



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

REGISTRATION

Park Place Lobby

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

Pre - Top of the Park

Instructional Resources and Activities to Prompt Engaging, Effective, and Inclusive Teaching

8:30 a.m. - 11:30 a.m.

**Kevin Johnston - Teaching Assistant Programs - The Graduate School,
Michigan State University**

Jim Eison - Adult, Career & Higher Education, University of South Florida

Karl Smart - Business Information Systems, Central Michigan University

Sherri Beattie - Academic Affairs, Saginaw Valley State University

Would you like a guided-tour of key resources on some of the most important issues in higher education, including active-learning, instructional improvement/faculty development, hybrid and on-line instruction, and teaching inclusively? One that supplied you with copious resources on seminal teaching/learning topics, involved you in evocative discussion with experienced developers, and created powerful opportunities for further reflection with your Lilly colleagues on instructional issues that concerned you the most? Would you like to leave such a session with materials and ideas ready to use (the following Monday!)? Facilitated by developers with over 70 years experience in higher education, anyone interested in improving their teaching or development programs will benefit from this session. Participants will receive 4GB thumb drives containing comprehensive bibliographies -- resources considered key in the fields addressed -- that they can adapt to their own use.

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

❶ LUNCH FOR PRE-CONFERENCE PARTICIPANTS ❶

Top of the Park

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

1p - Ballroom***The Scholarship of Teaching and Learning: Recommendations for Development, Presentation, and Publication***

12:30 p.m. - 1:50 p.m.

**Milt Cox - Center for the Enhancement of Learning & Teaching,
University of Miami**

In this session we will examine the new discipline, the scholarship of teaching and learning (SoTL), and a brief look at its history and new directions. Participants will discuss a definition and examples of SoTL and have an opportunity to consider teaching/learning projects. We will discuss assessment of student learning, resources, and strategies that can enable teaching/learning project development, presentation, and publication, including faculty learning communities. Our focus will be on the Cross and Steadman concept of classroom research.

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

2a - Torch***Classrooms Without Limitations: Teaching and Learning in Second Life***

2:00 p.m. - 2:40 p.m.

**Lesley Withers - Communication and Dramatic Arts,
Central Michigan University**

What is Second Life? This presentation explores how and why educators from around the world use this technology to offer their students unique learning opportunities. Participants will learn about how to open a free account, create an avatar, access Second Life instructional resources, and plan class assignments/activities integrating this technology. Register an account in advance (<http://www.secondlife.com>), bring your wireless-enabled laptop, and begin your Second Life!

2b - Leelanau***Design Within Borders: Education For the Betterment of All***

2:00 p.m. - 2:40 p.m.

David Stairs - Art, Central Michigan University

As founder and chief executive officer of the international non-profit Designers Without Borders, David Stairs has much experience using design as a tool for international development. In the winter of 2009 he focused his attention closer to home. In collaboration with the CMU/Flint Consolidated Schools Gear Up College Readiness Program, he mentored 21 CMU graphic design seniors as they re-branded the venerable initiative. The process was often frustrating but the results were rewarding.



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

2c - Courtyard I

Getting Credit for What You Do: Designing Evidence-Based Courses

2:00 p.m. - 3:40 p.m.

**Laurie Richlin - Office of Faculty Development,
Charles Drew University of Medicine and Science**

Practicing doctors and college teachers are applied professionals, practical people making interventions in the lives of their patients/students in order to promote worthwhile ends—health and learning. Doctors and teachers are similar in that they make decisions involving complex judgments. Many doctors draw upon research about the effects of their practice to inform and improve their decisions; most teachers do not, and this is a difference. With the skills gained from this session, instructors will be able to utilize evidence about teaching and learning (scholarly teaching), design educational experiences, and produce evidence (SoTL) from their teaching and learning experiences. Participants will learn how to use evidence-based learning and teaching to help their students learn better, save time on all aspects of teaching including grading, get better teaching evaluations, and have more fun in the process. It is an intensive faculty workshop based on principles and practices for designing and conducting evidence-based courses. This session will bring together what we know, how we know it, and what we should do about the evidence we have for enhancing learning and teaching. The presenter will provide details and background on current research contributions to evidence-based learning, as well as two aspects of evidence-based teaching: using evidence (scholarly teaching) and producing evidence (SoTL). Evidence-based learning is the key to the development of critical thinking.

2d - Courtyard II

A Guide to Building Brief Hybrid Workshops (BHWs)

2:00 p.m. - 3:40 p.m.

Steven Gilbert - Administration, Teaching, Learning, Technology Group

Brief Hybrid Workshops [BHW] and Brief Hybrid Teaching/Learning Modules are targeted, flexible teaching and learning tools that can be face-to-face, online, or both. A BHW, an activity of less than 15 minutes, includes the use of Internet-accessible media clips and other activities (such as Classroom Assessment Techniques), documents, instructions, guidelines, along with Web-based tools, software and resource collections (e.g. Google docs, Lecshare Pro, Flickr, flip-video camcorders, YouTube). Their purpose is to support faculty development, professional development, and the improvement of teaching/learning in specific courses. BHWs are Low-Threshold Activities/Applications [LTAs] with low incremental cost in time, money, stress, training, and maintenance. In this session, participants will both learn about BHWs and how to develop these targeted, flexible teaching/learning tools. Participants will also receive excerpts from the TLT Group Workbook on Brief Hybrid Workshops.

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

2e - Minervas' Boardroom***Teaching and Learning Beyond the Test: Connecting Academic Learning to Real Life through Service Learning***

2:00 p.m. - 2:40 p.m.

Abalo Adewui - TEPD, Central Michigan University

Anyone who has taught is familiar with students' questions such as: "Do we need to read this?" "Do we need to learn this?" "How many pages do you want?" "Will I get A?" and has addressed those questions one way or the other in order to give students reason to learn. Often, the reason given to the students is that there is a quiz or a test coming soon. To help students find answers to their questions and rethink the meaning of learning, teachers need to rethink their teaching philosophies and offer alternatives through service learning.

2f - Crystal***Art is for Everyone: Learn Basic Drawing Skills***

2:00 p.m. - 2:40 p.m.

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.

2g - Executive Boardroom***Using Group Exams to Promote a Community of Learners***

2:00 p.m. - 2:20 p.m.

Judy Klimek - Anatomy and Physiology, Kansas State University

This presentation will focus on the use of group exams following individual exams, to promote greater engagement with exam content, and to develop a culture of shared responsibility and community in learning. Results include high participation rate, reports from students that they immediately cleared up misconceptions and gained greater insight, even for questions they got correct on the individual exam, and virtual elimination of challenges to exam answers. Practical suggestions for implementation will be included.

2h - Executive Boardroom***Curiosity in the Classroom: A Learning-Living Community for First Year Undergraduate Education Majors***

2:30 p.m. - 2:50 p.m.

Mary Kay Kelly - Teacher Education, The University of Dayton

Developing highly qualified science teachers is a top priority of recent proposals to improve educational outcomes, particularly in grades K-9. Strong science teaching in the early years provides the foundation and enthusiasm for children to continue pursuing science. A Learning-Living Community of first-year teacher education students was developed to foster the connections between science content and pedagogical practices within a supportive community of learners and to enhance their development as teachers of science.



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

3a - Torch

Corporate Social Responsibility as a Linchpin in Sustainable Business Practices

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

Jack Cichy - Management, Davenport University

One component of Sustainable Business Practices is Social Capital. This presentation will focus on a definition of Social Capital along with examples of how it may be employed as a technique for businesses to move toward a refined focus on Social Responsibility. Social Capital is created when a company and the community engage each other to find mutually beneficial solutions to common problems. Social Capital is a linchpin element of the broader Sustainable Business movement toward greater Corporate Social Responsibility.

3b - Leelanau

Using Scoring Rubrics for Evidence-Based Learning and Teaching

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

**Anne M. Hooghart - Graduate Teacher Education Program, Graduate College,
Siena Heights University**

The use of scoring rubrics for “authentic assessment” of performance-based tasks associated with more “engaged learning” has become widespread. Rubrics are particularly useful for assessment of complex, long-term experiences (problem-based learning, group projects, presentations, etc.). Rubrics can help reduce subjectivity in grading and help students produce higher quality work, by eliminating the “guesswork” for both students and teachers. While “front-loaded,” rubrics ultimately save time and effort when completed projects must be graded.

3e - Minervas' Boardroom

Videoconferencing Software to Present Synchronous Distance Classes

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

Daphne Koch - Building Construction Management, Purdue University

Videoconferencing software, Adobe Acrobat Connect Professional, is being used to present synchronous distance learning classes. The software allows the faculty to use a hybrid synchronous, interactive delivery model. Synchronous distance education connects students and professors in real-time. It allows the student to be seen and to be heard, as well as to see and hear what is going on at the host site. This delivery model is a hybrid because there are also students physically attending the class at the host site. Not only can the students attend class at home or at work, but the student can also attend classes while traveling. The presentation will outline the technology, curriculum, and development of these online courses.

3f - Crystal

Generations

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

Kathy Saville - MUOnline Design Center, Marshall University

Understanding the differences between our generational instructors and generational learners.

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

3g - Executive Boardroom

WHAT WE TELL THEM: There is no such thing as a Stupid Question. WHAT WE DO: Don't Ask.

3:00 p.m. - 3:20 p.m.

**Christopher Cartwright - Mathematics and Computer Science,
Lawrence Technological University**

Marija Franetovic - eLearning Services, Lawrence Technological University

Whether intuitively, evidence-based or anecdotally, educators often presume to know what can make their particular classroom environment engaging. The only problem lies in the fact that they haven't asked the students. Of two Calculus sections, we surveyed only one to give us suggestions for changes based on experience in prior courses, observations of the current course, and the perceived relevance of the course. Following, both sections received the same implementations. We compare assessment and satisfaction results from two course sections and their relation to the 7 principles for undergraduate education.

3h - Executive Boardroom

Hands to Work, Hearts to Touch, and Minds to Influence: BEADS for Education in Women's Literature

3:30 p.m. - 3:50 p.m.

Corine Coniglio - CETL; English, Misericordia University

Find out what happens when Coniglio brings gemstone beads to class and the students start building understanding and awareness while making jewelry. Coniglio focuses on a service learning project implemented in a 400-level Women's Literature course. As students learned about women's literature and issues such as FGM, women's education rights, and forced marriage, they engaged, in a hands-on way, to support the BEADS for Education which educates girls in Kenya and works to eradicate FGM.

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

4a - Torch

Helping Students to Learn in Harmony with their Brains

4:00 p.m. - 5:00 p.m.

Terry Doyle - Developmental Programs & Curriculum, Ferris State University

Although neuroscience is only at the very beginning of unraveling the complexities of the human brain, neuroscientists and biologists have identified 12 significant actions related to how the human brain processes information. These 12 actions are crucial to enhancing human learning and every teacher and every student needs to know how to apply them in the and out of the classroom. This session will explore the application of these 12 brain rules to college learning.



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

4b - Leelanau

Establishing Engagement Through Planned Dialogue

4:00 p.m. - 5:00 p.m.

**William Kennedy - Center for Teaching, Learning, and Faculty Development,
Michigan Technological University**

This session will demonstrate techniques for eliminating the “distance” in distance education through the use of an intensive program of two-way written communication, and online presentations which introduce students to course readings and provide feedback on outcomes requiring additional attention. This method results in improved learning and dramatic improvements in student/faculty formative interactions.

4c - Courtyard I

Learnlab: Research Supporting Engaged Learning in Classroom Environments

4:00 p.m. - 5:00 p.m.

Rob Frans - School of Communication, Grand Valley State University

This session highlights research derived from a higher education research project conducted by Steelcase Inc. in partnership with Grand Valley State University. The intent was to prototype an alternative classroom environment to support engaged learning. The prototype classroom (Learnlab), was a highly collaborative, technology rich, environment, designed to test out changing classroom behavior and pedagogy. Insights, video ethnography, and outcomes will be shared. Current examples of classrooms leveraging the Learnlab insights will also be highlighted.

4d - Courtyard II

Undergraduate Students' Perception of a Problem Based Learning (PBL) Experience

4:00 p.m. - 5:00 p.m.

Mike Burgmeier - Lydia M. Olson Library, Northern Michigan University

Patricia Hogan - Health, Physical Education and Recreation Department, Northern Michigan University

Christopher Kirk - Health, Physical Education and Recreation Department, Northern Michigan University

A pilot problem based learning (PBL) course for undergraduate health majors was taught; data were collected to measure student perceptions of its effectiveness compared to traditional classes. PBL scenarios from the course will be presented, as will instructors' perception of the experience, and students' responses concerning the effect of the PBL experience on information literacy, critical thinking, ethical decision-making, self-directed learning, collaborative learning, on-line collaboration, and professional intellect. Data will be compared to the literature.

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

4e - Minervas' Boardroom***Managing the Learning Environment: Techniques for Student Behavior***

4:00 p.m. - 5:00 p.m.

