

Conference Theme:  
Evidence-Based Teaching and Learning



# Lilly Conference

COLLEGE AND UNIVERSITY  
TEACHING AND LEARNING

**TRAVERSE CITY MICHIGAN**  
OCTOBER 17–20, 2013

*Conference Program and Workbook*

HOSTED BY THE:

**ITLC** | INTERNATIONAL TEACHING  
LEARNING COOPERATIVE, LLC



## Welcome - we're glad you're here!

This year marks our 13<sup>th</sup> year of bringing together individuals from a variety of institutions, many different disciplines, and at different points in their careers to talk about one overall topic: evidence-based improvement of teaching and learning.

This conference is special for many reasons, but by far the most important reason pertains to the participants of this great event. Approximately one-half of the participants are also presenters. This is a conference in which individuals truly come to learn from one another. Another very important consideration is that the presenters do come from a variety of institutions: comprehensive universities, community and technical colleges, private colleges, and research intensive institutions. Lilly participants quickly realize that student learning is the focal point of the conference, not where one is from, the department in which one works, or the title one holds. Those around you have a deep commitment to student learning, and we trust the conversations over the next few days, and the new friendships formed, will have an influence on you for years to come. This conference epitomizes an inquiry-based community of learners.

We have maintained the extensive structure of the conference, offering three and one-half days of scheduled sessions. You will find a variety of session lengths throughout the program so you can find a session that works best for you. Sessions range from 20 minutes to 100 minutes in length. New for 2013, we have implemented a webcast of select presentations, which will be streamed live. When you enter the Torch Lake room, you will note that additional equipment is set for webcasting the session. We welcome our online participants and value their dedication to improving teaching and learning.

This year there are 4 plenary speakers, 112 concurrent sessions, 24 posters, 12 round table discussions, and 4 leaderless group discussions. These sessions are facilitated by over 210 different presenters from all over the United States and Canada. Following the blind-peer review, the presentation acceptance rate for this conference was sixty percent. There are approximately 375 registered participants at Lilly – Traverse City from 90 different institutions. As noted above, these individuals all care deeply about student learning, so you have at least one thing in common with everyone else at the conference. There will be many opportunities to converse with keynote speakers about specific issues. We select keynote speakers who participate in the conference, and this year will be no exception.

In the hundreds of hours of planning to make this conference possible, we kept at the forefront the concept of a close-knit “community of learners,” coming together to learn from one another. We hope you notice over the next few days the small touches we will be providing to help that feeling of community develop and to grow. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is obvious from the program. Should you desire a break, we are just a few short blocks from a walking path along the Grand Traverse Bay. Finally, Traverse City is also well-known for the variety of unique shops, many within easy walking distance of the Park Place Hotel. Please proceed through the next few days in a manner that will best facilitate your learning.



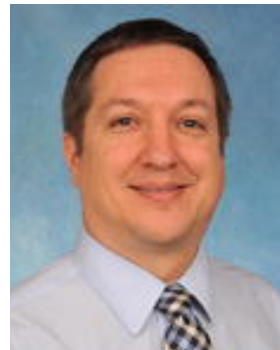
Be patient with the hotel and the conference staff. This is a very large event and we tax them at times, but the location and the staff are wonderful. As we have filled the entire hotel, sessions WILL be crowded at times. There is simply no way to know which sessions will draw which sized audience, so be sure to identify which sessions interest you most, and arrive at those as early as possible.

Thank you very much for attending the conference this year. Throughout the weekend, be mindful of our primary reason for coming together: to continue creating exceptional learning environments for our student through sharing ideas, participating during sessions, and seeing friends. During the coming days, we hope to bring about an atmosphere of open thought, supportive dialogue, and an exploration of pedagogical approaches. Together we will create a community experience and form lasting relationships. This is the essence of the Lilly Conference Spirit! We hope you return to your campus with fresh ideas to assist in the ultimate goal of creating meaningful learning experience for your students.

Enjoy Lilly TC 2013!

**Todd Zakrajsek,**

Conference Director





## Acknowledgments

### Cosponsors

Conferences such as this can only take place with tremendous effort by many people. This year, we again recognize our co-sponsoring institutions. Co-sponsoring institutions pledge to bring a minimum of five participants and also assist with program development and selection of speakers.

**2013 Cosponsors:** Baker College, Cornerstone University, Ferris State University, Grand Valley State University, Idea Center, Jossey Bass, Kirtland Community College, Lansing Community College, Madonna University, Mott Community College, Northwestern Michigan College, Oakland University, Saginaw Valley State University, Siena Heights University, Stylus Publishing, and University of Cincinnati.

### Reviewers

We wish to take this opportunity to recognize our proposal reviewers. The following individuals took time out of their very busy schedules and were willing to help us make some very difficult programming decisions as there were many more proposals than available presentation slots.

**2013 Reviewers:** Pamela Barnett (Temple University), David Brobeck (Walsh University), Laurie Burgess (Cornerstone University), Summer Burke (University Nevada Las Vegas), Milt Cox (Miami University), Sarah DeHaas (Juniata College), Marcia Dixson (Indiana University-Purdue University, Fort Wayne), Bonnie Farley-Lucas (Southern Connecticut State University), S. Pixy Ferris (William Paterson University), Lou Foltz (Warner Pacific College), Melissa Ganus (Ganus Research & Development), Bernard Gee (Western Connecticut State University), Heather Haverback (The Catholic University of America), Nicholas Holton (Kirtland Community College), Elene Kent (Capital University), Lunden MacDonald (Metropolitan State University of Denver), Jennifer McCrickerd (Drake University), Sharon Peck (Capital University), Chris Penna (University of Delaware), Tracey Price (Lansing Community College), Gail Rice (Loma Linda University), Tamara Rosier (Cornerstone University), Todd Stanislov (Ferris State University), Jeff Straw (Northwestern Michigan College), Jeff Thomas (University of Southern Indiana), Jim Therrell (Central Michigan University), Olga Vilceanu (Rowan University), Gregg Wentzell (Miami University), Keith Whittington (Rochester Institute of Technology) and Jan Worth-Nelson (University of Michigan, Flint).

### Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching over 30 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and he did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development.



## **Name Badges**

Networking is one of the most valued aspects of this conference. Please wear your name badge at all times during the conference, as it will help others to learn your name faster and facilitate the feeling of a community. It will also be necessary for entrance to sessions and access to food. Please note that it is the tradition of Lilly Conferences to NOT include titles or contributions on name badges, such as “Dr.” or “Presenter.” We certainly understand you have all worked very hard to achieve your titles and also worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of the titles for this conference helps to facilitate building community.

## **Book Raffle**

Through kind donations from Stylus Publishing and Jossey-Bass Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You will receive book raffle tickets when you check-in at the registration desk. Tear each ticket along the perforated edged, place half the ticket in the envelopes next to the books you most desire to win and keep the other half with you as it will be necessary to claim the book. The drawing will be held during lunch on Saturday in the Ballroom. Although you do not need to be present to win, you must pick up the book by Saturday at 4:00 pm in the registration desk area. Book winners will be posted at the registration desk by ticket number. Unclaimed books will be given away during the Sunday morning plenary.

## **Session Handouts**

In an attempt to avoid waste, we have suggested that each presenter bring 10-35 copies of their session handout. If you are in a session and the presenter runs out of handouts, simply ask the person to send a handout to you. If you are presenting and have extra handouts, please take them to the registration area. We will have a table for participants to pick up extra handouts from sessions they were not able to attend.

## **Attending Sessions**

Scheduling rooms for sessions is one of the most difficult of all conference tasks. We do our best to schedule topics, rooms, and presenters in ways to maximize conference space. There will be occasions when sessions draw more participants than expected. In those instances, please be patient with the space and/or consider another concurrent session. For sessions in which you are particularly interested, we strongly suggest you arrive as early as possible.

