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COLLEGE AND UNIVERSITY TEACHING AND LEARNING

Conference Proceedings

CONFERENCE THEME:

EVIDENCE-BASED TEACHING AND LEARNING

Hosted by the International Teaching Learning Cooperative

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Table of Contents

Preface to Conference Proceedings

This September 430 conference participants attended the Lilly Conference on College and University Teaching in Traverse City, Michigan. These individuals came from 123 different institutions, 23 states, and 4 countries. During the conference participants noted many opportunities to have meaningful conversations about issues related to teaching and learning.

The proposal submission process was very competitive this year. Following a blind peer review process with college and university faculty as reviewers, 73% of the proposals were accepted.

The conference proceedings consist of three sections. The first section is comprised of expanded papers written by presenters who agreed to capture material presented in their sessions. These papers were peer reviewed following the conference prior to acceptance into this document. As with all conference participants, their conference presentations were also accepted following a blind, peer review process. The second section includes concurrent session abstracts, listing both the presenters and contributing authors. The final section a listing of Institutions represented by our presenters.

I am grateful to all of the individuals who presented their work at the Lilly Conference on College and University Teaching, Traverse City September 2012. Conference evaluations, supported by anecdotal comments, clearly noted the quality of the session presentations, both in content and delivery.

Of the many things that are needed to make a conference a success, conference presentations are by far the most important. This is certainly a group effort and I appreciate the willingness of the presenters to help make this important event possible.

Todd Zakrajsek, Conference Director

Plenary Presenters

Stephen Carroll and Melissa Ganus
Santa Clara University   Ganus Research Group
Self-Directed Students and MetaLearning:
Helping Students Get the Most from Their Education with Brain-
Based Learning Habits You Can Teach

Sharmila "Pixy" Ferris
Director for Teaching Excellence and Professor of Communication
William Paterson University
Teaching with Technology: The Long View

Jeannie Loeb
Director for Undergraduate Research in Psychology
University of North Carolina Chapel Hill
The Brains Behind Teaching and Learning

Todd Zakrajsek
International Teaching Learning Cooperative
Critical Challenges in Teaching and Learning:
Why Teaching Students How to Learn Is Essential

2012 Invited Presenters

Judith Ableser
Center for Excellence in Teaching and Learning
Oakland University
What Do You Mean I Have to Deal with Disruptive Behaviors,
I Thought I was Here to Teach!

Erik Benson
Humanities
Cornerstone University
Which Avenger Would You Be? Developing a Classroom Persona

Michelle Bigard
Counseling Center
Central Michigan University
Walking the Labyrinth

Milt Cox
Center for Enhancement of Learning, Teaching and Assessment
Miami University
Developing Self-Authorship through Learning Partnerships

Terry Doyle
Reading
Ferris State University
From Teller to a Facilitator of Learning

Lou Foltz
Psychology
Warner Pacific College
Become a Dismal Teacher

Carol Himelhoch
Management
Siena Heights University
Synergistic Learning Community:
Bringing out the Best In Others in an Online Course

Susan Koch
Academic Administration
Walsh College
Interactive Mobile Technologies in the Classroom

Lesa Louch
Teacher Preparation Program
Baker College
Engaging Strategies to Ignite Student Learning
and Promote Responsibility

Jennifer McCrickerd
Philosophy
Drake University
How Teaching and Online Course Made Me a Better Teacher

Dana Munk
Department of Movement Science
Grand Valley State University
Being Real in the Classroom:
Pathway to Greater Connection with Students

Tamara Rosier
Davenport University
Lucky Socks: Teaching Students to Reframe Their
Successes and Failures

Keith Whittington
Interactive Games and Media Department
Rochester Institute of Technology
How to Infuse Active Learning into the Classroom While
Maximizing Student Learning and Satisfaction

Conference Papers

Polling Technology Facilitates Decision-Making Skills in the Flipped Classroom

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Abstract

To enhance student self-confidence, the author transformed his feline internal medicine course from a didactic format to a student-centered experience. Improved pedagogical application of a polling program appeared to strengthen engagement and decision-making skills when applied to case studies in the flipped classroom. Using their smartphones, tablets, or laptops, conference attendees will participate in an interactive session that illustrates best practices and indications for polling technology, including peer learning and peer calibration.

The Classroom Challenge

The first three years of the veterinary medical curriculum are an intense experience of didactic classes and laboratories, often involving 21 or more semester credit hours. The fourth and final year is spent in the veterinary medical teaching hospital, working in small groups with faculty members, house officers, technicians, clients, and patients. The abrupt transition from the relatively passive environment of the large classroom, in which students are reluctant to answer questions, to the examination room where opinions and recommendations are sought, can be very stressful for the learner.

Polling Technology in the Flipped Classroom

The presenter teaches a 16-contact-hour elective course on feline internal medicine to 80 students in the last month of the third-year curriculum. In spring semester 2010, the course was transformed from a didactic format of subject-based lectures to case-based discussions. Patient histories, laboratory data, diagnostic images, and questions were posted on the server for review before class. The change of course format was intended to provide the students with a timely opportunity to strengthen their decision-making and communication skills before starting their clinical rotations. Predictable challenges arose in engaging the students in dialog in which they were expected to express their opinions in front of their peers.

To encourage decision-making and audience engagement, polling technology (Poll Everywhere™) was incorporated in the class in 2011 and its use was refined in 2012. Poll Everywhere™ was chosen because the presenter wanted to encourage the use of smartphones, tablets, and e-readers in class – mobile technologies on which the students will depend for life-long learning after graduation. Also, the system allows for easy submission of narrative

responses which are essential when discussing diagnostic and therapeutic strategies. Lastly, many of the students had developed negative opinions about the university clicker system because of its user-unfriendliness and because it was linked to grades and attendance.

Reflections of the Presenter

In hindsight, the polling technology was over-used initially in 2011; the presenter was enamored with the technology and was not selective about the questions he asked – incorporating polling activities too many times into each class session. Following a literature review of the pedagogy of classroom response systems in preparation for a campus lecture in winter 2012, the technology subsequently was used more sparingly to test prior knowledge, determine understanding of critical concepts, and promote peer learning. In the presenter's experience, the quality of question development and the time of polling exercises were central to positive learning outcomes. Multiple-choice questions that focused on the comprehension of essential concepts, and that often produced discordant student responses, were particularly effective. In those situations, the initial results were cleared from the screen after brief discussion, and the students then were asked to persuade their peers sitting close by that their own original response was correct. The students then responded again to the same question and the comparisons to the first set of questions were noted and discussed in depth. Because communication skills are an essential competency for veterinarians, the majority of questions posed in class were verbal, rather than using Poll Everywhere™. It was the presenter's anecdotal impression that the appropriate incorporation of polling technology in a low-risk format appeared to foster more relaxed verbal interaction in the classroom.

Feedback from the Students

Student evaluations revealed important observations including the detrimental effect of hand-raising on completion of thought processes during questioning, the genuine investment by students in their responses using polling technology, and the value to students of peer calibration when viewing results. Students provided very useful feedback about the most effective use of multiple-choice and narrative questions with Poll Everywhere™ technology.

Learning Objectives and Anticipated Outcomes for Attendees

By the end of the presentation, participants should be able to:
1. Evaluate the role of polling technology in improving engagement and self-confidence.
2. Create questions for classroom response systems that promote reflection and good opportunities for peer learning.
3. Determine if polling technology might complement the instructional strategies that they use in their courses to improve learning outcomes.
4. Describe best practices for the use of polling technologies in the large classroom.

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Engaging Learners: Challenges, Strategies, and Classroom Assessment

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Abstract: Challenges of engaging students on real world culturally sensitive topics in a general education transcultural course are the essence of this presentation. Strategies used to create a safe environment in which students are free to state beliefs and opinions also hold students accountable to listen and respect other viewpoints. To this end, utilization of ground rules on civility, evidence-based teaching principles, and classroom assessment findings will be explored in relation to selection of teaching methods.

Issue being addressed: Challenges of student engagement

Objective 1 Discuss challenges of student engagement on multicultural and diversity topics.
Challenges of engaging students arise for all faculty in their teaching from the beginning of course development to the dynamics of student-faculty interaction. The challenge of engagement is ever present in both the traditional classroom and distributive learning environments. Faculty readily recognize the cognitive domain with its challenge of stimulating student interest in the subject. To this end, faculty must strive to connect subject matter to reality-based situations relevant to the real world (Nilson, 2010; Knowles, 1990; Whitehead, Weiss, & Tappen, 2010). On the other hand, often overlooked is the necessity of targeting the affective domain with its challenges of exploring sensitive issues, emotions, and feelings (Nilson, 2010).

Objective 2 Identify ground rules for creating a safe learning environment.
In the teaching of a transcultural, general education course in which sensitive topics often surface, student engagement cognitively and affectively is a necessity in order for the student to achieve course outcomes, as well as, valued learning. For this to happen, it is critical that the faculty establish a safe learning environment. Setting ground rules at the onset of the course greatly aides in creating a safe environment in which the affective domain may play an essential role in engaging students, and thereby, expanding the depth of learning. Ground rules must incorporate self responsibility, accountability to others, confidentiality, mutual respect, and safety for openness, self disclosure, and diversity of views. The creation of a safe environment makes it possible to push the boundaries in exploring values, norms, and cultural diversity.

Consistently, students themselves present a diversity of cultures. To explore cultures effectively, it is imperative for the student first to develop a self awareness of his or her own cultural background (Purnell & Paulanka, 2008; Giger & Davidhizer, 2008; Spector, 2009). Such self exploration sets the stage for holistically exploring the cultures of other peoples. Select teaching strategies, strategically applied, further enhance student engagement to expand awareness, develop sensitivity, and begin to understand and interact with people from diverse backgrounds.

Objective 3 Identify multiple teaching strategies evolving from evidence-based adult learning principles for self and multicultural exploration. Three assignments were designed to engage students in active learning in this transcultural course. The first assignment involves self exploration in a "My Story", an activity in which students gain deeper self awareness as they explore their own history and cultural background.

Collaborative learning with peers in small groups is required in the second project. Each group selects a culture to present to the class in a creative manner. Following the presentation, the group submits a summary profile to the instructor detailing the strategies used for engaging the student audience. The groups not presenting participate in any activities directed by the presenters, follow-up discussion, and collectively write a summary profile of major learning outcomes. Beyond student led discussion, skillful faculty management of discussions to maximize active participation is of utmost importance with discussion being defined as "a productive exchange of viewpoints, a collective exploration of issues" (Nilson, 2010, p. 127).

Finally, the third assignment is completed individually with the expectation that students build on prior learning from the first two assignments. The "Cultural Interview/Assessment" requires the student to locate a person from a culture different than his or her own, use the evidence-based interview questions provided in the course, and apply socio-cultural theoretical principles to the analysis of the findings (Purnell & Paulanka, 2008; Neuman & Fawcett, 2011). A brief oral summary report is given in class.

Objective 4 Examine classroom assessment findings on learning preferences.
Preferred learning preferences can be a determining factor when considering what teaching strategies would have higher degrees of effectiveness for engaging students. "Teaching to different learning styles is a major factor of equity" (Nilson, 2010, p.229). Classroom assessment of preferred learning methods has been initiated and is ongoing. Preliminary findings support educational methodologies embedded in this transcultural course.

Outcomes. The processes used to engage students in meaningful, relevant, real world learning have been examined. An evidence-based instructional design was featured in which adult learning principles and various teaching/learning strategies were applied. Responsibilities, accountability, and mutual respect rest with both faculty and students. Motivation to learn and ultimate engagement must come from within the student, while faculty assumes responsibility to assure a safe environment to explore sensitive topics and differing viewpoints on real world matters. Citing the words of Nilson (2010), the authors' anticipated outcomes are to "induce genuine fascination with the subject, a sense of relevance and applicability to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it" (p. 51). This vision can only be experienced in partnership between faculty/student, students/students, and students/people from diverse backgrounds. Only then will the educational goals of expanding awareness, sensitivity, and beginning cultural competence be realized.

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Trust-full Learning

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Abstract
Interpersonal dynamics shape learning. Replacing a hierarchical structure of interaction with a community of learners requires that participants willingly expose their academic and other limitations in a group setting. When trust among participants replaces fear of ridicule and failure, dialog and mutual respect foster learning of both academic content and communication skills. In this session, participants will explore strategies that emphasize trust in individual responsibility, critical dialogs, and encouragement as keys to promote students' learning.

Issue being addressed
Classroom interactions that foster competition, whether overt or covert, inspire reticence and fear that inhibit learning. In an emotionally unsafe classroom, students often equate academic risk-taking with social or personal risk and withdraw to defensive positions of silence and isolation. When instructors use communication strategies to create academic spaces of trust-full learning, mutual respect, individual responsibility, and the willingness to engage in dialog increase, creating classrooms of collaboration in which the deliberate sharing of perceived and real limitations supports learning. Classrooms operating as trust-full spaces rely upon socially supportive interactions to enhance learning through academically and personally challenging opportunities for personal and intellectual growth, by students and instructors alike.