**Tamara Rosier - Pew Faculty Teaching and Learning Center,
Grand Valley State University**

Establishing and managing student expectations and behavior is a critical, but often, daunting task. It is important for us to not only to communicate our expectations but to frame them in such a way that students understand the rationale behind the behaviors we're requesting. This session will discuss how to create a learning environment where faculty and their students develop healthy working relationships that lead to a focus on learning. In addition to preventative strategies, this session will also address problematic behaviors and uncomfortable situations that occur from time to time in the classroom and suggest several strategies for improving the environment.

4f - Crystal***Critical Friends of CXV (115) years: Creating eXtraordinary Learning enVironments that Engage Students***

4:00 p.m. - 5:00 p.m.

**Jill Klefstad - School of Education, University of Wisconsin-Stout
Jeanette Hoffman - School of Education, North Dakota State University
Eleni Roulis - School of Education, University of St. Thomas
Sue Cipolle - , Benilde-St. Margaret's School**

Looking for ways to connect with today's students? Four critical friends with over 115 years of teaching experience who have instructed students from a variety of ages and settings will share research-based teaching tips that engage students in their learning process. Building on critical pedagogy practices, participants will learn about and participate in classroom activities that build a learning community, engage students as subjects in co-creating curriculum, and promote purposeful reflection to increase learning.

4g - Executive Boardroom***Digital Collections for Teaching and Learning: 20 Sources in 20 Minutes***

4:10 p.m. - 4:30 p.m.

Robin Sabo - Libraries, Central Michigan University

Rich sources of media including primary source documents, images, video, audio and sheet music may be use to engage students in classroom or online teaching. Freely available on the Internet when used for educational purposes, libraries and museums develop and maintain many digital collections. We will tour digital collections including those from the Library of Congress, Western Michigan University, the Denver Public Library and the University of Wisconsin.



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

4h - Executive Boardroom

Five Years in the Trenches: Practical Strategies for Developing and Leading a Faculty Learning Community Focusing on Instructional Technologies

4:40 p.m. - 5:00 p.m.

**Paul Cesarini - Visual Communication & Technology Education,
Bowling Green State University**

How are we using information and communication technologies in our classrooms, both real and virtual? What decisions are we making by using certain technological tools, and either intentionally or by omission not using others? What emerging technologies might be well suited for our classes? What are appropriate levels of instructional technology for our classes? This presentation will focus on my reasons for developing and leading a faculty learning community (FLC) at Bowling Green State University that has been active since 2004, titled Teaching, Learning, & the Transition to Digital. Initial and current goals for the FLC will be explored and explained, along with strategies for success, examples of what did and did not work, and related issues. The Teaching, Learning, & the Transition to Digital FLC explores the above-mentioned technology questions, with the goal of not focusing on one-size-fits-all solutions, but instead providing an overview of what current or emerging technological solutions are available – regardless of whether or not these solutions are typically considered “academic” -- and which ones might best meet the individual needs of specific faculty in equally specific disciplines. The goal of this FLC is not to stay current in existing software and to engage in hours-long sessions of application-specific training. This is an FLC, not a continuing education workshop. Instead, members collaboratively examine a variety of new tools and technologies, in order to not only judge which ones work for them and their students, but also which ones might work for their programs or departments.

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

❶ POSTER SESSION 1 AND RECEPTION ❶
Ballroom

5:00 p.m. - 6:15 p.m. • Poster Session

5a - Ballroom***Promoting Creativity in the Classroom - What Does "Hot Wheels" Have to do with Business Layout Design Strategies?***

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

Carol Rewers - College of Business, Ferris State University

Students are often taught business concepts that can be dull and boring. Sparking student interest in assimilating and applying these ideas can be challenging. This poster session is designed to share how student activities can cultivate creative application of business related strategies.

5b - Ballroom***Kat: Increasing Authenticity & Ownership with an Experimental CMS***

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

Kym Buchanan - Education, University of Wisconsin Stevens Point

Kat is an advanced, experimental course management system (CMS). Kat gives my students more ownership of our class, including assigning questions to their peers, scoring their responses, anonymously evaluating one another's teaching, writing the final exam, and more. Since I teach preservice teachers (Education majors), sharing responsibility with my students raises authenticity. They learn how to teach through practice. Ownership and authenticity increase engagement and critical thinking. I built Kat using free, open-source tools.

5c - Ballroom***Electronic Health Records - the Nursing Student Experience***

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

Dale Mueller - School of Nursing, California State University at Dominguez Hills

Electronic Health Records (EHR) are becoming a reality in health care institutions today, sometimes at a great cost when changing technologies, privacy considerations, and training of staff are considered. The integration of "hands-on" training for the use of Electronic Health Records for nursing students is not yet provided in most nursing degree programs, for many reasons. Anecdotal evidence suggests that the clinical practicum experience provided on-site by various hospitals and clinics is where nursing students learn how to become adept at data entry and retrieval, as well as many other factors involved with use of EHR. Anecdotal evidence also suggests that each agency requires training of their employees and also students who are engaged in clinical experiences leading to redundancies for the student who may encounter multiple agencies (and thus multiple trainings) in the course of their degree program. A study to investigate how and where students become acquainted with EHR, attempting to reveal time spent, nature of the experience, and any redundancies has been conducted, and preliminary results will be shared. The usefulness of this information can be used in curriculum design and also community partnering to create a meaningful and seamless learning experience for nursing students.



5d - Ballroom

Promoting Social Responsibility in an Undergraduate Ecology Class: The Lifestyle Change Project

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

Mary Lynam - Science and Mathematics, Marygrove College

The United States uses 25% of the world's resources while possessing only 5% of the world's population. . Rapid global population growth is threatening the world's resources and the sustainability of the Earth. In order to promote better awareness of resource use, students in an Ecology and the Environment class at Marygrove College were required to carry out The Lifestyle Change Project as part of the course. The project required changing their habits over a three week period in order to reduce their impact on the environment. Students altered their electricity use, water use, methods of transportation, food consumption, and garbage production. They were required to write about their experiences during the project. Overall, results indicated an increased awareness of use of precious resources and the recognition of one's responsibility for conservation of the environment. Several students were inspired to educate others in their dormitories, workplace and place of worship during the course of their project thus providing the opportunity to engage in service learning.

5e - Ballroom

Engaging Students for Enhanced Learning in Introductory Biology

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

Sue Wick - Dept. Plant Biology and Biology Program, University of Minnesota

Undergraduates in the College of Biological Sciences start their biology coursework with a two-semester course that emphasizes learning within permanent teams of students. Key features of the courses are a specially designed active learning classroom, minimal lecture time, individual and team quizzes on pre-class reading, daily and weekly activities that challenge students to apply what they have read, and long-term team projects that require mastery and integration of material from throughout the semester.

5f - Ballroom

Diagnosing Math AND "Self-Awareness" Gaps for an Introductory Physical Science Course: Rapid Assessment and Survey

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

Gary Hiel - Physical Sciences, Ferris State University

Chemistry 114 is a highly subscribed one-semester (Introductory) Chemistry course serving a bewilderingly varied clientele with equally disparate requirements and levels of mathematical competence. To quickly and broadly assess math skills for this subject through a means that would provide rich, targeted feedback, we designed a 10 question open-reponse diagnostic test modeling math applications typically required. The assessment was administered at both the beginning and end of the semester. It was additionally accompanied by a 2-part survey requesting background information plus students' own opinions of their level mastery and instructional preferences. A number of qualitative and quantitative findings helpful in designing both better diagnostics and improved approaches to teaching math skills for chemistry will be discussed. Solutions that also actively involve students in their own skill-building will also be featured.

5:00 p.m. - 6:15 p.m. • Poster Session (continued)

5g - Ballroom***Engaging Future Elementary Teachers-Practices Implemented in Elementary Teacher Assisting Program at Grand Valley State University***

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

Wei Gu - College of Education, Grand Valley State University**Mary Starkweather - College of Education, Grand Valley State University**

In the Elementary Teacher Assisting program at Grand Valley State University, we strive to engage our future teachers in learning through a variety of projects and seminar activities. Course projects such as interactive learning board/center, curriculum collection and "make it take it", together with sharing and problem based learning activities, truly get our future teachers interested and involved in seminars, field work and their own professional development.

5h - Ballroom***Service-Learning: Bringing Life to Critical Business Concepts***

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

Robert Lewallen - Management and Human Resources Program,**Iowa Western Community College****Deanne Mulholland - Marketing, Lodging and Hospitality Management,****Iowa Western Community College**

Students in Management and Marketing delve into fundamental topics like the functions of management, and create marketing plans, yet rarely get hands-on experience in their real world application. Carefully designed and sequenced service-learning projects can promote engaged learning in these dry topics, develop awareness of social responsibility among students, and produce a demonstrated carry-over into their post-graduate lives through strengthening attitudes toward and participation in community activities and civic engagement.

5i - Ballroom***The Foundation of a Liberal Education: Liberal Studies in the 21 Century***

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

Judith Puncocar - Education, Northern Michigan University**Mitchell Klett - Education, Northern Michigan University**

The American Association of Colleges and Universities [AACU] characterizes a Liberal Education as challenging encounters with important issues, and more a way of studying than a specific course or field of study. Moreover, a liberal education can be achieved at all types of colleges and universities. Northern is unique in it is the only public institution in Michigan to follow a liberal studies program as opposed to the general education model. In addition, the rise in online education has given Northern the impetus to adapt to provide a liberal education to students who would otherwise be forgotten.



5j - Ballroom

Using Popular Culture in the Classroom to Engage Students

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

Lisa Friedrich-Harris - English, Baker College of Auburn Hills

Jenifer Witt - English, Baker College of Cadillac

The presentation will engage participants in discussion(s) of these questions: What does adult learning theory say about student engagement? An adult learner must find the content relevant to his/her personal world. How can we as instructors assist students in finding relevance in academic material? We must construct bridges from the content to the student. What tools can we use? Items familiar to students from popular culture can spark the connection they need to the material.

5k - Ballroom

Oral Science II Head & Neck Muscles

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

Catherine WJ Archer - Dental Hygiene, Ferris State University

Linda St. Clair - Dental Hygiene, Ferris State University

Fifteen muscles of facial expression. Four muscles of mastication. How can we facilitate the retention of this information? In this presentation, students work with 1-2 partners. They are assigned a multitude of muscles to construct out of dental wax on a plastic skull. They are to locate the origin and insertion of each muscle, then strategically build the muscle on the skull, concentrating on anatomic correctness. The grand finale is when students verbally express or physically mimic the action of the given muscle.

5l - Ballroom

Communication Coaching and Persistence in a Gate Keeper Course

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

Susan Hall - Education, University of the Incarnate Word

This presentation describes the application of two collaborative strategies--problem-solving in base groups and communication coaching--to a gatekeeper course that introduces unfamiliar theory, emphasizes quantitative skills, and enrolls many beginning students. Instructors often adopt communication coaching later than other collaborative techniques. We will also report positive results on student retention from a three-semester study of communication coaching in a course using a collaborative approach.

5m - Ballroom

Quality and Safety in Nursing Education (QSEN)

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

Wendy Hillman - Health Careers - Nursing, Kirtland Community College

Nancy Pavelek - Health Careers - Nursing, Kirtland Community College

Goal: Safe Patient Care Introduction: Healthcare has been identified as mistake-ridden, with many of these mistakes having adverse effects, including death. QSEN is a focus in education to encourage nurses to look at health care system adaptations that could address some of these events. The six areas of practice "competencies" guided the development of our QSEN project. Senior level nursing students in their leadership course developed posters to demonstrate how QSEN can be implemented.

5:00 p.m. - 6:15 p.m. • Poster Session (continued)

5n - Ballroom***The Ferris State University Political Engagement Project***

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

Richard W. Griffin - Social Sciences, Ferris State University**Wendy Samuels - Social Sciences, Ferris State University****Denise Mitten - Recreation, Leisure Services & Wellness, Ferris State University****Christine Bailey - Social Sciences, Ferris State University****Marcy Parry - Health Care Systems Administration, Ferris State University**

Ferris State University is one of eight institutions participating in the Political Engagement Project (PEP) sponsored by the Carnegie Foundation, the American Association of State Colleges and Universities and The New York Times. The Project creates a civically engaged campus through classroom initiatives across disciplines and in a wide variety of campus activities. Since its inception during the 2006 Fall Semester, Ferris has engaged almost 5000 undergraduate students in 125 different courses (203 sections) from seven colleges.

5o - Ballroom***Building Student Support Systems through Mentoring***

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

Susan Sanner - School of Nursing, Clayton State University**Lillian Parker - School of Nursing, Clayton State University**

This presentation describes the development, implementation, and evaluation of a mentoring program aimed at promoting students' academic and social success. Participants will identify ways to duplicate a mentoring program at their respective institutions. Mentoring is empowering and nurturing (Vance & Olson, 1998) and requires a high degree of trust and involvement that must be established between the mentor and mentee (Mertz, 2001). The mentoring relationship may promote student well-being, thus enhancing the students' college experiences.