## **Length of Sessions**

We have built a program with many different types and lengths of sessions. This is done to facilitate learning for individuals with vast differences in session preferences. There are one-hundred, sixty, forty and twenty-minute sessions; poster sessions; and round-table discussions. The program is difficult to structure so that these different sessions line up well, but we feel it is very much worth the effort. Please note that most sessions would be better if given more time, however the program is filled to capacity, so more time for one person means either less time for someone else or fewer presenters on the program.



## New this Year: Leaderless Group Discussions

In the spirit of the Lilly Conference as a “community of learners,” this year we are instituting a new type of session. One concurrent session each day will be designated as a “Leaderless Group Discussion,” with a topic that is important to higher education today. These discussions will focus on research and experience pertaining to the topic or issue listed in the program. The Leaderless Group Discussion topics are “Emerging Technologies” (Thursday), “Effective Teaching WITHOUT Technology” (Friday), and “Who Is Reading What” (Saturday).

## Meals

We provide many opportunities for you to eat at this conference so that you may eat at your preferred time and also the amount you wish. Some rise early and always eat breakfast, whereas other will start with a cup of coffee and have a muffin a bit later; some have dessert with lunch and others prefer a snack in the afternoon. We do our best to meet everyone’s needs. Your name badge is the one way we have to differentiate between who is part of the conference and who is staying at the hotel and not part of our group. To ensure only Lilly participants are partaking the provided food, we will need to see conference badges for entrance to meals and refreshment breaks.

## Guest Meal Policy

Unfortunately, due to space limitations we do not offer guests to dine with our participants. Meals and break foods are exclusively offered to registered conference participants. However, the Park Place is home of Minervas Restaurant and if you would rather dine outside of the hotel property, Traverse City offers several restaurants and cafes within easy walking distance.

## The Lorrie Ryan Memorial Award for Outstanding Poster

This year we again present the award for Outstanding Poster. Awards will be announced at lunch on Saturday. The award includes \$200 in credit toward registration at a **2014 National Lilly Conference** that may be used by each presenter (these are nontransferable) AND a \$200 credit toward a 2014 National Lilly Conference registration to be given by the poster presenters to **any ONE** person who has never been to a Lilly Conference on College and University Teaching.

## Copy Centers

If you need to print a file or make additional photocopies for your session, there are a few photocopy centers within a mile of the hotel. Copy Central is at 314 East Eighth Street and The Copy Shop is at 713 East Eighth Street. Keep in mind that making copies at the hotel is very expensive.

## Overall Conference

This conference has reached maximum capacity. In an effort to accommodate as many participants as possible this year, we have pushed our space to the maximum. Please be patient if things do not go perfectly in all situations. The staff has put in a lot of time preparing for this event and I promise you they do care a great deal about your experience at this conference. If something does not go as planned, please do not hesitate to contact us in the registration desk area, where we will do our best to remedy the situation and use your feedback to help us plan for next year.



## 2013 Plenary Presenters

### Keith Whittington

Keith Whittington is an Associate Professor of Information Technology at the Rochester Institute of Technology who believes it is critical for a teacher to actively engage students in the learning process in order to maximize student learning. He transformed the way computer programming courses were taught, significantly increasing student retention, grades, and satisfaction and received an NSF grant to further support his work.



### Phyllis Blumberg

Phyllis Blumberg is the Director of the Teaching and Learning Center, University of the Sciences. A Research Professor in Education and a Professor of Psychology, her interests in education are curriculum development, how to use learner-centered teaching approaches, educational leadership, faculty development, innovation in education and problem-based learning.



Session: Thursday Oct. 17 at 4:15 pm

### **Simple Activities Designed to Engage Learners in the Classroom while Maximizing Student Learning and Satisfaction**

This plenary will engage all attendees in using techniques that the speaker has successfully used in his classrooms and have been shown to be more effective than traditional methods in all evaluations and assessments conducted in a study funded by the National Science Foundation.

Session: Friday Oct. 18 at 9:00 am

### **Do You Want to Teach More Effectively? Then "Grow" Your Teaching**

This presentation describes a new personal growth model. Using this model your teaching will promote deep and intentional learning. I will address four hierarchical levels of growth:

1. define the essential aspects of your teaching,
2. critically reflect on how you teach.
3. incorporate evidence-based teaching methods by reading the literature on teaching in higher education, and
4. conduct rigorous systematic investigations of your teaching.

You can incorporate one layer at a time and progressively teach better as you add each additional growth layer.





## 2013 Plenary Presenters

### Todd Zakrajsek

Todd is an Associate Professor in the Department of Family Medicine and Executive Director of the Academy of Educators at UNC Chapel Hill. Todd served as a tenured associate professor of psychology at SOU before directing three teaching centers over the past 15 years. Todd currently serves in leadership roles for several educational efforts, including board membership at Lenovo Computer and Microsoft. He has published and presented widely on the topic of effective teaching and on student learning.



### Milt Cox

Milt Cox is Associate Director of the Center for the Enhancement of Learning, Teaching, and University Assessment at Miami University, Ohio, where he founded and directs the



annual Lilly Conference on College Teaching. He is also the founder and Editor-in-Chief of the Journal on Excellence in College Teaching and the Learning Communities Journal and is co-editor of the book, Building Faculty Learning Communities.

Session: Saturday Oct. 19 at 3:15 pm

### Critical Challenges in Teaching and Learning: What Teachers Will Likely Face and How to Meet those Challenges Head On

University faculty can expect to face serious challenges in educating students in the coming years. How will we integrate learning technologies? How will brain-based learning affect our practice? What will be the impact of the Scholarship of Teaching and Learning? What do we know about how undergraduates interact with the world and the impact it will have on education? We simply can't continue to teach the same way teaching has been done, even though it has been done in a very specific way for a LONG time. This session will focus on some of the biggest challenges we will be facing, and also some directions we can take to address those challenges.

Session: Sunday Oct. 20 at 9:00 am

### Why Students Behave the Way They Do: An Instructor's Guide to Cognitive Development

Are you curious about why most of your students prefer that you lecture rather than engage them in active, inquiry-based learning? Is it because they are slackers? Do you wonder why some students are eager to work in small groups and others are not? And why do some students not understand evidenced-based approaches in a course? Many of these behaviors are explained when framed in the cognitive development structures of Perry or Belenky and colleagues. In this session we will discuss approaches that you might engage to nudge students along developmental paths that may lead to their understanding and practice of critical thinking and a commitment to lifelong learning.



Lilly Conference

COLLEGE AND UNIVERSITY  
TEACHING AND LEARNING

# CONFERENCE SCHEDULE



TRAVERSE CITY 2013





## Agenda Overview

### Thursday

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- 7:30 a - 4:30 p Registration Open
- 7:45 a - 8:45 a Breakfast (West Bay Ballroom)**
- 9:00 a - 9:40 a Concurrent Sessions 1
- 10:00 a - 10:40 a Concurrent Sessions 2
- 11:00 a - 12:00 p Concurrent Sessions 3
- 11:50 a - 1:00 p Lunch**
- 1:00 p - 1:40 p Concurrent Sessions 4
- 2:00 p - 2:40 p Concurrent Sessions 5
- 3:00 p - 4:00 p Concurrent Sessions 6
- 4:15 p - 5:30 p Plenary Presentation (West Bay Ballroom)**

### Friday

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- 8:00 a - 5:00 p Registration Open
- 7:30 a - 8:30 a Breakfast (West Bay Ballroom)**
- 8:30 a - 8:50 a Round Table Sessions (West Bay Ballroom)
- 9:00 a - 10:05 a Plenary Presentation (West Bay Ballroom)**
- 10:20 a - 11:00 a Concurrent Sessions
- 11:10 a - 12:10 p Concurrent Sessions
- 12:00 p - 1:00 p Lunch (West Bay Ballroom)**
- 1:00 p - 1:40 p Concurrent Sessions
- 2:00 p - 2:40 p Concurrent Sessions
- 3:00 p - 3:40 p Concurrent Sessions
- 4:00 p - 5:00 p Concurrent Sessions
- 5:00 p - 6:15 p Poster Session Reception (West Bay Ballroom)**

