad, and the Better: Grade Writing across Disciplines

🕒 9:00 a - 9:40 a

MaryAnn Crawford – English, Central Michigan University

"I like assigning writing, but I hate grading it." Sound familiar? We all come with a set of values about writing that shape what we assign and how we grade. In this session we will explore why we do (or don't) assign writing, examine a sample assignment and resulting papers, and try some hands-on practice grading student samples. The discussion will include issues such as what we notice, what "counts" and why, how assignments and rubrics can be connected to help (or hinder) grading, and other issues with writing across cross disciplines.

6d

Courtyard II

Student Engagement and The Art of Selling: New Directions in Teaching from a Successful Salesman

🕒 9:00 a - 9:40 a

Laura Vosejпка – Math and Natural Science, Northwood University

Joe Lescota – Automotive Marketing, Northwood University

All NU students take Principles of Selling. Joe Lescota is their favorite teacher and one hour spent with him makes the reason for this clear. Joe is an amazing salesman who uses the principles of selling to direct his teaching. One measure of his success – 100% of his students cheerfully do the assigned reading before class! Join us if you want to achieve that result and explore a variety of sales techniques that engage learners.



Concurrent Sessions (continued) • 9:00 a.m. - 9:40 a.m.

6e

Minervas'
Boardroom

Rethinking and Redefining Diversity in the 21st Century

9:00 a - 10:30 a

Angie Williams-Chehmani – English, Davenport University

This presentation will discuss a new way of thinking about diversity by examining myths, stereotypes, and policies such as Affirmative Action, Equal Employment Opportunities, etc. Most importantly, we will discuss how our understanding of these myths, stereotypes, and policies influence how we interact with students in the classroom and how we can become more effective professionals in a diverse classroom.

6f

Crystal

Assessing and Navigating the Culture of a New Institution

9:00 a - 9:40 a

Eron Drake – Academic Services, Davenport University

Greg Dumont – Academic Computing, Central Michigan University

Often in the excitement of accepting a new position and preparing for a new role it is easy to underestimate the importance of assessing institutional culture. To guarantee success in a new role, it is critical to understand the power of cultural influences. During this interactive “conversation,” facilitators will share recent personal experiences as well as guide participants through a checklist of steps to consider and potential pitfalls to avoid ensuring a successful transition.

6g

Top of
the Park

Teaching in Translation: Owning Others’ Observations of Good Teaching

9:00 a - 9:40 a

Kevin Johnston – TA Programs, Michigan State University

There are many teaching How To’s in a variety of forms. We’ve all heard of Bain, McKeachie, and Boice, but what about Yelon, LeBlanc, or Sierra and Russell? Have you perused Levy’s top ten? All these outstanding educators have research- and experienced-based recommendations based on what great teachers do; how they do it; why they do it; and when they do it. They often leave us readers with the idea that if we’d Just Do It(c), we’d be great too. Yet, after years of trying to help others to become great teachers, what I’ve experienced is that my message changes as others adopt, reject, and most often alter my “prescriptions” to fit their own needs. In this session, open to anyone interested in professional development (or in developing their own teaching), participants will investigate what the “Great Lists” share, where they differ, and how we might create our own useful Top Ten.

F Conference Program

Friday, September 19

8th Annual, Lilly - Traverse City

9:00 a.m. - 9:40 a.m. • Concurrent Sessions (continued)

6h

Executive
Boardroom

Learning Communities as a Tool to Enhance Undergraduate Learning

9:10 a - 9:30 a

Meghan Brown – Biology, Hobart and William Smith Colleges

Laurence Erussard – English, Hobart and William Smith Colleges

Learning Communities (LC) integrate multiple aspects of the undergraduate experience to enhance curriculum, learning, and community. We will explore a successful model of LC where first-year students concurrently enroll in an thematic-based seminar and a disciplinary course. Students live in a common space and interact regularly with undergraduate Teaching and Writing Colleagues. The coherence of the LC can improve academic performance and provide social and academic support that sustain students throughout their college careers.

6i

Executive
Boardroom

Teaching in the Age of Internet: Harnessing the Promise of Technology

9:40 a - 10:00 a

Ann McNicol – College of Education, Secondary Science, St. Peterburg College

In the last 30 years our society has undergone an enormous technological transformation. Students are geared toward multimedia information in a sense that few educators truly acknowledge. Our current students would no more live without cell phones and access to the internet, than the previous generation would make do without electricity. This presents challenges, but also great opportunities in education. The technology explosion has pre-oriented our students to be independent information seekers. This session will explore the use of class web pages, non traditional uses of power point, and collaborative project potential made possible by the internet and modern computer technology. Examples will be presented by PowerPoint.

9:50 a.m. – 10:30 a.m. • Concurrent Sessions

7c

Courtyard I

Implementing Community-Based Service Learning into a Higher Education Course

9:50 a - 10:30 a

Jim McDonald – Teacher Education and Professional Development, Central Michigan University

Lynn Dominguez – RPLSA, Central Michigan University

Tom Kromer – Teacher Education and Professional Development, Central Michigan University

You teach a course and want to start using service-learning with your students but don't know where to start. This session will provide examples from three different courses of how service-learning was matched with the needs of community partners. Key components of service-learning projects will be discussed and participants will have the opportunity to develop a project for use in their course. Please bring a service-learning idea to refine during the workshop.



Concurrent Sessions (continued) • 9:50 a.m. – 10:30 a.m.

7d

Courtyard II

What We Know Service-Learning Does

9:50 a - 10:30 a

Amy Smitter – Michigan Campus Compact

This session will focus on how to make the case on your campus for service-learning and what the research shows us it impacts, such as retention, global understanding and civic learning. We will also discuss strategies used by campuses for growing service-learning among the faculty.

7f

Crystal

Using a Community of Inquiry to Facilitate Discussions of Photographic Images

9:50 a - 10:30 a

Mariah Doren – Art and Art Education, Teachers College, Columbia University

Harrigan Bowman – Art and Art Education, Teachers College, Columbia University

This presentation discusses two adaptations of a Community of Inquiry format to discussions of photography. The first describes an analysis of existing images and their relationship to subjectivity and truth in photography. The second involves building meaning in images made by art students. Both contexts thrive on trust within a community of peers, but differ in desired outcomes: one depends on thoughtful analysis and the other on imaginative construction of new ideas.

7g

Top of
the Park

The Development of Classroom Simulation Games

9:50 a - 10:30 a

Marsha Driscoll – Psychology, Bemidji State University

Elizabeth Dunn – History, Bemidji State University

Facilitators will describe their experience teaching with Longman Press' *Reacting to the Past* series and developing a game entitled "Charles Darwin, the Copley Medal, and the Rise of Naturalism," (in press). During the session, participants will be encouraged to develop their own classroom game topics, and facilitators will address the use of game theory, pivotal event selection, persuasive speaking and writing assignments, liminality, and classroom competitiveness.

7h

Executive
Boardroom

Messiaen's "Abyss of the Birds" from the Quartet for the End of Time

⌚ 10:10 a - 10:30 a

Chris Bade – Music, Taylor University

Multimedia presentations can stimulate learning by engaging multiple senses. This session will stimulate ideas for the presentation of difficult topics in the classroom and will re-examine 'supposed' truths that may be better explained as legends.

F Conference Program

8th Annual, Lilly - Traverse City

Friday, September 19

10:45 a.m. – 12:00 p.m. • Plenary Presentation

8p
Ballroom

Creating a Greener Planet and Better Future: Opportunities and Resources for You

10:45 a - 12:00 p

Debra Rowe – U.S. Partnership for Education for Sustainable Development

In order to make a difference one needs desire, knowledge and resources. There is no doubt we are facing serious global challenges with respect to environmental, social, and economic health. The United Nations General Assembly has declared 2005 – 2014 a “Decade of Education for Sustainable Development.” In this session, Dr. Rowe will share stories illustrating what students, faculty, and industry leaders are doing right now to create a better future for all of us. Find out what is possible, become better educated on issues of sustainability, and get resources to help you (and others) in both your career and personal life.

12:00 p.m. - 12:45 p.m.

🕒 LUNCH 🕒
Ballroom

1:00 p.m. - 1:40 p.m. • Concurrent Sessions

9a
Torch

Creating a Motivational Classroom

🕒 1:00 p - 2:40 p

Louis Schmier – History, Valdosta State University

Want to motivate students? You can't!! So, don't bother asking, "How can I motivate students?" Want to create an environment in which students motivate themselves? That you can do!! Then, ask, "How can I create the conditions in a classroom within which students will motivate themselves?" Self-motivation thrives when students (1) feel they belong and feel connected, (b) feel a sense of autonomy and self-determination by being in control, (c) feel capable. Through a series of exercises, culminating in the powerful exercise I call, "The Chair," we'll see that classrooms become "motivating environments" when students' needs to belong and feel connected, to experience a sense of self-determination and ownership, to be noticed and respected, and to have their competencies identified and recognized and encouraged are met. Then, we'll have some serious fun as we become students and apply the lessons of "The Chair" in a classroom assignment that makes a seminal shift away from feeling powerless, fearful, helpless, and controlled, towards what I call the "achievement attributes" of feeling in control, feeling fearless, having choice, being capable, being responsible, and being respected.



Concurrent Sessions (continued) • 1:00 p.m. - 1:40 p.m.

9b

Leelanau

Letting Students Choose: Taking 'The Menu Approach' to Graded Work

1:00 p - 1:40 p

Andrew Mills – Religion and Philosophy, Otterbein College

Student engagement with course material increases as classroom power shifts from the professor to the students. Workshop participants will be introduced to one successful model for giving students control: The Menu Approach, which is drawn in large part from the work of Maryellen Weimer. Deployable in any course, this approach suits different learning styles, fits students' busy schedules, increases the amount of work students do, and, in a fair way, rewards student effort.