5p - Ballroom***Development of Interactive, Multimedia Virtual Cases For Utilization in the Pharmacy Curriculum***

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

Jacqueline Morse - College of Pharmacy, Ferris State University**Claire Saadeh - College of Pharmacy, Ferris State University****Tracey Mersfelder - College of Pharmacy, Ferris State University**

Background: Traditional lectures and textbooks utilized in the pharmacy curriculum are unable to provide students with patient-care experiences and strategic decision making skills. Objective: To expose pharmacy students to realistic interactive patient cases that function to enhance clinical competency through active learning. Methods: Authors were identified based on clinical expertise to write the cases that were produced. Results: Cases have been utilized by pharmacy students in their third and fourth year at Ferris State.



Poster Session (continued) • 5:00 p.m. - 6:15 p.m.

5q - Ballroom

Examples of Universal Design in Education (UDE)

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

Lorna (Lorie) Stolarchuk - Centre for Teaching and Learning, University of Windsor

Daily, we can choose to include or exclude individuals from our interactions in many ways. When it comes to teaching and learning, some simple practices can be deployed in our courses to reduce barriers to participation. This poster on Universal Instructional Design in Education (UDE) addresses some principles of instruction that could inspire you to adopt inclusive options. Based on research and practices, participants will depart with ideas that they can implement immediately.

5r - Ballroom

Promoting a Community of Teaching

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

Jeff Thomas - Teacher Education, University of Southern Indiana

Julia Galbus - English, University of Southern Indiana

Karyn Sproles - Center for Academic Creativity, University of Southern Indiana

Using Parker Palmer's *The Courage to Teach* our university's Center for Academic Creativity sponsored a book discussion group led by two full-time teaching faculty members. The discussion group met over one semester. This presentation will outline the agenda at each meeting, model some of the activities and discussion questions, and provide the handouts we used. In addition, analyzed data about the event (it was positive) are presented which include modification to refine the experience.

5s - Ballroom

Utilization of Blackboard Tools to Promote Student Engagement and Ensure Academic Integrity

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

Charity Accurso - 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

In distance education, student engagement in learning and ensuring academic integrity are essential. Course management tools in Blackboard, such as adaptive release, forced moderation, randomization, SafeAssign, and test settings help to achieve these goals. Course activities such as Honor Codes, Plagiarism and Policy Quizzes and assignment design are also key components and are included in our Clinical Laboratory Science courses. An interactive presentation of these tools and course activities will be demonstrated and discussed.

5:00 p.m. - 6:15 p.m. • Poster Session (continued)

5t - Ballroom***Strategies for Organizing and Delivering Web-based Instruction***

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

Mary Lou Bost - Nursing, Carlow University

This poster deals with strategies to consider when developing courses that are web-based. Specific content relates to various decision points that occur when planning for on-line learning, including decisions about interactions, organization of the course, and the methods of instruction and evaluation. The poster incorporates the lessons learned from teaching courses on-line and considers practical approaches. This poster is particularly useful to those who are novices in web-based instruction.

5u - Ballroom***Connecting Students with the Political Process: The 2008 U.S. Presidential Election Campaign***

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

Judith Hooper - Developmental Programs and Curriculum, Ferris State University

Within the framework of applying critical analytical thinking, freshmen students were introduced to social responsibility via political engagement in the 2008 U.S. presidential election campaign. Students researched, compared, and discussed presidential candidate views on the issues. A "town hall meeting" issues presentations format included a "Pledge of Allegiance" opening ceremony; students role-playing and dressing as constituent characters; and, vote tallies taken as a means for recording personal opinions and predicting the winning candidate. Students also registered to vote; applied for, completed and submitted absent voter ballot applications; examined a voter ballot including state referendum proposals; and completed and submitted absent voter ballots. The presentation format was modified from the Barnard College, Reacting to the Past Program (see 2008 Lilly Conference - Traverse City). This project was undertaken in conjunction with Ferris State University's participation in the Carnegie Foundation and New York Times Newspaper's Political Engagement Project (PEP) partnership. The partnership goal is to increase student involvement in public life. READ 176, College Critical Reading, is a post-secondary, foundation course in critical reading and thinking. Students use critical analysis and evaluation by reading on a variety of topics; posing critical questions; discussing relevant aspects of issues and problems; and, forming personal conclusions and solutions.

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



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

6a - Ballroom

Teaching Pre-service Teachers About Assessment

8:30 a.m. - 8:50 a.m.

Sheryl McGlamery - Teacher Education, University of Nebraska at Omaha

The presentation will describe the findings of a study of assessment instruction designed and implemented in undergraduate methods courses required in a teacher certification program. The study of assessment literacy and learning used a pre/post survey design with the additional qualitative analysis of participant journals and lesson plans. The study found statistically significant gains in overall assessment literacy and improved use of formative assessment practices in field settings.

6b - Ballroom

Applying the Hybrid Concept to More Than Just Cars: Creating Communities of Learning in a Hybrid Environment

8:30 a.m. - 8:50 a.m.

Deloris Willis - Directorate of Academics, Army Management Staff College

Many colleges and universities are moving away from just one traditional learning methodology to that of blended learning. Blended learning includes a hybrid environment of synchronous and asynchronous learning. Even though the hybrid environment is a positive move for academia, challenges exist in training faculty on how to effectively incorporate blended learning tools in a dual environment. Etienne Wenger (2007) believes communities of learning can be built to increase student learning in the classroom along three dimensions---internally, externally and over the life-time of the student. During this session, participants will engage in an active discussion on how students can enhance school learning and education through the use of learning communities and communities of practice.

6c - Ballroom

The Urban Exerience: Benefits of the Learning Community

8:30 a.m. - 8:50 a.m.

Molly Marnella - Early Childhood & Elementary Education, Bloomsburg University
Frank D'Angelo - Early Childhood & Elementary Education, Bloomsburg University

This session will discuss the benefits of the small group learning communities as an integral component of an urban field experience. Discussion topics, developed from daily activities, are extended in the community learning setting which facilitates learning experiences where students collaborate and share ideas.

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

6d - Ballroom***Interprofessional Collaboration in Online and Blended Courses: Course Instructor and Librarian Cooperation***

8:30 a.m. - 8:50 a.m.

Marilyn Skrocki - Health Care Systems Administration, Ferris State University

Interprofessional collaboration between course instructors and librarians can augment online and blended courses. Courses with a research component may especially benefit from this collaboration, as librarians can work with the instructor to provide course content relevant to the students' research needs, as well as monitor discussion boards and provide link-outs to library help that will facilitate students with obtaining needed assistance. Learn about initiating this sort of collaboration, benefits, lessons learned, and more!

6e - Ballroom***Electronic Portfolios: What are They and How do They Help Students Learn?***

8:30 a.m. - 8:50 a.m.

Scott Crabill - Integrative Studies, Oakland University

Electronic portfolios, otherwise known as e-portfolios, have been touted as the future for assessment and student engagement. Missing from these accolades is a concise definition and the pragmatic discussion of how such portfolios can be used to generate assessment data and enhance student learning. This session focuses on defining e-portfolios and providing specific examples of how they can be used to gather data for assessing student learning. In addition, this session will explore how e-portfolios can be used to engage students in unique educational experiences, emphasizing the incorporation of e-portfolios for first year students through graduation.

6f - Ballroom***Teaching from a Global Perspective: Training Students to be World Citizens***

8:30 a.m. - 8:50 a.m.

Daniel Noren - Department of Languages and Literature, Ferris State University

What do we mean by globalization in the context of our diverse disciplines? How do we make it happen in our classrooms? The presenter will explore the following approaches: Integrating global realities in our classrooms and fighting provincialism, choosing to teach material of a global scope, going global outside of the classroom, extra-curricular activities that promote global acquisition, and assessing globalization



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

6g - Ballroom

Customizing Education to Fit the Student

8:30 a.m. - 8:50 a.m.

Kristi Dean - Technology, Central Michigan University

The purpose of this research is to conduct a quantitative experimental design that will look at the value of customized training within an organization. The research will examine how two the two different groups learn. One group will get basic instructions of what they are supposed to do to complete the example. The other group will have a story behind the example as well as how the intervention pertains to them. The measures will be looking at the perception of learning and retention of that learning. A pre-test will be delivered to identify the knowledge base of the participants. Immediately, after the intervention another survey will be presented and then again after one week. This will determine if learning occurred and if there was retention of that learning by each group.

6h - Ballroom

Rubrics for Teaching Applied Research Methodology

8:30 a.m. - 8:50 a.m.

Calvin Posner - ProfEd, Central Michigan University

Returning adult students needs help in understanding and using research methodologies. It's often best to begin the process by allowing them to use applied research methodologies to solve a problem in their own organizations or from case studies. The use of rubrics provides both structure and guidance through the process and embeds the language and process steps of research the student will use later in more focused discipline-specific research such as experimentation and statistical analysis. This roundtable provides a set of rubrics developed and used successfully during the past five years which have helped numerous returning adult students move through the university-directed research process.

6i - Ballroom

Integrating Information Literacy into Your STEM Curriuculm

8:30 a.m. - 8:50 a.m.

Paula Storm - Bruce T Halle Library, Eastern Michigan University

Information Literacy is vital for today's students. More than ever they need to understand how to find, read and evaluate scholarly resources. This session will show how to integrate information literacy skills into curriculum through specific assignments: how to find scholarly articles, how to read a scientific article, and the writing of an annotated bibliography. Whereas biology will be the discipline used for examples, this session could apply to most other STEM faculty as well.

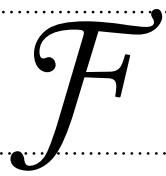
6j - Ballroom

Bridging the Gap Between Theory and Practices: Early Childhood Education Students Act as "Agents of Change" in Homes, Schools, and Community Agencies

8:30 a.m. - 8:50 a.m.

Oluyomi Ogunnaik-Lafe - School of Education, University of Wisconsin-Stevens Point

This presentation focuses on the active involvement of students in their role as "Agents of Change" in bridging the gap between theory and practice. Specifically, the presentation provides a snapshot of how seniors enrolled in an Early Childhood Education course – Home, School, Community Agencies (ECE 460) collaborate and empowers families, schools, and agencies to bring about a desired change. The process, benefits and impact of the "Agents of Change" projects will also be discussed.



Conference Program

9th Annual, Lilly - Traverse City

Friday, September 25

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

6k - Ballroom

Blogs, Discussion Forums, and Online Journaling: Teacher Perceptions about Their Own Writing in an Online Graduate Literacy Course

8:30 a.m. - 8:50 a.m.

**Kathleen Moxley - Teacher Education and Professional Development,
Central Michigan University**

Teachers in an online graduate literacy course participated in electronic writing formats including book club blogs, discussion forums, and journaling through Google Notebook. They reflected about their reading of course text, novels, journal articles, and other documents through electronic writing. Interviews were conducted with ten teachers about their perceptions of writing in online formats. Findings suggest that teachers perceived journaling prepared them for reflecting in blogs, responding to others' blogs, and responding in discussion forums.

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

7a - Torch

Promoting Critical Thinking through Writing

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

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

Higher order thinking can occur when faculty deliberately structure tasks to capitalize on active learning and students' peer coaching and interactions where they encounter the alternative viewpoints that challenge existing beliefs and assumptions. This workshop will model writing-to-learn activities embedded in course objectives that involve peer responses, an audience beyond the faculty member, and relevant, meaningful activities. It will emphasize student accountability: coming to class with the knowledge base needed to foster deep learning.

7b - Leelanau

Active Engagement in the Graduate Classroom

9:00 a.m. - 9:40 a.m.

**Deborah Baruzzini - Organizational Development, Belmont University
Esther Swink - Education, Trevecca Nazarene University**

Presenters will share a variety of active learning strategies that have proven to be effective tools in their classes with graduate level students. Participants will be engaged in demonstrations of these strategies and will be invited to share what works best in their own classrooms. Participants will take away a list of recommended tools to use in their graduate classes, which can also be modified for appropriate use with undergraduate students.



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

7c - Courtyard I

Millennials and SoTL: A Review of Recent Research and Opportunities for SoTL Projects

9:00 a.m. - 9:40 a.m.

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

With the publication of books such as *Millennials Rising* and others, attention is being focused on higher education in the so-called millennial age. Changes in student and faculty characteristics and in higher education itself are leading us toward a new academic culture with changing learning expectations and outcomes. This interactive session will review recent literature on millennials and SoTL, including the sessions in the Millennials theme track of the 28th annual International Lilly Conference on College Teaching; consider the learning objectives that emerge from these sources; and engage participants in a discussion and workshop on possible SoTL projects focused on teaching in the millennial age.

7d - Courtyard II

The Sustainable Classroom

9:00 a.m. - 9:40 a.m.

William Yarrow - 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.

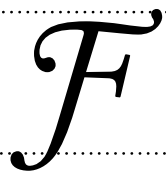
7e - Minervas' Boardroom

Considering Pedagogy Consciously: Thinking about Teaching as Cultural Practice

9:00 a.m. - 9:40 a.m.

Kevin Johnston - TA Program, Michigan State University

Teaching is an act of cultural expression. It's rhetorical, can be intentional, and is always influenced by the affective. Our teaching can also reflect our unconscious selves. Given its deeply rooted nature, what might it mean to change one's teaching; to challenge powerfully held cultural ideas of oneself? Rooted in modern rhetorical scholarship and open to anyone reflecting on their pedagogy, this session will explore the pitfalls and the potentials of altering one's practice.