Literature review and background experiences
Related to our notion that learning is shaped by social interactions, Leigh M. O'Brian's *Points of Departure: Caring in the Ivory Tower* argues that caring relationships benefit both students and instructors. Thayer-Bacon, Arnold, and Stoots (1998) found in their study that instructors who care are more successful in their teaching and are also more likely to have a lasting impact on their students. At the core of caring for each other, lies the notion of valuing individuals as whole persons as both hooks (2003) and Freire (1970) have argued. Kasl and Yorks (2002) developed a framework for the affective domain of teaching that is built around a phenomenological understanding of experience and allows for whole-person learning strategies and for learning-within-relationships. The notion of taking into account experiences and multiple ways of knowing supports emphatic knowing and learning with and from others and serves as a precursor to creating a foundation for trust-full learning.
Many of our own ideas and strategies build on Aidan Curzon-Hudson's thought piece *A Pedagogy of Trust in Higher Learning* (2002) which examines the role of trust as a foundation to learning in higher education. The willingness to take a risk (e.g. explore new spaces and frameworks, engage in dialogue with others, reveal a lack of knowledge or experience) and a sense of freedom are closely connected to trust in the learning environment, and only by strengthening this connection can we encourage students and allow ourselves to realize our "potentiality." Curzon-Hudson's idea of realizing one's potentiality is not tied to a discipline, instead it inspires to build deep relationships with others, to leave familiar settings, and to interact with one's environment as a whole. Thus trust in higher education has to go beyond a student's trust in fair assessment; students have to be able to trust that they are challenged,

supported, and encouraged in their inquiries. They have to be able to trust that their willingness to take a risk, their position, and their perspective are valued and respected. They also have to be able to trust that teachers reflect on their own position and power and, we would add, that we as instructors believe that our own potentiality can be achieved by taking risks and by trusting.

Learning objectives
Participants will develop strategies of communication that encourage students to speak freely (and also to listen) and will be able to use communication strategies that promote a positive classroom atmosphere. As a group, we will identify strategies for facilitating discussions that encourage the revelation of a lack of knowledge, and we will explore strategies for using students' lack of knowledge and discomfort with material as a way to enhance learning. In addition, attendees will develop strategies for conveying value and trust for each person in the room and will discuss strategies to individualize examples and to create an inclusive classroom discussion. As a group, we will also discuss the changing roles of instructors in a trust-full learning environment as it reshapes the interpersonal dynamics of the classroom from traditional hierarchical structures of authority to a mutually accountable community of learners.

Outcome or anticipated outcome
The goal of this session is develop communication strategies that create academic spaces of trust-full learning. Participants will incorporate strategies into their instruction so that students and instructors find the personal and social safety necessary for risk-taking within the group. Ultimately, both students and instructors will more-freely reveal lack of knowledge and collaborate with others through discussion and other activities with commitment to learning, not to emotional self-protection.

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Creating Community in Group Research Projects in Online and Blended Classes

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Abstract

Students in online and blended introductory statistics/research methods classes participated in small groups and across classes to create a group survey and develop papers based on the data. The amount of and methods of peer interaction varied across the two classes. Attitudes toward research were measured at the start and end of the class, and students were given an opportunity to provide feedback about processes and tools used for project completion.

Introduction

As more classes and programs are developing an online presence, there is a need to address many different challenges in blended on online learning. It has long been recognized that connection to others in online classes is critical, and early online and blended classes primarily made use of asynchronous discussion forums as a method for interaction. Blended classes offer additional challenges, with a need to determine what is best presented in class and online.

Within the discipline of psychology, research methods and statistics are often considered to be critical. Students often have a variety of anxieties and fears related to learning about statistics and research methods (Papanastasiou, 2005, 2008), and these are often amplified when the class is taught in an online format. A specific challenge involves the development of individual and group research projects within a blended or online course setting.

The current paper describes an effort to support group and class collaboration on a survey research project. The collaboration included some instructor-facilitated connection across two sections of the class. Variables explored include student postings on online forums within the class, student comments on the process of research, quantitative results on an Attitudes Toward Research Scale, a Research Environment scale, and selected questions from a student survey about class performance and overall grade point average, perceptions about the instructor, and perceptions about student connectivity within the class.

Methodology

Participants. Participants included members of two classes in Introductory Research Methods and Statistics, including a face-to-face class (n = 22) and an online class (n = 26). *Procedures and Measures.* Both the online class and the face-to-face class were set up in a course management system (Sakai). Students in the online class were assigned groups for the project, and students in the face-to-face class were allowed to select their own groups. The project development was designed in the same manner across the two sections, within a Forum, which had subsections addressing major steps in project development. A common theme was used as a starting point (differences between online and face-to-face students), and students generated ideas and hypotheses related to their interests and ideas. There were four basic steps in project development that evolved across an eight week period (see Table 1).

Variables that are examined include the number and type of forum posts, and selected items from the class-developed survey. In addition, results from an end of term survey are included, including quantitative results on an Attitudes Toward Research Scale, a Research Environment scale, and comments from students about struggles in the process, ways in which they and the instructor might have improved the process, and how their attitudes toward research were impacted.

Data Analysis and Results

Online and blended students did not differ on several measured quantitative variables, based on independent samples t tests. Specifically there was no difference between online and blended class students in
• Overall GPA or reported performance in course
• Perception of instructor's willingness to answer questions, caring about their personal class performance, contact with instructor about class and other concerns
• Subscales of Attitudes toward Research Scale.
• Research Environment scale or items

However, an examination of forum postings within the classes, suggested that the online students were much more likely to participate in online forums about their projects. The types of posts that were most often included involved clarifying the process, developing ideas, responses to others, and acknowledging when a question had been answered. Students in the online class were much more

Part 1 of Project Developing Hypotheses, Measurement Processes and Background Literature				
	Total Posts	Instructor Posts	Student Posts	Average Number of Student Posts
Blended	46	22	24	1.09
Online	137	45	92	3.54
Part 2 of Project Refining Measurement and Developing Class Survey				
Blended	4	1	3	0.14
Online	44	11	33	1.27
Part 3 of Project Interpreting Posted Statistical Results Based on Hypothesis				
Blended	0	0	0	0
Online	127	12	115	4.42
Part 4 of Project Developing and Refining Paper Drafts				
Blended	9	9	0	0
Online	185	16	169	6.50

likely to describe struggles with the group process, while students with face-toface students were more likely to describe struggles with conceptual issues.

Discussion/Conclusion

Students in online classes participated more in forums, but expressed frustration with the process. A few students expressed a wish for synchronous communication, or more traditional formats such as phone calls. Students did not use the available chat. The most comfortable environment may depend on technology skills of students (e.g., Google Docs, etc).

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Using web-based audience response systems to enhance student interaction in online classes

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Abstract

Student Response Systems (SRS) are mostly used to enhance student engagement in large face-to-face classes. This presentation emphasizes the benefits of web-based SRS like Poll Everywhere and Wallwisher in online classes. It demonstrates how SRS can complement online discussion forums and help with one of the most important challenges of distance education: facilitating student interaction. The author provides examples of synchronous and asynchronous online class activities using SRS.

Issues being addressed

Effective instruction requires an environment that facilitates active learning (Prince, 2004). In such an environment the instructor has opportunities to interact with learners, to guide and support their learning; and students have opportunities to engage with, and learn from, each other. In my experience such an environment may be harder to achieve online than face-to-face. I have found that Student Response Systems like clickers are helpful in the face-to-face classroom, especially large lectures, so I have looked for ways to adapt such techniques online. Of course, it is possible to replicate student polling in live online classes, using features embedded in video-conferencing like Elluminate, but such software is costly, has a steep learning curve for both instructor and students, and requires synchronous instruction. I needed tools that could be used asynchronously and were easy to use while still providing some, if not all, of the benefits of SRS.

Background experience

Extensive research on Student Response Systems (SRS), sometimes also called Audience Response Systems (ARS), has demonstrated their benefits in face-to-face classes. They help improve the classroom environment, especially regarding attendance, attention levels, participation and engagement. They also improve learning through student interactions and facilitate assessment (Bruff, 2009; Kay & LeSage, 2009). Particularly noteworthy is their ability to promote student engagement in large lectures and to provide instructors with immediate feedback so they can adjust the content or pace of their teaching.

Clickers are the most common form of SRS, but they are now being supplemented by web-based response systems such as Poll Everywhere, which allow students to use a computer or cell phones for input (Educause Learning Initiative, 2011; Nielsen & Webb, 2011, p. xvi). The web-based nature of the new tools makes it possible to use them in distance education, but few online teachers have experimented with them. Some instructors have included web-based polling in synchronous online lectures (Harris & Zeng, 2010; Stav, Nielsen, Hansen-Nygard, & Thorseth, 2010). Others have created post-lecture surveys for assessment purposes. (Sonntag, 2007; Tong, 2012).

Learning objectives

My objective is to use free web-based response systems to help address some of the biggest challenges of online instruction, especially student isolation, the difficulty of creating a sense of community among

participants, and the lack of student engagement and dynamic student interactions. Such systems offer easy, fast and visually appealing ways to deploy a virtual classroom where students are aware of each other's presence and are actively engaged.

Outcome

The web-based response systems I have selected are not only free and easy to use; they can be embedded in learning management systems (LMS); they allow for anonymous polling but also offer a student identification feature; they can be used for synchronous or asynchronous instruction; and they provide immediate display of results on a "board" or "wall." Two such systems are Poll Everywhere (for multiple-choice or open-ended questions) and Wallwisher (open-ended questions only). With Poll Everywhere it is possible to set up embedded polls where users click on the answer of their choosing directly on the web page (Poll Everywhere, 2008). I have used both systems to design learning activities in three areas: to improve the classroom environment, learning, and assessment. In many cases the strategies and exercises used with clickers can be replicated or adapted. For example, web-based response systems can be used to complement traditional discussion forums. Thus, I set up ice-breaker questions to bring students together virtually. Multiple-choice questions on their major, their learning styles or experience with online courses give students a quick overview of their fellow learners. I use it as the basis for an online discussion where students comment on the results of the polls.

Online response systems also facilitate discussion of readings and other course content. For example, I use multiple-choice questions in Poll Everywhere to get students to choose between various interpretations of an ambiguous story, and ask open-ended questions on a Wallwisher board to explore the causes of their choices. Anonymity encourages honest participation, especially when controversial topics are involved or students feel uncertain about the answers. Embedded in the LMS, the poll charts and message boards help bring students together in a virtual classroom and visualize student interactions through easy to use, fun interfaces. In face-to-face instruction, the students' presence in the classroom is generally enough of an incentive to participate in the polls. Online, however, such incentives are missing. To ensure student participation, the polls should be placed strategically in the LMS and input should be made simple. With Poll Everywhere and Wallwisher, students only need to click on the board embedded in their course page to participate. If the polls are anonymous, the questions can be made a prerequisite to some graded activity like a discussion forum. If they are not, of course, the questions themselves can be graded.

Finally, content and process questions can be used throughout the course to assess student learning (Bruff, 2009, p. 72; Kay & LeSage, 2009, p. 823). For example, every week I ask students to submit a message on Wallwisher about the most difficult aspect of the week's lesson. However, instructors should be aware that if polls are asynchronous students may be influenced by the answers already submitted by their peers, thus skewing the results.

Overall, web-based SRS are easy to implement and use. Some students may find there is a learning curve, but technological problems are minimal. Research has found that SRS facilitate peer-to-peer discussions, in-depth questions, more widespread expression of student thinking, and active learning in face-to-face instruction (Kay & LeSage, 2009, p.821). In asynchronous distance instruction the main challenge is pedagogical: student polling should be used to achieve clear learning objectives, and the questions need to be carefully formulated to achieve the desired results. Provided these conditions are met there is no reason these benefits cannot be brought to the virtual classroom.

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Realizing My Place – Appreciating Difference

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"If you tell me, I forget; if you teach me, I may not remember; if you involve me, I learn." This Chinese proverb can be put to the test when engaging students in learning, understanding and appreciating others who are different from themselves. All students must have a sense of place and belonging when learning about different cultures—where their culture intersects with other cultures is important to teaching diversity in the classroom. To involve all students not only deepens a student's understanding of themselves and others but also strengthens student-learning outcomes.

The belief that understanding one's own cultural heritage and worldview is the starting place for understanding others is one of the 11 characteristics of multicultural awareness posited by Pope and Reynolds (1997). With this in mind, I engaged students in a 100-level multicultural concepts and issues course in an intentional discovery of self by having them produce an ethnic heritage paper. To do so, they had to answer the central questions put forth by Ortiz and Patton (2012): Who am I? Where did I come from? How did I get here? What were the circumstances?

Once students know their multiple identities and how they intersect, they're ready to learn how their identities are connected to others. They learn to understand others by answering other relevant questions: How do I see myself in relation to others? What do we share in common? What does it mean to me? Can I still be me and appreciate difference? (Ortiz and Patton, 2012). Finally, students share their ethnic heritage findings with their classmates because as the philosopher, Hannah Arendt, contends, "We humanize what is going on in the world and in ourselves only by speaking of it, and in the course of speaking of it we learn . . . ." Students learn to understand and appreciate themselves and others.