9c

Courtyard I

Reaching Millennials with Technology: The Pedagogical Potential of Second Life

1:00 p - 1:40 p

Lesley Withers – Communication & Dramatic Arts, Central Michigan University

Discover the instructional opportunities Second Life offers! More than 100 higher education institutions use this 3D online virtual environment. In addition to watching a demonstration of Second Life, participants with wireless-enabled laptops can experience Second Life in a supportive environment; you'll be up and flying in no time. By the presentation's end, participants will know how to open a free account, create avatars, access Second Life instructional resources, and plan class assignments/activities integrating this technology.

9d

Courtyard II

What Are Our Students Thinking? Small-Group Instructional Diagnosis as a Teaching and Learning Tool

1:00 p - 1:40 p

Gregg Wentzell – Center for the Enhancement of Learning & Teaching, Miami University

How do we know what students in our classes think about the course, our teaching, their learning? Small-group instructional diagnosis (SGID) is a group procedure that provides formative feedback for improving teaching and student learning. Unlike classroom assessment techniques (CATs), SGID invites students to self-generate any and all feedback they wish to share about the teacher and the course (or, if desired, the department or degree program) and can lead to overall course and teaching improvements. The presenter does SGIDs for faculty and departments as a staff member of Miami University's Center for the Enhancement of Learning and Teaching. Participants in the session will participate in a mini-SGID simulation, see examples of what students are saying in SGIDs, and hear how faculty and program administrators have implemented SGID results. Come learn more about how this procedure can enlighten and inspire your teaching and student learning!

1:00 p.m. - 1:40 p.m. • Concurrent Sessions (continued)

9e

Minervas'
Boardroom

Peeking Under the Hood and Kicking the Tires, Simulated CMS for Student Readiness

1:00 p - 1:40 p

Bill Knapp – Faculty Center for Teaching and Learning, Ferris State University

Meegan Lillis – Faculty Center for Teaching and Learning, Ferris State University

The use of Flash-based simulations allow students to test drive FerrisConnect - Ferris State University's course management system. Participants will learn how Adobe Captivate 3 supports the creation of interactive simulations, whereby students may experience logging in and using the basic functionality of the online learning environment before actually enrolling in an online course. Such portable learning objects may also be helpful in assessing student readiness for online learning.

9f

Crystal

Think Globally, Teach Locally: Infusing Undergraduate Science Curriculum with Social, Economic and Environmental Issues

1:00 p - 1:40 p

Sujatha Krishnaswamy – Chemistry, Chandler Gilbert Community College

Building economic, environmental and social awareness into the design of products is of great concern and importance to our future generations. The need to increase social responsibility among students in science classes has driven the transformation of how science is done at our campus. The presentation will focus on how to integrate global issues in science classes via learner-centered activities. The talk will highlight the tools developed to assess global consciousness of students.

9g

Executive
Boardroom

Examining Classroom Interaction as a Key to Improving Instruction: The Beginnings of a Strategy

⌚ 1:00 p - 1:20 p

Michael Gilbert – Educational Leadership, Central Michigan University

Alicia Haley – Educational Leadership, Central Michigan University

In this session, the presenters will provide overview of a valid, objective classroom observation system that can be easily implemented to help identify and strengthen their teaching using Flanders' Interaction Analysis. The feedback from this classroom observation can then be used for the purposes of self-improvement, for investigating or publishing on the scholarship of teaching, or for providing multiple measures of teaching effectiveness as support for faculty portfolios.

9h

Executive
Boardroom

Self-Generated Learning Circles: An Application of Andragogical Principles

⌚ 1:30 p - 1:50 p

Moussa Kalifa Traore – Human Ecology, SUNY College at Oneonta

The Learning Circle (LC) concept uses several andragogical principles as pillars to establish a learner-centered environment. The rationale is to create a medium for student engagement. As a result, several tools are used to build a student-centered learning space where each learner is given the opportunity to explore her or his interests while being a contributing partner in a learning team. The technique emphasizes collaboration and cooperation between learners (students) and facilitators (instructors) to model problem-solving behavior.



10b
Leelanau

Shrinking the Distance: The Social Landscape of the Learning Environment

2:00 p - 2:40 p

Lou Foltz – Social Science, Warner Pacific College

Recent advances in understanding mental processing have shown students to be feeling persons who think rather than thinking persons who also feel. Technology has expanded the options for choreographing learning experiences to include many versions of distance learning...from typed to "Skyped". Participants will examine the differences in crucial social dynamics which influence designing traditional, electronic, and hybrid learning environments for critical thinking.

10c
Courtyard I

Technology Enhanced Teaching: Multimedia Strategies for Learning

2:00 p - 2:40 p

Terry Hallett – Speech Language Pathology & Audiology, The University of Akron

Despite its growing power and promise, technology is just beginning to affect that most basic component of educational practice, the classroom. The unrealized potential of technology lies in presentation of experience-like complexity. Multiple focal points including videos, graphics, and flip charts present complex interrelated concepts that promote social collaboration. This session demonstrates distance and on-campus DVD, PowerPoint, and iPod presentations that replace abstraction (words and text) with experience-like complexity (audios, videos, graphics, and animation).

10d
Courtyard II

Bring Critical Thinking into Your Teaching: Let's Go from Theory to Application

2:00 p - 2:40 p

Denise Mitten – Recreation Leisure Studies and Wellness, Ferris State University

We know we want to help students learn critical thinking skills but how exactly do we do that? This workshop provides examples of using segments of active learning with students to promote thinking critically. We'll involve ourselves in concrete ways to have students practice critical thinking skills. In doing so we'll explore the role of risk, stress, and challenge in learning environments.

10e
Minervas'
Boardroom

Look MA! I'm on YouTube!

2:00 p - 2:40 p

Mary Ellen Cooper – Off-Campus Programs, Central Michigan University

Ever wanted to video record your presentations for the class or to give an online demonstration so that the students can better understand the concepts? Ever needed a student to give a speech or do a presentation but the school's platform could not hold such a large file? Well, video recording and putting the presentations on www.youtube.com could be the solution. In this presentation, we will demonstrate from start to finish how easy as 1 - 2-3 it can be to upload your video and just give the class the website. They will be able to watch the demonstration at their convenience.

2:00 p.m. – 2:40 p.m. • Concurrent Sessions (continued)

10f
Crystal

Faculty Development in Cultural Competence from a Distance

2:00 p - 2:40 p

Charity Accurso – Analytical and Diagnostic Sciences, University of Cincinnati
Joyce Dicks – Analytical and Diagnostic Sciences, University of Cincinnati
Linda Graeter – Analytical and Diagnostic Sciences, University of Cincinnati
Gideon Labiner – Analytical and Diagnostic Sciences, University of Cincinnati

The CLS Faculty developed cultural competence training materials to assist the program's faculty in serving a diverse student population. Training elements, cultural competence units, and additional course activities were developed for delivery through Blackboard. The training portfolio included an interactive self-assessment tool to foster critical thinking, a simulation style assignment that addresses the numerous aspects of cultural diversity, and the inclusion of an enhanced unit that addressed the socioeconomic factors of infectious diseases.

10g
Ballroom

Walking the Labyrinth: A Reflective Tool for Learning and Personal Growth

2:00 p - 3:00 p

Michelle Bigard – Counseling Center, Central Michigan University

The labyrinth is an ancient meditation tool used to encourage reflective thought, enhance problem solving, foster creativity and aid relaxation. Its path is viewed as a metaphor for one's journey in life. Participants will be given an opportunity to walk the labyrinth, process their experience and explore its applications for themselves and the classroom. A detailed handout, resource list, and facilitation guidelines will be provided.

10h
Executive Boardroom

And I Sing Like the Sea in My Chains

2:00 p - 2:20 p

Chris Myers – Graphic Design, The University of the Arts

No Child Left Behind is just the most visible stage in the surging tide to drive American education toward quantifiable, assessment-based performance. Students soaked in this culture sit before us in college classes. The easy response: be explicitly everything. Give and take becomes tit for tat. To effect a sea change, I am adapting Montessori pre-school principles to re-establish inquiry as a full partner to instruction in the hearts and minds of my college students.

10i
Executive Boardroom

Joe Doodlebug Plays Barnaga: Experiential Activities that Teach Cultural Intelligence

2:30 p - 2:50 p

James Melton – Business Information Systems, Central Michigan University
Jerry DiMaria – Human Resources, Central Michigan University

How can experiential activities and games help students develop cultural intelligence? In this session, we will demonstrate how active learning can be used in a classroom setting to increase student recognition of the differing norms, expectations, and rules found within various cultures. Session participants will play games that can cultivate cultural intelligence and take part in a discussion of applications for specific disciplines.



3:00 p.m. - 3:40 p.m.

WALK THE LABYRINTH

An optional opportunity for reflection

Ballroom

Concurrent Sessions • 3:00 p.m. – 3:40 p.m.

11a

Torch

Using the Scholarship of Teaching and Learning to Build and Teach Active Learning

3:00 p - 3:40 p

Randall Osborne – Psychology, Texas State University-San Marcos

Paul Kriese – Politics, Indiana University East

Based on a summary of “best practices” from the Scholarship of Teaching and Learning (SoTL) literature, we have developed a 4-step active thinking model that we require our students to employ in an interdisciplinary course on the politics and psychology of hatred. The steps of the model include: (1) Recitation – state known facts or opinions, (2) Exploration – analyze the roots of those opinions or facts, (3) Understanding – involves an awareness of other views and a comprehension of the difference(s) between one’s own opinion (and the facts or other opinions upon which that opinion is based) and the opinions of others, and (4) Appreciation – means a full awareness of the differences between our views and opinions and those of others. To truly appreciate differences, we must be aware of the nature of those differences. This session will focus on how we develop this model, assignments we use to facilitate progress along this active-learning model, and data we have gathered on its effectiveness.

11b

Leelanau

Select Popular Business Concepts and Theoretical Bases for Teaching Sustainability

3:00 p - 3:40 p

Jack Cichy – Management, Davenport University

This presentation will focus on several foundational theoretical business constructs in teaching Sustainability. The Natural Step, Closed Loop Production, World Population and the Base of the Pyramid concepts will be presented and explored along with examples as to how these constructs may be made meaningful to learners.