### Saturday

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- 8:00 a - 4:00 p Registration Open
- 7:30 a - 8:30 a Breakfast (West Bay Ballroom)**
- 8:30 a - 8:50 a Round Table Sessions (West Bay Ballroom)
- 9:00 a - 9:40 a Concurrent Sessions
- 10:00 a - 10:40 a Concurrent Sessions
- 11:00 a - 12:00 p Concurrent Sessions
- 12:00 p - 12:50 p Lunch (West Bay Ballroom)**
- 1:00 p - 2:00 p Concurrent Sessions
- 2:20 p - 3:00 p Concurrent Sessions
- 3:15 p - 4:30 p Plenary Presentation (West Bay Ballroom)**
- 4:30 p - 5:30 p Reception (Top of Park)**

### Sunday

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- 7:30 a - 8:30 a Breakfast (Top of Park)**
- 9:00 a - 11:00 a Plenary Presentation (Torch)**



## Menu

### Thursday

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- Breakfast** Breakfast Buffet, fruit juices, coffee, & tea  
*Breakfast pastries & bagels, scrambled eggs, bacon, sausage, breakfast potatoes, and yogurt parfaits*
- AM Snack** Fresh fruit, yogurt , granola bars, assorted fruit juices, coffee, & tea
- Lunch** Soup & Salad Buffet  
*Garden green salad, 3 bean salad, potato leek soup, and french bread*
- PM Snack** Assorted cookies, whole fruit, soft drinks, coffee, & tea

### Friday

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- Breakfast** Breakfast Buffet, fruit juices, coffee, & tea  
*Breakfast pastries & bagels, french toast, scrambled eggs, bacon, sausage, potatoes, and yogurt parfaits*
- AM Snack** Whole fruit, assorted donuts & sweet pastries, warm apple cider, coffee, & tea
- Lunch** Deli Buffet  
*Soup de jour, 2 chef's choice salads, and deli trays with assorted meats, cheeses, toppings, and breads*
- PM Snack** Assorted miniature desserts, whole fruit, soft drinks, coffee, & tea
- Reception** Hors D'Oeuvres  
*Assorted hot and cold hors d'oeuvres including mini quiche, meatballs, and vegetarian egg rolls*

### Saturday

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- Breakfast** Breakfast Buffet, fruit juices, coffee, & tea  
*Breakfast pastries & bagels, pancakes, scrambled eggs, bacon, sausage, potatoes, and yogurt parfaits*
- AM Snack** Fresh fruit, yogurt , granola bars, assorted fruit juices, coffee, & tea
- Lunch** Picnic at the "Park"  
*BBQ chicken & ribs, garden burgers, potato salad, coleslaw, fruit salad, chips & dip, and baked beans*
- PM Snack** Whole fruit, yogurt , granola bars, soft drinks, coffee, & tea
- Reception** Hors D'Oeuvres  
*Assorted hot and cold hors d'oeuvres including fruit kabobs, smoked whitefish pate, and Antipasto*

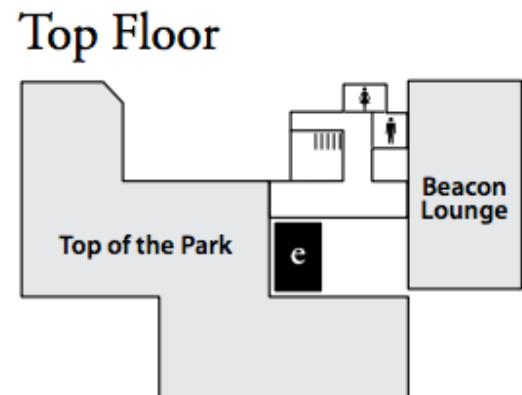
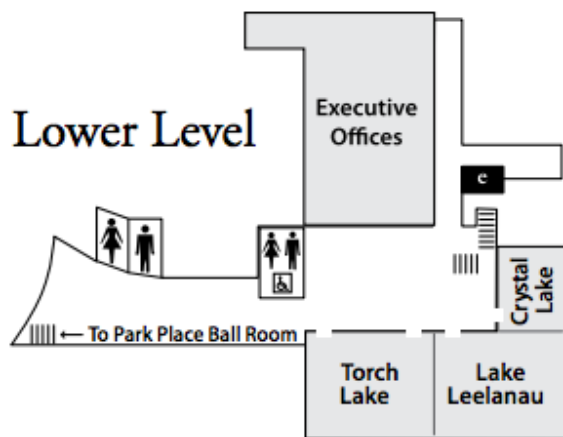
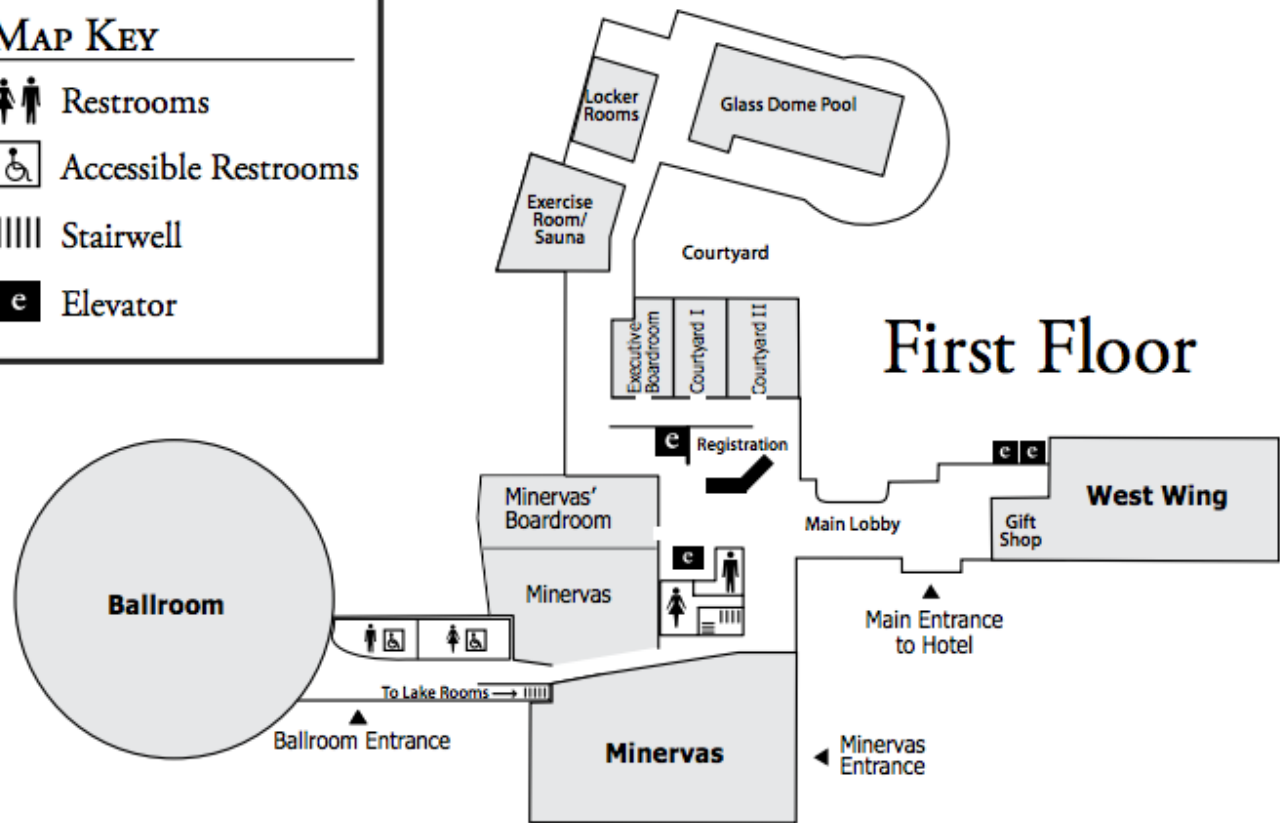
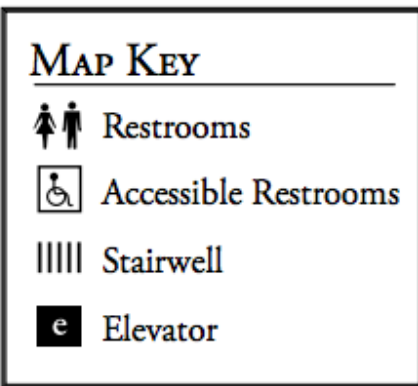
### Sunday