Those students who are studying to be teachers need to bring the knowledge and appreciation of their own cultural heritage as well as the reflective experience of being an "outsider" to their initial work with diverse children in schools. Hollins and Guzman (2005) argue in a review of the research that our teacher education programs today are still not effectively addressing the preparation of teachers for multicultural classrooms. Castro (2010) concludes that new teachers may be open to teaching in diverse schools, but they still demonstrate a lack of understanding of multicultural education and about the effects of institutionalized racism, they lack critical consciousness, and they continue

to believe in values such as meritocracy that privilege white students while continuing to hold stereotypes of ethnic minority communities.

As way to learn whether we are more effectively preparing teachers for diverse classrooms, to better understand the kinds of connections our new teachers make as they have experiences in diverse schools, and to understand teacher development for diverse classrooms, interviews were conducted with nine teacher candidates (four Latina and five European American students) after practicum in schools and after student teaching. Candidates reflected on how they dealt with and were affected by equity issues in the schools. The research indicates that our teacher candidates do try to connect to the cultural background of their students, they are aware that racism and stereotyping affect achievement, and they utilize strategies in their teaching that support the learning of culturally and linguistically diverse students. All nine teacher candidates also recognized the lack of a multicultural focus in the school curriculum, but they also did not feel confident about how to be change agents in schools.

Change agents can be developed through METAMOCK. This "case" activity merges the analysis of argument with the artistry of enactment, part courtroom and part theatre. The case scenario (Snyder v. Phelps, for example) is presented, characters based on the court case are developed, and audience members role-play the case. A debriefing engages the audience members in a robust discussion about how the portrayal of characters carries a new meaning. In the case of *Snyder v. Phelps*, audience members weigh private grieving balanced against free speech. Thus, we come full circle and honor the promise of the proverb, "If you tell me, I forget; if you teach me, I may not remember; if you involve me, I learn."

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Cohort Model: Response to Groupthink Encountered in a MSW

Distance Education Program

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Abstract

A cohort is a group of students who begin and end a program of study within a specified time frame as a shared learning experience. A case study from a program located in a rural region of the Midwest is presented. The case analyzes and discusses the influence of groupthink on a cohort experience. Best practices for implementing a cohort-style program are reviewed in response to group dynamics that act as barriers to student learning.

Case Study

Context

The case is a composite of four (4) distinct cohort experiences. The cohorts are composed of nontraditional part-time students in a MSW program located at two (2) distance education sites during the timeframe of 2009-2012. Onsite staff includes a director that administrates and teaches in both sites and a faculty assigned to teach full time at both locations. The director and faculty live and maintain an office within the region. Students and staff are supported by a regional administrative support team also located in the region.

Cohort Disruptions

Over the three-year cohort cycle, there were a variety of programmatic and staff transitions that occurred. These included the resignation of a respected faculty, the introduction of a new faculty while the director was on sabbatical, a change in the structure of the program to a 9-semester, weekend format, and the integration of a group of new students into the existing cohort. Each factor resulted in behavior that generated conflict and tension amongst students and between students and faculty. Faculty intervened with classroom group assignments and activities. Students were provided opportunities to express their concerns with the on-campus director and dean. Changes were implemented. Most students responded to the changes and continued. Several students withdrew from the program.

The cohort experience generates questions. What are the appropriate responses to such a situation? Are there preventive measures to orient students to the cohort experience? In a cohort, where there is fertile ground for groupthink, what interventions are available to reduce tension and conflict?

Literature Review

In education, the cohort format is utilized to engage students in a common learning experience (Maher, 2004; Sathe, 2009). Cohort programs have been in use for many years, and are used in a number of MSW distance education programs. Peer support and the development of interpersonal skills are often cited benefits of this model (Barnett et. al., 2000; Maher, 2004; Radencich, et. al., 1998; Scribner & Donaldson, 2001; Teitel, 1997). Also, students who participate in a cohort spend a great deal of time together and are able to significantly impact each other's personal and professional development. While many benefits are associated with the cohort model, a number of limitations are identified in the literature. One that presents itself in numerous studies (Maher, 2004; Radencich, et. al, 1998; Teitel, 1997) is the isolation perceived as "other" from the group. Also, groupthink and the impact of cliques that occur within cohorts to create tension and conflict is a prevalent theme in the literature (Barnett, et. al., 2000; Maher, 2004; Radencich, et. al., 1998; Sapon-Shevin & Chandler-Olcott, 2001; Teitel, 1997).

The impact of such limitations on the cohort experience can be minimized. According to Maher (2005), it is important to clearly inform participants of what is expected of them as a member of the cohort. Furthermore, a discussion of group dynamics and the effect of the cohort experience on relationships can prevent or minimize tensions developing between the members (Radencich, 1998; Maher, 2004; Teitel, 1997). Advice is also provided to faculty to avoid the "role of the outsider" and instead establish "a meaningful connection with the cohort" (Jaffee, 2007, p. 69) to achieve a cohesive community.

Learning Objectives

An analysis of the literature provides the history, definition, benefits, and limitations of the cohort model to inform those who teach using the cohort model. Best practices for the implementation and maintenance of the cohort experience are identified and applied to intervene in a cohort impacted by groupthink using a case example.

Anticipated Outcomes

The cohort experience may produce tension and conflict amongst students and faculty that disrupt relationships and impede learning. Best practices to minimize tensions are identified and integrated into a plan for the orientation of future cohorts. Documentation of the orientation and cohort experience is to occur over a 3-year period to provide analysis and recommendations as to those practices that influence cohesion within the cohort.

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Choose Your Words Wisely

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Abstract

Instructing students to use information ethically to avoid plagiarism and avoiding copyright infringement in a global environment can be successfully incorporated into class without losing instruction time in the classroom. Academic librarians can assist faculty incorporate the standards, performance indicators and the ACRL's Information Literacy Standards into their current content and assignments to meet the student's information needs as they mature academically and prepare them to use information ethically in a global information environment.

Issue

Academic integrity has always been a concern on a university or college campus. The rise of undergraduate research on university and college campuses makes understanding this issue critical to the success of these students as they prepare for presentation and publication. Ease of accessing information online has increased this concern and the need for educating students in the ethical use of information. The Association of College Research Libraries (ACRL) has defined information literacy as "recognize when information is needed and have the ability to locate, evaluate and use effectively use the needed information" has developed five standards for information literacy to provide a framework for librarians to use when assisting faculty incorporate information literacy standards into curriculum and when developing instruction for students. These standards have been endorsed by the American Association for Higher Education and the Council of Independent Colleges.

Academic librarians refer to these standards when developing workshops and other instruction opportunities for students which usually occur in a 50 minute one shot teaching session making it impossible to meet all, or most, of the outcomes contained in the Standards. Partnering with departmental teaching faculty, librarians can assist with incorporating these standards into existing assignments resulting in more robust assignments and engagement from students taking their courses.

Barriers

Faculty and academic librarians' perceptions of each other as well as the concern of losing valuable class time can be barriers to collaboration but can be overcome with an understanding of a shared common purpose focusing on the academic success of students. Recognizing the strengths both bring to the partnership, librarians and faculty can create an environment for students to investigate, research and prepare assignment gaining a deeper understanding of subject material and how to prepare and present information from a variety of resources in a scholarly manner.

Often assumed students enter college with the knowledge of how to avoid plagiarism, students prepare inferior assignments as they have not had the opportunity to learn how to avoid unethical use of information. Librarians have minimal contact with the students and are often called upon by faculty to provide training on searching for information and the need for instruction on how to use the information goes unmet. Research ethics are generally taught at the graduate student level with some instruction provided in undergraduate capstone classes.

Many acts of plagiarism are unintentional and are a result of not understanding what is considered plagiarism and the proper way to cite resources. Students learn as they go as a result of receiving poor grades on their assigned work. They recognize verbatim plagiarism but understanding the areas that are less obvious becomes grayer, needing direction to avoid plagiarism.

Designing Success

 Academic librarians are actively seeking ways to work with teaching faculty. The issue is larger than the library can address single handed as the skills, to be learned, must be included in the curriculum fabric of the institution and should begin in freshman level courses rather than waiting until a student reaches junior, senior or graduate status. The skills build as the need for information increases in the students' academic career.

Librarians at Texas Tech University and Ferrum College are actively seeking ways to connect with faculty and using the ACRL Standards to assist design assignments and instruct students how to research and prepare papers and presentations with proper citation and use of information. Other university and college libraries are also engaged in seeking librarian-faculty partnerships using various methods, the foundation remains the ACRL Standards for Information Literacy and the shared purpose of preparing students to gain a deeper understanding of subject content and using information ethically.

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Social Responsibility and Service Learning: Examining the Efficacy of

Research-based Literacy Interventions for Struggling Readers in Middle School

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Abstract:

Children reaching adolescent years are expected to read independently. Adolescents unable to read proficiently at grade level are at risk of academic failure leading to problems in relationships, behaviors, and potentially dropout (Gillet, Temple, & Crawford, 2008). In 2004, Biancarosa and Snow reported approximately eight million adolescents were struggling readers. This report demonstrates how a service learning project used efficacy-based interventions in a university middle school partnership to improve adolescent reading abilities.

Literature Review:

Pitcher, Martinez, Dicembre, Fewster, and McCormick (2010) examined the stories of seven adolescent students and their reading needs, stating students received no assistance in learning 'strategies' on 'how' to read' for understanding. Recommendations were made for students to see the benefits of improving reading using what they wanted to read. Gillet, Temple, and Crawford (2008) stated specific reading strategies should be taught based on students' interests and abilities. *Study participants were adolescents struggling with reading. The book used in tutoring sessions was the* Hunger Games*; a book students were interested in reading.*

Delivery of reading instruction should be explicit, intensive, and systematic. The content of reading instructional components should include phonological decoding skills, fluency, vocabulary linked to spelling, and comprehension maximizing middle school student performance (Allor & Charad, 2011; Calhoon, Sandow, & Hunter, 2010; Ritchey, 2011). *The reading tutoring program implemented taught the following reading skills: phonological decoding skills, fluency, vocabulary linked to spelling, and comprehension.*

Methodology:

The project began with activities incorporated in the teacher preparation program. The first a reading clinic providing on-site one-on-one tutoring (Houge & Geier, 2009). The instructional practices used included: word study decoding polysyllabic words, fluency (rate and prosody), vocabulary (recognition and spelling), and comprehension (guided reading activities) (Mokhtari, Hutchison, & Edwards, 2010; Thames, Reeves, Kazelskis, York, Boling, Newell, & Wang, 2008). The second a special education course in involving legal issues awareness and special education student needs. Candidates were required to engage in 15 hours of special education activities outside of class (Jenkins, & Sheehey, 2009). *The project linked service learning and social responsibility with teacher education training in a community school partnership.*

Candidates interested in expanding upon the opportunities of extending social responsibilities and service learning for others in the teacher preparation program put together a proposal to work with a local middle school providing one-on-one reading tutoring for referred students, and soliciting volunteer teacher candidates to engage in a service learning activity and social responsibility in their community (Iverson, & James, 2010; Levesque-Bristol, Knapp, & Fisher, 2010). The professors agreed to make this part of the coursework. All together the project included three professors, a graduate student, and approximately 25 undergraduate students. This project occurred over the spring 2012 semester. Participants in the middle school included 20 volunteer six graders who were recommended by their teachers.

Data Analysis and Results:

Pre and post reading performance data was collected using the *Gray Oral Reading Test-Fourth Edition* (GORT-4) (Campbell, Faulkner, & Pridham, 2010). Scores provide data on oral reading skills: rate, accuracy, fluency, comprehension, and overall reading ability. Initial data collection was used for baseline information as well as to determine participant placement in skill instructional area of need. Due to space limitations this report will share the pre/post reading rate, fluency, accuracy, and comprehension for five students representative of the whole.

Student	Rate Pre/Post	Fluency Pre/Post	Accuracy Pre/Post	Comprehension Pre/Post	Overall Pre/Post
St. #1	9/16 % tile	25/75 %tile	16/37 %tile	25/37 %tile	16/34 %tile
St. #2	2/6 % tile	5/16 % tile	>1/2 % tile	2/16 % tile	>1/4 %tile
St. #3	5/16 % tile	16/16 % tile	2/9 % tile	9/16 % tile	4/8 %tile
St. #4	50/37 % tile	25/37 % tile	37/63 % tile	50/63 % tile	27/66 %tile
St. #5	25/50 % tile	50/63 % tile	25/75 % tile	50/63 % tile	42/66 %tile

Discussion/Conclusion:

Overall students improved pre/post in accuracy and comprehension to a greater degree than in reading rate and fluency. It was determined the reason for these differences was students spend more time decoding the words and understanding the meaning of vocabulary. All students who participated in total tutoring sessions improved in their overall reading ability. Recommendations for future research would include increased time, ten to twelve weeks.