11c

Courtyard I

Reading is STILL Fundamental

3:00 p - 3:40 p

Melissa McClain – English, Southern Connecticut State University

Given the declining reading scores of high school graduates, professors find themselves facing students ill-prepared for college-level reading. What can professors do to maximize how their students learn from the readings they assign? This presentation, “Reading is STILL Fundamental,” will raise awareness of college reading trends and the reading challenges students face. The presenter will discuss and model practical strategies for supporting students’ reading efforts in order to help them become more motivated and proficient readers.

3:00 p.m. – 3:40 p.m. • Concurrent Sessions (continued)

11d

Courtyard II

The First Four Weeks in the Hybrid Classroom: Building a Real and Virtual Community

3:00 p - 3:40 p

Daniel Noren – Languages and Literature, Ferris State University

When there is a sense of unity and community in the classroom, learning and the acquisition of the material at hand is rendered less foreboding, more interesting, and life-changing. Activities: 10 tried and tested truisms. Working with a partner, participants will develop model student presentations that foster and promote community in the classroom. Student-generated riddles (participants will work with a partner to develop a riddle or two in their respective disciplines).

11e

Minervas'
Boardroom

Why Experience Matters: A College's Journey Toward Enhancing Cultural Competence

3:00 p - 3:40 p

Henry Borne – Sociology/Center for Faculty Development, Holy Cross College

Susan Devetski – Education, Holy Cross College

This session explores the impact of the Holy Cross College holistic baccalaureate experience on students' cultural awareness and intercultural competence. An interactive PowerPoint (Mac Keynote) presentation highlighting Holy Cross's dual program themes of the competence to see and the courage to act, as well as small-group discussions and exercises, and applications of different strategies to assess a student's cultural growth highlight this session.

11f

Crystal

A New Resiliency Paradigm for Preparing Students

3:00 p - 3:40 p

Delinda Lybrand – Curriculum and Instruction, Eastern Kentucky University

The latest research suggests that resiliency can and should be built into new teacher preparation programs. It is through teaching students how to become resilient, the four main determinants of teacher efficacy, and placing students in real life situation that student growth is observed. There are nine areas of research that have been identified that, when explicitly modeled, build a new paradigm for teaching that creates more resilient students and teachers.

11g

Executive
Boardroom

Info Commercials as Mini Dramas: A Holistic Activity that Crosses Disciplines

⌚ 3:00 p - 3:20 p

Susan Schiller – Department of English Language and Literature, Central Michigan University

Mini info commercials that recommend reading, or not reading, a specific text provide a creative and holistic activity for students to practice analysis and critical thinking. Participants will create and present their own info commercial in this session and then review its pedagogical efficacy. We will also explore ways the info commercial is appropriate for use across disciplines. Assorted props will be provided.



Conference Program

Friday, September 19

F

Concurrent Sessions (continued) • 3:00 p.m. – 3:40 p.m.

11h

Executive
Boardroom

Synergistic Teaching and Research: An Innovative Perspective Promoting Active Learning

⌚ 3:30 p - 3:50 p

Jeffrey Gordon – Geography, Bowling Green State University

Maria Spence – Social Work, Bowling Green State University

A learning community devoted solely to the creation of a new academic journal, STAR (Synergistic Teaching and Research), arose this past fall at Bowling Green State University as an outgrowth of an earlier Teaching and Research learning community. This international, open access, multi-disciplinary, peer-reviewed academic journal will focus on enhancing and disseminating synergies within and among teaching, such as active learning, and other forms of scholarship in higher education.

Concurrent Sessions • 4:00 p.m. – 5:00 p.m.

12a

Torch

Using a Course Cartridge for Online Teaching

4:00 p - 5:00 p

Dick Cassle – Off-Campus Programs, Central Michigan University

Teaching a course online has a unique set of challenges. One of them is presenting information to your students in a number of different formats. Many textbooks have answered this challenge with a product called a course cartridge. A course cartridge is a set of teaching tools provided by an academic publisher. This presentation will show some examples of course cartridge content, discuss the pros and cons of using a course cartridge, show how you can search out a course cartridge, and share teaching tricks to help you in your online class.

12b

Leelanau

I worked hard, I should get an A: Motivating Millennial Students to Learn

4:00 p - 5:00 p

Tamara Rosier – PEW Faculty Teaching and Learning Center, Grand Valley State University

Motivation to learn is influenced by an individual's emotional states, beliefs, interests, goals, and habits of thinking. What and how much is learned is influenced by the learner's motivation. In order to teach this generation, we need to help them understand how to energize themselves so that they can focus and sustain their efforts in learning. This interactive session will describe the trend of millennial thinking as it pertains to learning and provide strategies for motivating students.

4:00 p.m. – 5:00 p.m. • Concurrent Sessions (continued)

12c

Courtyard I

Things to Use Monday Morning. . .

4:00 p - 5:00 p

Helen Woodman – Developmental Programs & Curriculum, Ferris State University

Christine Conley-Sowels – School of Education, Ferris State University

This interactive session invites active participation and sharing of teaching techniques/tips/handouts, so that participants leave the session with a packet of handouts they can use (or adapt for use) in their classrooms on Monday morning. A “hands-on” approach, this session will cover things from “Puzzle Me Sheets, SWEAT pages, Letters from Students to Students, Journals, Checklists, Game Guidelines and Evaluations, Student Presentations, Study Skills , Critical Thinking, Reflection, Student Self-Assessment and much more.

12d

Courtyard II

Bridging the Information Processing Gap between Experts and Novices through Collaborative Learning

4:00 p - 5:00 p

Margo Bowman – Psychology, Wayne State University

Deby Frame – Raymond Walters College - Behavioral Sciences, University of Cincinnati

Have you ever had a student ask a question and your first thought was, “Where did that question come from?” Because we are experts in our area of instruction, our information processing systems differ from that of our students. These differences sometimes make it difficult for instructors to fully understand the student learning process. This session will describe and compare the information processing systems of experts and novices to show how they differ. Participants will experience a real-life novice learning activity to illustrate how these differences sometimes create a gap between the teaching and learning environments. Because students are more likely to be at a similar level with regard to learning new material, this learning activity will also show how collaborative learning may be one way to bridge the gap between expert instructors and their novice students.

12e

Minervas’
Boardroom

Fostering Intellectual Development: Suggestions for Instructors as Teachers and Learners

4:00 p - 5:00 p

Milt Cox – Center for the Enhancement of Teaching and Learning, Miami University

Perry, Belenky et al., and Baxter Magolda have produced models describing phases of student intellectual development in higher education. In this session we will examine these models and indicate ways that instructors as teachers can recognize and provide opportunities for students to understand and engage various positions, disequilibria, and transition. We will also indicate ways that instructors can encounter these phases from their perspectives as learners in the area of teaching and learning.



Concurrent Sessions (continued) • 4:00 p.m. – 5:00 p.m.

12f
Crystal

Active Learning in Online Courses

4:00 p - 5:00 p

Mingsheng Dai – Center for Instructional Design, Central Michigan University

Susan Schiller – English, Central Michigan University

Susan Switzer – Business Information Systems, Central Michigan University

Ivy Goduka – Human Environmental Studies, Central Michigan University

Keith Tatarelli – MSA, Off-Campus Programs, Central Michigan University

Donald Case – Accounting, Off-Campus Programs, Central Michigan University

Active learning happens greatly and daily in a face-to-face learning environment. Can we transform those activities to the online learning environment? What strategies do we need to adapt? In this session, presenters will share their experiences in fostering interaction and promoting active learning in their online courses from variety of disciplines. Participants will leave the session with a list of active learning activities that can be implemented into their own online courses.

12g
Top of
the Park

“Brief Hybrids”: Good Small Steps for Making Realistic Improvements in Teaching and Learning with Technology

4:00 p - 5:00 p

Steve Gilbert – TLT Group

This session will: 1. Encourage and demonstrate how to share small REALISTIC improvements in teaching and learning with technology. We will briefly deflate hype about past, present and future issues surrounding hybrid, blended, and online teaching and learning - including faculty roles and student expectations. 2. Identify real issues, including the new opportunities and challenges posed by educationally attractive technology options that cannot be owned, controlled or fully supported by any college or university (e.g., Google Docs; Flip Video Camcorders; FaceBook). 3. Suggest realistic options for faculty members to make improvements in teaching and learning in their own courses and help their colleagues by using new options to share small improvements (e.g., “Brief Hybrids”; MERLOT; Google Docs again!).

12h
Executive
Boardroom

The Culture of Global Partnership

⌚ 4:00 p - 4:20 p

A. Dale Phillips – Troy Center, Central Michigan University

Organizations are experiencing failures of joint-venture collaborations. The root cause is not language barriers, but cultural barriers. This presentation shows recognition of self-imposed barriers and develops strategies to address them.

4:00 p.m. – 5:00 p.m. • Concurrent Sessions (continued)

12i

Executive
Boardroom

Creating Learning Communities in Higher Education Classrooms

⌚ 4:30 p - 4:50 p

Susan McIntyre – Curriculum & Instruction, University of Wisconsin - Eau Claire

Deborah Pattee – Curriculum & Instruction, University of Wisconsin - Eau Claire

Engaged learners are active learners. Using university students as collaborative curriculum developers in education programs requires engaged, active learners. A three-year curricular reform project at the University of Wisconsin-Eau Claire has resulted in teacher education candidates working side-by-side with university faculty (3 from the College of Education and Human Sciences and 3 from the College of Arts and Sciences) using “backwards design” have reorganized three methods courses and one field experience around 7 essential questions. The new courses are taught collaboratively and students/faculty meet together after each essential question is delivered and assessed. Each semester the project renews itself, considering a new cohort of students. This session describes this project, faculty workload, pre- and post-test data of student knowledge against teaching standards and assessment tools for knowledge, skills and dispositions of being a collaborative leader.

5:00 p.m. - 6:30 p.m.

🎧 RECEPTION 🎧

Ballroom • Concurrent with Poster Session

5:00 p.m. – 6:30 p.m. • Poster Session

13a

Ballroom

Are You Engaging Your Online Students?: An Instrument to Find Out!