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- Breakfast** Breakfast Buffet, fruit juices, coffee, & tea  
*Fresh diced fruit, warm turnovers, muffins, yogurt parfaits, and an omelet station*



## Conference Map of the Park Place Hotel





# Lilly Conference on Teaching and Learning

## Conference Schedule

Daily Conference Schedule | Thursday, Oct. 17, 2013

7:30 a - 4:30 p

REGISTRATION OPEN

7:45 a - 8:45 a

BREAKFAST - BALLROOM

### ROOMS

9:00 a - 9:40 a

Torch	Leelanau	Crystal	Courtyard I	Courtyard II	Minervas' Boardroom	Executive Boardroom
Technology Tools to Support Instruction - <i>F. Ennis</i>	Gaming Your Class: Flipping and Gamification in the Classroom to Maximize Student Learning - <i>H. Woodman, et al.</i>	Best Practices to Maximize the Learning Experiences of International Students: Focus on China, Korea, and India - <i>F. Hussain &amp; A. Rautman</i>	Effective Integration of Technology in Models of Teaching - <i>M. Klett &amp; K. Richmond</i>		Redefining the Instructor / Student Relationship: Promoting Student Success and Retention - <i>J. Simpson</i>	

9:40 a-10:00 a

AM SNACK BREAK (20 minutes)

10:00 a-10:40 a

Instructional Gymnastics 101: What I Learned from My Year in a Flipped Classroom - <i>M. Roberts</i>	The Best Hunch of the Bunch: Following the Formative Assessment Hunch for Mindful Literacy Instruction - <i>C. Cate, et al.</i>	Getting to Know Your Applicants: An Overhaul to the Admissions and Interview Process - <i>C. Accurso, et al.</i>	Reflecting on Service - <i>N. Haldane, et al.</i>	Fostering a "Coaching Strategy" for Doing the Work of Assessment - <i>T. Detwiler</i>	
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10:40a - 11:00a

BREAK (20 minutes)

11:00 a - 12:00 p

Instructional Technology Toolkit: Integrating Tools to Engage All Learners - <i>A. Nichols Hess</i>	The Jigsaw: An Old Game as a New Method of Interactive Learning - <i>M. Mackey</i>	Blended Learning: Effective Pedagogy across Learning Platforms - <i>B. Klocka, et al.</i>	Pedagogically Articulating the Value of an Undergraduate Degree... - <i>R. Robinson &amp; J. McNellis</i>	Building for Team-Based Learning - <i>L. Richlin, et al.</i>	Interdisciplinary Mentoring for Strategic Teaching and Learning Improvements - <i>R. Leigers &amp; S. Lee</i>	Partnering, Parenting, and Professionalism... - <i>P. Ross McClain &amp; N. McClain</i> 11:00-11:20
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11:50 a - 1:00 p

LUNCH - BALLROOM





# Lilly Conference on Teaching and Learning

Daily Conference Schedule | Thursday, Oct. 17, 2013

ROOMS	Torch	Leelanau	Crystal	Courtyard I	Courtyard II	Minervas' Boardroom	Executive Boardroom
1:00 p - 1:40 p	What, Me Talk in Class? Strategies to Engage Students in Classroom Discussion - <i>C. Harris</i>	Hello, Is Anyone There? Creating an Instructor Presence in Online Courses - <i>P. Kumar</i>	Intercultural Experiential Learning: Designing Effective Travel Programs - <i>J. Lee &amp; J. Swanson</i>	No More Eyesores: A Case Study in Multimedia Makeovers - <i>E. Benson &amp; M. Roberts</i>	Lecture-Driven Versus Flipped-Inverted-Inverted Class Format: Comparison of Outcomes in Beginning Nursing Students - <i>S. Harrington, et al.</i>	Building a Public Institution Sustainability Program from the Ground Up - <i>T. Rohrer</i>	Engagement of Cultural Awareness and Language Acquisition... - <i>G. Helguero-Balcells</i> 1:00-1:20 Characteristics of Effective Collaborative Practices... - <i>D. Busman &amp;</i> <i>L. McCre</i> 1:25-1:45
1:40 p - 2:00 p	BREAK (20 minutes)						
2:00 p - 2:40 p	Students, Please Take out Your Electronic Devices— Show Me That You are Learning! - <i>K. Hankinson</i>	Sending Students to Serve and Lead in the Developing World: An Ethnographic Study - <i>D. Howell</i>	O.C.D. - Online Course Design: How to Overcome Technophobia - <i>P. Ross McClain &amp; E. Makas</i>	Leaderless Discussion: Emerging Technologies	Engineering Student Involvement - <i>E. Frazier</i>	Throwing out the test! Reinventing Course Curriculum to Improve... - <i>J. Bryant</i> 2:00-2:20 Improving Pedagogy through Student Self- Evaluation... - <i>L. Mickles-Burns &amp;</i> <i>D. Hanselman</i> 2:25-2:45	
2:40 p - 3:00 p	PM SNACK BREAK (20 minutes)						
3:00 p - 4:00 p	The New Science of Learning - <i>T. Doyle</i>	High-Impact Teaching: Engaging the Millennial Learner - <i>J. Wood-Nartker, et al.</i>	Teaching Excellence by Design: A Three Year Retrospective on the "Catalyst Course Design Project" - <i>J. Worth-Nelson</i>	Improve College Teaching: Strategies and Techniques to Reinforce Learning - <i>S. Marshall</i>	Using Metaphor in Teaching: Insights on Learning from the Wizard of Oz - <i>K. Smart &amp; J. Scott</i>	Facilitating Effective Small-Group Discussions: Implementing Best Practices to Achieve Successful Learning - <i>J. August</i>	Creating a Culture of Interaction and... - <i>M. Rogers</i> 3:00-3:20 A Dialogue on Deweyan Democracy through... - <i>D. Keller</i> 3:25-3:45
4:00 p - 4:15 p	BREAK (15 minutes)						
4:15 p - 5:30 p	P1 Plenary Presentation: Keith Whittington – "Simple Activities Designed to Engage Learners in the Classroom while Maximizing Student Learning and Satisfaction" – West Bay Ballroom						



# Lilly Conference on Teaching and Learning

8:00 a - 5:00 p

REGISTRATION OPEN

7:30 a - 8:30 a

BREAKFAST - BALLROOM

8:30 a - 8:50 a

**Round Table Sessions:** - Disney; Glentz & Singleterry; Kermit-Canfield, et al.; Thomas; Yancho & Boquette - *West Bay Ballroom*  
(See title list on page 20)

9:00 a - 10:05 a

**P2 Plenary Presentation:** Phyllis Blumberg - Do You Want to Teach More Effectively? Then "Grow" Your Teaching - *West Bay Ballroom*

10:05 a - 10:20 a

AM SNACK BREAK (15 minutes)

## ROOMS

10:20 a - 11:00 a

Engaging Students:  
Active Learning  
Strategies in the  
College Classroom  
- *E. Johnson*

Torch

Making Ourselves  
Obsolete: Teaching  
the Skills Required for  
Self-Directed, Lifelong  
Learning through a  
Portfolio Process  
- *K. Janke*