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Scaffolding Student Leaning with Multimedia Demonstrations in Difficult Subjects

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Abstract

Are your students struggling with difficult subjects such as statistics, mathematics, accounting, finance, etc.? This project proposes an instructional scaffolding method to help students to overcome challenges in such subjects. It decomposes complex problem-solving processes into small steps, and demonstrates each step with multimedia presentations. This method intends to reduce student anxiety and increase their confidence and learning effectiveness.

Issue being addressed

Many students are experiencing tremendous difficulties in learning complex problem-solving processes in statistics, mathematics, accounting, finance, and other subjects. In my statistics classes, for example, some students have a hard time learning how to solve real world problems with statistical techniques. The difficulties come from five aspects. 1) Students are not familiar with the data analysis software. 2) Mathematics is challenging. 3) Statistical terms and expressions are like a foreign language. 4) Class is conducted completely online. 5) The above four aspects result in nervousness, frustration and low confidence, which add another level of difficulty on top of the first four.

In order to help students to overcome these difficulties and master statistical problem-solving skills, this project provides them with instructional scaffolding in the form of step-by-step multimedia demonstrations.

Literature Review and Background Experience

Scaffolding is a metaphor that refers to the tailored supports provided to students. It helps students to master a new concept or process that they can hardly grasp without the help (Sawyer, 2006). When students get familiar with the learning process and develop appropriate learning strategies for the subject, the supports are gradually removed (Benson, 1997). Instructional scaffolding facilitates students to conquer the challenges they face in a new subject, enhance their learning skills and reduce negative emotions. Scaffolding may take place in many formats. One is technical scaffolding, where computers or other technologies are used to replace teachers to provide help to students (Yelland and Masters, 2007; Lai and Law, 2006). These days, many software and online tools are available for creating scaffolding tools.

Communication theories (e.g., cue-summation theory and dual coding theory) show that information transferred in more than one communication channel is often better received than in a single channel. Thus multi-channel communication helps to improve learning effectiveness (Moore et al. 1996; Paivio 1991; Severin 1967). Therefore, this project proposed to create scaffolding tools that transfer information in multiple channels.

In this project, a number of ways to develop multimedia demonstrations have been explored. These include static online presentations, online screen recorders such as Jing and Screencast-O-Matic, MS PowerPoint, commercial media producing companies, among others. Each method

has its advantages and disadvantages. Eventually MS PowerPoint was selected to develop the demonstrations for the number of information channels it supports.

Each demonstration includes texts, images, animations, audio narrations and videos. Information is conveyed via textual, pictorial, verbal, and visual channels. All the channels are organized together to tell a smooth story, showing students how to solve a real-world problem step by step. This may reduce their cognitive burden and anxiety. Further, it may increase their self-confidence, learning effectiveness, and learning efficiency.

Learning Objectives
With the scaffolding of this project, students in a graduate statistics course are expected to be able to:
- Identify an appropriate statistical technique to solve a given problem
- Use the statistical technique to present or analyze data
- Interpret the data analysis results to solve the problem
- Improve efficiency and effectiveness in learning statistics
- Reduce anxiety and frustration in learning statistics
- Enhance self-confidence in learning statistics

Anticipated Outcomes
The effects of the project on student learning will be assessed using objective data and a survey. The multi-media demonstrations will be provided in several statistics course sessions in the fall 2012 and winter 2013 quarters. Student final exam performance data will be collected from these sessions and then compared to previous sessions (when the demonstrations were not used) using t-test or ANOVA. In addition, chi-square test will be conducted to test whether more students successfully completed the course than previously. The previous and future sessions use the same syllabus, are delivered by the same faculty members, and use the same final exam. If the tests reveal significant improvements, it may indicate that the demonstrations are helpful in enhancing student learning effectiveness.

An online survey will be administered to the students in the fall'12 and winter'13 sessions where the demonstrations will be provided. The survey will ask questions regarding whether the demonstrations have helped them to master problem-solving skills using statistics, enhance self-confidence, reduce anxiety and frustration, improve learning efficiency and effectiveness, and complete the course successfully. Open-ended questions will be used to solicit feedback on the strengths of the demonstrations and areas for improvements.

If the project is found to be helpful, then this method will be used to develop scaffolding tools for other courses such as accounting, finance, etc. in the Center for Graduate Studies at Baker College.

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Using the Learning Partnerships Model to Transform Student Learning

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Abstract

The Learning Partnerships Model (Baxter Magolda & King, 2004) was used to promote learning within a graduate student course. Specifically, the course focused students' attention on both how they made meaning, as well as an experience on campus they could transform to be more learning-centered. Data from the course indicates that by students learning how they made meaning they could consider what such a process meant in various environments. Furthermore, offices are adopting the experiences the students made more learning-centered.

Issue Being Addressed

Engaged Learning

Literature Review

While the purpose of the course was for students to gain a complex understanding of transformative learning, how the course was designed to achieve its purpose serves as the focus of this presentation. Specifically, the foundation of the course was the Learning Partnerships Model [LPM] (Baxter Magolda & King, 2004). The LPM is a culturally inclusive model designed specifically to promote transformative learning. It is based on a longitudinal study conducted by Marcia Baxter Magolda (2001), and is composed of three principles and three assumptions. The three principles are: validate the learner as knower; situate learning in the learner's environment; and co-construct the meaning that is made (Baxter Magolda & King, 2004). The three assumptions are: knowledge is complex and socially constructed; self is central to knowledge construction; and authority and expertise are shared in the mutual construction of knowledge (Baxter Magolda & King, 2004). Three areas were addressed in this course through the use of the LPM: how to make one's work learning-centered, seeing one's own role in organizational behavior, and organizational change.

Institutions of higher education are experiencing pressure to demonstrate what students are learning (Hart Research Associates, 2010). While much talk is made of learning-centered practice there is minimal conversation about how learning occurs (Young, 2012), resulting in the assumption being made that learning is simply happening. The experience provided by this course provided students not only the knowledge about how learning occurs (Zull, 2002), as well as how meaning is made (Baxter Magolda, 2001), but also asked graduate students who aim to work in higher education to deeply explore what it could look like if their practice was grounded in transformative learning.

Frustrations within organizations are often quick to surface if one is willing to listen to complaints. For some graduate students in particular, it is all-too-common to feel like no one is willing to listen, that those in charge make ridiculous decisions, and that what is being taught in the classroom is not matching with what is being experienced in an assistantship site. Infrequently are such students encouraged to examine the basis for their own behaviors and thoughts within and about their organization. Through guided reflection based on the mental model offered by Kegan and Lahey (2001), as well as through strategic course design grounded in the LPM (Baxter Magolda & King, 2004) this experience asked graduate students to recognize and examine the assumptions guiding their behaviors, thereby allowing them to see the influence they did have.

There are multiple ways of viewing how an organization operates, and being able to view an organization from multiple perspectives allows an individual to operate as a change agent (Morgan, 2006). Through the course discussed, students were asked to explore through use of the LPM (Baxter Magolda & King, 2004) how the organization they worked within operates and identify how they can positively impact it. By encouraging learning-centered, intentional interaction within the organizational environment, this experience supplied students with the opportunity to seriously consider and apply the influence they possessed.

Learning Objectives

1. To identify the Learning Partnerships Model and how it connects to the biology of learning.
2. To describe how the Learning Partnerships Model was used throughout the course and the effects on students learning of doing so.
3. Explore ways the Learning Partnerships Model can be brought into one's courses.

Outcomes

1. A visual model will be used to explain the Learning Partnerships Model and its connection to the biology of learning.
2. The model will be used to explore how the course was designed using the model in all aspects: assignments, course structure, etc.
3. Data will be shared from students and others at the institution articulating the effects of the Learning Partnerships Model on learning of both the students and the institution.
4. Engage the participants in a discussion about how the model can be incorporated in their practice through question and answer.

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SUBMERSIVE LEARNING:
AN INTERACTIVE LEARNING APPROACH TO ENHANCE VISITOR EXPERIENCE IN A MUSEUM SETTING

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ABSTRACT

Located on the south side of the Muskegon Lake Channel, the Great Lakes Naval Memorial and Museum (GLNMM) is host to the USS Silversides a World War II submarine and McLane, a U.S. Coast Guard Cutter. In order to enhance the visitor experience at the museum and provide additional educational content the museum is implementing several interactive educational components. These components include the interactive "Shipmate & ROV Oceanographer Program", Quick Response Codes (QR Codes) and increased technology for current Remotely Operated Vehicle (ROV) Programs.

KEYWORDS: Quick Response Codes (QR codes), mobile technology, educational technology, visitor experience, interactive education, museum education, Remotely Operated Vehicle programs

ISSUE BEING ADDRESSED

Since 1987 the Great Lakes Naval Memorial and Museum (GLNMM) located on the south side of the Muskegon Lake Channel, has provided extensive information regarding World War II, submarines, the Cold War, and Great Lakes shipping. The museum has a wide range of exhibits and displays which relate to marine technology and the role of the U.S. Navy Submarine Service.[i]

This nonprofit museum is unique, not only because it is home to these two submarines, but also because it allows a chance to explore and stay on the submarines. Groups and individuals can take advantage of the GLNMM Overnight Encampment Program and stay aboard both the USS Silversides and USCGC McLane. Furthermore, the GLNMM provides an Underwater Robotics Program which provides children and adults with an opportunity to build, design and operate fully functional Remotely Operated Vehicles (ROV). This class requires no past experience with robotics, offering an option for both schools and families.[ii]

With current research pointing to the benefits of interactive learning[iii] the museum saw the need to offer new applications to their current educational offerings. Furthermore, the museum looked to broaden their reach and offer these educational experiences to visitors not only in the brick and mortar location, but also through online means.[iv]

LEARNING OBJECTIVES

To significantly address the issues faced by the GLNMM in regards to improving the educational components of the visitor experience it was discovered that a single solution was inadequate. In fact, a comprehensive three-pronged approach seemed to be the best means of addressing the issue at hand. The three prongs include creating a "Shipmate & ROV Oceanographer Program" providing both surface and deep level interactive learning[v] for students, designing QR Codes to be placed around the museum and delivering the newly created educational components to a larger audience through web technologies.

SHIPMATE & ROV OCEANOGRAPHER PROGRAM

In conjunction with the workshops provided at the USS Silversides Submarine Museum, two new programs are available for students in grades K-8. Junior Shipmates is a program to enhance learning about submarines in addition to the USS Silversides Submarine Museum workshops and instruction. Junior ROV Oceanographer promotes learning about how ROV's operate and how they are used. Two booklets were compiled with activities, experiments and facts to expand understanding of vocabulary and concepts such as buoyancy, water pressure, sonar, and communication systems. Some of the activities build on those taught at the Museum; others provide further exploration of related topics to be completed in a classroom setting or individually by a student. Upon completion of a required number of activities, a student can earn a certificate and be eligible for a USS Silversides patch. Each booklet has a resource list for further information (books, video clips) for students and teachers. The booklets are available on the website.

QR CODES

Two-dimensional Quick Response codes have been used with great success since they were developed in the 1990s. QR codes can be used in a wide array of applications due to their ease of creation, wide range of encoding possibilities, confidentiality, anti-counterfeiting and error correcting capabilities.[vi]   Initially QR

codes were used in standard automotive manufacturing applications, but have since grown in use with mobile technology advancements. Museums and other public places of interest have a unique opportunity to harness the power of the QR code to create a heightened level of interactivity for their visitors.[vii]

The GLNMM identified QR codes as an opportunity to give visitors a heightened or deeper level of educational information instantaneously. There are currently thirteen QR locations throughout the museum that any-age visitor can access through their mobile internet accessible device, or at a later time, with any type of internet accessible device. Located next to specific exhibits or artifacts there are specially designed QR codes that are to be scanned using a mobile internet accessible device. Alongside the QR code, there are hyperlinks a visitor can write down and access later if they are not equipped with a mobile internet accessible device. The practical technology behind the QR code directs the mobile internet accessible device to interactive educational content located on specifically chosen websites, which drill deeper into the educational content of the exhibit or artifact located in the museum. This type of application has seen great success in museums worldwide. [viii] The primary benefit of this application is the ability for the museum to offer "Deep Learning" content for those visitors who would like to know more, while leaving the exhibit space free of textual clutter and focused on "Surface Learning" content.[ix]

INCREASED TECHNOLOGY

The need to reach a larger audience is a primary goal for the GLNMM and is in line with the work of Peter Norvig, who believes that education should be accessible to people where they are at.[x] The museum has the opportunity to reach more "visitors" a day with increased technology. Currently the GLNMM has a website that is accessible to the greater public, however to find the website in a search engine the "visitor" has to be quite specific with their search terms. It is the goal of the museum to increase the visibility of the website by using Google AdWords. Google AdWords are paid advertisements that are triggered by the terms a visitor submits into their search box. Using an algorithm Google supplies suggested AdWords to augment and complement a search. This technique will help the visibility of the museum website to those "visitors" most interested.[xi] A grant has been submitted on behalf of the GLNMM to help fund the development, implementation and sustainability of AdWords.