⌚ 5:00 p - 6:30 p

Marcia Dixon – Communication, Indiana-Purdue University Fort Wayne

Research about online teaching indicates that a crucial element of successfully teaching an online course is student engagement with the content, each other and the instructor. In an ongoing effort to explore what engages students, I am developing a measure of student engagement in online courses. This session will present the measure, ask for audience feedback about improvement, and consider how it might be used to improve or research online teaching.



13b
Ballroom

A Program for Online Instructor Certification

5:00 p - 6:30 p

J. Randall Vance – Michigan College of Optometry, Ferris State University

William Knapp – Faculty Center for Teaching and Learning, Ferris State University

Now in its second year, the Online Instructor Certification (OIC) Program at Ferris State University is for faculty members who wish to demonstrate and receive certification of specific skills, knowledge, and experience that they possess relative to online teaching and learning. Five levels of certification may be attained. Verification of applicants' credentials for each level are assessed through a combination of deliverable products, portfolio, and web course evaluations.

13c
Ballroom

Impact of Student Stalking on Teaching Behaviors

5:00 p - 6:30 p

Robin Morgan – Psychology, Indiana University Southeast

Recent incidents of students murdering faculty and fellow students confirm that campuses are not immune to violence. The incidence of faculty stalking by students in a large university system with eight campuses was determined. A subsample of stalked faculty members was interviewed assessing their responses and the subsequent impact on their teaching. Results are discussed in relation to stalking categorization schemes, faculty-student interaction, and changes in teaching methods.

13d
Ballroom

Hey Students, Classes Are Done, Learning Is NOT: Teaching Students to Be Lifelong Learners

5:00 p - 6:30 p

Tracy Glentz – Medical Imaging - Nuclear Medicine Technology, Ferris State University

Just because classes are finished and the real world is knocking at the door does not mean our students are done learning. This poster will incorporate examples of continuing education opportunities for students and graduates at the post secondary level. Examples of techniques will be provided to enhance student awareness of their impact on society, as well as raise interest of learning within their own profession to become lifelong learners.

13e
Ballroom

Technical Writing, Obedience, & Ethics after 9/11

5:00 p - 6:30 p

Hugh Culik – Languages and Literature, Ferris State University

After studying the professional excellence and moral depravity of Nazi technical writing, reading Milgram's Obedience Experiment and summaries of legal documents governing torture, students nonetheless produced detailed manuals for torturing prisoners held as suspected terrorists. In a cross-university assignment, students from Ferris and Michigan State Universities applied the STC ethical code to these manuals. Subsequent discussion explored the ethos of the manuals and the code itself to reveal the ethical reasoning behind decisions to assist torture.

5:00 p.m. – 6:30 p.m. • Poster Session (continued)

13f

Ballroom

Building Utopia University: A Multi-Purpose Team-Based Capstone Project

5:00 p - 6:30 p

Michele Acker – Psychology, Otterbein College

Andrew Mills – Religion and Philosophy, Otterbein College

Students' attitudes toward their education are captured in countless surveys, but results from an assignment to create an ideal university reveals, perhaps more authentically, students' educational values. The utopian universities they imagine contain rigorous coursework, opportunities to connect coursework to careers, strong general education programs, and innovative educational structures. The Utopian U project is an ideal team-based assignment, is perfect for interdisciplinary classes, for senior capstone classes in a major, and can aid program assessment.

13g

Ballroom

The Use of Multiple Intelligences in a College Classroom

5:00 p - 6:30 p

Molly Marnella – Early Childhood and Elementary Education, Bloomsburg University

Todd Hoover – Early Childhood and Elementary Education, Bloomsburg University

This poster session will focus on how to use Howard Gardner's multiple intelligences in a college classroom. The presenters will provide many examples and pictures of how they have used the intelligences in their classroom successfully. Handouts will be provided with ideas on how you too could have the multiple intelligences in your classroom.

13h

Ballroom

Wikipedia--Yes? Wikipedia--No?

5:00 p - 6:30 p

Paula Storm – Bruce T Halle Library, Eastern Michigan University

Many, if not most college students use Wikipedia. Many, if not most, college educators do not want them to. This presentation will show the pros and cons of using Wikipedia, analyze some of its content and show how this ubiquitous resource might best be used in the academic setting.

13i

Ballroom

Effective Teaching and Learning of Lighting Design through Computer Simulation

5:00 p - 6:30 p

Julie Zuo – Human Environmental Studies, Central Michigan University

This presentation reviews the use of computer simulation technology in a previously paper-based interior lighting design course. The shift from paper to monitor allowed the visualization and quantification of the unbuilt lighting arrangements. The results indicate that such an approach effectively assisted students to understand lighting as an integral component of the architectural and interior environment. Also, it significantly enhanced the learning experience of students with different lighting strategies, especially the energy efficient solutions.



13j
Ballroom

Developing a Campus Culture of Active Learning through Increased Civic Engagement

5:00 p - 6:30 p

Richard Griffin – Social Sciences, Ferris State University

The Ferris State University Political Engagement Project (PEP) is sponsored by the Carnegie Foundation and the New York Times. It seeks to create active learning through the development of a campus climate of increased civic engagement in both the classroom and extracurricular activities. Ferris PEP faculty from a variety of academic disciplines will share their experiences in contributing to the development of this unique culture of active learning.

13k
Ballroom

The Implementation and Application of Problem-Based Learning Strategies in Higher Education

5:00 p - 6:30 p

Greg VanderKooi – School of Criminal Justice, Ferris State University

This presentation will provide justification for the visitation of different pedagogical and andragogical methods of instruction for police educational strategies. Historically, the foundation of United States police academy education processes have been traditional lecture and a strict authoritarian format modeled after a militaristic structure. Several learning theorists suggest that adult learners enjoy an enhanced educational environment when working to solve realistic, ill-structured problems as prescribed in the PBL classroom. We believe that the application of problem-based learning strategies in the classroom allow for students to realize their full learning potential.

13l
Ballroom

Collaborative Leadership in Teacher Education

5:00 p - 6:30 p

Robert Hollon – Center for Collaborative Leadership, University of Wisconsin - Eau Claire

The University of Wisconsin - Eau Claire prepares educators to engage in “leaderful actions” such as inclusive advocacy; facilitating problem solving and decision-making; exercising sound judgment in diverse settings; promoting systemic and long term change; seeking creative solutions; building and sustaining relationships; accepting personal and professional responsibility; and setting sound goals, planning to achieve them, and celebrating successes.

5:00 p.m. – 6:30 p.m. • Poster Session (continued)

13m

Ballroom

Assessing Soft Skills in the Affective Domain

5:00 p - 6:30 p

Michelle Weemaes – Diagnostic Medical Sonography, Ferris State University

Have you ever been told you cannot have professionalism as a terminal outcome because it is not quantifiable? This session will explain many measurable techniques used to assess skills in the affective domain.

13n

Ballroom

Student Professional Portfolio as an Assessment Tool

5:00 p - 6:30 p

Lisa Wall – Radiography, Ferris State University

Dan Sleeper – Radiography, Ferris State University

In this session the use of portfolios as an assessment tool for accreditation will be shared. Examples will be shown of how the portfolio can be used to maintain student records, saving instructor's time in grading and documentation for accreditation and assessment. The portfolio puts accountability on the student making them responsible for their professional future, and aiding in the assessment process of the program.

13o

Ballroom

Enhancing Math Learning Through Innovation

5:00 p - 6:30 p

Thomas Gregory – Mathematics, The Ohio State University at Mansfield

Opportunities for new ways to engage students are increasingly presenting us with more and more options for the use of limited class time. Clickers, schoolpad, on-line resources, group quizzes, and other innovations have helped my students keep focused and engaged as they try to master the math concepts and techniques that are so basic to successful preparation for careers in science and technology.

13p

Ballroom

Using Technology to Facilitate Clinical Instruction

5:00 p - 6:30 p

Kathleen Harlan – Dental Hygiene and Medical Imaging, Ferris State University

Nancy Baar – Dental Hygiene and Medical Imaging, Ferris State University

Consistency and accuracy of clinical instruction and testing is fraught with variables. The use of technology in the form of portable clinical instruction via DVD format benefits both student and instructor. This approach allows the student additional time to learn difficult fine motor skills when time on task is critical. Multiple instructors are given the resources needed to standardize clinical instruction and calibrate for testing purposes.



13q
Ballroom

Mind-Mapping Across the Disciplines- A Path to Student Success

5:00 p - 6:30 p

Charles Davenport – English, Saginaw Valley State University

Ann Colburn-Collins – Office of Adjunct Faculty Support Programs/Sociology, Saginaw Valley State University

Traditionally, students are trained to practice linear thinking. This involves learning using only one side of the brain, preventing students from developing active and creative cognitive skills. Mind-mapping as an active learning tool enhances memory and learning, while promoting a more complete and dynamic cognitive ability. Various mind-mapping strategies will be presented, including examples of lessons employed by faculty in various disciplines and their students' outcomes.

13r
Ballroom

Integrating Emotional Intelligence for Active Learning

5:00 p - 6:30 p

Dawn Muhammad – English & Communication, Calumet College of St. Joseph

Emotional intelligence has become a popular topic in both the academic and corporate arenas. Some researchers state that emotional stability is more important than IQ in determining an individual's success in life. Considering these findings, emotional intelligence can be a determining factor of an individual's success in the classroom as well. This poster will operationally define emotional intelligence and display strategies to implement emotional intelligence when teaching.

13s
Ballroom

Engaging Undergraduates via Meaningful Wiki Multimedia Learning Activities

5:00 p - 6:30 p

Jane Harris – School of Health and Human Performance, University of North Carolina Greensboro

Pamela Kocher Brown – Exercise and Sport Science, University of North Carolina Greensboro

We will demonstrate use of a Wiki tool for undergraduate learning activities. We will show student examples developed from well-defined objectives and well-designed implementation and assessment plans across multiple disciplines. Benefits to students include ease of communication and co-development, increased engagement and time on task, and development of multimedia literacy. Benefits for faculty include being able to track project development. We will elicit and share ideas for further Wiki learning activities from participants.