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

7f - Crystal

Spokesperson Performance for the Camera

9:00 a.m. - 9:40 a.m.

**Virginia Callens Gregg - Communication Studies,
Minnesota State University Moorhead**

Learn the techniques of television personalities and performers when presenting on-line or other video messages. A speaker can control a message more successfully when visual self-presentation is more than the happenstance result of having to be 'seen' in order to get the message transmitted.

7g - Executive Boardroom

Study Abroad as a Carnavalesque Community: From Transgression to Transformation

9:10 a.m. - 9:30 a.m.

**Sue Sipple - English and Communication, University of Cincinnati,
Raymond Walters College**

**Ruth Benander - English and Communication, University of Cincinnati,
Raymond Walters College**

**Michael Roos - English and Communication, University of Cincinnati,
Raymond Walters College**

Presenters provide a framework for students' study abroad experience, based on carnival and community as places of liberation. This framework helps faculty leaders rethink what could be seen as difficult transgressive behavior as potentially transformative. This lens for understanding study abroad, along with five years of survey and case study data, helps guide faculty to new ways of supporting student interaction and learning while abroad through pre-departure activities, course design, travel schedules, and course activities.

7h - Executive Boardroom

Beyond Cookbook Laboratory Experiments

9:40 a.m. - 10:00 a.m.

**Shannon Timmons - Department of Natural Sciences,
Lawrence Technological University**

Marija Franetovic - eLearning Services, Lawrence Technological University

Traditionally undergraduate laboratory courses utilize a cookbook approach to laboratory learning, such that students follow a step-by-step procedure, answer questions, and write a laboratory report. While this approach is useful in teaching fundamental laboratory skills, we have found that discovery-based learning, where students are asked to apply their laboratory skills to a scientific question of interest to them, is an effective way to engage students in the course material and reinforce the relevance of experimental techniques. In this session, we explore strategies used to progressively allow for students to take ownership of their learning thus creating a less rigid environment however a stronger learning community.



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

8b - Leelanau

Teaching 2.0

9:50 a.m. - 10:30 a.m.

Robert Benard - Information Technology, Mott Community College

Web 2.0 has created many opportunities for offering enhanced learning environments for traditional and online classes. This session will explore the use of Podcasts to supplement course materials and an easy to follow tutorial explaining how you can create your own Podcast. Wikis and blogs will also be examined as teaching tools that use technology millennials enjoy while providing a content rich experience.

8c - Courtyard I

Are You Stuck in the Mud While your Students are Learning in a Cloud? Web 2.0/3.0 for Everyone

9:50 a.m. - 10:30 a.m.

William Merrill - Teacher Education and Professional Development, Central Michigan University

Today, students are coming to higher education with different skill sets than the majority of their teachers. These digital natives grew up with computers and video games and currently use a wide variety of online resources to assist in their learning. They are use to doing and the literature informs the profession that they want an active role in how they show mastery of content. This session explores cloud computing and numerous Web 2.0/3.0 resources along with how teachers can integrate these tools into their courses to help students learn, conceptualize, and show mastery of course content.

8d - Courtyard II

The Clear and Present Dangerous Classroom

9:50 a.m. - 10:30 a.m.

Lou Foltz - Social Science, Warner Pacific College

Over-explanation separates us from astonishment, wrote playwright Eugene Ionesco. A course environment which is both affectively stable and cognitively perilous is very appealing to the risk-taking learner. How do we develop a confident curiosity which hunts for learning rather than continue to sustain a day-dreaming consumer who passively accepts information? Brain research increasingly demonstrates that human beings produce meaning at varying rates and levels of affective complexity and relationality. We are feeling creatures who think, not thinking creatures who feel. This workshop will discuss the primary steps in establishing the learner's affective confidence to join the adventure which is inquiry-based learning.

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

8e - Minervas' Boardroom***So You Know Your Content, Do You Know Your Students?***

9:50 a.m. - 10:30 a.m.

Kelly Roberts - Center on Disability Studies, University of Hawaii

Today's postsecondary education classes are more diverse than ever. Student diversity is not just about cultural, ethnicity, gender, and religion, but applies to age, socioeconomic status, and disability. In this presentation diversity is explored from a broad perspective with an emphasis on teaching so all students learn. Attendees will learn: how to apply the principles of universal design for instruction; basic paradigms of disability and laws applicable to postsecondary education settings; and services available for diverse learners.

8f - Crystal***Getting Universal – in Design, That Is: Helping Educators Engage Students with Disabilities***

9:50 a.m. - 10:30 a.m.

James Stachowiak - Iowa Center for Assistive Technology Education and Research, The University of Iowa

People with disabilities are less likely to pursue post-secondary education, and few successfully complete degree programs if they do attend. In 2006, just over 700,000 were enrolled in higher education, compared with over 15 million in the general population. The University of Iowa has begun work on a project to help instructors learn to expand their pedagogical skills to include Universal Design for Learning, and we'd like to share how we are approaching this undertaking.

8g - Executive Boardroom***Facilitating learning: Lessons from an Accomplished Scottish Educator***

10:10 a.m. - 10:30 a.m.

Barb Bird - English, Taylor University**Scott Gaier - Academic Enrichment Center, Taylor University**

Facilitating learning requires shifting our focus from helping students master content to helping students improve their thinking—a difficult task, but one accomplished by a Scottish educator, George Jardine, 200 years ago. Jardine “awakened [his students’] curiosity, sustained their attention, and exercised in due proportion every faculty of their minds” (“George Jardine,” 1827). Participants will be equipped via brief explanations and active demonstrations to implement Jardine’s techniques with their students.



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

8h- Executive Boardroom

Teaching Innovative Program and Its Impact on Student Learning

10:40 a.m. - 11:00 a.m.

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

In the fall of 2008, a Teaching Innovative Program known as TIP was introduced in two sections of Social Inequality classes offered at the Center for Integrative Studies in Social Sciences. Under this program, six former students of the instructor were recruited to lead the small interactive learning groups. Underlying assumption was that peer assisted learning will enhance the quality of teaching. In this session we will give an overview of this program and discuss its outcomes.

Concurrent Sessions • 10:45 a.m. – 11:45 a.m.

9a - Torch

Thinking Critically About Introductory Courses

10:45 a.m. - 11:45 a.m.

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

Spear (1984) astutely observed that while introductory courses “affect every student at every institution of higher learning . . . few features of teaching and learning have been more neglected” (p. 1). Sadly, Spear’s observation is almost as true today as it was 25 years ago. This interactive session, therefore will (a) review the limited scholarly writing and empirical research that has been done and (b) provide a structured opportunity for thoughtful reflection and shared dialog about the design and delivery of introductory across the disciplines. Strategies for engaging one’s colleagues in departmentally-based conversations will also be identified.

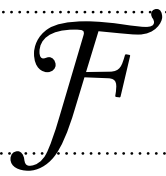
9b - Leelanau

The “Don’t/Won’t/Can’t” Problem: College Students’ Reading and What To Do About It

10:45 a.m. - 11:45 a.m.

Alice Horning - Rhetoric, Communication and Journalism, Oakland University

In this interactive session on college students’ reading problems, participants will have an opportunity to compare and contrast their own reading experiences with those of their students. Equipped with an understanding of the psycholinguistics of reading and with a proposal and some evidence about the differences between expert and novice readers, participants will consider strategies for addressing students’ reading weaknesses as a means to achieve personal instructional goals. By the end of the session, participants should have “Monday morning” ideas for ways to make sure students do, will and can read.



10:45 a.m. - 11:45 a.m. • Concurrent Sessions (continued)

9c - Courtyard I

Every Book Should Contain Its Own Counterbook: Using Texts and Countertexts to Help Students Meet the Goals of General Education

10:45 a.m. - 11:45 a.m.

Mick Charney - Department of Architecture, Kansas State University

General education courses are distinguishable from other curricular areas (even other electives) by a special emphasis placed upon those communication and analytical reasoning skills that render students more self-critical of their own narrow presuppositions and more perceptive of the larger world. These goals can present daunting prospects for today's passionately tech-savvy but hermetically peer-affirming generation of cut-and-paste, blogosphere students. "Text/countertext" classroom assignments can help students meet both the discursive and interdisciplinary-focused goals of general education.

9d - Courtyard II

Working Together: Teaching Group Work Skills in the Classroom

10:45 a.m. - 11:45 a.m.

**Samantha Andrus-Henry - Communications, Women, and Gender,
Grand Valley State University**

To get successful, effective group work happening in the classroom, not only as pedagogy, but also as an outcome that can be assessed, students need certain skills. How and where do students gain these skills? Teachers must teach students how to work in groups, because group work is content, intent, participant, audience, and context specific. This active, hands-on, collaborative workshop, based on Edward de Bono's 6 thinking Hats, Emotional IQ, and Richard Dunsing's group work research, will present skills and techniques for teaching students how to work in groups, addresses three dysfunctional group issues (control, competition, and under-performance), and discusses group work assessment.

9e - Minervas' Boardroom

Virtual Concept Mapping

10:45 a.m. - 11:45 a.m.

Sheri Beattie - Academic Affairs, Saginaw Valley State University

While the idea of asking students to create a concept map or brainstorm an idea is not a new instructional activity, many online and hybrid instructors take this tool out of their teaching toolkit because they lack the technology to ask students to perform this task easily. Come learn about at least two tools that are free and allow students to not only create concept maps online, but can also allow students to collaborate, share, and print maps for use in other classroom activities if necessary.



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

9f - Crystal

Creating an Active Learning Environment Using Voting, Competition, and Incentives

10:45 a.m. - 11:45 a.m.

Allison Bernknopf - College of Pharmacy, Pharmacy Practice, Ferris State University

Ensuring that students are achieving learning objectives in today's environment can be challenging. Incorporating active learning strategies into the classroom has been shown to be more effective than traditional lecturing. During this session audience members will be introduced to three techniques (voting, competition, and incentives) that can be used in the classroom to create an effective active learning environment.

9g - Crystal

Using Games and Simulations in Higher Education

10:45 a.m. - 11:45 a.m. **Gail Rice - Allied Health Studies, Loma Linda University**

Would you rather learn by playing a game or being lectured to? Although research and experience supports the value of teaching through games, activities, and simulations, most higher education faculty discover that it is difficult to find or create such teaching innovations, as well to lead a group successfully through the simulation and then to evaluate the results. This workshop will focus on the creative use of games and simulations to improve learning in the higher education classroom. Play three games that you can use in your teaching.

9h - Executive Boardroom

Promoting an Understanding of Visual Literacy & the Impact on Student Learning

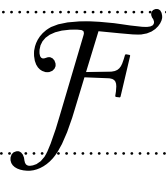
11:10 a.m. - 11:30 a.m.

Sandra Wetig - Teacher Education Department, University of Nebraska at Omaha

Wileman (1993) defines visual literacy as 'the ability to 'read,' interpret, and understand information presented in pictorial or graphic images" (p. 114). To assist pre-service teachers enrolled in an elementary social studies methods course to acquire the skills of teaching lessons that integrated 'visual literacy' required a shift in how social studies content, theory, and pedagogy were modeled in the higher education classroom. This presentation will provide numerous examples of 'visual literacy' activities and assignments that were integrated into the course. Examples of 'visuals' created by pre-service teacher candidates' will be shared.

11:45 p.m. - 12:30 p.m.

🎯 LUNCH 🎯
Ballroom



Conference Program

9th Annual, Lilly - Traverse City

Friday, September 25

12:30 p.m. - 1:40 p.m. • Plenary Session

10p - Ballroom

Five Research Findings and Two Activities That Will Change the Way You Teach

12:30 p.m. - 1:40 p.m.

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

This fast-paced interactive session is based on recent studies in cognitive and social psychology. These findings, all exceptionally important to student learning, will make you think about the way you teach. You will also experience three easy classroom activities that can be used in almost any class to improve student learning. This session is designed to give you evidence about how students learn, demonstrate methods to get students involved, and present the material in a way that is easy to implement.

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

11a - Torch

Rules to Play the Game - How to Survive and Prosper in the World of Academics

2:00 p.m. - 2:40 p.m.

Tracey Boncher - Pharmaceutical Sciences, Ferris State University

Experiences and solutions on how to survive as a new professor in academics both didactically and politically.

11b - Leelanau

Using an Informal Interactional Diversity Experience to Promote Students' Openness to Diversity

2:00 p.m. - 2:40 p.m.

Susan Sanner - School of Nursing, Clayton State University

Lillian Parker - School of Nursing, Clayton State University

This presentation describes the development, implementation, and evaluation of a Diversity Forum, a type of diversity experience that promotes students' openness to diversity. Participants will design a student diversity experience. After examining relationships between diversity experiences and intellectual engagement, academic skills, citizenship engagement and racial/cultural engagement, Gurin et al. (2002) found that diversity experiences impacted students on most learning and democracy outcomes. Of the diversity experiences, informal interactional experiences were influential on students' educational outcomes.



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

11c - Courtyard I

Does She Look Like and "A" or an "F" Student? Understanding How Instructors' Perceptions Influence Assessment

2:00 p.m. - 2:40 p.m.