As a complementary approach to reach additional museum visitors, an additional website has been developed to focus on the specific educational components that are above and beyond what is offered on the main GLNMM website.

ANTICIPATED OUTCOME

With the three-pronged approach to enhancing the visitor experience through interactive learning, the museum anticipates outcomes that look very different from component to component. To establish one success factor would be a disservice to the breadth of the objectives and components used. With this in mind there are several ways the museum will monitor and measure the outcome. These measurement tools range from simple counts of participants and successful badge earners to more detailed analytics tools to track responses of QR codes and AdWords clicks. At this time there is a presupposition that all three areas of implementation will offer differing levels of success for the museum, culminating in an enhanced visitor experience.

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Transforming STEM Education at Madonna University

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Abstract

The College of Science and Mathematics at Madonna University was awarded $250,000 under the McGregor grant for 2010-2011. This opportunity has allowed us to take a major step forward in transforming STEM education, along with the opening of a new 60,000 square-foot science building. We redesigned courses, offered faculty professional development activities, enhanced faculty- student research opportunities, and provided academic support for students. Also, we purchased scientific equipment to complement our brand new laboratories.

Introduction

Founded by the Felician Sisters of Livonia in 1937, Madonna University is one of the largest Catholic Franciscan independent universities in the country. Through undergraduate, graduate, and continuing professional studies, Madonna University provides opportunities for intellectual, spiritual and personal growth. Through a strong general education curriculum integrated with liberal arts and career-oriented majors, the University offers programs in the Franciscan tradition committed to teaching, scholarship and service.

Madonna University committed itself to the construction of a new $20 million science and media building since its science laboratory space had been originally built in the 1960's and, despite considerable upgrading over the ensuing decades, did not cover all the needs of the twenty-first century teaching and learning in the sciences. With construction completed in June 2009, the building became operational in September 2010, one of the important features of the structure is that it is a green building and it is LEED-certified at the gold level. This gives it the distinction of being the first LEED-certified building in the City of Livonia. In terms of academic programming, the faculty of the Madonna University College of Science and Mathematics view the move into the new space as an opportunity to reinvigorate science teaching at the University.

Findings

The over-riding goal of the project is to "transform the way science is taught at Madonna University." Out of this vision emerges a series of related objectives:
- To strengthen the science preparation of students who desire to pursue a career or advanced education in a science discipline by formalizing a collaborative faculty-student research project and providing targeted support services for students from under-represented groups;

- To enhance the experience and learning of non-science students in their required core courses in science by developing courses that engage them in relevant issues and themes that will have meaning for their personal, professional, and civic lives;
- To engage the science faculty and the faculty-as-a-whole in a program of professional development that will expand their understanding of the trends and innovations in science education and strengthen their appreciation of the role science plays in a liberal arts education for the twenty-first-century student.

The tangible results achieved by the project include the following:
- Science faculty members who are better prepared to reflect on and enhance their teaching practice by virtue of becoming more cognizant of the current trends and innovations in science education.
- Opportunities made available to students to engage in collaborative research projects with faculty experts.
- Two successful at-risk students per year who have been supported and monitored through their introductory science courses.
- Greater satisfaction of the non-science student who enrolls in a liberal arts core course in science in terms of understanding the relevance and meaning of scientific advances for their personal, professional, and civic responsibilities.
- A faculty/institutional culture that understands and values the role of science education in the context of liberal arts education.

Conclusion

The two years of activities have been completed and the College of Science and Mathematics (CSM) has fulfilled the project objectives. We have achieved the purpose of the project within the allocated budget. This opportunity has allowed us to take a major step forward in transforming science education at Madonna University. We have redesigned courses, offered faculty professional development activities, enhanced faculty-student research opportunities, and have provided support for at-risk students. In addition, we have purchased key scientific equipment to allow us to continue this transformation and modernize our instrumentation in our brand new laboratories. During this project, our faculty was exposed to academic science professionals, in particular, the Science Education for New Civic Engagements and Responsibilities (SENCER) organizers, and we intend to continue networking with them. We will be attending the SENCER Summer Institute in the summer of 2012 to continue this association and involving other people in our University in this engagement. CSM is very grateful to the McGregor Fund for its invaluable support.

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1. Science Education for New Civic Engagements and Responsibilities (SENCER)

2. McGregor Fund

Acknowledgments

Down the Rabbit Hole: Explorations in Barn Quilts Using
Emergent Curriculum and Problem-Based Learning

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Abstract: From a project-based, emergent curriculum paradigm, teachers must always consider the
complexity of the teaching- learning process, including choosing available tools, listening for
hermeneutic understanding, recognizing opportunities and questions to promote higher order thinking,
and documenting learning. This session will describe the experiences of two colleagues, one a
mathematics educator and one an early childhood educator, when doing a quilt project to integrate
geometrical concepts with perspective elementary school teachers.

Issue: Many prospective teachers see learning mathematics as a series of acquired
procedures/algorithms rather than as a way of organizing information into patterns and justifying those
patterns. Our attempt is to fracture their perceptions of mathematics in order to see fully the
complexity of relationships among mathematical ideas and within the process of learning – develop
metacognition so they are aware of the intricacies of the thinking-learning process. This paper provides
a glimpse into challenges two instructors faced while designing a project-based learning experience in
geometry for prospective elementary school teachers.

Literature Review & Background Experiences
We frame our thoughts using ideas from ethnomathematics (D'Ambrosio, 2001), teaching via problem
solving (Schroeder & Lester, 1989), constructivist perspectives (Cobb, Yackel, & Wood, 1992),
hermeneutic listening (Davis, 1997), and aspects of the Reggio Emilia approach to education (Rinaldi,
2012, 2006).

Briefly stated, ethnomathematics is the study of how culture groups use mathematics. In this case, the
culture group would be quilters. The ideas of teaching via problem solving require students to develop
their mathematical knowledge from "…reasonable responses to reasonable problems" (Schroeder &
Lester, 1989). In this case, the problem is how to transfer a quilt pattern to a 2-foot by 2-foot board.
Constructivism (Cobb, Yackel, & Wood, 1992) posits that students organize and reorganize their
mathematical understanding based on questions posed and attempts to organize within current
frameworks. Because prospective teachers need more dynamic and fluid mathematical understandings
than just the recall of basic terms and knowledge, this quilt project was aimed at causing cognitive
dissonance and providing supports for the reorganization and creation of new knowledge. We viewed
the teacher's hermeneutic listening (Davis, 1997) as integral to this process as a means both to rethink
mathematical knowledge organization and to generate higher order questions that would spur students'
rethinking and reorganization of the mathematics. Finally, we conceive the confluence of these ideas as
a Reggio Emilia approach that incorporates emergent curriculum. In this curricular design, the teacher
has long-term goals with no detailed knowledge of the journey; the day-to-day work emerges because
of listening carefully to students' thinking and questions (Wien, 2008). This lack of a road map, while
welcomed and valued on one hand was a source of anxiety on the other. This lack of certainty creates
complexity and cognitive knots in teaching. The teacher was forced to consider what tools to make
available to students, when to make those tools available, and what questions to ask to spark
movement from simple solutions to seeing details in the work. When students offered multiple and

competing ideas in class, the teacher had to decide which ideas to pursue the next day and which to leave for another time. Additionally when considering mathematics to be the study of patterns, the formation of generalizations of those patterns, and the justification of those generalizations, the teacher had to choose forms of language and justification that will be acceptable in the class. All of these decisions and dilemmas resulted in cognitive knots (Edwards, 2012) for both students and teachers.

The students initially struggled with the easy, but insufficient, solution of using ratio and proportion to increase the size of each individual shape within the quilt. This did not account for central angle measurement constructed with straight-edge and compass. Once they had resolved that issue, they were faced with a new challenge of selecting a quilt pattern and recreating the process on the larger board.

The instructors also experienced cognitive knots in their decision making. We were aware of students' emotional reactions and dispositions; we worked to support the students' development of cognitive discipline, persistence, and processes to complete the work and to learn mathematics. While we wanted to challenge them to think in new and different ways, we realized that there is a fine line between stretching them and frustrating them. We recognized the need for the students' ideas to be honored and pursued in the classroom, while feeling the tension in choosing from among the multiple ideas presented to determine what to pursue the next class period.   One additional tension we felt was determining when to introduce background information and when to let them struggle and recall concepts in their own time.

Swim felt tension between wanting to suggest emergent curriculum ideas of where to go and realizing her limitations due to lack of geometrical knowledge. She struggled with when to pose a question to Mau and when to wait for the question from Mau, when to offer concrete solutions and when to wait for invention. In effect, Swim struggled with letting the understanding of emergent curriculum actually emerge from Mau's thinking. In effect, this became an emergent project on two levels … between us and between Mau and students.

Learning Objectives: Our learning objectives were layered from the learning of mathematics itself to the learning about one's thinking to learning for teaching. The geometric content was imbedded in a project with the intent of students seeing geometric ideas as a part of life. From that point of view, our hope was to help students, through their observations and discussions, become aware of the complexity of the mathematics and of the thinking *they* were doing in order to make sense and to organize their thinking. Layering upon that, we hoped students would begin to think of ways to use this kind of activity (content imbedded in tangible work) as teachers. From there, we hoped they would begin to see the potential uses of the geometric content in other situations and that they would become capable of designing meaningful, engaging, and complex situations to bring geometric ideas to the forefront in their future classrooms.

Outcomes: Each student chose a quilt block to recreate on a two-foot by two-foot board.   Additionally, they wrote reports articulating the mathematics found in the quilt and their efforts at the mathematical analysis of the patterns. As students analyzed the patterns, some found that looking at the shapes and rotations made the recreation possible. Others found that looking at the points of intersections of lines made the recreation possible. Many students demonstrated beginning awareness of their thinking (metacognition) and many of the dispositions, especially persistence, that will serve them well as future teachers.

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Abstracts of
Concurrent and Plenary Sessions

What Do You Mean I have to Deal with Disruptive Behaviors, I Thought I was Here to Teach!

Judith Ableser – Center for Excellence in Teaching & Learning, Oakland University

   This interactive session provides evidence-based classroom management strategies to create a community of learners while reducing disruptive behaviors. Campus security and Student Services intervene when significant safety and security issues are involved, but the majority of classroom disruptions involve incivility, disrespect, and small annoyances that disrupt learning. A list of strategies and techniques will be shared. Participants will be involved in simulation activities and brainstorm strategies to address specific situations from their classrooms.

Sticky Notes, Colored Pencils, and Index Cards: Using Low-Tech Multimodal Activities to Create an Interactive Learning Community
Elizabeth Allan – Writing and Rhetoric, Oakland University

   Multimodality is sometimes conflated with the digital tools used to facilitate the composition and circulation of texts combining verbal and non-verbal components. While computer-based technologies can certainly enhance learning, low-tech multimodal materials can be equally effective for assessing student learning, promoting reflection, and creating connections in the classroom. This interactive session will present model activities used in first-year and advanced writing classes. Participants will collaboratively analyze examples of student work, collected in an IRB-approved study.

Differences and Challenges in Teaching the Same Course in Both Face-to-Face and Fully Online Formats
Sandy Alspach – Humanities, Ferris State University
Sheila MacEachron – Nuclear Medicine, Ferris State University
David Marion – Management, Ferris State University
Jonathan Taylor – Languages and Literature, Ferris State University

   Panelists will share observations and "best practices" suggestions gathered from trial and error in redesigning and teaching what was a face-to-face course to a course with the same outcomes delivered in a fully online format. Issues discussed will include material selection and presentation, student engagement strategies, and student learning and course outcomes assessment. Panelists represent a variety of disciplines and their course "cases" include intercultural communication, nuclear medicine technology, quality operations management, and advanced technical writing.

Best Practices in E-Learning that Impact Student Learning

Lynne Anderson – Teacher Education, National University

   Faculty will exchange teaching strategies and techniques that impact E-Learning within small groups in the workshop and will transcend student satisfaction studies of Bollinger and Martindale, Bradford, and Swan, to name just a few, to Ehlers' studies of higher student achievement. This workshop will

share E-Learning teaching practices that motivate students to read more, to investigate more deeply, to interact forming effective working groups, to extend established course content, and/or to create new knowledge, consequently learning more. Electronic connections will be made during the workshop so as to record techniques and strategies, share techniques and strategies, and to walk away with a larger E-Teaching Toolbox.

Laboratory Student Engagement
Catherine WJ Archer – Dental Hygiene, Ferris State University
Linda St. Clair – Dental Hygiene, Ferris State University
   Engaged Learning is an on-going & rewarding process. In designing Student Centered lesson plans, students thrive on the ability to design & implement their own review activities. We have some tried & true, basic critical thinking, brain-based activities to share, in which students have designed some unique review exercises. We implement Engaged Learning Activities, with focus on Strengths-Based Approaches in the lab setting for Oral Science B (DHYG 118) as often as possible, & have brought some examples to share.