Conference Program

8th Annual, Lilly - Traverse City

Friday, September 19

5:00 p.m. – 6:30 p.m. • Poster Session (continued)

13t

Ballroom

The Warner Model: Skills of the Professional Enter the Traditional Classroom

5:00 p - 6:30 p

Hans Kellogg – Technology, Ball State University

The Warner Model of teaching is explored and applied from its birth in Construction Management to more traditional courses. Mirroring group problem solving within profession environments, the students collaborate through assigned roles of Conceptual, Mathematical, Graphical, or Material. The conclusion is a printed “manual” that conveys a deeper understanding of the courses learning outcomes. Originally created to develop the abilities of construction managers, this teaching method is adapted to support other disciplines.

13u

Ballroom

Plagiarism in Conversation: Beginning the Dialogue between Faculty and Students

5:00 p - 6:30 p

Jodi Tyron – University Libraries, Grand Valley State University

This poster describes a partnership between nursing faculty at the GVSU Kirkoff College of Nursing and the GVSU University Libraries to develop a learning unit on plagiarism for introductory nursing students. The learning unit was presented to 223 students made up primarily of freshman. Active learning strategies were applied with the goal of creating a dialog among classmates and between students and faculty to discuss and define the issues surrounding plagiarism.

13v

Ballroom

Can Meyers Briggs Personality Test Results Identify Improved Active Learning Strategies?

5:00 p - 6:30 p

Sonya Knoll – Diagnostic Medical Sonography, Ferris State University

This poster will display how students complete the Meyer Briggs personality test to determine individual traits.

13w

Ballroom

Technology to Teach and Keep Your Students Alert, Active and Learning

5:00 p - 6:30 p

Tracey Boncher – Pharmaceutical Sciences, Ferris State University

This session will be very informative regardless what topic you teach. The purpose is to present some cutting edge technologies that can be employed in teaching to keep your students alert, involved and actively learning throughout lectures. Throughout the session suggested options will be given to people wanting to incorporate these types of techniques in their teaching but don't know how to start or begin.



13x
Ballroom

Using Key Drivers of Effective Teamwork to Improve Student Learning

5:00 p - 6:30 p

Bruce Allen – Marketing, Central Michigan University

Professional academic programs have an opportunity to prepare students to function effectively within teams. About 300 business students who recently completed a team project evaluated their performance using 11 components of teamwork. Results from statistical analysis revealed that instructors can improve student team performance through a focus on: planning skills, aspects of accountability, and self assessment during the teamwork task.

13y
Ballroom

Expert College Teaching: A Subject or a Verb?

5:00 p - 6:30 p

Pamela Kellett – Oakland University at Macomb

This presentation will examine expert teaching in the university setting. First, the theory of expertise and its application to college teaching will be examined. Then a discussion of pedagogical knowledge, including recognition of teaching expertise, will be explored through the lens of the Model of Domain Learning. Additionally, the argument of content knowledge versus pedagogical expertise will be explored. Finally, pedagogical knowledge and the ways pedagogy supports a knowledge base for professional recognition will be addressed.

13z
Ballroom

Decoding the Millennial Classroom in Health Care Programs: Designing and Developing Effective Delivery Methods

5:00 p - 6:30 p

Kristina Petrocco-Napuli – CELT, New York Chiropractic College

Judy Silvestrone – Academic Affairs, Palmer Chiropractic College

The millennial generation is now entering graduate programs. Traditionally, content in graduate healthcare programs have been delivered didactically. In order to effectively reach and teach to the “millennial” generation of students, research has demonstrated delivery methods must be stimulating and interactive, pathways for progress must be individualized and the “millennial” student must have a stake in the learning outcomes. This presentation will explore learner characteristics and best practices in course design, delivery and classroom management.

5:00 p.m. – 6:30 p.m. • Poster Session (continued)

13aa

Ballroom

Developing an Inter-Professional Educational Approach to Polypharmacy in Community Dwelling Older Adults

5:00 p - 6:30 p

Margaret de Voest – College of Pharmacy, Ferris State University

This was a course that included direct interaction with elderly patients and nursing students. The purpose was to increase students' knowledge of each profession and to improve the outcomes of elder clients with polypharmacy. Pharmacy students met to discuss topics that included health literacy, preparing for a home visit, documenting/making recommendations and methods to increase patient compliance. Pharmacy and nursing student pair visited an elderly patient with polypharmacy and provided education regarding their medications.

13bb

Ballroom

Speak, Look, and Listen: Integrating Technology to Actively Involve Students Through the Career Exploration Process

5:00 p - 6:30 p

Gloria Lukusa-Barnett – Developmental Programs and Curriculum, Ferris State University

Utilizing a mixed delivery instructional format (WebCT Vista,) and Microsoft Photo Story 3 in a Career Planning course which moves this course into the technological era, enriches teaching; adds a new learning experience for university freshmen by using Audio, Video and Sound. These methods provide students with hands-on experience with the online environment tools necessary for the technological society in which we live. This poster session will outline step-by-step instructions on how this technology is used.

13cc

Ballroom

Using Computer-Assisted Formative Feedback to Enhance Learning in an Introductory-Level Microbiology Course

5:00 p - 6:30 p

Clifton Franklund – Biological Sciences, Ferris State University

Providing specific and timely post-assessment feedback can significantly improve student learning. In large classes, however, the time and effort involved in generating these reports has limited the frequency and degree of their implementation. In this session, we will discuss a means of automatically generating formative feedback for both the instructor and individual students from student response data. We will also examine the effect of these reports on learning in a large introductory-level microbiology course.



Conference Program

Friday, September 19

F

6:00 p.m. - 9:00 p.m.

EXCURSION

The Williamsburg Showcase Dinner Theatre

9:00 p.m. - 10:30 p.m.

HOSPITALITY

Presidential Suite: Room 905

Sat Conference Program

Saturday, September 20

8th Annual, Lilly - Traverse City

7:00 a.m. - 8:30 a.m.

☉ BREAKFAST ☉

Ballroom (Full Breakfast) & Top of the Park (Continental Breakfast)

8:00 a.m. - 5:00 p.m.

REGISTRATION

Park Place Lobby

8:30 a.m. – 8:50 a.m. • Round Table Sessions • Prize Drawings (see page 7 for details)

14a

Ballroom

Active Learning Should Be Interactive

8:30 a - 8:50 a

Usha Chowdhary – Human Environmental Studies, Central Michigan University

The purpose is to stress with examples that active learning should be interactive. Examples will be shared for using the approach in both science and social science based courses. A case will be made that active learning contributes toward better understanding of the information, enhanced self-confidence of the students, less stressful learning environment, and improved retention of the material. Strategies to incorporate active learning in writing-intensive courses will be presented.

14b

Ballroom

Strategies for Preventing and Overcoming Student Resistance to Topics of Diversity

8:30 a - 8:50 a

Jeff Youngquist – Communication, Oakland University

This roundtable discussion will explore issues of student resistance to the teaching of topics related to diversity. The presentation will begin with a brief overview of some different forms of student resistance and some strategies educators have developed and used to manage this resistance. Discussion members will then be encouraged to share their own experiences and strategies.



Round Table Sessions (continued) • Prize Drawings (see page 7 for details) • 8:30 a.m. – 8:50 a.m.

14c
Ballroom

Developing a Culture of Critical Thinkers Through Learning Communities in Critical Thinking

8:30 a - 8:50 a

Donna Smith – Humanities, Ferris State University

Denise Mitten – Recreation and Leadership Management, Ferris State University

Meral Topcu – Social Science, Ferris State University

Christine Conley-Sowels – Teacher Education, Ferris State University

Learning communities in critical thinking provide faculty from diverse fields and disciplines an opportunity to work collaboratively in developing strategies and techniques for learning that work within and across fields of study. Three levels of certification in Richard Paul's model of critical thinking lead from application, to mastery and then to training others to train in critical thinking. Faculty at varying levels of certification will share their application of critical thinking in enhancing student learning in their field. Audience members will have the chance to participate in application activities.

14d
Ballroom

Online, Hybrid, or Traditional: An Experience in Teaching Contemporary Mathematics

8:30 a - 8:50 a

Hengli Jiao – Mathematics, Ferris State University

Contemporary Mathematics is a terminal course designed for non-STEM major students at Ferris State University. For a period of four plus years I have been trying different strategies and lecture delivery formats such as traditional lecture and discussion, online, and hybrid. Provided that all students in these three formats have relatively comparable learning resources, which of the three formats leads to better student performance and why? What works and why? The findings are interesting.

14e
Ballroom

Designing Effective Writing Assignments in the Sciences

8:30 a - 8:50 a

Terri Trupiano Barry – Writing, Rhetoric, and American Cultures, Michigan State University

We will offer criteria and rationale for creating effective writing assignments in the sciences that are connected to course goals and engage students in active learning. Examples of successful assignments will be distributed and discussed. Then we will break into small groups so that participants can devise potential writing assignments for their disciplines/courses. Finally, we will get reports back from groups to generate a list of common characteristics associated with effective writing assignments.

8:30 a.m. – 8:50 a.m. • Round Table Sessions (continued) • Prize Drawings (see page 7 for details)

14f

Ballroom

Infusing Technology in the Classroom to Improve Student Achievement

8:30 a - 8:50 a

Timothy Brannan – Teacher Education and Professional Development, Central Michigan University

Participants will be introduced to various technology tools and resources that can be integrated into the classroom to improve student achievement and interactivity. Many of these tools and resources are available at a low (< \$100) cost or are free.

14g

Ballroom

Integrating the Curriculum: Making Effective Connections

8:30 a - 8:50 a

Raymond Francis – Teacher Education and Professional Development, Central Michigan University

Participants in this interactive session will be involved in the development of several models demonstrating the integration of curriculum across content areas. The models presented in this interactive session focus on connecting the grade level content expectations across, and within, content areas. These unique and effective models for curriculum integration have applications that include areas of pre-service teacher education, in-service teaching in mathematics and science, and curriculum design in all areas of the K-16 curriculum.