Leelanau

Closed Session  
for Co-sponsor  
Representatives  
- *T. Zakrajsek*

Crystal

The Magnificent Gallery  
- An Authentic Group  
Assignment for the Arts  
and Sciences  
- *D. Armstrong*

Courtyard I

Engaging Students  
through Collaborative  
Writing: Bringing  
Students in from the  
Cold  
- *C. Kendy*

Courtyard II

The Aliens are Here:  
How Research Can Help  
Improve the Integration  
of Outgroup Faculty  
- *S. daSilva*

Paul Harris Suite

Executive Boardroom

11:00 a - 11:10 a

BREAK (10 minutes)

11:10 a - 12:10 p

Flipped Classroom  
Model to Increase  
Student Engagement  
- *D. Koch*

A Guide to Creating  
Engaging Emails Based  
on the Real-Time  
Motivational Needs of  
Students  
- *S. Kacin*

Teaching with Panache:  
Create Learning  
Experiences that  
Engage, Inform an  
Transform  
- *B. Garner*

A Probe into the Impact  
of Three Theories of  
Intelligence on College  
Learners' Self-Esteem  
and Self-Efficacy  
- *L. Prosak-Beres &  
V. Zascavage*

The Marshmallow  
Challenge: Team  
Collaboration,  
Innovation, & Creativity  
- *C. Trybus &  
A. Peterson*

Vulnerability,  
Technology and  
Student Learning: A  
Twenty-First Century  
Classroom  
- *K. McCauliff*

Use of Response  
Technology (Clickers)...  
- *M. Reinhold* 11:10-11:30  
Using the Flipped  
Classroom to Enhance...  
- *J. VanderMolen* 11:40-12:00

12:00 p - 1:00 p

LUNCH - BALLROOM



# Lilly Conference on Teaching and Learning

Daily Conference Schedule | Friday, Oct. 18, 2013

ROOMS	Torch	Leelanau	Crystal	Courtyard I	Courtyard II	Minervas' Boardroom	Executive Boardroom
1:00 p - 1:40 p	Strategic Instruction Not Participation: Applying Conventional Lesson-Planning... - S. Simpson	Leaderless Discussion: Effective Teaching WITHOUT Technology	Text Connections for Contribution - C. Kenney & A. Dorfman	Developing Orientation Experiences to Support Specific Student Groups' Success Needs - M. Seals & D. Koch	The Benefits of a Successful Service Learning Course in Humane Education - M. Proctor	Using Action Research to Assess & Improve the Preparation of School Leaders - C. Carver & S. Klein	College-Ready?: Accelerating Student Success in Developmental Math ... - M. Courant Rife & L. Mohnke 1:00-1:40
1:40 p - 2:00 p	BREAK (20 minutes)						
2:00 p - 2:40 p	Whole Brain Teaching: Lightning Strikes Again! - D. Brobeck & A. Digianantonio	Graphic Illustrations in Education: Using Comics to Engage and Motivate Students - K. Richards	Text-to-Speech Use and Implications for Remediation of Reading Deficits - K. Roberts	Using Web Conferencing Technology for Building a Community of Learners in the ... - P. Kumar	Let's Not Weed out Students: Let's Weed out those Killer Courses - J. Ableser	Why Fight it? Adding Dimension to Teaching with Social Media - S. Newport & J. Reinsel	Embracing the Digital Devil: Harnessing... - M. Murphy 2:00-2:20 Approaches to Mobile Technology Application Development - A. Suhy 2:25-2:45
2:40 p - 3:00 p	PM SNACK BREAK (20 minutes)						
3:00 p - 3:40 p	Don't Teach the Controversy, Teach Controversially - A. Rudy & A.E. Garrison	Infusing Technology and Peer Facilitated Discussion Groups into a Sensitive Topics Course - J. Angera & C. Latty	Using Reading Reactions and Small Group Discussion to Enhance Student Learning - K. Kinkema	Implementing Problem-Based Learning in the Curriculum - G. Allar	Investigating Adult Learners' Processes with PLAR for Graduate Admissions - L. Robertson 3:00-3:40		
3:40 p - 4:00 p	BREAK (20 minutes)						
4:00 p - 5:00 p	Team Based Learning Primer - C. Wagner & S. Leupen	Using Discussion Boards in Face-to-Face and Online Teaching Environments - S. Alspach, et al.	Print Exposure is NOT Enough: An Evidence-Based Approach Critical Reading - A. Horning	Story it! Making Connections to Influence Learning and Retention - D. Smith	Creating Faculty Learning Circles - N. Holton	Sweat the Small Stuff! Easy to Implement Small Instructional "Stuff" that Enhances Student Learning - E. Drake	How Did the Discussion Get There? Improving Asynchronous Discussion Using Course Objectives and... - M. Wambach 4:00-5:00
5:00 p - 6:15 p	Poster Session Reception (see list of presenters and titles on page 21) - West Bay Ballroom						



# Lilly Conference on Teaching and Learning

## Conference Schedule

Daily Conference Schedule | Saturday Oct. 19, 2013

8:00 a - 4:00 p

REGISTRATION OPEN

7:30 a - 8:30 a

BREAKFAST - BALLROOM

8:30 a - 8:50 a

**Round Table Sessions:** Harvey; Kenward & Hipp; Obsniuk, et al.; Rogers & Bryant; Toma; Wancour, et al. - *West Bay Ballroom*  
(See title list on page 22)

## ROOMS

Torch

Leelanau

Crystal

Courtyard I

Courtyard II

Minervas' Boardroom

Executive Boardroom

9:00 a - 9:40 a

Eat, Drink, (Sleep) and be Merry in College: A Guide to Learning Success  
- *A. Persky & J. Loeb*

Teaching as Performance  
- *L. Felbain*

Leaderless Discussion: Who is Reading What?

Defining Competencies: Use of a Modified Delphi Process to Conveniently Collate Expert Opinion  
- *K. Janke*

Massive Open Online Courses the Future of Online Education or the Flavor of the Week  
- *S. Keene*

Rubrics! A Great Tool to Assess Both Student Products and Student Processes  
- *C. Harris*

Experiences of Student in an Online Master of Education Degree  
- *A. Topper & S. Lancaster*  
9:00-9:20

9:40 a-10:00 a

AM SNACK BREAK (20 minutes)

10:00 a - 10:40 a

They Said WHAT!!! Graduate Healthcare Management Education Competency Levels: A Practitioner Assessment  
- *J. Fick*

Reinforcement of Learning and Student Engagement with a Website Creation Project  
- *M. Beechler*

Metaphors our Students Live by: The Cognitive Power of Analogies in Teaching  
- *J. Melis*

Marching Together: Social Change through Faculty / Staff Collaboration  
- *S. Alsopach & A. Beck Jones*

Engaging the Hard-to-Engage Student: Transformational Leadership...  
- *T. Looman* 10:00-10:20  
The Ancient Arts of Memory: Affective Learning through Memorization Techniques  
- *M. Van Dyke* 10:25-10:45

10:40 a - 11:00 a

BREAK (20 minutes)

11:00 a-12:00p

Higher Learning Meets Cognitive Surplus: Cloaking Naked Teaching with the Skills of Digital Natives  
- *M. Charney*

Online Assessment Dilemmas: The Use of Rubrics and Professional Judgment in Grading Individual Achievement  
- *S. Wood & D. Bozyk*

Dynamic Interactions: Teaching with Social Intelligence  
- *T. Rosier*

Implementing Authentic Learning: From our FLC to Your Classroom  
- *M. Tollerfson & L. Evans*

Employing What We Have Learned from the Faculty Learning Community Movement to Build and Sustain Effective FLCs Today  
- *M. Cox*

Promoting a Sociocentric Worldview: Eight Theoretical Perspectives that Work across Courses!  
- *R. Osborne & P. Kriese*