A Service Learning Project Designed to Improve Literacy Abilities of Inner City Children in the Bahamas
Joyce Armstrong – Center for Learning and Teaching, Old Dominion University
   This service learning opportunity was offered to students as part of their program for a Master's in English as a Second Language (ESL). The students traveled to Freeport, The Bahamas to develop a literacy project that was conducted in one inner city school. The graduate students developed the program based on current research in ESL and literacy. The students also organized the collection of over 1,000 books to begin a permanent library in the school.

Polling Technology Facilitates Decision-Making Skills in the Flipped Classroom
John August – Small Animal Clinical Sciences, Texas A&M University
   To enhance student self-confidence, the author transformed his feline medicine course from a didactic format to a student-centered experience. Improved pedagogical application of a polling program appeared to strengthen engagement and decision–making skills when applied to case studies in the flipped classroom. Using their smart phones, tablets, or laptops, conference attendees will participate in an interactive session that illustrates bet practices and indications for polling technology, including peer learning and peer calibration.

Video Essays in Online Learning

Aldolfo Ausin – Romance and Classical Studies, Michigan State University

Students' output in an online environment is frequently restricted to written text. In this talk I present the advantages and disadvantages of using video essay assignments. I describe how they can be easily set up using MSU CLEAR's Conversations tool and discuss how video essays expand the range of possible activities and increase student-teacher interaction. I also discuss drawbacks, such as technical problems, and students' reactions to the video essay assignments.

From "*Not My Fault*" to "*I Am Responsible*" Management Education as Professional Education

Stephen Ball – Management, Siena Heights University

Business schools are being called to improve in light of continuing scandals brought on by MBA-trained managers. One lever to increase social responsibility among graduates is to recast management education as professional education, such as viewing management as a calling, with a service-to-client orientation, a mutual trust, and an absence of self-interest. Professional frameworks for reconsidering management education will be offered as a starting point to discuss teaching approaches that effect change.

Addressing the Issue of Substance Abuse through Writing

Briana Barnett – SPADA, Western Michigan University

Substance abuse has always been a pertinent issue in American society. The issue is especially pressing for college students. Understandably, many teachers shy away from talking or encouraging writing about this sensitive topic. Meanwhile, substance abuse continues to be a major part of student life. As teachers of writing we have the unique opportunity to address this complicated issue. By exploring substance abuse in the classroom and encouraging students to write about it, teachers can eliminate the misinformation and stigma that exists surrounding use and abuse. At the same time, it is necessary for teachers to know how to feel comfortable talking about this issue with students. Come see how one teacher has taken substance abuse off of her "topics to avoid" list and learn how possible it is to tackle substance abuse in your own classroom.

Engaging Learners: Challenges, Strategies, and Classroom Assessment

Sarah Beckman – Nursing, Indiana University Purdue University Fort Wayne

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

Challenges of engaging students on real world culturally sensitive topics in a general education course are the essence of this presentation. Strategies used to create a safe environment in which students are free to state beliefs and opinions also hold students accountable to listen and respect other viewpoints. To this end, utilization of ground rules on civility, evidence-based teaching principles,

and classroom assessment findings will be explored in relation to selection of teaching methods.

Which Avenger Would You Be? Developing a Classroom Persona
Erik Benson – Humanities, Cornerstone University

In his book The Art of Teaching, Jay Parini offers insights from a long teaching career. One is the importance of developing a classroom persona; in his case, he did so through observation, as well as trial and error. His insights provide a basis for exploring how we might develop our personas in a proactive fashion. Regardless of experience, field, or personality, one can better engage students in the learning experience by developing one's persona.

Cooperative Learning: Team Games Tournament
Lorraine Berak – Teacher Education and Professional Development, Central Michigan University

An effective strategy to use when students are dealing with content dealing with the four lower levels of Bloom Taxonomy: remembering, understanding, applying, and analyzing. Participants will actually experience being placed in a team, practicing material in that team, and then playing the tournament. A great strategy that promotes sharing of thinking strategies, is fun, and allows healthy competition.

From Learning to Working: Promoting Transfer of Learning for Professional Action Competence
Inge Bergmann-Tyacke – Department of Nursing and Health, FH Bielefeld University of Applied Sciences
Mirko Schürmann – Department of Nursing and Health, FH Bielefeld University of Applied Sciences
Änne-Dörte Jahncke-Latteck – Department of Nursing and Health, FH Bielefeld University of Applied Sciences

The Bachelor of Nursing study program at FH Bielefeld aims at evidence-based promotion of professional action competence. This is based on the successful integration of both theoretical and practice knowledge. The transfer of learning processes and outcomes into different settings such as professional work in clinical practice poses a central challenge for students and teachers. In response, specific teaching and learning measures are implemented. These will be discussed and further explored during this session.

Walking the Labyrinth
Michelle Bigard – Counseling Center, Central Michigan University

The labyrinth is an ancient mediation 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.

Maximizing Learning...Make Learning Come to Life in Your Class*r*oom!
Shelly Boardman – Global Campus, Central Michigan University
Stephanie Bechtel – Global Campus, Central Michigan University
   This interactive session will allow participants to explore practical approaches for engaging successful student learning and demonstrate positive instructor effectiveness in a compressed instructional format. Session topics include: 1)Communicating effectively with Adult Learners. 2) Utilizing Effective feedback for Adult Learners. 3) Active engagement of learning techniques for Adult Learners. 4) Utilizing Maximizing Learning principles to produce positive End of Course Survey (EOC) Scores.

Integration of Experiential Education Strategies across a University Culture
Christie Boronico – Retention and Student Success, University of New Haven
   This presentation will share the University of New Haven's strategies of integrating experiential education across the university culture beginning with the Institutional strategic plan, and moving into the process of defining experiential education, identifying models, setting benchmarks, implementing standards of practice and engaging the entire community in the process. Over five years we moved from discussions on engaged learning to developing and implementing a degree requirement in all our undergraduate programs.

Three Days with Neil Davidson: The Emergence of a Learning Community
David Brobeck – English, Walsh University
Ann Caplea – Mathematics and Science, Walsh University
Lisa Baylor – Division of Eduction, Walsh University
Ron Scott – English, Walsh University
Carrie Van Meter – Counseling and Human Development, Walsh University
Melisa Barden – Division of Social and Behavioral Sciences, Walsh University
Ron Scott – English, Walsh University
   An informal visit from cooperative learning advocate Neil Davidson created a shift in our learning community. Discover how a few simple observations and direct feedback brought about a shift in faculty to faculty interaction, and led to an evolution of enhanced student engagement, including a focus on classroom interactions, professionalism, and preparing as a means to support classmates. This session will enable participants to develop applicable strategies to enhance their learning communities.

Whole Brain Teaching:
The Lightning Strikes
David Brobeck – Division of Education, Walsh University
Ann Caplea – Mathematics and Science, Walsh University
Lisa Baylor – Division of Education, Walsh University
   Described as "cooperative learning on steroids," Whole Brain Teaching places a premium on peer-to-peer interaction, micro lectures, and significant movement

to create a classroom that is engaging, innovative, and fun. What happens when a professor engages seven areas of the brain while instructing? Students learn and retain more. This session is HIGHLY interactive. All participants will be learning techniques via application throughout the session and take away a new perspective on student engagement.

Preparing Students to be Successful with Project-Centered Learning
John Broere – Computer Science, Principia College
Joseph Ritter – Chemistry, Principia College
Libby Scheiern – Education, Principia College
   Project-centered learning (PCL) allows for authentic, team-based learning that brings depth and significant learning into the classroom. For project-centered learning to be successful, students must first learn and then develop essential skills. Through a series of projects of increasing complexity, students have an opportunity to practice and refine these skills. This presentation will review the presenters' experience with project-centered learning and share best practices based on a combined sixty years of teaching experience using these techniques. Engaged learners at this presentation will participate in a developmental project-based activity and leave with practical ideas on how to incorporate PCL into their courses.

Trust-full Learning
Beate Brunow – Foreign Languages, Wofford College
Carol Wilson – English, Wofford College
   Interpersonal dynamics shape learning. Replacing a hierarchical structure of interaction with a community of learners requires that participants willingly expose their academic and other limitations in a group setting. When trust among participants replaces fear of ridicule and failure, dialog and mutual respect foster learning of both academic content and communication skills. In this session, participants will explore strategies that emphasize trust in individual responsibility, critical dialogs, and encouragement as keys to promote students' learning.

Pay it Forward- Academic Service Learning
Sandra Burns – Dental Hygiene, Ferris State University
   A MCC "Pay It Forward" Grant was received to create an academic service-learning project within a community dentistry course. The Pay It Forward concept is an unique funding method which awards students funds to pass on to a community organization. This project and others will be shared with participants along with methods that will help them to develop their own Academic Service-learning project within their courses.

Service Learning in Action: Impacting Learners and Communities
Tracy Burton – College of Education and Human Services/FaCIT,
Central Michigan University
Travus Burton – Faculty Center for Innovative Teaching, Central
Michigan University

  Service Learning is a teaching method that has become associated with several positive student outcomes. In particular, student outcomes associated with increased civic engagement, critical thinking, diversity learning and social responsibility have helped students to learn in ways that cannot be easily replicated in the typical classroom setting (Holsapple, 2012). This session will focus on the basics of how to incorporate Service-Learning projects into your classroom. You also will learn how to use technology to capture Service Learning in action with video, podcasting and more.

Teacher's Perceptions of Disability and Inclusionary Services in Brazil
Abbie Carle – Inclusive Services and Exceptional Learners, Ashland
University

  The special education in Brazil mandates full inclusion in all cases of students with disabilities, and is thought to be successful. This study looks at the disparity between legislation and practice in the classroom based on a series of interviews with four general education teachers and a review of the literature. Through this research it was shown that there is a lack of support, structure, and materials for the laws to be carried out successfully.

Creating Community in Group Research Projects in Online and Blended
Classes
Mary Jo Carnot – Counseling, Psychology and Social work, Chadron State
College

  Students in online and blended introductory statistics/research methods classes participated in small groups and across classes to create a group survey and develop papers based on the data. The amount of and methods of peer interaction varied across the two classes. Attitudes toward research were measured at the start and end of the class, and students were given an opportunity to provide feedback about processes and tools used for project completion.

Self-Directed Students & Meta-Learning: Helping Students Get the Most
from Their Education with Brain-Based Learning Habits You Can Teach
Stephan Carroll – English, Santa Clara University
Mel Ganus – Ganus Resarchand Development Group

  In the 21st century, our success in work and our quality of life depend on being able to adapt quickly and effectively to rapidly changing circumstances. Yet most people's habits for learning are inefficient at best, and many habits even undermine our efforts. While students may have learned how to play the game to get the grades they want, few have moved into being truly self-directed and effective in their methods for getting the most they can from school. In this session, we'll present a selection of brain-based meta-learning activities –

helping students learn how to develop better learning habits – activities we recommend for use in freshman orientations and across curricula. You'll leave with resources, tools, and curricula to facilitate meta-learning and a free NSF-funded learning assessment tool to help demonstrate that it works. Please visit **http://learninghabits.wordpress.com** for downloadable handouts and more details.

Beyond Lecture Capture: Rethinking E-Learning with a Mixed Materials Approach
Paul Cesarini – Visual Communication & Technology Education, Bowling Green State University

This discussion will focus on alternative means of communicating content, beyond various "lecture capture" tools. The goal will be to explore different synchronous and asynchronous tools that might be selectively deployed in hybrid and 100% online classes in place of or in addition to lecture capture.

Groupwork via Bb Tool Wiki and Promoting Larger Student Participant and Learning
Rebecca Chakraborty – Economics, Northwood University

The proposed poster will focus on student learning through joint participation in a group project on certain topics. The use of Bb tool WIKI is used to allow students to be on their own time and space and contribute their project without any face-to-face contact. The presentation confirms existing research that use of Bb and Wiki can effectively substitute faceto-face interaction for group projects. Each group member is held accountable for contributing his/her portion of the group work through WIKI and the group leader combines each contribution to develop the final presentation.

Hint Fiction and Vivid Grammar: Quick Ways to Jump-Start Writing Objectives
Mick Charney – Architecture, Kansas State University

If students do not practice writing and if high writing expectations are not established, students will not improve. Twenty pages of text is the normative threshold beyond which academic performance is deemed creditable. However, with their "cut-and-paste" habits, "NetGeners" are wired to be easily bored, and twenty-page barriers seem difficult to surmount. "Hint Fiction" and "Vivid Grammar" exercises take little time, engage the most jaded students, and jump-start writing objectives by leveraging students' creative urges.

Pedagogical Content Knowledge in Online Curriculum to Engage Diverse Learners
Mitali Chaudhery – Education, Wayne State University
Navaz Bhavnagri – Education, Wayne State University

Empirical and practitioner research shows that engaging diverse learners in the online environment of postsecondary courses requires faculty to use their pedagogical content knowledge in three ways: 1) design the online curriculum

that is meaningful to a diverse student population, 2) extend content learning so students may apply the concepts in diverse contexts, and 3) create an interactive learning environment that enables students to ask, understand, and share diverse perspectives within the context of the subject matter.