14h

Ballroom

The Use of Edublogs to Enhance Reflective Learning

8:30 a - 8:50 a

Carrie Ellis-Kalton – Psychology, Maryville University

Edublog was implemented as part of the curriculum for a psychology course to investigate how the use of weekly online blogging as an instructional tool impacts student reflective learning. At the conclusion of the semester, blog data will be analyzed utilizing a qualitative, thematic, coding approach aimed at assessing the primary themes of student posts, the level of reflection indicated in student posts, and if depth of reflection changed over the course of the semester.

14i

Ballroom

Developing and Sustaining Constructivist Practices in Education

8:30 a - 8:50 a

Richard Benedict – Education, Madonna University

Karen Obsniuk – Education, Madonna University

Stewart Wood – Education, Madonna University

Leola Gee – Plymouth-Canton Community Schools

What is the process by which teachers develop and sustain constructivist educational practices? We explored this process by identifying and interviewing individuals from three phases of teacher development: a) pre-service, b) beginning, and c) veteran teachers. We bring to this conference a “spokesperson” from each of these phases of teacher development. They will tell us: “What are the supports (impediments) that help them develop (shrink), maintain (suppress) and sustain (abandon) their commitments to constructivist practices?”



Round Table Sessions (continued) • Prize Drawings (see page 7 for details) • 8:30 a.m. – 8:50 a.m.

14j
Ballroom

Education within Small Business

8:30 a - 8:50 a

Kristi Dean – Information Technology, Central Michigan University

Lana Tapani – Administration, USAwarVet

Terry Fobbs – Ret. Col. US Army, State of Michigan

The intended content and approach of teaching is to get to the intended audience of the education. It is one thing for an educator to tell their students what they want to know, however it is another to understand what they need to know.

14k
Ballroom

Creating a Browser-based Interactive Learning Environment: Example of Compass and Ruler in Java

8:30 a - 8:50 a

Tibor Marcinek – Mathematics, Central Michigan University

Interactivity of a dynamic, browser-based environment allows advanced simulation of traditional tools, such as compass & ruler in geometry. We will discuss instructor's experience with the use of an open-source product to create simple "compass-and-ruler" Java applets and students' experience with the extra dynamism, interactivity and immediate feedback that applets provide. Participants will be given an opportunity to compare the traditional tools with the interactive Java environment from a student's perspective.

14l
Ballroom

Engaging Students with Difficult Topics: Methods for Teaching about Race/Ethnicity, Inequality, & Criminal Justice

8:30 a - 8:50 a

Brian Smith – Sociology, Anthropology, and Social Work, Central Michigan University

In this presentation I examine ways to actively engage students with difficult course content. I provide a brief overview of the fundamental challenges involved with teaching about race, inequality, and crime. I will discuss and present both in-class and out-of-class learning activities for teaching these topics. An example activity will be completed during the session.

Concurrent Sessions • 9:00 a.m. – 9:40 a.m.

15a
Torch

Leading by Example; Culturally Competent Millennials

9:00 a - 9:40 a

Michele Mallett – Social Work, Taylor University Fort Wayne

It has been noted that the millennial generation has fewer barriers with gender and ethnicity. In a survey published by the American Council on Education and the University of California at Los Angeles Higher Education Institute, one trait describing students to a great extent was: Socialize with someone of another racial/ethnic group: 66.6%. This workshop will discuss the issue of cultural competence, the barriers and steps that we can take to ensure that we are more sensitive and adaptable with other cultural groups taking our lead from the millennial generation.

9:00 a.m. – 9:40 a.m. • Concurrent Sessions (continued)

15b

Leelanau

“How do you know?” Moving Beyond Course Content in Introductory General Education Classes

9:00 a - 9:40 a

Giuseppina Kysar Mattiotti – Center for Teaching Excellence - Environmental Science and Policy, George Mason University

Rebecca Ericson – Physics and Astronomy, George Mason University

Hillary Cressey – Environmental Science and Policy, George Mason University

“How do you know?” problem based learning (PBL) exercises are created to use in general education science courses to guide students to observe and make judgments based on observations, to assess assumptions, and to consider alternative perspectives. The learning objective is to make students aware that science is knowledge in progress, not a sequence of formulaic steps. Such exercises can be used both for teaching and for assessing critical thinking in the context of scientific thinking.

15c

Courtyard I

Myth Busting in Service Learning

9:00 a - 10:40 a

Nick Holton – Service Learning, Kirtland Community College

Many myths surround the practice of service learning. Come to this dynamic interactive session to examine common service learning misconceptions. Learn how to avoid potential deal-busting situations in your service learning course and program.

15d

Courtyard II

Developing Literacy in a Digital World: Every Course a Reading Course

9:00 a - 9:40 a

Alice Horning – Rhetoric, Communication and Journalism, Oakland University

Most faculty think, and national test data confirm that weak reading ability is among the most serious problems among today’s millennial students. In response, all college faculty must work with students to develop sophisticated critical literacy skills in all classes for both digital and printed texts. I will report on and demonstrate case study research with novice, average and strong student readers that reveals both the nature of students’ problems and potential effective faculty solutions.

15e

Minervas’
Boardroom

Early Intervention Strategies for Distance Learning Adult Students in a Clinical Laboratory Science Program

9:00 a - 9:40 a

Linda Graeter – Analytical and Diagnostic Sciences, University of Cincinnati

The UC CLS DL Program has a broadly diverse adult student population. Challenges such as communication skills, family responsibilities, and work obligations can impact academic performance. Students enroll completely at a distance; identification of at-risk students was necessary in order to enable faculty to implement early intervention strategies. Faculty and facilitator surveys and student outcome data were used to identify at-risk students that might benefit from early intervention. A number of interactive strategies were utilized.



15f
Crystal

Engaging Learners on Day One: Using Cooperative Learning to Teach the Syllabus

9:00 a - 10:40 a

Yenni Djajalaksana – Maranatha Christian University, Indonesia

Jim Eison – Adult, Career, and Higher Education, University of South Florida

Students' first impressions of your course syllabus are crucial to their understanding of your expectations and their ultimate success in class. Too-often, students react with lethargy and boredom when instructors review aloud the contents of a syllabus. This session will demonstrate fun and engaging ways cooperative learning strategies can be used to enhance students' understanding of course expectations, arouse their motivation as well as improve their memory of information contained in this important document.

15g
Top of
the Park

Operation PSA: Taking Action Learning One Step Further

9:00 a - 9:40 a

Diane Kimoto – Public and Nonprofit Administration, Grand Valley State University

Lorne Mulder – Public and Nonprofit Administration, Grand Valley State University

If you were being interviewed for a sixty second public service announcement (PSA) about your discipline or your class, what would you say? Cohen and Tichy (1998) articulate how knowledge is best represented by getting individuals to work on real issues. In recognizing the need for students to interpret and apply what is being taught, how can educators utilize creativity and curiosity as a means of inspiration and challenge (Hensley, Arp, & Woodward, 2004)?

15h
Room 905

Student Outcomes, Active Learning, and E-Portfolio

9:00 a - 9:40 a

Sarah Beckman – Nursing, Indiana University-Purdue University Fort Wayne

Sanna Harges – Nursing, Indiana University-Purdue University Fort Wayne

Linda Meyer – English Language Program, Indiana University-Purdue University Fort Wayne

Sahar Al-Masri – Office of International Programs, Saginaw Valley State University

The implementation of e-portfolio in an undergraduate program mandated students to use critical and reflective thinking. Rationale for item inclusion, peer review, oral presentation, multimedia skills, and rubric assessment promoted active learning. The goals of the portfolio were to stimulate critical analysis, promote reflective thinking, provide tangible evidence of program outcomes, present a record of activities that demonstrated evidence of professional growth, and display evidence of leadership skills. Participants will use rubrics to assess featured student e-portfolio.

9:00 a.m. – 9:40 a.m. • Concurrent Sessions (continued)

15i

Executive Boardroom

Political Creatures Lurk Within

⌚ 9:00 a - 9:20 a

Marcy Parry – Clinical Labs, Respiratory Therapy & Health Management, Ferris State University

Engaging students in the world beyond them challenges all faculty. When this 'world' encompasses political awareness and action, that challenge becomes more difficult. Discover how focused course design in a face-to-face class creates awareness and a belief that one person can impact our world. Structured assignments for a health planning course will be used to demonstrate one possible way to ladder student awareness to excitement to political action.

15j

Executive Boardroom

Video Podcasts for Teaching and Learning: 20 Sources in 20 Minutes

⌚ 9:30 a - 9:50 a

Robin Sabo – Libraries, Central Michigan University

Vodcasts or video podcasts may engage Millennial learners who are "multimedia" literate and prefer "image-rich" environments to text. Vodcasts can be used in classrooms or for distance education. Availability of podcasts has grown exponentially and finding high quality sources is becoming more cumbersome. We will tour a variety of high quality vodcasts available from sources such as the Library of Congress, Academic OneFile, the History Channel and the National Library of Medicine.

10:00 a.m. – 10:40 a.m. • Concurrent Sessions

16a

Torch

Engaging Student Learning with Web 2.0 Tools

10:00 a - 10:40 a

William Merrill – Teacher Education & Professional Development, Central Michigan University

Learn how to enhance student participation and learning by using Blogs, Wikis, Podcasts and other Web 2.0 tools.

16b

Leelanau

Using the Motivated Strategies for Learning Questionnaire to Improve Student Motivation

10:00 a - 10:40 a

Scott Gaier – Academic Enrichment Center, Taylor University

The Motivated Strategies for Learning Questionnaire (MSLQ) will be used to discuss how to identify and assess student motivation for a specific course (Pintrich, Smith, Garcia, & McKeachie, 1991). The presentation will specifically address intrinsic and extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, and test anxiety. Participants will learn how the MSLQ can benefit student motivation and learning.



Concurrent Sessions (continued) • 10:00 a.m. – 10:40 a.m.

16d
Courtyard II

Online Learning- What Are Students Saying About It?

10:00 a - 10:40 a

John Zappala – Off Campus Programs (MSA), Central Michigan University

As facilitators of online learning, we have some strong opinions on how effective web-based classes are. We may not have the same impressions as those shared by our students. This session will feature CMU online students interacting with audience participants in a Wimba chat. Students will comment on their impressions of online learning and answer particular questions session participants may have.