Effective Practices that Move Students through the Developmental Education...  
- *M. Lin* 11:00-11:20  
Helping Our Students Stay Ahead of the Curve ...  
- *L. Campbell* 11:30-11:50

12:00a-12:50p

LUNCH - BALLROOM

Evidence-Based Teaching and Learning



# Lilly Conference on Teaching and Learning

Daily Conference Schedule | Saturday, Oct. 19, 2013

ROOMS	Saturday, Oct. 19, 2013			
	Torch	Leelanau	Courtyard I	Courtyard II
1:00 p - 2:00 p	Fostering Student Engagement and Achievement: Four Key Practices for Faculty - D. Hultgren	Using Web 2.0 Tools Effectively in Teacher Preparation - J. Thomas & J. Gulley	Using Technology to Enhance Hybrid, Online, and Flipped-Classroom Learning - N. Lauer	Student-Centered Discussions - B. Brunow
				Applying Metalearning: Using Master Metaphors to Teach Transfer - S. Carroll & A. Pappas
				Students Can Achieve Even More: When Challenged and Coached They Enjoy Learning on Their Own - N. Ghiasvand
2:00 p - 2:20 p	PM SNACK BREAK (20 minutes)			
2:20 p - 3:00 p	The Digital Classroom: Teaching to Our "Digital Native" Undergraduates - J. Simpson & T. Alaniz	TED.Ed Flipped Lessons – Yes, They Are Really Prepared - D. Brabeck	Teaching Assistants' & Academic Dishonesty: Lessons Learned - M. Seals	Pacific Alliance – Increasing the Number of Individuals with Disabilities in Science, Technology, Engineering,... - K. Roberts
3:00 p - 3:15 p	BREAK (15 minutes)			
3:15 p - 4:30 p	P3 Plenary Presentation: Todd Zakrajsek - Critical Challenges in Teaching and Learning: What Teachers Will Likely Face and How to Meet those Challenges Head On - West Bay Ballroom			
4:30 p - 5:30 p	RECEPTION - TOP OF PARK			
7:30 a - 8:30 a	BREAKFAST - TOP OF PARK			
9:00 a - 11:00 a	P4 Plenary Presentation: Milt Cox - Why Students Behave the Way They Do: An Instructor's Guide to Cognitive Development - Torch			

Daily Conference Schedule | Sunday, Oct. 20, 2013



## Friday Morning Round Tables

**8:30 a - 8:50 a**  
*West Bay Ballroom*

<b>a</b>	Transfer, Transpose, Translate: Writing a Research Paper in Spanish - <b>L. Disney</b>
<b>b</b>	Creating an Experience for Learning: A Proposal for Interdisciplinary Peer Education - <b>T. Glentz &amp; L. Singleterry</b>
<b>c</b>	A Study of Faculty-Librarian Collaboration - <b>M. Kermit-Canfield, et al.</b>
<b>d</b>	The Perceived Key Concepts In Biology, Geology, and Chemistry across Educational Levels - <b>J. Thomas</b>
<b>e</b>	The Academic Advisor: Student Advocate...or Lethal Weapon? - <b>M. Yancho &amp; T. Boquette</b>



## Friday Evening Poster Session

**5:00 p - 6:15 p**  
West Bay Ballroom

<b>a</b>	Teaching with Google Earth - <b>G. Allar</b>
<b>b</b>	How Orbital Concept is Used in Exploring Thioesters Versus Esters Reactivity in a Cell - <b>M. Ayoub</b>
<b>c</b>	Advancing Teaching and Learning through Interprofessional Collaboration: A Journey towards... - <b>J. Blackwood, et al.</b>
<b>d</b>	P.A.W.S. Literacy Lab - <b>C. Cate &amp; K. Burns</b>
<b>e</b>	The Stream of All Human Consciousness: Designing Social Networking Projects that Teach - <b>M. Charney</b>
<b>f</b>	Leadership for the Digital Generation - <b>E. Frazier</b>
<b>g</b>	Creating Successful Students: Getting Them through the Door and Keeping Them Here - <b>T. Glentz</b>
<b>h</b>	Connections Class – An Easy Way to Improve Faculty-Student Interactions - <b>L. Guessous</b>
<b>i</b>	Managing Undergraduate Practicum Experiences at a Distance - <b>E. Hertenstein, et al.</b>
<b>j</b>	Promoting a University Environment where Engaged Learning will Flourish - <b>D. Hua &amp; E. Lazaros</b>
<b>k</b>	Strategies for Providing Substantive Instruction in the University E-Learning Environment with... - <b>E. Lazaros</b>
<b>l</b>	What Influences Student Perception of Student-Teacher Interaction in the College Classroom? - <b>H. Kurthen</b>
<b>m</b>	<del>Visual Literacy to Engage Learners – A. LongBenton –</del>
<b>n</b>	Learning with Bachelors' of Science Completion Students and Traditional Nursing Students - <b>K. Marshall &amp; M. White</b>
<b>o</b>	The Relationship between Self-Efficacy and the Gender-Based Behaviors of Women Leaders - <b>M. Mety</b>
<b>p</b>	Connecting Higher-Education: ESL Students' Language Learning with Local... - <b>S. Nix &amp; K. Cornman</b>
<b>q</b>	Determining Student Satisfaction of a Magnetic Resonance Imaging Curriculum in... - <b>B. Southers &amp; A. Vespie</b>
<b>r</b>	The Beauty of Design: Thinking Rhetorically about Course Design - <b>J. Stevens</b>
<b>s</b>	Incorporating the Voices of Faculty Stakeholders in Course Assessment: The Missing Link - <b>M. Strong</b>
<b>t</b>	Teaching outside the Box - <b>D. Wilson</b>
<b>u</b>	Creating IEP Documents for Educational Success - <b>K. Winterman &amp; C. Rosas</b>
<b>v</b>	Developing an Extensive Reading Program within an Intensive English Curriculum - <b>J. Youngquist &amp; M. Klaus</b>



# Saturday Morning Round Tables

8:30 a - 8:50 a  
West Bay Ballroom

a	War Veterans in the University Classroom - <b>M. Harvey</b>
b	Creating an Instructor Presence in Online Learning through the Use of Instructor Made Videos - <b>K. Kenward &amp; S. Hipp</b>
c	CAEP/NCATE Standards: How Content Program Review Drives Education and Content Area Faculty... - <b>K. Obsniuk , et al.</b>
d	Practical Application: Merging General Education Course Concepts with Career Implications - <b>M. Rogers &amp; J. Bryant</b>
e	Teaching Contemporary Mathematics and Probability and Statistics Online - <b>S. Toma</b>
f	Quality Matters with Evidence Based Online Teaching and Learning - <b>S. Wancour, et al.</b>





## Session Abstracts

Traditionally, the conference abstracts are provided in the conference program. In an effort to be more environmentally minded, we have worked diligently to move as much of the conference program as possible online. Links to the full abstracts and the QR Codes for each day of the program are listed below. This allows you to more easily search the program for key words, presenters, and themes by using your smart device. And as for conservation, removing the abstracts from the printed program has reduced the printing for the conference by nearly 40,000 pages.

### Thursday



<http://lillyconferences.com/tc/files/2013-abstractThursday.pdf>

### Friday



<http://lillyconferences.com/tc/files/2013-abstractFriday.pdf>

### Saturday and Sunday



<http://lillyconferences.com/tc/files/2013-abstractSatSun.pdf>



Lilly Conference

COLLEGE AND UNIVERSITY  
TEACHING AND LEARNING

# CONFERENCE WORKBOOK



TRAVERSE CITY 2013



I like to attend conferences with a wide variety of sessions, facilitated by talented faculty members who seem to have no end to their wisdom and experiences. I always leave such conferences exhausted from extensive networking and learning, and at that same time energized, with a feeling of hope and renewal. For all their value, and it is extensive, conferences do have a decided drawback. Time and again I have returned from conferences with many handouts, resources, web references, and business cards. These are often put into a pile with the expectation of things to come, yet often the valuable information is often not put into practice. This “workbook” is an attempt to better organize such information and to create an “action plan” for change. Essentially, consider this conference a short course in pedagogy in which there are notes, homework, and outcomes... even a take-home exam.