Popular Sustainable Business Constructs-Differentiating Facts from Falsehoods
Jack Cichy – Management, Davenport University
   In the world of sustainability, it is possible for businesses to "do good" while making it "good business." This presentation will focus on the truth and fiction relative to popular issues pertaining to sustainability and business practices. Specific areas of focus will include: wind energy and solar power; environmental responsibility and world population; selling to the poor at the Base of the Pyramid; and Green Companies and B Corporations. Concepts will be explained and examples given that will allow you to use this information in your courses.

Cross-Cultural Professional Development of Teachers
Kelly Cichy – Graduate Teacher Education, Siena Heights University
   Around the world, teachers are working to find innovative ways to engage students so learners become more responsible for their own learning. In May to June 2012, a cross-cultural educational exchange between Siena Heights University and The Olympia Schools (a K-12 private school in Hanoi, Vietnam) explored this issue through classroom observations, workshops, and individual consultations. The commonalities between educational philosophies and the areas for growth and development will be presented along with the plan for further collaboration that will benefit students on both sides of this exchange.

The Potential for Riches- Curriculum Mapping as a Pirate Ship
Ann Clapper – School of Education, North Dakota State University
Jeanette Hoffman – School of Education, North Dakota State University
   Have you ever lost your way and wonder why the students didn't learn what you believed they would learn? Participants will be engaged in a discussion of curriculum mapping (creating a visual representation of curriculum based on real time information) and its benefits (increased student learning, program quality improvement, and others) as well as some challenges (increased accountability, more work). Through guided practice, participants will also begin construction of their own curriculum maps. The presenters use an online curriculum mapping software but will demonstrate how to map on paper.

Developing Self-Authorship through Learning Partnerships
 Milt Cox – Center for the Enhancement of Learning, Teaching and University Assessment, Miami University
   In this session we will discuss Robert Kegan's concept of self-authorship and Marcia Baxter Magolda's learning partnership model for developing self-authorship. We will explore ways that we can enable our students to take steps in developing this approach to life and learning.

Facilitating Effective Faculty and Professional Learning Communities
Milt Cox – Center for Enhancement of Learning, Teaching and Assessment, Miami University

   A key outcome of a recent study of faculty and professional learning communities finds that the facilitator plays a key role in building a successful and productive community of practice. In this session we will discuss facilitation during the five stages in the life of a group and the skills and personal qualities that contribute to being an effective facilitator. In addition to recommendations for effective facilitation, we will include a brief introduction to faculty and professional learning communities and communities of practice.

Teaching and Learning Across Cultures
Sérgio da Silva – Psychology, Cornerstone University

   While many colleges and universities make commendable efforts to increase multiculturalism on their campuses, they often lack understanding of some of the challenges involved. I will briefly summarize two theoretical models of cultural differences, and then apply these models to multiculturalism in the classroom. Differences around learning, perception, intelligence, language, and attitudes will be identified. I will discuss implications of these cultural differences, and make recommendations for successfully addressing them.

Using Web-Based Audience Response Systems to Enhance Student Interaction in Online Classes
Dominque Daniel – Library, Oakland University

   Audience Response Systems (ARS) are mostly used to enhance student engagement in large face-to-face classes. During this session participants will learn the benefits of web-based ARS like Poll Everywhere and Wiffiti in online classes. They will learn how ARS can complement online discussion forums and help with one of the most important challenges of distance education: facilitating student interaction. Participants will be provided with examples of synchronous and asynchronous online class activities using ARS.

Translating Course Content into Information Useful to Community Members
Danielle De La Mare – Communication and Visual Arts, University of Michigan-Flint

   In this presentation, I will explain my successful approach to one service-learning activity, where students present final course projects to a community audience. I will discuss the necessary steps faculty must take in order to implement such a project in their own courses, including how to find an audience, how to help students practice for their presentations, etc. I will also discuss the benefits and challenges of this service-learning approach.

Engaging Students and Communities in Environmental Sustainability
Sue Ballard de Ruiz – Family and Consumer Sciences, Tennessee State University

Undergraduate research and community service were combined to enhance the learning experience for students while benefiting the community and the environment.   Students from various disciplines researched products and practices related to their areas of study to understand how production, distribution, and usage impact humans and their environments. Sustainable Living Workshops were then developed, by faculty and students, targeting low-income neighborhoods. Students were able to integrate knowledge regarding sustainability within multiple academic areas and relate relevant concepts to others. Conference attendees will participate in exercises designed to address their areas of study as related to environmental sustainability.

Revolutionary Redesign: An Extreme Makeover of a Program Requirement
Jennifer Desiderio – Special Education, Eastern Michigan University

Do you teach a course that many students dread taking because they cannot see its relevance or because the information seems like a foreign language? What happens if that course is a core component in their major program of study? In this presentation, learn how the structure, teaching, and evaluation methods for a challenging teacher preparation class were radically reconfigured to improve both learner attitudes and content application…and discover how this model may address your own teaching frustrations.

From Teller to Facilitator of Learning
Terry Doyle – Reading, Ferris State University

It is not a simple task to move away from a traditional lecture centered model of instruction. It requires learning new skills and spending more time in planning each class. It also requires locating resources that students can investigate on their own or in groups and finding new forms of assessment. However, it results in our students' brains doing most of the neuron firing and wiring and that is exactly what we want their brains to do. This session will discuss specific strategies for becoming a master facilitator capable of designing a learning environment that buzzes with meaningful learning activities.

Virtual in Seat Learning (VISL) - Using Blackboard Collaborate for Synchronous Delivery of Courses to Multiple Campuses
Keri Dutkiewicz – Faculty Learning Davenport University
Linda Hood – Director of Academic Services, Davenport University
Kriss Ferluga – Faculty Learning, Davenport University
Mike Carey – Marketing, Davenport University
Jo-anne Tuttle – Performance Excellence/Organizational Learning, Davenport University

Online collaboration and web conferencing tools are being used at Davenport University to support Virtual In-Seat Learning (VISL), a synchronous online delivery mode that addresses the dilemma of classes with small enrollment while

engaging students with varying degrees of comfort with fully online courses. This session will use VISL technology to connect with colleagues in other locations to give participants a hands-on experience with this delivery mode. The session will interactively overview the nuts and bolts of how VISL works, present the challenges and successes of this approach from both a faculty and student perspective, and share best practices for this type of synchronous e-learning. We will also present a checklist that participants can use to identify potential applications of VISL in their courses and at their institutions.

A Socioscientific Issues Model for Meeting Core Competencies in Health Science Education
Jennifer Eastwood – Biomedical Sciences William Beaumont School of Medicine, Oakland University
David Rodenbaugh – Biomedical Sciences William Beaumont School of Medicine, Oakland University
   A key question for educators is how to best facilitate students' mastery of core competencies, which reach beyond content learning. Most health science students will not become research scientists, but apply science to make informed decisions on behalf of patients. To align teaching with competencies, we advance socioscientific issues, complex problems with scientific and social aspects, for learning and integrating disciplinary concepts for decision-making. We provide a framework and example of SSI in health sciences.

Case-stems in Workplace Communication and Ethics: From Incivility to Social Responsibility
Bonnie Farley-Lucas – Faculty Development, Southern Connecticut State University
   Increases in workplace incivility and bullying necessitate explicit attention to more socially responsible options for both faculty and students. Case-stems are descriptions that encourage learners to provide more details about scenarios, actors, actions, dilemmas, and issues in case studies. Using case-stems for four common workplace misbehaviors (sexism, incivility, bullying, non-acknowledgement) participants will employ the case-stem approach, gain suggestions for managing workplace misbehaviors, and strategize uses for case-stems in their own teaching.

From Starting Gate to Finish Line
Cheryl Farren Tkacs – Teaching and Learning with Technology, Pennsylvania State University, Fayette
Jane Witt – Undergraduate Studies, Pennsylvania State University, Fayette
Maria McDonald – Registrar, Pennsylvania State University, Fayette
   Penn State freshman attend FTCAP where they meet with advisors and receive help in registering for their first semester. Our campus decided to make this time as valuable and as efficient as possible by redesigning a morning of F2F presentations to a self-paced online module that includes information about policies, procedures, and resources with the added benefit of learning the course management system and getting their first feel of an online learning experience

in the process. The process, the problems and issues, the needs of the university and students, and the benefits of this redesign will be discussed from the view of the Academic Advising Manager, the Registrar and the Instructional Designer.

Teaching and Technology: The Long View
Sharmila "Pixy" Ferris – Teaching Excellence, William Paterson University
   Technology is hyped as the way to reach 21st century digital learners, but "technology" is understood to mean computer and digital technologies. However, early communication technologies such as writing and print can be just as effective in reaching today's learners in the classroom. This session contextualizes technology, from pre-literacy to the Information Age, as it relates to teaching and learning. The broad goal is discovering which technologies are best for your classroom.

Promoting Critical Thinking Skills through "No-Points" Tutorial Sessions
Margaret Flanigan Skinner – Center for Teaching and Learning, University of Wyoming
   To promote higher order thinking skills in Physiology, we developed tutorials based on "Bloom'ing" of multiple choice and data analysis questions. Large-enrollment classes were divided into groups of 24; each group was assigned a graduate assistant to facilitate the discussions and problem-solving exercises. No grades or points were allocated for tutorials. Exams were based on the types of questions that students had become familiar with; this served as the primary motivating factor for student participation.

Become a Dismal Teacher
Lou Foltz – Psychology, Warner Pacific College
   Concerned that your teaching might not be effective? Worry about receiving mediocre course reviews? Well, set your mind at ease by learning how to be certain that you do teach poorly. Contemporary brain research shows us how to confuse "instruction" with "education" and how the devaluation of personal storyline lets us teach subject matter to students rather than vice-versa. Learn how to practice contextual unpredictability and effectively squelch curiosity. And discover how to disregard the cognitive differences in "presencing" found between flat-screen, distance-learning environments and in-person dialogue. Yes you, too, can become a dismal teacher.

Realizing My Place, Appreciating Difference
Anita Fleming-Rife – Special Assistant to the President of Equity and Diversity/Journalism and Mass Communication, University of Northern Colorado
Elizabeth Franklin – Hispanic Studies, University of Northern Colorado
Lin Allen – Communication Studies, University of Northern Colorado
   This session will demonstrate strategies and insights for preparing students to enter a more diverse world and find their place in it. Dr. Anita Fleming-Rife will

share an ethnic heritage research tool that helps students perceive their respective space and place in the world, making them more appreciative of others. Dr. Elizabeth Franklin will discuss with interview excerpts the insights pre-service teachers have as they take their place as teachers in schools. Finally, Dr. Lin Allen will discuss the effectiveness of METAMOCK, a performance platform for realizing place and appreciating difference. By attending this session, participants will gain a better understanding of the complexities in enacting place in teaching and learning.

Engaging Students in Large Classes through the use of Blended Learning Instructional Strategies
Raymond Francis – Teacher Education and Professional Development, Central Michigan University
MaryJo Davis – Kromer Instructional Materials Center, Central Michigan University
   Effective teachers must be able to meaningfully engage students with the course content in any size classroom. Large classroom settings have presented ongoing problems affecting both student learning and faculty performance. Issues regarding student engagement with the content, peers, and faculty are persistently discussed with little change in practice. In this work, specific ways to implement Blended Learning Instructional Strategies (BLIS) are discussed that will improve both student engagement and classroom management in these situations.

Engaging Learners by Making Large Classes Seem Smaller
Raymond Francis – Teacher Education and Professional Development, Central Michigan University
Mary Jo Davis – Coordinator of Kromer Instructional Materials Center, Central Michigan University
   The issues of teaching in large-class settings have presented ongoing problems with enormous implications for both student learning and faculty performance. However, there are strategies for instruction and management to address these issues in the large-class setting. In this session 12 effective solutions to 12 ongoing issues are presented to situations encountered in the large-class setting. Much of the session will consist of interactions between the presenter and participants engaging in the topic.

SUCCESS = Interactive + Engaged Learning with Multi-Tasking Students
Donna Fullmer – Interior Architecture and Product Design, Kansas State University
   Today's students, known as the multi-tasking generation, want information that is simple, digital and visual in an interactive, adaptable environment. They want to learn from one another while being fully engaged with their professors. To respond to these needs a new method of delivery was established. Teaching was done outside of the typical setting where students participated as the professor lead a hands-on demonstration and upper classman assisted as students completed a project.

Reasons and Excuses:

Why Faculty Do or Do Not Adopt Evidence-Based Teaching Strategies

Herb Fynewever – Chemistry and Biochemistry, Calvin College
Paula Kuiper – Secondary Education, Calvin College

   In this case study analysis, we present the results of observations and interviews with eighteen college instructors and their students. In each case we highlight the reasons why faculty feel they can or cannot use proven evidence-based teaching strategies with a particular focus on formative assessment techniques. Together with the Lilly conference audience, we will discuss and brainstorm ways to help faculty overcome the barriers that they perceive to adopting strategies to better engage their students.