16e
Minervas'
Boardroom

Revamping the Research Paper: A Critical Thinking Approach

10:00 a - 10:40 a

Elizabeth Stolarek – Languages and Literature, Ferris State University

Advancements in computer technology have brought us into an Information Age, making research immeasurably easier in many ways. Writing instructors would naturally have expected these advancements to lead to improvement in students' ability to research topics, thus leading to much improved written work. Most instructors, sadly, have not found this to be the case. The overwhelming amount of information available has created challenges, particularly in finding reliable, unbiased sources, and using them properly, that could never have been anticipated even ten years ago. Students must be taught to evaluate sources, but this is not enough. This paper offers ways to address the challenges of research writing by utilizing techniques from critical thinking and classical rhetoric, in the early stages of writing, before students are instructed to search for sources. By incorporating practices such as Socratic questioning, dialectic, modeling and Aristotle's *topoi*, instructors can help students to see research not as a replacement for thinking, but as a way to refine, clarify and enrich their understanding of the complicated topics and issues of contemporary life. An added benefit to this method is that students learn to rely much less on others' thinking and writing, leading to markedly lowered incidents of intentional or unintentional plagiarism.

16g
Top of
the Park

Community Lecture Presentations: Extending the Classroom into the Community

10:00 a - 10:40 a

Alice Stephens – Mass Media Arts, Clark Atlanta University

Students enrolled in a critical analysis course were required to create and deliver a community lecture presentation on a topic related to the representation of African descended people in the mass media. A comparison of this requirement to an earlier version that did not include a service-learning component suggests that the opportunity to interact with community audiences may be an important and necessary component to mastering very dense and unfamiliar course content.

10:00 a.m. – 10:40 a.m. • Concurrent Sessions (continued)

16h

Executive
Boardroom

High Impact Teaching For Nursing Education

⌚ 10:00 a - 10:20 a

Beth Kaskel – Nursing, Indiana University-Purdue University Fort Wayne

Providing meaningful and effective nursing lessons is paramount in nursing higher education. The concept of high impact teaching has previously been studied in the primary, secondary educational environments as well as in athletic programs and professional teams. A review of the nursing medical and allied health literature revealed no true definition of high impact teaching. Clearly, there is a need for discussion and further research related to this teaching methodology. Results from a qualitative study will be presented.

16i

Executive
Boardroom

Uniting Information Literacy and Cultural Competency

⌚ 10:30 a - 10:50 a

Linda Meyer – Nursing, Indiana University-Purdue University Fort Wayne

Faculty-librarian collaboration united information literacy and cultural competencies in an undergraduate informatics course. Students applied the key elements of information literacy and informatics to search, retrieve, and evaluate information from journal literature, statistical resources, the Web, and other sources. After selecting culturally focused scenarios, students created content appropriate teaching presentations for diverse populations. Course framework, project criteria, and completed culturally specific teaching projects will be demonstrated. Information literacy pre and post survey data will be shared.

11:00 a.m. – 12:00 p.m. • Concurrent Sessions

17a

Torch

Blended Learning as a Catalyst for Course Redesign

11:00 a - 12:00 p

Ike Shibley – Chemistry, Penn State University, Berks

Blended learning combines on-line with face-to-face instruction. An exciting aspect of blended courses is the focus on student learning. Tough questions must be addressed regarding the aspects of a course best taught on-line compared to face-to-face. One of the opportunities afforded by on-line learning is that instructors can direct student learning prior to class time. By shifting lower-level learning outside of class more in-class time can be devoted to problem solving and critical analysis.



Concurrent Sessions (continued) • 11:00 a.m. – 12:00 p.m.

17b
Leelanau

Teaching Students How Their Brains Learn

11:00 a - 12:00 p

Terry Doyle – Faculty Center for Teaching & Learning, Ferris State University

Participants will be shown a multimedia presentation designed for college students that explains to students how new discoveries about the human brain and how it learns should change the way they go about doing their learning and studying. The multimedia presentation is being used in all 100 sections of the First Year Seminar course at Ferris State. Participants will also receive background information on how to introduce the presentation and how to engage students in discussions following the presentation.

17c
Courtyard I

Teaching and Learning in a Multigenerational Classroom

11:00 a - 12:00 p

Sheri Beattie – Effective Teaching and Learning, Baker College

As we move farther into the 21st century, people are taking notice that the college classroom of today looks different than it did twenty or thirty years ago. This represents a challenge for both the learners and the professors. Gone is the class of “typical” college students. Many educators struggle with trying to gain the attention, much less interest of a diverse group of students, some of whom may be updating a MySpace page in class, texting a babysitter on a cell phone, or listening to an iPod in the back row. How can a professor compete across the technological and age divide that seems to exist in many college classrooms? This presentation will share some research findings and help participants devise effective methods of instruction for students from the Baby Boomer generation, Generation X, and the Millennial generation.

17d
Courtyard II

Incorporating Sustainability into the Curriculum: Lessons from Europe

11:00 a - 12:00 p

Thomas Rohrer – Environmental Studies, Central Michigan University

Most European countries, and particularly countries in Scandinavia, are far ahead of the United States in adopting practices for sustainable living in the areas of energy use, transportation, food production, and housing. This presentation will review some of the most successful ideas from European countries that can be applied to life in the United States. Methods for incorporating these ideas into the curriculum will also be reviewed. There will also be a review of the threat which developing economies in China and India may pose to global sustainability.

11:00 a.m. – 12:00 p.m. • Concurrent Sessions (continued)

17e

Minervas'
Boardroom

Teachable Moments: Turning Disparaging Comments into Critical Thinking Exercises

11:00 a - 12:00 p

Ulana Klymyshyn – Multicultural Education Center, Central Michigan University

Multicultural education provides an opportunity for teaching critical thinking. Strategies for discussing texts that misrepresent under-represented populations will be presented as a critical thinking exercise.

17f

Crystal

Neural Correlates for Active Learning

11:00 a - 12:00 p

William Kennedy – Cognitive and Learning Sciences/CTLFD, Michigan Technological University

Cognitive neuroscience provides a rational basis for educational design employing active learning techniques. This session will highlight key insights from neuroscientific research and explore how these findings can inform course design.

17g

Top of
the Park

The Sustainable Classroom

11:00 a - 12:00 p

William Yarow – English / World Languages, Joliet Jr. College

Sustainability is more and more of an issue in the world and on campuses. An English instructor will demonstrate hands-on techniques instructors can use to create classrooms which sustain available resources and reduce waste by moving toward paperless instruction. This highly practical and interactive session will include tips and techniques for grading electronically (including creating individualized macros), accessing public domain materials, and using electronic texts in class.

17h

Executive
Boardroom

Using Video Clips in Class

⌚ 11:00 a - 11:20 a

Sharon Bell – Management, Ferris State University

This session will cover the use of video clips from one to ten minutes long in the college classroom, where and how to find them, the needed technology to use them, copyright laws pertaining to use of the clips, and how to share them with other educators.

17i

Executive
Boardroom

The Impact of Culture on Critical Thinking

⌚ 11:30 a - 11:50 a

Teresa Cook – Accounting, Finances, and Information Systems, Ferris State University

Critical thinking and cultural understanding are two topics that have been discussed separately in various educational settings across the country. The critical thinking process involves reflection upon our own personal experiences and beliefs. It is safe to say that those personal experiences and beliefs are affected by our cultural beliefs. So maybe these two topics are not so separate after all.



Conference Program *Sat*

Saturday, September 20

12:00 p.m. - 12:45 p.m.

☉ LUNCH ☉

Ballroom

Plenary Presentation • 12:45 p.m. – 2:00 p.m.

18p

Ballroom

Persisting With Passion: A Summary of Teaching Break-throughs in Teaching and Learning

12:45 p - 2:00 p

Barbara Millis – Teaching, Excellence, Advancement and Mentoring Center, University of Texas at San Antonio

This plenary session is the teaching/learning version of *The Complete Works of William Shakespeare Abridged*—a teacher’s lifetime of critical events summarized tidily in one hour. Teaching, as with life, seems to happen one break-through at a time, with revelations typically building on one another over time, creating more complexity and strength every time a new element is added. You will get, in one quick, interactive presentation, a summary of the “best-of-the-best,” the groundbreaking innovations of cooperative learning, deep learning, the research on how people teach, and several other findings that enable teachers to become intentional, purposeful educators. This session is, in a sense, a confessional, as the break-throughs often came only slowly, serendipitously, and with great effort. It is my hope that this information will save you years of wasted energy in your teaching life by reducing the cycle of teaching blunders and naïveté many of us well-intentioned teachers experience. “Heed it and Leap!”

Concurrent Sessions • 2:20 p.m. – 3:00 p.m.

19a

Torch

One Big Teachable Moment: Improvisation as Pedagogy

2:20 p - 3:00 p

David Howell – Technical Communication, Milwaukee School of Engineering

As instructors, we often look for the teachable moment, when students are aware and are particularly responsive to instruction. These moments are rarely planned for or orchestrated—or are they? The content of this interactive presentation focuses on what the teachable moment is and how improvisation can be used as a teaching tool for fostering heightened instruction. The presenters will share narratives, discuss what is required for this pedagogical approach, and share its theoretical basis.

2:20 p.m. – 3:00 p.m. • Concurrent Sessions (continued)

19b

Leelanau

Digital Teaching for the Digital Generation

2:20 p - 3:00 p

Robert Benard – Information Technology, Mott Community College

Millennials always seem to be listening to their iPod, instant messaging their friends, or modifying their MySpace pages rather than focusing on learning. To best reach this group of students, we must teach them in their native land. Through the use of Podcasts, interactive content, and social networking, teachers can connect with students. Methods to create Podcasts, utilize social networking, and use synchronous communication tools to facilitate learning are explored and used in this presentation.

19c

Courtyard I

Active Learning: Undergraduates as Professional Consultants

2:20 p - 3:00 p

Gregory Hall – Natural and Applied Sciences, Bentley College

This session demonstrates the potential of undergraduate students to 'cross the frontier' from student to professional development consultant. Students research, prepare and present a full-day professional development program to over 300 public school teachers.