Elizabeth Connelly-Blair - Humanities, Mott Community College

In the increasingly diverse classroom, it's important for instructors to carefully monitor their own perceptive biases. This session is designed to walk instructors through the perceptive process including why we notice certain attributes and behaviors in our students, how we organize our perceptions, and the impact of this organization on stereotyping, behavioral attribution, and instructor responses. Special consideration will be given to research addressing how perception of students effects assessment and which student characteristics are most strongly associated with perceptive influence.

11d - Courtyard II

The Everything Show

2:00 p.m. - 2:40 p.m.

Jennifer Luzar - Language Arts, Northwood University

Stacy Romanchuk - Language Arts, Northwood University

If you have ever wanted to be everything to everyone (students included) this is the workshop for you! Northwood University Professors Jennifer Luzar and Stacy Romanchuk will demonstrate, facilitate and, if required, resuscitate ENGAGEMENT IN THE CLASSROOM. Using music, warm ups, chunking, video, good Power Point, CATS, and discussion groups, you will be part of the show... and will leave with the tools to ring-lead your own students to success! Participants should prepare to laugh, clap, move, and sing.

11e - Minervas' Boardroom

Engaging Students through Interteaching: Rationale and Application

2:00 p.m. - 2:40 p.m.

Robin Morgan - Psychology, Indiana University Southeast

David Morgan - Psychology, Spalding University

Interteaching has recently been shown to be an effective method of allowing students to be more responsible for their own learning through a process of guided preparation, small groups, and in-class discussion. In this session, the pedagogical foundation of interteaching will be presented followed by a video demonstration leading to a discussion of how to implement this approach in the classroom.

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

11f - Minervas' Boardroom***Creative Applications for Jing in the Classroom and Beyond***

2:00 p.m. - 2:40 p.m.

Jeanna Cronk - Adult Degree Programs, Northwood University**Linda Henderson - Adult Degree Programs, Northwood University**

We'll demonstrate this powerful (and free) tool while sharing ideas on how to expand its use. Examples will include items from online courses, grading techniques and faculty training endeavors. Additionally, the overwhelming positive responses from students and staff will be included. Attendees will have an opportunity to share future ideas and applications.

11g - Ballroom***Walking the Labyrinth: A Reflective Tool for Learning and Personal Growth***

2:00 p.m. - 3:40 p.m.

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. Presentation will be followed by an open session for walking the labyrinth.

11h - Executive Boardroom***From Evidence to Practice: One Academic Librarian's Approach to Enhance Students' Learning.***

2:00 p.m. - 2:20 p.m.

Ursula Zyzik - Byrne Memorial Library, Saint Xavier University

Studies on students' research behaviors report that, while they rely on a single search engine, marginalize library resources, and are ill-prepared to analyze and integrate various sources, they often begin their research in the course readings and seek Web educational course-specific materials which offer discovery paths to deeper content. Drawing on the above, course participation, and the research on the attributes of successful educational resources, the author discusses her project: creating a bilingual creative commons e-resource, *Culturas de Espana*, as a research tool for an advanced Spanish course, blending Web 2.0 features with library resources and integrating it with the Blackboard system.

11i- Executive Boardroom***Classroom Crisis Management***

2:30 p.m. - 2:50 p.m.

Kenneth F. Burns - Adjunct Faculty, Central Michigan University & Davenport University

The recent events at Virginia Polytechnic Institute, Northern Illinois University, Louisiana State University, and Eastern Michigan University alerted university leaders to the full danger of natural and manmade disasters and prompted the development of crisis-management programs at the macro level. The objectives of this presentation provide an outline of recommendations to classroom instructors on how to develop crisis-management systems to ensure that they are well prepared as possible for a wide range of crises. The PPT presentation includes activities that encourage audience participation.



3:00 p.m. - 4:00 p.m.

WALK THE LABYRINTH

An optional opportunity for reflection
Ballroom

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

12a - Leelanau

Thanks for the Memories

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

Calvin Posner - ProfEd (Off-Campus Programs), Central Michigan University

Would you invest 40 minutes to learn a few simple, easy-to-integrate techniques that would increase students' recall of your classroom content up to 80%? If the answer to that question is, "Yes," then attend this workshop. Based largely on the research of Terry Doyle, John Bransford and Dave Meier, I have translated several findings into practical techniques classroom instructors can immediately put into practice. You'll experience six easy-to-integrate techniques used by master instructors that assist students to retain more information and understanding over long periods of time. Participants will have an opportunity to share with each other how they might adopt these techniques in their disciplines. Be ready for a highly interactive, fast-paced and fun experience.

12b - Torch

Using Video Clips in Class

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

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.

12c - Courtyard I

Giving Students a Choice in a Required General Education Course: Potential for Disaster or Opportunity? 3:00 p.m. - 3:40 p.m.

Chris Bade - Music, Taylor University

Some professors approach general education courses with trepidation. Many students are unhappy to comply with classes chosen for them instead of by them. This session will present some choices from a menu and seek brainstorming to find other alternatives to promote (interesting) learning opportunities in courses that they "have to take".

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

12d - Courtyard II***"Inside Out": Fostering Outside-Perspectives through Student Introspection***

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

Nicole Bryant - English, Casper College

Many students struggle to see connections between themselves and the outside world, which can create roadblocks to critical-thinking activities and class discussions. Social networking sites like Myspace and Facebook have significantly impacted audience awareness, often creating students who lack the tools to consider multiple perspectives. This session discusses current research on "social network students" and offers dynamic teaching activities that move these students to empathy and social consciousness through creative introspection and communication.

12e - Minervas' Boardroom***Don't Throw Me to the Wolves: Helping Students Survive and Prosper in Group Work***

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

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

"I hate working in groups" is a common complaint from students; especially bright students whom we think may have lots to share. Teachers know that most students will work in groups after college and employers want competent group members AND we do not have time in our classes to also teach working in small groups. During this workshop we'll explore and experience a few concepts and teaching strategies that help students work effectively in groups. This includes ways to efficiently teach enough group dynamics, process, and conflict understanding so the students have a model on which to build. We'll also talk about ways to frame group projects, ways to model collaborative work between you and students, and organizational strategies for group time management to share with students.

12f - Crystal***Classroom Incivility***

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

Karen Brown-Fackler - Nursing, Saginaw Valley State University

Student incivility in the classroom can range from being an annoyance to the faculty member and other students to threatening the safety of others. Regardless of the severity of the problem, student incivility in the classroom adversely affects teaching and learning. This presentation will review the literature and research regarding student uncivil behavior as well as strategies that can be effective in preventing and dealing with classroom incivility.



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

12g - Executive Boardroom

Technology Enhanced Presentation of Diabetes Across the Lifespan

3:00 p.m. - 3:20 p.m.

Margaret Harris - School of Nursing, Oakland University

Laura Pittiglio - School of Nursing, Oakland University

Various technologies were employed to present a case study of diabetes across the life span. Role playing, You-Tube, a video taped patient simulation, and iClicker (participant response system) were implemented in the didactic component of an integrated nursing course. These technologies were woven throughout a case study to expose students to a realistic set of clinical events. Throughout the presentation participant responses generated rich, interactive discussion regarding critical events, nursing interventions, and patient outcomes.

12i - Executive Boardroom

Solving the High Enrollment, Low Engagement Dilemma

4:30 p.m. - 4:50 p.m.

Nancy Schullery - Business Information Systems, Western Michigan University

Engaging students in large introductory survey courses is always a challenge. To meet this challenge, the auditorium delivery of our introductory business course was redesigned to include a videotaped lecture available for downloading at students' convenience, and 24-person weekly classroom sessions with several in-class activities. The new format was implemented in Spring 2009 and has received mostly high praise in a survey of >200 current students. The presentation will discuss classroom activities and results.

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

13a - Torch

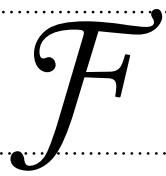
Creating an Online Learning Environment for At-Risk College Students

4:00 p.m. - 5:00 p.m.

Margaret (Peg) Christopher - Social Work, California University of Pennsylvania

Karen Watson - Social Work, California University of Pennsylvania

Many at-risk college students choose higher education programs that offer on-line learning as an alternative to the traditional classroom. This sixty minute concurrent session provides workshop participants with the knowledge and skills needed to identify at-risk students as early as possible, to assess the individualized learning needs of these students and to develop effective learning strategies for outreach and intervention. Experiential activities and handouts are included.



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

13b - Leelanau

"Rubrics Rock!" Rubistar and Beyond: Rubrics to Use Monday Morning

4:00 p.m. - 5:00 p.m.

Helen Woodman - Developmental Curriculum, Ferris State University

Clifton Franklund - Biological Sciences, Ferris State University

Christine Conley-Sowels - , Ferris State University

This interactive session invites active participation and sharing of rubrics, so that participants leave the session with a variety of rubrics they can use (or adapt for use) in their classrooms on Monday morning. A "hands-on" approach, this session will cover rubrics for reading, writing, on-line discussion groups, group lab projects, research posters, essay exam questions, search strategies, drug information questions, individual/group presentations, games, critical thinking, and much more.

13c - Courtyard I

You Teach With Cases – Why Not Write and Publish Your Own?

4:00 p.m. - 5:00 p.m.

Susan Jones - Marketing, Ferris State University

Timothy Brotherton - Marketing, Ferris State University

Abstract including objectives: This interactive presentation will provide a framework for educators interested in:

- Finding subject companies and organizations for case writing
- Working in teams with other case writers
- Gaining case-writing proficiency
- Publishing the cases they produce
- Tips on teaching cases more effectively

The presentation will include:

- Discussion of case writing methods with hands-on exercises
- Dialogue on publishing strategies
- Best practices for teaching with cases

Interactive activities will include:

- Brainstorming and sharing ways to identify and attract case subjects
- Brainstorming and sharing ways to write cases that are most engaging to students
- Brainstorming and sharing best practices for teaching with cases

13d - Courtyard II

Making Connections: Creating a Mentoring Community

4:00 p.m. - 5:00 p.m.

Mildred Pearson - Faculty Development, Eastern Illinois University

In this session, the presenter will discuss the establishment of a formal mentoring program at Eastern Illinois University, aimed at creating a faculty-friendly environment where voices are heard, views valued, vocation appreciated and victories celebrated. The Faculty Mentoring Circles Connection program consists of mentor-mentee relationships that are organized across college lines, and also incorporate junior faculty to provide assistance to those that are working on terminal degrees, unlike many traditional mentoring programs.



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

13e - Minervas' Boardroom

Using Learning Communities to Foster Personal and Social Responsibility

4:00 p.m. - 5:00 p.m.

Todd Gernes - Office of the Provost, Stonehill College

Jim Lee - Business Administration, Stonehill College

Susan Mooney - Biology, Stonehill College

Carol Calo - Visual and Performing Arts, Stonehill College

Stonehill College's social justice mission has compelled us to seek engaged pedagogical practices that foster students' cognitive, moral, and affective development and that encourage students to contribute to the larger community. In this hands-on workshop, the facilitators will: (a) provide specific examples of multidisciplinary learning communities that integrate service learning and community involvement; (b) discuss strategies for design and implementation, and assessment; and (C) suggest the ways in which Stonehill's models and strategies might translate to other campus contexts.

13f - Crystal

Engaging Students through Online Dialogue: Experiences with Synchronous and Asynchronous Tools

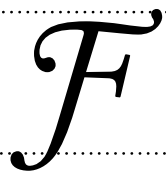
4:00 p.m. - 5:00 p.m.

Andrew Topper - Special Education, Foundations & Technology, Grand Valley State University

This session focuses on use of common computer-mediated communication (CmC) tools, including Discussion Boards and Chats, for academic and psychological development at the university level. Participants will share experiences with CmC in education and explore use of these tools focusing on ethnic, cultural, racial and gender perspectives in this new genre of digital communication.

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

❶ POSTER SESSION 2 AND RECEPTION ❶
Ballroom



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

14a - Ballroom

The Use of Analogies in Student Engagement

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

Sheila MacEachron - Nuclear Medicine Technology, Ferris State University

During my tenure as a professor of Nuclear Medicine Technology, I have used analogies extensively as a method of engaging students. Analogies act as a bridge between what I want the students to learn and what the students already know. I will discuss the use of analogies in the classroom as well as in web-based instruction. Examples of instructor and student created analogies will also be shown.

14b - Ballroom

Utilizing Government Resources to Enhance the Learning Outcomes for Human Resource Students that Support Effective Business Practices.

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

Carol Rewers - College of Business - Management, Ferris State University

This poster will explore classroom activities and corresponding government websites that faculty can utilize to enhance student learning pertaining to Human Resource business practices. Activities include the use of O'Net in designing employer related job descriptions. Other activities and associated websites will be briefly included in this presentation. Participants will be encouraged to share other successful classroom activities and/or resources.

14c - Ballroom

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

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

Lolita Cummings Carson - English Language and Literature, Eastern Michigan University

This poster 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.