- One Minute Paper
- Personal goals for the conference and the resources (including individuals) to support those goals
- Networking
- Daily reflections
- Action items
- “Thank you” note to be sent to the individual who made it possible for you to attend
- Your take home final exam to be completed one month after the course (conference)

Set your phone to the stopwatch function or find a clock with a second hand. Give yourself one minute to write a response to the following:

[illegible]



## Application Exercise: Goals and Objectives

Identify three goals or objectives you hope to obtain at the conference that you can apply within the next six months. These can be challenges you currently face with respect to teaching, strategies that you have heard of that interest you, or a desire to find colleagues who share a common interest/passion for a specific topic. Space is also provided to note when resources and individuals are found at the conference pertaining to these items.

### Goal or Objective 1

- a. List session numbers for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.
- b. Quick notes of new information learned to address this goal or sessions specifically related to this goal.
- c. Note any attendees you talked to related to this item and a few key words or phrases of what was discussed.





**Goal or Objective 3**

a. List session numbers for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes of new information learned to address this goal or sessions specifically related to this goal.

c. Note any attendees you talked to related to this item and a few key words or phrases of what was discussed.



With whom did you speak and wish to have a follow-up conversation at a later time? If you get the person's name and institution, e-mails should be easy to secure online. Try for 10 new contacts at this conference.

[illegible]



# Reflections

## Quick Reflections for Thursday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

## Quick Reflections for Friday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.



### **Quick Reflections for Saturday**

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

### **Quick Reflections for Sunday**

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.



**Action Items**

Consider specific things will you do within 2 weeks of the conclusion of the conference. These can be based either from your application exercise responses or from your reflections. List at least 5 things you will do upon your return. This is designed to keep the momentum from the conference. These may include individuals to contact, resources to order, or materials to develop.

1.

2.

3.

4.

5.

## Overall Quick Reflection and Metacognition Check

Consider what you felt was the best information you learned over the past few days. If you were to facilitate a workshop on your campus that summarizes the best information you learned at this Lilly Conference, what would be the title of your session? There is a strict 15-word limit on this title.

## Take Home Final Exam

To be completed in late August or early September.

Review your One Minute Paper, Application Items, and Reflections from above.

1. What have (or will) you change in your courses or teaching strategies this fall as a direct result of the Lilly Conference in Traverse City? What impact do you anticipate these changes will have on student learning?
2. Who have you contacted since the conference and what has resulted from those contacts?
3. Did you send the thank you note to the person providing support for your attendance at the conference?
4. Is there something you will be doing in your class that could be a presentation at the Lilly Conference in Traverse City Oct. 16-19, 2014?

## Thank You Note

In fiscally restrictive times, it is important that funds are used in ways that best benefit the institution. To encourage future travel to teaching conferences and to acknowledge financial support provided for this conference, we encourage our participants to send a quick note of thanks to the individual(s) responsible for your attendance. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference. A quick example follows:

*Thank you for the support you provided that allowed me to attend the Lilly Conference on College and University Teaching in Traverse City. I was able to network with colleagues from several peer and aspiration institutions (list specific institutions here) in the US, and to also have wonderful discussions with faculty members from (insert international institution here). Among many things learned at the conference, I discovered (insert achieved personal conference objective; following sentence included as an example) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again....*



## Institutions Represented

Adrian College	Montcalm Community College
Algonquin College	Mott Community College
Ashland University	National Louis University
Aurora University	Northern Michigan University
Baker Center for Graduate Studies	Northwestern Michigan College
Baker College - Allen Park	Northwood University
Baker College - Auburn Hills	Oakland University
Baker College - Cadillac	Olivet College
Baker College - Clinton Township	Palo Alto College
Baker College - Flint	Professional Education Services Group
Baker College - Jackson	Purdue University
Baker College - Muskegon	Rochester Institute of Technology
Baker College - Online	Saginaw Valley State University
Baker College - Owosso	Saint Xavier University
Baker College - Port Huron	Santa Clara University
Ball State University	Siena Heights University
Bay Mills Community College	Sitting Bull College
Calvin College	South Carolina College of Pharmacy
Central Michigan University	Southeastern Louisiana University
Columbia College Chicago	Stonehill College
Compass College of Cinematic Arts	Texas A&M University
Cornerstone University	Texas State University
Delta College	University of Cincinnati
DeVry University	University of Colorado at Denver
Eastern Kentucky University	University of Detroit Mercy
Ferris State University	University of Hawaii at Manoa
Florida Atlantic University	University of Maryland - College Park
Grand Rapids Community College	University of Maryland - Baltimore County
Grand Valley State University	University of Mary Hardin-Baylor
Indiana Tech	University of Michigan
Indiana University East	University of Michigan - Flint
Indiana University-Purdue University Indianapolis	University of Minnesota
Indiana Wesleyan University	University of North Carolina - Chapel Hill
John A Logan College	University of Ontario Institute of Technology
Kansas State University	University of Southern Indiana
Kirtland Community College	University of the Sciences
Lake Superior State University	University of Wisconsin - Stevens Point
Lansing Community College	University of Wisconsin - Washington County
Macomb Community College	Walsh University
Madonna University	Wayne State University
Marygrove College	Western State Colorado University
Metro State University of Denver	Westfield State University
Miami University	Western Michigan University
Michigan State University	Wofford College
Milwaukee School of Engineering	Wright State University - Lake Campus
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# TEACHING STUDENTS HOW TO LEARN

## NEW

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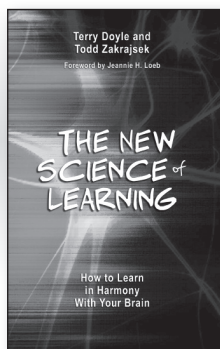
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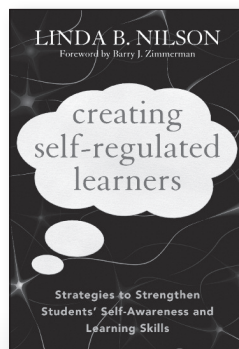
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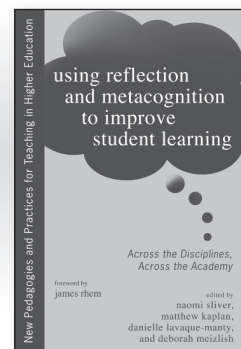
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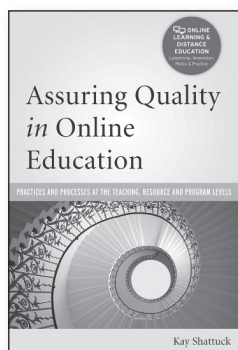
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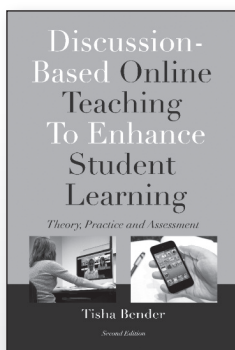


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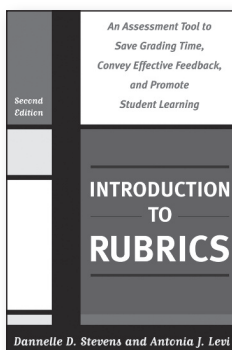