19d

Courtyard II

Directions for the Imagination- Writing with Learners Online

2:20 p - 3:00 p

Gail Ryder – College for Professional Studies, Siena Heights University

This presentation will illustrate how to help online learners rediscover expository writing. Through the creation of a safe and positive community environment that respects the dignity of all, students explore the writing process. They experiment, play, discover, and participate in peer review, often creating writing that surprises and delights them. Participants will actively experience short exercises that work to overcome students' fears of writing in an online environment. Assignments, rubrics, and feedback techniques will also be discussed.

19e

Minervas'
Boardroom

From Theory to Practice: Taking Assessment from the Higher Education Classroom to the Elementary Classroom

2:20 p - 3:00 p

Sandra Wetig – Teacher Education, University of Nebraska at Omaha

Sheryl McGlamery – Teacher Education Department, University of Nebraska at Omaha

Following extensive discourse and observation (2001-2008) of pre-service teacher candidates' engagement in academic service-learning projects in math, science, and social studies methods courses, two undergraduate methods professors noted that many of the teacher candidates struggled in the area of assessing student learning. This action research study reports the impact that modeling and demonstration of formative and summative assessment measures had on pre-service teacher candidates' understanding of assessing student learning in the elementary classroom.



Conference Program *Sat*

Saturday, September 20

Concurrent Sessions (continued) • 2:20 p.m. – 3:00 p.m.

19f

Executive Boardroom

The Blogosphere: Using the Medium to Assist Students in Finding the Value of Voice

⌚ 2:20 p - 2:40 p

Rachel Smydra – English, Oakland University

Pamela Mitzelfeld – English, Oakland University

The notion of self-narrative continues to attract new writers and readers through new and constantly changing electronic mediums. Blogging, in particular, has found an expanding audience because of the exhibitionary or voyeur type role blogs play for many readers. Using blogs as part of a writing curriculum allows students to consider how to create an authentic voice. Blogging also expands students' awareness of the cultural, psychological, and political impact of the medium in order to attempt to discover the disparities between the written word as self narrative and the electronic medium of blogging as a means of constructing the self.

19g

Executive Boardroom

When to Teach? When to Provoke?

⌚ 2:50 p - 3:10 p

James Schultz – History: Museum Studies, Central Michigan University

Freeman Tilden was an educational philosopher who served as a guide with the National Parks Service. This experience resulted in the book, *Interpreting Our Heritage*. Still a classic in the field, the book focuses on six principles of interpretation: relate, reveal, art, provoke, whole and children. The principle of provoke has elicited the most discussion. We will examine Tilden's principles with a focus on using provoke to increase learning in the classroom.

Concurrent Sessions • 3:20 p.m. – 4:00 p.m.

20a

Torch

Ready or Not! They're in our courses: Strategies for Teaching Underprepared Students

⌚ 3:20 p - 4:00 p

Bobbie Foust – Institutional Research, Mott Community College

My focus for this session: Identify the underprepared students in web-based courses, then devise strategies to academically assist the underprepared students within the time constraints of the course.

20b

Leelanau

The Best Strategies for Successfully Teaching Online: The Ultimate Interactive Session

⌚ 3:20 p - 4:00 p

Kathy Saville – Instructional Design, Marshall University

Not a show-and-tell session but an exchange of ideas and information from session participants of what works and what may need adjustments with teaching in an online environment. Prizes will be given and treats provided.

3:20 p.m. – 4:00 p.m. • Concurrent Sessions (continued)

20c

Courtyard I

Panel Discussion: Issues of Cultural Competency in the Classroom

3:20 p - 4:00 p

Judy Youngquist – English Language Program, Saginaw Valley State University

Jacque Osborn – English Language Program, Saginaw Valley State University

Yang Liu – English Language Program, Saginaw Valley State University

Sahar Al-Masri – Office of International Programs, Saginaw Valley State University

As mainstream teachers face more ethnic diversity in their classrooms, questions may arise about class management and teaching approaches that work for students from different language and cultural backgrounds. The panel, made of second language specialists, will discuss issues of teacher accommodation and ways that informed teachers can promote positive cross cultural attitudes and behaviors in the classroom using sound pedagogy that builds learning.

20d

Courtyard II

Visualization Through Active Learning: Communicating Blueprints

3:20 p - 4:00 p

Daphne Koch – Building Construction Management, Purdue University

A difficult area to transfer knowledge is visualization. In the construction industry, especially related to mechanical systems (plumbing) there are only lines on a paper, which represent pipes. Using actual pipe and drawings, this exercise assists the students in visualization of the pipes, by having the students put together a model from a plan. It builds confidence with students as they can begin to apply this skill to all courses.

20e

Executive Boardroom

Identifying and Developing Resources for Four Common Issues Facing Online

Instructors

⌚ 3:20 p - 3:40 p

Kate Unterborn – Psychology, Central Michigan University

Jennifer Ragsdale – Psychology, Central Michigan University

John Coaster – Psychology, Central Michigan University

Online classes have become prevalent across many college campuses. Instructors face many challenges when conducting courses that are provided primarily via electronic means. A literature review was conducted and four key areas for effective online teaching were identified; increasing interactivity, course management, assessment of learning, and maintaining academic standards. Best practices for addressing each area were developed and a framework for implementing these best practices within an online course will be presented.

20f

Executive Boardroom

Service Learning Program: Different Models and Assessment Tools

⌚ 3:50 p - 4:10 p

Fayyaz Hussain – Center for Integrative Studies in Social Sciences, Michigan State University

This session will present different service learning models used at MSU. Examples will be drawn from large classes taught by the presenter (3 sections with 250 students each). Pre- & post-test assessment models will be discussed.



Concurrent Sessions • 4:20 p.m. – 5:20 p.m.

21a
Torch

Metaphor as a Method of Engaging Learners

4:20 p - 5:20 p

Karl Smart – Business Information Systems, Central Michigan University

Metaphors are commonly used to describe the world around us. Simply stated, metaphors compare two seemingly unrelated things. But beyond a term used in literary analysis, metaphor can function as a powerful pedagogical strategy, moving learners from familiar concepts to understanding unfamiliar ones. This session builds upon the foundation of experiential learning activities as metaphors for learning. Active involvement of attending participants with experiential metaphors is expected.

21b
Leelanau

When Technology Attacks: The Repeal of Murphy's Law

4:20 p - 5:20 p

Daniel Bracken – Faculty Center for Innovative Teaching, Central Michigan University

Todd Zakrajsek – Center for Faculty Excellence, University of North Carolina at Chapel Hill

Murphy's Law states, "If anything can go wrong, it will." To educators, it sometimes seems Murphy was an optimist when it comes to the use of technology. Everyone who has ever taught with technology has a story of something not working as it should. What individuals seem to forget is that with technology, things USUALLY go very well, and a lot of learning happens in the process. Actually, it may well be that "perceived hassles" of technology present more of an obstacle to the use of innovative teaching strategies than reality. In this session, we will show you how to minimize the impact of technology breakdowns through preparation, redundancy, and alternative technologies. Secondly, we will show how, if/when disaster strikes, to maintain composure, engage students, and rescue success from the jaws of failure.

21c
Courtyard I

Developing Cultural Competency: Disability as Diversity, Disability Culture, Disability Awareness

4:20 p - 5:20 p

Kelly Roberts – Center on Disability Studies, University of Hawaii

Robert Stodden – Center on Disability Studies, University of Hawaii

Disability as diversity is an idea and practice well known in certain circles and totally unknown in others. This is a result of radically changing attitudes about disability during the past forty years, changes that drove the passage of the Americans with Disabilities Act, among other laws. Attendees will be introduced to basic paradigms of disability and education and more advanced ones, involving disability as diversity; including the discipline of disability studies; and disability culture.

4:20 p.m. – 5:20 p.m. • Concurrent Sessions (continued)

21d

Courtyard II

Moodle as an e-Portfolio

4:20 p - 5:20 p

Cathy Cheal – e-Learning and Instructional Support, Oakland University

Walli Andersen – Rhetoric, Oakland University

Oakland University has designed and created an e-portfolio from Moodle, an open-source learning management system that will be demonstrated. The first year general education writing course, in the Rhetoric department, has been redesigned for fall 2008 to integrate with our e-portfolio. New writing activities will enable students to learn the process of writing in digital media and how to maintain an online career directory.

21e

Minervas'
Boardroom

Millennial Students: A Faculty's Response

4:20 p - 5:20 p

Deborah Baruzzini – Adjunct Professor of Education & Psychology, Trevecca Nazarene University

Esther Swink – Education, Trevecca Nazarene University

In 2006-2007, the President at a small liberal-arts university identified teaching Millennial students more effectively as a year-long theme for faculty development. Activities throughout the year included a beginning of the year workshop, book groups, and a two-day retreat that included 51 participants as a culminating activity. This session will review the results of the initiative and engage conference participants in discussing and generating ideas that they may use in working effectively with Millennial students.

5:20 p.m. - 6:30 p.m.

🎧 RECEPTION 🎧

Presidential Suite: Room 905



Conference Program

Sunday, September 21

Sun

7:30 a.m. - 8:30 a.m.

☉ BREAKFAST ☉

Top of the Park

Closing Plenary Session • 9:00 a.m. – 11:00 a.m.

22p

Torch/
Leelanau

Passion, Curiosity-Driven Learning and Web 2.0: What's the Connection?

9:00 a - 11:00 a

Norman Vaughan – Teaching and Learning Centre, University of Calgary

This session will explore the relationship between student engagement, inquiry-based learning and Web 2.0 tools such as blogs, wikis, social media sharing networks and virtual worlds. The National Survey of Student Engagement (NSSE) has demonstrated that engagement, persistence, grades, and student satisfaction go hand in hand. Can Web 2.0 tools be used to design learning activities that foster student engagement and success through an inquiry-based approach to learning? A series of case studies will be presented and discussed to help you identify which strategies and tools are appropriate for your own teaching and learning context.