14d - Ballroom

Emotional & Multiple Intelligences in The Virtual Classroom

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

Dawn Muhammad - Communication, Calumet College of St. Joseph

Emotional Intelligence (EI) and Multiple Intelligences (MI) are especially important in the on-line classroom. In this session, participants will learn their EI Quotient along with their dominant intelligences (MI). Once assessed, participants will discuss the methods they prefer and usually teach towards. Lastly, participants will learn how to incorporate EI building activities and multiple intelligences in the virtual classroom.



14e - Ballroom

Engaging Undergraduates in Ethical Reasoning Using Problem Based Learning (PBL)

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

Patricia Hogan - Health Physical Education Recreation, Northern Michigan University

Students in an experimental "PBL for Health Professionals" class at NMU were given a scenario portraying a professional ethics dilemma. The scenario served as a stimulus for determining what needed to be learned to understand and address the dilemma. The presenter will: discuss student ethical decision-making efforts, analyze student responses in light of cognitive moral development models (i.e., Kohlberg 1969, Perry, 1970), and propose PBL as an effective means of integrating ethical reasoning into undergraduate classes.

14f - Ballroom

How to Use a Webcam, Photos, JPEG PowerPoint Slides as a Stepping Stone for Making DVDs

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

Gloria Lukusa-Barnett - Developmental Curriculum, Ferris State University

Looking for new ways to integrate technology in the classroom? Web cameras (known as "webcams") seem to be coming into fashion more in today's society. These small devices are compact and normally can be hooked up through a USB port or parallel port, and some webcams are built in to your laptop computer. In addition, photos and JPEG File Interchange Format PowerPoint slides can also be use to make DVDs. Webcams can be used in the classroom to engage and empower students. Webcams can be use to produce end of the semester projects burned to DVD for lifelong keepsakes. This presentation will demonstrate the use a webcam, photos, and JPEG File Interchange Format PowerPoint slides for recording video clips via photo story software, and the use of Microsoft DVD maker to store them.

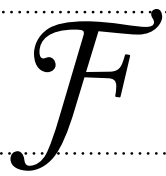
14g - Ballroom

Engaging First-Year Students in the Research Process: The "A Week in the Life" Project

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

Kathleen Kinkema - Exercise & Sport Science, Western State College of Colorado

This presentation focuses on a highly-successful semester-long group research project conducted in a freshman lifetime wellness course. The project required students to investigate the literature related to their topic, keep a 7-day food & beverage log, do a self-analysis of their nutritional intake, make conclusions based on the aggregate class data, design and create a poster, and present their poster at the semi-annual undergraduate research symposium.



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

14h - Ballroom

A Study of How the Human Brain Performs Mental Calculations

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

Enrique Ortiz - Teaching Learning and Principles, University of Central Florida

Optical Topography (helmet type brain-scanning system) was used to study specific neural networks dedicated to performing mental calculations. It measures oxygen levels in particular brain areas. College-level students solved paper-pencil tasks as quickly as possible and were also asked questions about their experience.

14i - Ballroom

Tips & Tricks for Increasing Student Opinion Scores in Online Courses

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

**Deborah Gray - Marketing & Hospitality Services Administration,
Central Michigan University**

This session will teach participants about the latest tips and tricks for increasing student opinion scores in Online classes! The tips and tricks are based on previous studies and these studies will be the focus of the session.

14j - Ballroom

Creating a Culture of Thinking in the College Classroom

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

Myra Fall - College of Education, Saginaw Valley State University

The 'Cultures of Thinking Collaborative' in Bay-Arenac, Midland, and Saginaw Counties, facilitated by Dr Ron Ritchhart from Harvard is explained. The group's collective as well as individual thinking is valued and made visible with use of the routines. Routines and examples of student work, at the college level, will be shared.

14k - Ballroom

Webinars are Not Excuses for Hour-Long PowerPoints

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

Danny Benau - Biomedical Writing, University of the Sciences in Philadelphia

Webinars, the Web 2.0 combination of simultaneous browser-based presentations and teleconferencing, are an increasingly popular method for synchronous delivery of online content. Rather than just being used to add narratives to slides, webinars should be used to present dynamic material either by exploring relevant websites or by simultaneous viewing and discussion of video or pictorial content. This poster will show examples of the presenter's successful experiences in the use of webinars in online education.



14l - Ballroom

Promoting Political Engagement in Any Discipline

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

Lisa Wall - DHMI, Ferris State University

The learner will gain an understanding of why political engagement is important in any discipline. Ideas will be shared and discussed on motivating students to participate in political engagement projects in the classroom and on the campus. Ways to increase student's knowledge in political events that make learning fun, yet effective, will also be shared.

14m - Ballroom

Avoiding the Snoozeburger Syndrome: Using Study Mate as a Tool to Engage Learners

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

Claire Saadeh - Pharmacy Practice, Ferris State University

Study Mate is a creative and practical tool which facilitators can use to create e-learning activities and games that are in Flash format. These activities and games can be utilized to promote student interaction and engagement in both small and large classroom settings. Study Mate is compatible with WebCT, Blackboard, or other platforms and therefore can also be utilized by students for self study or self assessment.

14n - Ballroom

Students' Perceptions of Student Involvement in the Classroom

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

Robert Sidelinger - Communication and Journalism, Oakland University

The classroom is the center of students' formal educational experience. It is often the one place students have an opportunity to interact with faculty. This study qualitatively examined in-class involvement from the students' perspective. Based on students' descriptions of their perceptions of their involvement/ noninvolvement, and their perceptions of other students' involvement/ noninvolvement, six themes (e.g., Active Involvement) emerged for in-class involvement and eight themes (e.g., Student Passivity) for in-class noninvolvement.

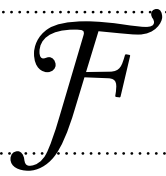
14o - Ballroom

The Real Science of Alcohol for Adult Learners

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

Juliana Texley - Educational Technology, Central Michigan University

Binge drinking and dependency behaviors are rising among young adults. New research has provided a wide variety of insights into the biology and chemistry of addiction. Very little of this information has found its way into health or science curricula--yet it is vital that young adults understand what we know and what it means to their lives.



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

14p - Ballroom

Does it Matter? An Evaluation of Required Service Learning Projects in Introductory Communication Courses

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

Jennifer Heisler - Communication and Journalism, Oakland University

Recently, the Communication program at Oakland University instituted a required service learning project in all COM 202 (Communication in Small Groups) courses. This research project evaluates this classroom requirement through pre/post-test design. Approximately 120 students completed self-report surveys assessing educational goals, communication skills, and attitudes regarding community involvement during the first and last weeks of the winter 2009 semester. Anticipated results include increased student retention, course satisfaction, and desire to participate in future civic activities.

14q - Ballroom

Video-Recording and Publishing of Brief Interviews of Lilly - Traverse City Poster Sessions

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

Steven Gilbert - Administration, TLT Group

Since 2007, members from the non-profit TLT Group have video-recorded brief, informal interviews of poster presenters at various conferences. The videos are captured using a Flip video or other small camcorder at the presenter's poster. After minimal editing and the presenter's approval, the TLT Group makes the "eClips" available on a Web page in the days following the conference. The goal of the project is to make information from conferences available more widely and enduringly: available to those unable to join the conference, and available even after the conference ends. In this poster, TLT Group presenters will show the process by which interviews are recorded and published and explain the importance of this low-threshold resource for educators today.

14r - Ballroom

Linking the Younger Generation to the Greatest Generation

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

Christine Bailey - Dept. of Social Sciences, Ferris State University

This classroom experience linked freshman and sophomore students with World War II veterans. Specifically, students interviewed the veterans, recorded the live interviews, and wrote papers outlining what they learned. Many students have developed relationships with the vets that have lasted beyond the classroom. This poster presentation will discuss the changes in student attitudes toward their elders.



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

14s - Ballroom

Using Reciprocity and Other Protocols to Develop Service Learning Partnerships

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

Mursalata Muhammad - English, Grand Rapids Community College

This research presents Reciprocity as the key supportive principle creating protocols for developing service-learning opportunities for a complex set of audience needs. Using protocols ensure the development of replicable, sustainable and measurable processes for service-learning partnerships. Because the service-learning process inherently involves complex audiences, it is difficult to give each stakeholder their due attention without ignoring other stakeholders.

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

HOSPITALITY

Presidential Suite: Room 905

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

15a - Ballroom

Creating Community Across Students

8:30 a.m. - 8:50 a.m.

Barbara E. Harrison - School of Nursing, Oakland University

This session describes methods used to create community between undergraduate and graduate nursing students. Too often students feel isolated, busy, and frustrated with studies. Some of the strategies for creating community and demonstrating mentoring used at Oakland University will be discussed. Those attending will be encouraged to offer their strategies for fostering community across groups of students. Our goal will be to stimulate ideas that we can adopt in our diverse settings.

15b - Ballroom

Taking Problem-Based Learning to the Next Level: Engaging Students Through Appreciative Planning and Action Inquiry

8:30 a.m. - 8:50 a.m.

Deloris Willis - Directorate of Academics, Army Management Staff College

Problem-solving techniques is one of the most important skills students need to possess in order to be more productive in the workforce; however, it is one such skill that is very difficult for students to learn. To improve the critical thinking process in solving problems, Cooperrider suggested that a new mental model is required beyond that of the problem-solving technique (Peelle, 2006). This new mental model goes beyond just teaching students how to solve problems but to look for opportunities and the best approach to get there! During this session, participants will learn how to use the Appreciative Planning and Action Inquiry model through a highly interactive exercise. Taking on the role of an instructor, participants will learn how to help students analyze what is right about a situation—its strengths, core values, mission, and why it is important for them to solve problems.



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

15c - Ballroom

Classroom Research and the Institutional Review Board

8:30 a.m. - 8:50 a.m.

Roop Jayaraman - School of Health Sciences - Exercise Science Division, Central Michigan University

Classroom research has been part of many undergraduate curriculums for years. Recently, several university Institutional Review Boards (IRBs) are considering reviewing classroom research. In our discussion, we will explore the Code of Federal Regulation 45 and 46, which outlines the role of the IRB. We will review the current policy of many university IRBs from around the country on classroom research. Lastly, we will review the role of the instructor when she/he requires students to conduct research in the course.

15d - Ballroom

Creating a Learning Community in a Field-Based Immersion Semester

8:30 a.m. - 8:50 a.m.

Dennis Johnson - Earth & Environmental Sciences, Juniata College

Juniata College and Saint Francis University are engaged in an academic immersion experience that places undergraduate students in a non-traditional learning environment. Located at the Juniata College Raystown Field Station, situated on 365 acres within more than 30,000 acres of federal land in central Pennsylvania, students collaboratively live and learn together for 15 weeks. This presentation will focus on the planning and implementation of this successful and unique learning model.

15e - Ballroom

Students as Self-Evaluators: Getting More Bang for Their Buck

8:30 a.m. - 8:50 a.m.

Sarah DeHaas - Education, Juniata College

Looking for a way to increase student engagement and help students to gain the most from your courses? Teaching students to self-evaluate their own performance in overall course commitment, class preparation and participation, individual and group project performance, etc. leads them to take a more responsible role in their learning and accountability. This presentation will focus on the benefits of self-evaluation and techniques for student success based on research and professional experiences.

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

15f - Ballroom

Teaching Leadership from a Distance: Developing an Effective E-Learning Curriculum

8:30 a.m. - 8:50 a.m.

Jane Noce - Intermediate Course, Army Management Staff College

We will discuss challenges associated with design and implementation of a 40-hour e-learning course that supports AMSC's three-week in-residence leadership development program. This course is part of a progressive and sequential leader development program that provides educational opportunities for US Army civilians throughout their careers. Key curriculum concepts were derived by aligning curriculum against Defense Department's Leader Development Framework. The curriculum addresses real world issues such as decision-making, resource and human capital management, and problem-solving.

15g - Ballroom

Student Conference Attendance: Bridging the Gap Between School and the Professional World

8:30 a.m. - 8:50 a.m.

Sharon Gardner - Public Administration, Grand Valley State University

Upon graduation, students are often unaware of the struggles they will face in their profession. Educators should have a vested interest in encouraging their students to attend or present at academic conferences in order to help their students make connections between school and the professional world. Conferences serve as an arena for students to meet and mingle with experienced professionals who can provide valuable insight about the interworkings of the real world after graduation

15h - Ballroom

Faculty are Students Too

8:30 a.m. - 8:50 a.m.

Beth Talbert - Communication, Oakland University

Rob Sidelinger - Communication, Oakland University

Scott Crabill - Integrative Studies, Oakland University

Sherry Wynn Perdue - Writing Center, Oakland University

Jennifer Heisler - Communication, Oakland University

Just as the affective domain and social support are often ignored in the discussions of learning for students, how faculty interact and support one another is an important aspect to teaching. This session focuses upon the use of Faculty Learning Communities to create social networking for the purpose of supporting and engaging faculty in meaningful discourse about effective teaching.



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

15i - Ballroom

Ant-Like Bimodal Class Distribution to Artificial Intelligence

8:30 a.m. - 8:50 a.m.