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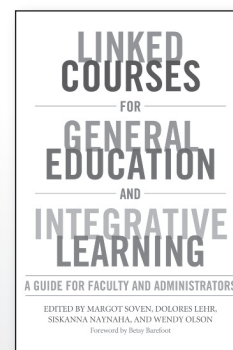
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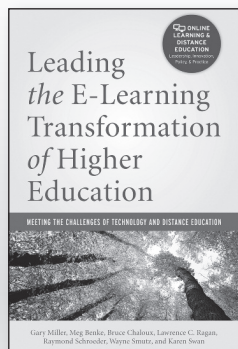
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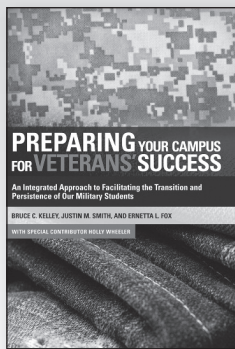


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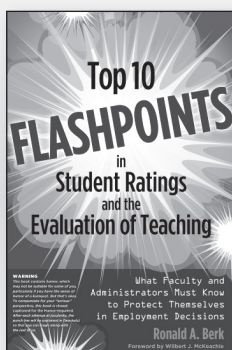
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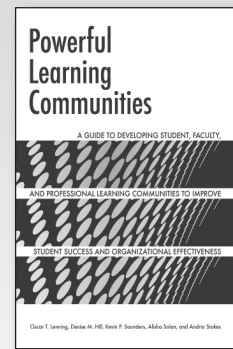
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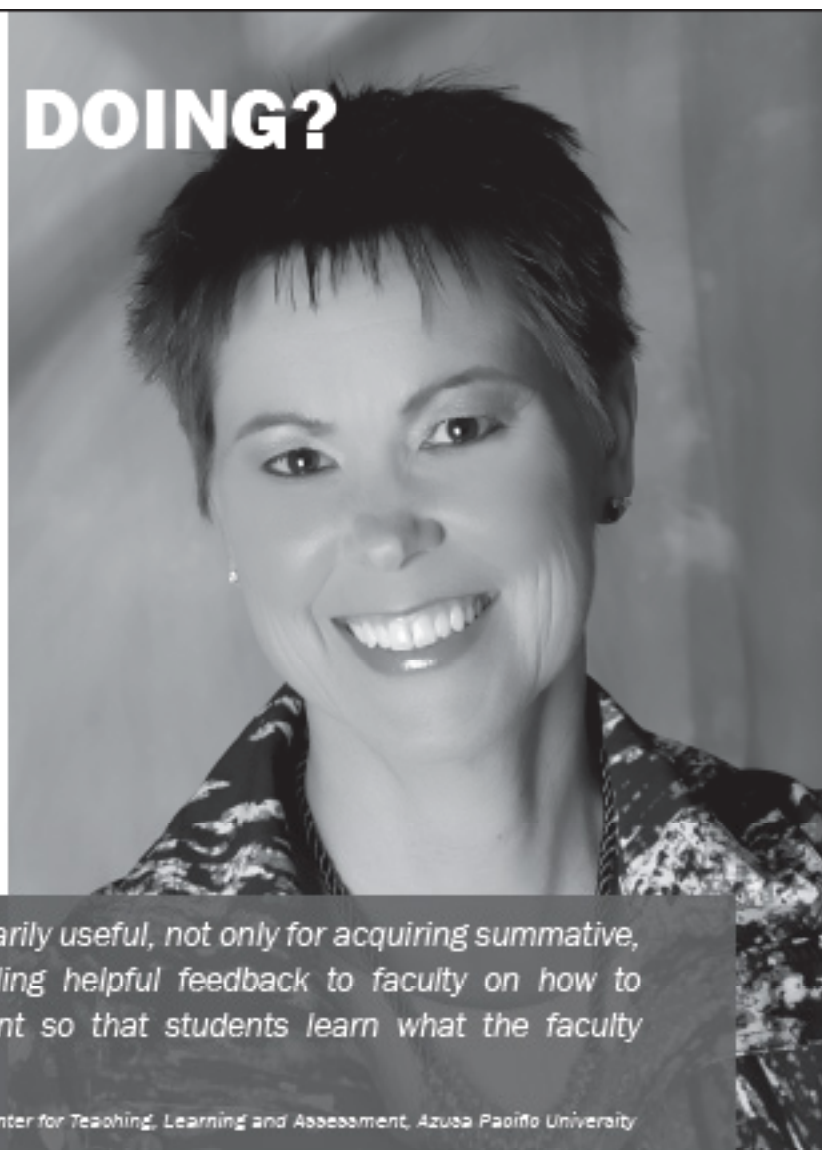
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“ We have found IDEA to be extraordinarily useful, not only for acquiring summative, normative data, but also for providing helpful feedback to faculty on how to re-structure the learning environment so that students learn what the faculty members want them to learn. ”

—Stephanie Jullierat, Associate Provost, Center for Teaching, Learning and Assessment, Azusa Pacific University



“ We talk about being a solid, good teaching institution... the IDEA data that we get shows that we are a good teaching institution! We’ve been saying it forever but haven’t had any data to prove it, which is critically important in terms of today’s focus on accountability ”

—Pamela M. Christoffers, Special Assistant to the Provost, Grand View University

## theideacenter.org

### Resources for Support

Available free at [theideacenter.org](http://theideacenter.org)

- POD-IDEA Notes on Instruction
- POD-IDEA Notes on Learning
- IDEA Papers on Teaching and Learning

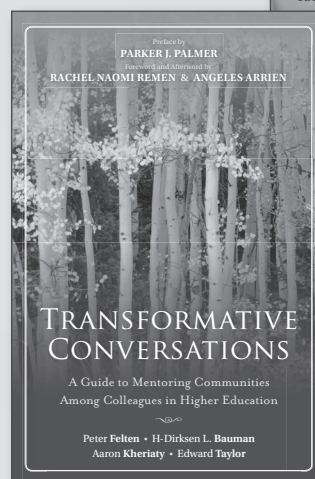
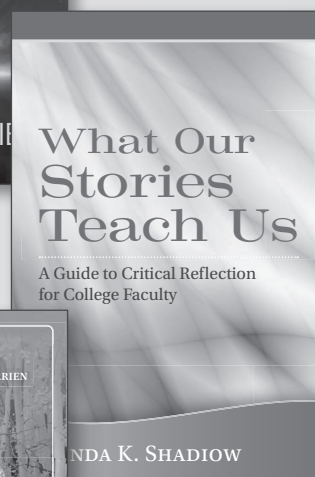
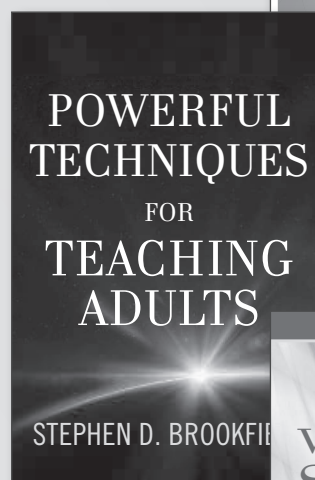
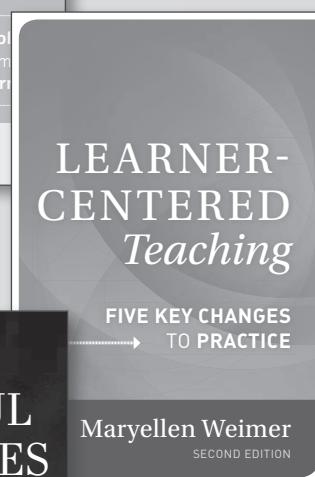
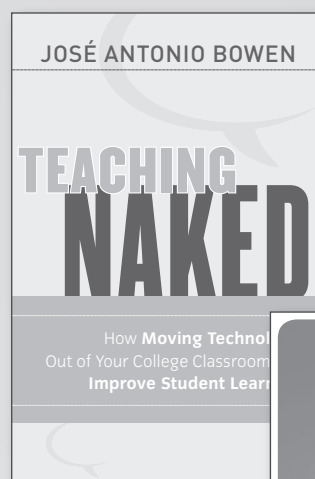


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