Jon Brewster - Mathematics and Computer Science, Lawrence Technological University

Marija Franetovic - e-Learning Services, Lawrence Technological University

We will relate our experience with a programming class with a bimodal grade distribution and a nearly 50-50 mix of Computer Science majors and non-majors from other programs. We hypothesized a lack of motivational objectives and implemented motivational interventions for the underperforming students and designed a collaborative project requiring major-specific skills and course-related material to address the motivation of the high performing students. We will discuss the design and results of maximizing collective problem solving.

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

16a - Torch

Grantwriting 101- Using Action Learning to Build Systems of Sustainability

9:00 a.m. - 9:40 a.m.

Diane Kimoto - SPNA, Grand Valley State University

Grantwriting, when connected with the tenets of boundary spanning, action learning, and social entrepreneurship, nurtures civic engagement. It moves students to a higher level of service learning where objectives are co-determined with community partners and are linked to meaningful and needed outcomes for both students and communities. Through internet resources, development of group strategies, and thinking "outside" of the box, students generate alternative means for sustaining programs and missions that might otherwise be lost.

16b - Leelanau

Creating a Motivational Classroom

9:00 a.m. - 10:40 a.m.

Louis Schmier - 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 (a) feel they belong and feel connected, (b) feel a sense of autonomy and self-determination by being in control, and (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.

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

16c - Courtyard I

Revamping the Research Paper: A Critical Thinking Approach

9:00 a.m. - 9:40 a.m.

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.

16d - Courtyard II

Discipline Mastery and Disciplinary Questions: Helping Students Ask Better Questions

9:00 a.m. - 9:40 a.m.

Andrew Mills - Religion and Philosophy, Otterbein University

Since the disciplines are distinguished (at least) by the different questions they ask, mastering a discipline requires being able to ask the questions distinctive of that discipline. Teaching students how to ask discipline-appropriate questions 'decodes' our disciplines for them and contextualizes our distinctive methodologies. Participants will learn about the connection between questions and expertise, examine the distinctive questions of their own disciplines, and learn strategies for helping students ask better, more discipline-appropriate, questions.

16e - Minervas' Boardroom

How to Reach the YouTube Generation

9:00 a.m. - 9:40 a.m.

Mary Ellen Cooper - Prof Ed, Central Michigan University

Patrick Scott - Political Science, Missouri State University

We will discuss the relevance of YouTube videos in the classroom. We will demonstrate in 1-2-3 stepwise motion how easy it is to upload a short (less than 10 minute) video to the instructor's channel that can be created for educational purposes. Students can also be required to upload a short video as an assignment and the purpose will be discussed. A brief demonstration of how this process is performed during the workshop!



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

16f - Crystal

Tipping Points for Transforming a Core Curriculum

9:00 a.m. - 9:40 a.m.

Rita Capezzi - English, Canisius College

Patricia Coward - Center for Teaching Excellence, Canisius College

At our medium-sized, faith-based Liberal Arts college, both internal and external factors motivated the passage of a wholly revised Core Curriculum in 2007, one driven by a set of mission-specific goals rather than by distribution, and it was intentionally designed with assessment of student learning at its center. In the first stages of implementation, faculty from across the Arts and Sciences were recruited and trained to instruct writing along with their content in the First Year Seminar. What we found, however, was a rich opportunity to develop faculty in more ways than writing instruction as a result of a year-long Faculty Learning Community that was created to design this new writing-across-the-curriculum first year course. This presentation will describe how this Faculty Learning Community is creating a significant shift in the campus culture in its approach to teaching and learning.

16g - Top of the Park

Ask and They Will Amaze You

9:00 a.m. - 9:40 a.m.

Marcy Parry - Health Care Systems Administration, Ferris State University

Have your students taken the low road and bombarded you with questions about the look or content of an assignment in the effort to 'get it right'? Are they unwilling to trust their own judgment? Join me and learn of my discoveries when I took a leap of faith and asked students to decide what to do and how to assess it themselves.

16h - Executive Boardroom

Reactions to the "Virtual Lecture" by First Time Users of Second Life

4:20 p.m. - 4:40 p.m.

Jeannette Kindred - Communication, Media and Theatre Arts, Eastern Michigan University

Joan Cowdery - Health Promotion and Human Performance, Eastern Michigan University

What happens when you give a traditional lecture in a virtual world? To answer this question, students attended a lecture/discussion on physical activity and nutrition in the online virtual world of "Second Life." All students and the teacher were first time users of Second Life. Reactions to the lecture from the perspective of the teacher and the students as well as reflections on teaching and taking classes in a virtual world will be discussed.

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

17a - Torch

Use of PowerPoint and Associated Handouts: Impact of Course Content and Learning Styles on Student Performance

10:00 a.m. - 10:40 a.m.

Adnan Dakkuri - College of Pharmacy, Ferris State University

Todd Stanislav - Faculty Center for Teaching and Learning, Ferris State University

Since its inception, PowerPoint software has had a significant impact on lecture delivery in the classroom, but its effects on student performance remain controversial. This presentation will discuss the impact of course content and student learning styles on test performance as a function of the use of PowerPoint and associated handouts under different sets of experimentation. We'll consider, for example, whether students listen and participate more in discussion if they have a PowerPoint handout in their possession.

17c - Courtyard I

Best Practices in Guiding Action Learning Teams

10:00 a.m. - 10:40 a.m.

Anne Harrington - Ross School of Business, University of Michigan

Every year since 1992 the Ross School of Business at the University of Michigan has put 450 MBA students through the Multidisciplinary Action Projects (MAP) program. This session focuses on the best practices MAP faculty have developed for guiding action learning projects. These practices, which are applicable to a variety of team projects, include constructing a project charter, establishing milestones, facilitating advising sessions, coaching for process and product, and evaluating deliverables.

17d - Courtyard II

Confessions of an Online Instructor - Techniques That Have Worked Well and Some Not So Well

10:00 a.m. - 10:40 a.m.

Dick Cassle - Prof Ed, Central Michigan University

I confess that I have tried to increase student feedback with negative success. I confess that I use unusual means to get students involved in chat sessions. I understand that some online courses are not for some students and I confess that I make that clear to the students early on. This presentation will share several online practices that have worked well and some not so well.

17e - Minervas' Boardroom

My Horn Students are All ATwitter

10:00 a.m. - 10:40 a.m.

Jean Martin-Williams - School of Music and Center for Teaching and Learning, University of Georgia

As a music professor at The University of Georgia, I have had great success in building community and in improving the work ethic and playing abilities of my horn students by using Twitter. Each student "follows" the other horn students, and myself, and through a series of open-ended questions, video clips, and tips-of-the-day, this isolating art has become much more communal.



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

17f - Crystal

WRaP Up Your Course : Promoting Active Learning Through Technology

10:00 a.m. - 10:40 a.m.

**Brian A. Roberts - Faculty Center for Innovative Teaching,
Central Michigan University**

**Michael Garver - Marketing & Hospitality Services Administration,
Central Michigan University**

Come find out how easy and effective Writing, Recording and Producing reusable learning objects can be to teaching and learning. Take advantage of this opportunity to find a better balance between lecture, demonstration and active learning. There are countless ways to capture and deliver content to your students via the web. Discuss how and why you should give this a shot. Let's WRaP about how technology can ignite active learning in your courses.

17g - Top of the Park

Evidence for Librarian/Faculty Collaboration – A Case Study and Workshop

10:00 a.m. - 10:40 a.m.

**Marilyn Steinberg - Library and Learning Resources, Massachusetts College of
Pharmacy and Health Sciences**

In this session, evidence will be presented from literature and personal experience of the presenter regarding the enhancement to classroom learning brought about by collaboration between subject librarians and classroom faculty. The main focus of integrating librarians into classes has usually been from the information literacy perspective, but new research indicates simple interventions several times during the semester can bring about results whereby students relied less on resources such as Internet searching, and utilized databases and other library-based tools to find information. The overall improvement, even 1 year following the interventions, makes a case for collaboration and working together to bring about higher learning outcomes. In the workshop portion of this session, actual examples will be shared, and various resources discussed which can be taken back to home institutions and used by faculty to further integrate library-based resources to accomplish goals of information literacy, assessment of resources, and more student awareness of their information seeking behaviors for better papers and assignments. Interactivity during the session will provide participants with concrete ideas and examples to recreate back home as models for colleagues to demonstrate how collaborations can work, especially in the area of group work and library-based assignments.

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

17h - Executive Boardroom

A Grounded Theory Exploration of Connectedness: An Online Learning Community Case Study

10:00 a.m. - 10:20 a.m.

Robin James - School of Education, Kaplan University

Drew Ross - School of General Education, Kaplan University

This ongoing, small-scale, mixed methodology study seeks to examine the Online Faculty Learning Community (OFLC) model of professional development and how effectively it works in a fully online environment with mainly adjunct instructors (97%). The presenters will share their findings from a study that focuses on OFLCs in a Graduate School of Teacher Education. This work attempts to explore and create local meaning around the concept of connectedness. In this endeavor, the study follows a mixed methodology design based on focus group interviews with participating OFLC members. Rovai's (2002) Classroom Community Scale was selected as a promising instrument for data collection, especially as it explicitly utilizes the concept of connectedness and links it to community building. Qualitative pre-post testing questionnaires (Lam & Bengo, 2003) and follow-up interviews with instructors offer the researchers a richer understanding of the learning community model's success and challenges, especially from a phenomenological, audience-centered perspective.

17i - Executive Boardroom

Addressing the Physical Inactivity Crisis Through Service Learning

10:30 a.m. - 10:50 a.m.

Teresa Fitts - Movement Science, Westfield State College

Holly Noun - Movement Science, Westfield State College

Diana Schwartz - Movement Science, Westfield State College

Engaging students in service learning projects that focus on increasing physical activity serves a critical need by raising awareness about the multi-faceted, complex issues relating to obesity, physical inactivity and poor nutrition. Participants will be invited to join a sample program aimed at increasing balance and attention. We will also reflect on a model of service learning that provides room for myriad opportunities to involve students, faculty, and other relevant publics in creating healthier communities.

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

18a - Torch

Active Learning or Just Plain Fun?

11:00 a.m. - 12:00 p.m.

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 and the ways in which they have been connected back to specific course content. Participants will have the opportunity to develop active assignments for their own discipline and to



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

share ideas in this workshop format.

18b - Leelanau

Examining the Ways Collegiate Instructors Incorporate Diversity

11:00 a.m. - 12:00 p.m.

Thomas Nelson Laird - Center for Postsecondary Research, Indiana University

Relying on a model developed by the presenter, participants in this interactive session will examine how they incorporate diversity into multiple aspects of their own courses or programs. For context and comparison, results from the Faculty Survey of Student Engagement will be used to help participants understand how faculty members from 4-year institutions across the country reported incorporating diversity into their courses.

18c - Courtyard I

Integrating Podcasts, WebEx, Twitter and Other Interactive Technologies into an E-learning Environment.

11:00 a.m. - 12:00 p.m.

Greg Gogolin - Information Systems Management, Ferris State University

This engaging session will present an integrated teaching model that utilizes Podcasting, WebEx, Twitter and other interactive technologies to engage learners. The focus of this presentation is to demonstrate strengths and weaknesses, as well as present a best practices approach to integrating technologies in teaching and reinforcing course outcomes. Assessment techniques will also be covered.

18d - Courtyard II

Using Collaborative Learning in Diverse College Classrooms: Madness or Method?

11:00 a.m. - 12:00 p.m.

**Melisa Beeson - School of Public Affairs and Administration,
Western Michigan University**

Jan Gabel-Goes - Business Information Systems, Western Michigan University

**Allison Kelaher-Young - Teaching, Learning and Education Studies,
Western Michigan University**

**Carol Weideman - Health, Physical Education and Recreation,
Western Michigan University**

Engaging college students in substantive and active learning can be a challenge. An interdisciplinary Faculty Learning Community investigated various instructional strategies for collaborative learning in Economics, Personal Health, Business Communications, Public Administration, and Education. This interactive session will compare collaborative learning strategies in diverse classroom environments. Participants will explore case studies focusing on diverse environments. Finally, participants will consider various ways of assessing collaborative learning.

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

18e - Minervas' Boardroom

Utilizing Spectacle Pedagogy: Understanding Cultural Spectacles and Using Them to Promote Student Success

11:00 a.m. - 12:00 p.m.

Curtis Burdette - English Language and Literature, Central Michigan University

Clint Burhans - English Language and Literature, Central Michigan University

Successful teachers strive to find ways to connect what students are interested in learning with what is in their best interest to learn. As students rely more on digital media for information, entertainment, and communication, it is necessary as instructors to be armed with an understanding of how those spectacles influence students and how to utilize spectacles to make students more successful. Participants will learn how to more effectively engage students with short video presentations in their classrooms. They will learn some of the questions to consider when presenting videos in the classroom and will work in groups to discuss some of their most successful video presentation moments. The background and theories of spectacle pedagogy as well as application methods will be addressed. This workshop will be approximately 75% interactive.

18f - Crystal

Joining the Teaching-Tech Web 2.0 Parade: Why are Professors so Reluctant?

11:00 a.m. - 12:00 p.m.

Spence Tower - Management, Ferris State University

Let's face it, #1: many of our faculty would rather have their teeth filed down than tap into the amazing Web 2.0 tools that are available. Let's face it, #2: many of their students would happily do that teeth filing than experience another death-by-PowerPoint lecture. Why are these professors (and you?) so reluctant? In this highly interactive workshop, we will explore the most powerful barriers to experiment with the new teaching tech tools. Then, more importantly, we will identify multiple ways to overcome these barriers and get those professors (and you?) riding on the parade's front float. The presenter's own psychological baggage will be offered as fodder for both ridicule and discussion springboard. BYOB (Bring Your Own Baggage).



18g - Top of the Park

E-Learning: Synchronous and Asynchronous Communications in Learning and Teaching Process of Mathematics -

11:00 a.m. - 12:00 p.m.

Lenice Mirandola de Rocha - Education, University of Texas at Austin

Vera Lucia Felicetti - Education, University of Texas at Austin

This paper presents research aimed to understand how supporting technologies to synchronous communications (in real time) and asynchronous communications (not real time) contribute to increase high school students' performances in Mathematics. This investigation supports the theses that the relation established among teachers and students is fundamental to the quality of pedagogical and learning process and that the means of synchronous communication like Messenger, and asynchronous communications like e-mail contribute to the learning of students in Mathematics. The approach of the research was naturalistic and comprehensive focused. The subject group of the research was consisting of second year High School students of a Federal School in Brazil. These students were invited to interact with the teacher by synchronous and asynchronous media during the development of a Mathematics Learning Unit. The collect data was done applying a questionnaire in order to characterize the group, two tests (before and after) about the Mathematics contents studied in the Unit, the records of communications on-line between teacher and students and interviews with students. The analysis of quantitative and qualitative data shows that there was an increase in students' performance in relation to the mathematical content and in relation to the rapport between teacher and student, whereas increased partnership and complicity in the process of teaching and learning. This shows that the more intense are the interactions between teacher and student, the better the conditions so that learning happen. The survey points to technology as a way to combine the teaching and learning. The use of diverse resources of technology, E-Learning, by teacher proposing activities, guidelines and monitoring the work of students to assist them in rebuilding their knowledge of active non face to face i.e. e-learning activities promotes better learning.

18h - Executive Boardroom

Capstone Student Research Group Projects in a Distance Education Environment

11:00 a.m. - 11:20 a.m.

Linda Graeter - Analytical and Diagnostic Sciences, University of Cincinnati

Charity Accurso - Analytical and Diagnostic Sciences, University of Cincinnati

Gideon Labiner - Analytical and Diagnostic Sciences, University of Cincinnati

Clinical Laboratory Science Distance Education students are required to complete group research projects in a senior Capstone course. Working in small learning communities and interacting at a distance from various parts of the country, students are mentored during the course regarding team building strategies. Various technological tools which help to foster communication and community engagement are provided to assist the students in completing the projects. The process will be discussed along with course outcomes data.

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

18i - Executive Boardroom

“Skunkworks” for Engaged Learning

11:30 a.m. - 11:50 a.m.

**Carl Lundgren - Manufacturing and Mechanical Engineering Technology,
Rochester Institute of Technology**

A “skunkworks” is a collaboration to produce novel and unexpected results. This presentation shares my experience transforming undergraduate laboratories into semester long research and/or development projects. Student teams share their research or product development results in a course culminating conference setting. The active application of course material in innovative or investigative application expands the learning beyond content. Students have continued projects to patents and

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

🕒 LUNCH 🕒
Ballroom

12:45 p.m. – 2:00 p.m. • Plenary Session
publications.

19p - Ballroom

Global Education: Views from Both Sides of the Pond

12:45 p.m. - 2:00 p.m.

Pam Eddy - Education, College of William and Mary

The push to internationalize U.S. curriculum and to instill a sense of global competency in students requires a rethinking of teaching. Not only is content important, but context as well; how do we understand better a diversity of cultural perspectives, teaching pedagogy, and student learning? This session reviews the experiences of a set of Fulbright Scholars from around the US teaching in Ireland and Irish faculty who taught in the US. Learn what surprised them in their new classrooms, what similarities there are with faculty work in both countries, and the different challenges each group faces with their students. Take away tips on how to internationalize your teaching.

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

20a - Torch

Scared and Excited: Online Students Need a Learning Community

2:20 p.m. - 3:00 p.m.

**Mary Lee Swickert - School of Human Services and Off -Campus Programs,
Capella University and Central Michigan University**

Benjamin Noah - School of Human Services, Capella University

You can build a learning community for a diverse group of people during the first course of any online program. The technology does not build the community. It provides the structure. People communicating build communities. Anxiety, enthusiasm, age differences, cultural differences and variety in learning skills are the raw materials from which to build a bonded, interactive, highly motivated and self-reliant community of



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

learners. We'll show you how we do it.

20b - Leelanau

Using the UNITED Conference for Innovative Teaching, Research, and Community Outreach

2:20 p.m. - 3:00 p.m.

Judith Puncochar - Education, Northern Michigan University

An award-winning, innovative project merged faculty use of laptops for teaching, research, and community involvement with a university's international and multicultural conference. Northern Michigan University's annual UNITED Conference (Uniting Neighbors in the Experience of Diversity) went from an annual September event to an integral part of the university's academic fabric. The conference involves community members, student groups, face-to-face and online courses, and research. The online courses mark the first time the UNITED Conference was accessible to Michigan teachers seeking re-certification credits. UNITED Conference as part of the academic foundation helps to affirm diversity as a value central to the academic experience and helps to create a tangible culture of diversity broadly defined. The e-learning component ties directly to state and national education standards. Learn how one university uses a conference and face-to-face and online classes to increase research, innovative teaching, and student and community involvement.

20c - Courtyard I

Retention Techniques for the Remote Student in a Totally Online Class

2:20 p.m. - 3:00 p.m.

Gail Ryder - College for Professional Studies, Siena Heights University

James O'Flynn - College for Professional Studies, Siena Heights University

Jim Sam - College for Professional Studies, Siena Heights University

With student retention rates in online courses often cited as below 70%, we asked ourselves, "what techniques are we using successfully to help improve those rates?" Siena Heights University has continually maintained a 97%+ retention in its totally online distance education program. Reaching students in over a dozen different states, SHU has applied policies, course design standards, instructor credentialing and quality assessment practices to address the areas of student anticipation, involvement, assessment, community and instructor responsiveness to aid the student in this accelerated (8 weeks) and demanding learning environment. Both cohort and non-cohort based populations will be discussed.

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

20d - Courtyard II

"My Professor Doesn't Get Me"

2:20 p.m. - 3:00 p.m.

Sarah Cox - Division of Student Affairs, Aquinas College

Sharon Smith - Division of Student Affairs, Aquinas College

Faculty are often the first to recognize students who are struggling, whether academically or personally. It isn't always clear where to find appropriate support for yourself or for your students. Most colleges will have untapped resources on campus who can support faculty in understanding the role of dialogical expression in their classroom relationships. In this workshop, you'll hear from two student affairs professionals, each with a unique perspective on teaching and learning and supporting students to be successful in higher education. One is the director of a counseling center, and the other has many years of successful undergraduate and graduate teaching experience and now directs an academic and learning service center. These intra-collegiate relationships, if fostered, translate into positive and intentional programming responses to meet a variety of student needs, which will result in supporting you to do your jobs more effectively.

20e - Minervas Boardroom

Creating Respect, Community, and Engagement in the Classroom

2:20 p.m. - 3:00 p.m.

Jerry DiMaria - Human Resources, Central Michigan University

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

Building respect and community in the classroom will have a large impact on engagement, civility within the classroom, and issues of academic integrity. In this session the presenters will discuss research on building classroom community and illustrate practical tips that have been demonstrated to work well with today's students. Within this session the principles contained within the content will be exhibited during the presentation. That is, the session will be conducted in the same way in which the presenters typically teach their respective classes.

20f - Executive Boardroom

Planning and Developing an International Service Learning Course in Cambodia

2:20 p.m. - 2:40 p.m.

Maureen Tippen - Nursing, University of Michigan-Flint

Margaret Murray-Wright - Nursing, University of Michigan-Flint

In response to our changing world, it is imperative to respond to the needs of students to have global and cultural experiences. In summer of 2008, ten students and two nursing faculty traveled to Cambodia and participated in a two week immersion international nursing service-learning course. This presentation will review methods of preparing students for international service learning experiences, integration of students within an immersion model, preparing students for opportunities in learning related to cultural competence; critical thinking, interpersonal, clinical and communication skills will be discussed.



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

20g - Executive Boardroom

Online Inflections: Measuring Learning Outcomes among Adult Learners via Reflection Techniques

2:50 p.m. - 3:10 p.m.

Lisa Fall - School of Advertising and Public Relations, University of Tennessee

Erich Randall - ProfEd, Central Michigan University

This presentation discusses results of two years worth of pre- and post-qualitative and quantitative data collected via an online graduate Public Relations Mgt. course. These results are used to demonstrate how reflection 1) serves as a viable technique for measuring student outcomes and 2) encourages active engagement in learning about the material. Broad-based applications for other instructors are discussed. Implications for

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

future use are also suggested.

21a - Torch

Making the Case for the Touchy-Feely Classroom: Teaching to the Affective Domain

3:20 p.m. - 4:20 p.m.

Melissa McClain - English, Southern Connecticut State University

The affective domain is often dismissed as the touchy-feeling part of education for which “serious” teachers have no time. This session will focus on the reasoning behind making time for activities that engage students’ affective sensibilities and will offer some strategies for building a student-centered classroom community.

21b - Leelanau

Relational Spaces

3:20 p.m. - 4:20 p.m.

Don Perini - Bible, Religion, and Ministry, Cornertson University

Research reveals that developing a good relationship with students improves pedagogy. Yet you are overwhelmed with the amount of time needed to develop these types of relationship to improve learning. This session will provide you a strategy and a language for building “significant” relationship that will change how your students learn.

21c - Courtyard I

Implementing Service Learning in Your Class: Three Things that Will Work and Three Things that Won't

3:20 p.m. - 4:20 p.m.

Nick Holton - Service Learning, Kirtland Community College

You are ready to implement a great service learning project, and you want to ensure that it is a success. Find out the best ways to maximize success and overcome obstacles. Come to this interactive session prepared to discuss and share your successes and challenges.

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

21d - Courtyard II

Identifying and Engaging the Marginally Motivated Student

3:20 p.m. - 4:20 p.m.

Kenneth Wendeln - Kelley School of Business, IUPUI

John Kremer - Psychology, IUPUI

Kate Thedwall - University College, IUPUI

A major urban university is taking engaged learning beyond the classroom with extensive research on early identification and suggested interventions for marginally motivated students. This session will briefly describe the engaged classroom with collaborative and applied active-learning, in-class exercises, and innovative and interactive computer programs. These improved the learning of the engaged students but not the DFW rate. The session will then identify marginally motivated student types and suggest early intervention and engagement strategies.

21e - Executive Boardroom

Modeling-Based Curriculum And Instruction to Construct Meaningful Disciplinary Understanding Through The Engagement of Students As Communities of Investigator-Learners

3:20 p.m. - 3:40 p.m.

Jana Bouwma-Gearhart - Curriculum and Instruction, University of Kentucky

Andrew Bouwma-Gearhart - Biology, University of Kentucky

This session shares a research-validated modeling-based evolution unit developed for use with introductory biology students, both majors and non-majors. Post-unit analysis indicates that modeling can be extremely effective at engaging students as a community of learners and enabling them to construct deep, accurate understanding of complicated disciplinary concepts. Session attendees will first construct knowledge as students and then consider the promise of modeling-based curriculum and instruction in disciplines ranging from science to English to history.

21f - Executive Boardroom

Collaborative Learning from Within and Outside the Classroom

3:50 p.m. - 4:10 p.m.

Dale Keller - Communication, Taylor University

Brittany Johnson - Communication, Taylor University

Anne Warner - Communication, Taylor University

An overview from a Corporate Communication course taught during spring 09. Students were initially assigned to complete a collaborative research project in pairs and relying heavily on Google docs for information sharing and document creation. The later, big project had the class (10) act as a team, working with IABC (International Association of Business Communicators) headquarters in San Francisco in analyzing and proposing changes to their student web page. Again, Google docs were used intrinsically both among students on campus and with the client in California. This presentation will have a "what was learned" focus, as well as time for mutual sharing/critiquing/suggesting among attendees.

4:20 p.m. - 5:30 p.m.

● RECEPTION ●

Presidential Suite: Room 905



Conference Program

Sunday, September 27

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.

23p - Executive Boardroom

Teaching Metacognition: Encouraging Students to Reflect on Their Learning

9:00 a.m. - 11:00 a.m.

Tamara Rosier - Pew Faculty Teaching and Learning Center, Grand Valley State University

What if we taught our students to monitor their progress as they learn? What if they learned to make changes and adapt their thinking if they perceived confusion or conflict? As students become more skilled at using monitoring and reflective strategies, they gain confidence and become more independent as learners. Metacognition is the knowledge of one's own thinking process and strategies, and the ability to consciously reflect and act on that knowledge to modify those processes and strategies. This session will explore ways that we can encourage, cultivate and enhance metacognitive capabilities of our students.