Flipping and Blending:

A Process for Creating Interactive Blended Learning Experiences
Brad Garner – Center for Learning and Innovation, Indiana Wesleyan University

   Change is on the way. With ongoing changes in the characteristics of today's learners, and the emergence of advanced forms of technology, there is increasing pressure to create learning experiences that blend the advantages of onsite learning with those that can be gained from asynchronous opportunities for engagement. This hands-on session will provide participants with a process for converting any course to a blended learning format that employs engaging interactive tools and experiences.

The Importance of Failure in Learning: Modeling and Embracing Failure in Learning
Scott Gaier – Academic Enrichment, Taylor University

   Willingness to fail and knowing how to utilize failure are important factors in learning. The purpose of the presentation is to challenge and encourage participants to rethink the importance of failure in learning—that failure is not the antithesis of learning, but a necessary part of the learning process; and consequently failure should be modeled and encouraged in learning. In this presentation, we will discuss the role of failure in learning. We will also explore strategies for (a) creating safe environments, (b) ways faculty can model failure, and (c) equipping students to embrace failure in their learning.

Online Engagement Made Easy

James Gort – Management, Davenport University

   Faculty-student relationships have been identified as a key component of student retention. Many administrators and instructors have expressed concerns regarding the ability to develop relationships with students in online classes. This interactive session will explore effective practices in developing faculty-student relationships in online classes. A simple, effective technique will be shared that anyone can easily implement and use to improve relationship building, engagement, and evaluation scores.

Virtual Experiential Learning: Gaming, Portfolios and the Supernatural

John Gosney – American Studies/Information Technology Services, Indiana University Purdue University Indianapolis

As part of an undergraduate course entitled "American Supernatural", students engage in a semester-length virtual road trip, exploring instances of the supernatural from around the country. Imagining these virtual experiences individually and via a class-based alternate reality game (ARG), students document their own/group experiences in an electronic portfolio. Session participants will understand the larger pedagogical approach – including a previous iteration in a course on the "Beat Generation" literary movement – as they're (1) introduced to ARG concepts, (2) shown how the course design helps students achieve desired learning outcomes and (3) given specific examples of how portfolios/other technologies can facilitate an immersive learning environment.

Comparison of Campus and Distance Education Student Outcomes in a Professional Health Care Program

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

BS degree students matriculate through the Medical Laboratory Science program either on campus or entirely online. While the student demographics in each track are somewhat distinct, the body of knowledge delivered is not. Delivery methods and styles in each track will be reviewed and outcomes data such as course performance and national board examination results will be outlined. Pedagogical strengths of the two tracks will be discussed with respect to identifying transferrable strategies.

A Longitudinal Study of the Effectiveness of Business Ethics Education

Greg Hall – Psychology, Bentley University

The presentation focuses on a study of the moral reasoning and related behavior of college students. Using the Defining Issues Test (DIT-2), the study examines the ethical proclivity of first year students and its relationship to their behavior in experimental stock trading sessions. The trading simulations gave randomly selected students the option of receiving privileged insider information about the final payoff of several stocks. The discussion presents the implications for curriculum development to facilitate socially responsible student moral reasoning capabilities.

Engaging Students throughout the Entire Class Period
Clark Harris – Technology Division, Mott Community College
   Participants will walk away from the session with a deeper understanding of what quality instruction entails and will have over 100 strategies that they can use to engage students in all events of their classroom instruction. A short introduction to Robert Gagne's Nine Events of Learning will lead into an on-your-feet, brain-activated workshop that will engage all participants in learning and identifying strategies to engage students in each of the nine events of learning.

The Project: Renewing Michigan-One Student At a Time
Amanda Harvey – School of Public, Nonprofit and Health Administration, Grand Valley State University
Jessica Perry – School of Public, Nonprofit and Health Administration, Grand Valley State University
Aaron Hoxworth – School of Public, Nonprofit and Health Administration, Grand Valley State University
Mary O'Neil – School of Public, Nonprofit and Health Administration, Grand Valley State University
   In meeting GVSU's goal of supporting service learning, an interdisciplinary team composed of students and faculty, known as The Project, was formed. Utilizing a common passion for civic engagement, the team promotes the development of marketable skill sets for students towards public service. By linking critical thinking with action learning, The Project provides a vehicle whereby students are given the opportunity to design, implement, and sustain endeavors leading to jobs within Michigan.

Cohort Model: Response to Groupthink Encountered in a MSW Distance Education Program
Jane Hayes – School of Social Work, Grand Valley State University
Dorothea Epple – School of Social Work, Grand Valley State University
A cohort is a group of students who begin and end a program of study within a specified time frame as a shared learning experience. A director, faculty, and student from a program located in a rural region of the Midwest provide a case example as to the influence of groupthink on the cohort experience. Participants discuss best practices for implementing a cohort-style program in response to group dynamics that interfere with student learning.

Choose Your Words Wisely
Laura Heinz – University Libraries, Texas Tech University
Shawn Bethke – Stanley Library, Ferrum College
   Instructing students to use information ethically to avoid plagiarism and avoiding copyright infringement in a global environment can be successfully incorporated into class without losing instruction time in the classroom. Academic librarians can assist faculty incorporate the standards, performance indicators and outcomes of the ACRL's Information into their current content and assignments to meet the students' information needs as they mature

academically and to prepare them to use information ethically in a global information environment.

Second Language Acquisition Revisited for the 21st Century
Graciela Helguero-Balcells – Teacher Education and Curriculum, Florida Atlantic University

   What has become apparent is that the ESL (English as a Second Language) and SSL (Spanish as a Second Language) methods must be updated to include technology in an innovative manner. Second language acquisition needs to be revisited and updated so that the methodologies can aid in the achievement of the target language coupled with cultural understanding. The methodology that has been implemented in language acquisition has maintained the focus on the theory of Stephen Krashen. It should be revisited and revised to accommodate the new generation of second language learners. With the advent of the global market there is an ever-increasing necessity of proficiency of the target language. With the advances in technology the online component is increasing the need to modify the methods that were aimed for the traditional classroom. Taking the European Union's Common European Framework Reference for Language as the springboard for acquisition and proficiency will provide other innovative methodology. The presenter will demonstrate how to revise the prior methods and contribute other formats that can be implemented for proficiency and assessment.

Educating Students with Starfish
Virginia Heslinga – Humanities, Anna Maria College

   Viktor Frankl, after surviving years in a Nazi concentration camp said, "Life has meaning." Millenniums have offered many ideas about how people think, cope, adjust, and survive, but nurturing and maintaining a heart and mind to help others against incredible odds needs a foundation of awareness of needs, self-efficacy, perception of choices, and responsibility. In the face of overwhelming suffering, students can come to seek ways to aid spirit in triumphing over situations.

Synergistic Learning Community:
Bring out the Best in Others
Carol Himelhoch – Management, Siena Heights University

   This session describes engaged interactions, collaborations, and relevant and motivating instructional activities that influenced virtual-learning-community outcomes. Students in an online strategic management course, reported perceiving the community as a scaffold, which took them to a higher level than they would have achieved otherwise. Objective measures of cognitive learning outcomes in this online section exceeded those of students who completed the same course in on-ground and blended-online formats. The presenter will discuss what worked well, how to implement learning communities online, and how to improve learning communities in future courses.

Song Catchers: Capturing the Creative Spirit through Collaboration
Sylvia Hoffmire – English, Pfiffer University
   In this cross-discipline, team-taught course, students are taught how to create a successful song, but more importantly, how to manage the process of that creation. Knowing that our students represent disparate educational backgrounds, the goal was to develop a classroom climate that offered parity for all participants regardless of the prior knowledge they brought to the experience. We approached this challenge by building unity among the participants as we trained them in the requirements of the songwriting process. In becoming a community of learners, their self-confidence was boosted. They developed the awareness that by celebrating individual gifts within a collaborative process, success achieving the curriculum requirements was assured.

Social Responsibility and Service Learning: Examining the Efficacy of Research-Based Literacy Interventions for Struggling Readers in Middle School
Candice Hollingsead – School of Education, Northern State University
   Children reaching adolescent years are expected by teachers to read independently. When students this ability at grade level, they are at risk of academic failure leading to problems in relationships, behaviors, and potentially dropout (Gillet, Temple, & Crawford, 2008). In 2004, Biancarosa and Snow reported approximately eight million adolescents were struggling readers. This session demonstrates how a service-learning project was used to implement efficacy-based interventions in a university middle school partnership.

Developing Our Strengths: Appreciating Our Differences
Nicholas Holton – Mathematics & Service Learning, Kirtland Community College
   Often we create courses with little or no long-term planning. Using Appreciative Inquiry, participants will examine questions including: What are the ways that we can improve learning in our classes? What are our teaching strengths? How do we maximize our teaching strengths to maximize student learning? Participants will develop a plan for getting the most out of the Lilly conference and future professional development. This dynamic interactive session will change the way you plan your professional future.

Ethics and Source Use in Student Writing: How Better Reading Can Help
Alice Horning – Writing and Rhetoric, Oakland University
   Findings of The Citation Project show that a cross-section of college students do not make ethical use of sources when they write papers for college courses. The Project's findings in an analysis of almost 2000 citations reflect weak reading ability among students, nationwide, in every discipline. To address this problem of irresponsible source use, I will present strategies to enhance critical literacy, since this poor work with sources reflects an underlying problem in reading.

Undergraduate Grantwriting: Fostering the Sustainability of Civic Engagement

Brooke Hotchkiss – College of Community and Public Service, Grand Valley State University
Erin Quakenbush – College of Liberal Arts and Sciences
Erin Rappleye – College of Health Professions, Grand Valley State University

   Colleges and universities prepare students for excellence in their chosen career paths. Students who have participated in hands-on learning experiences are better equipped to handle the responsibilities of employment and civic engagement in the future. Grantwriting courses provide students with applicable skills that enhance their marketability to organizations because they are capable of generating revenue. As such, grantwriting is a valuable skill that provides benefits for students, as well as the communities in which they live.

Developing Stunning Students: How to add Mastery and Meaning to Every Class

Marsha Huber – Accounting and Finance, Youngstown State University

   Can your students become stunning? Based on the science of positive psychology, you will learn teaching tips to create a positive, engaged classroom. You will learn how to speak a "language" that inspires students to want to learn as well as how to revise assignments to encourage an experience called "flow." The goal of this session is to help you improve your classes so that your students will want to develop their mastery skills (competence) as they find meaning (discovering personal value) in learning the content of your class.

Surprising Students with Resiliency Training

Marsha Huber – Accounting and Finance, Youngstown State University

   Based on the curriculum of the Penn Resilience Program (PRP), this professor developed a resiliency program for accounting students. The program includes seven modules based on the research empirically validated in the field of positive psychology. The series, "Becoming Awesome: The Resiliency Seminar Series" was first offered to "at risk" students at a public university, but later the concepts were integrated into an accounting course called "Ethics, Professionalism, and Resiliency." Next, the seminar series was modified and taught to faculty members at an academic conference. Regardless of the audience, the feedback on the seminar series has been overwhelmingly positive. Quantitative and qualitative results will be presented on the poster.

Lesson Structure and Student Engagement: Bringing classroom activities to life

David Hultgren – Academics, Baker College of Clinton Township

   Effective learner-centered approaches that engage students require more structure, or at least a different kind of structure, than teacher-centered approaches. Based on numerous classroom observations, years of teaching, and supporting research, this session will focus on fundamental considerations in

planning classroom activities to maximize student engagement, and then executing those activities through effective facilitation in introducing, monitoring, and debriefing. Participants will receive and use a planning and facilitation template designed to help them more effectively plan and execute activities to engage their students.

Learning to Laugh, Laughing to Learn: Using Humor as a Pedagogical Tool
John Huss – College of Education and Human Services, Northern Kentucky University

This session will draw from the body of literature suggesting that humor in the classroom improves problem solving, relieves stress, facilitates retention of information, reduces test anxiety, and humanizes the instructor. Participants will discover practical strategies for infusing humor that is audience-sensitive, targeted to the topic, and placed in the context of the learning experience—even in "dread" courses for which students display great apprehension. The presenter will also discuss how to avoid inappropriate uses of humor and potential threats to the credibility of the professor and content. This session is designed for all disciplines and instructors in on-campus or online teaching environments, including those instructors who question their own capacity for humor.

What I Learned in Social Media Boot Camp
Susan Jones – Marketing, Ferris State University

In spring of 2012, I attended the South by Southwest (SXSW) Internet Conference in Austin, TX, and in summer of 2012, I attended Social Media Boot Camp in New York City. In this presentation, I will share my learning from these two experiences and provide ideas on how to integrate social media as a tool for teaching and learning in marketing classes. The presentation focuses on engaged learning and e-learning – I will show how working with social media as a hands-on business tool can broaden students' horizons and prepare them for future employment opportunities. The presentation focuses on creating communities of learners because my suggested social media projects are team-based. The presentation focuses on promoting social responsibility because social media now are being used globally as tools for political action as well as social community building.

Community Health Fair Promotes Engagement and Civic Responsibility
Denise Jordan – Nursing Indiana University Purdue University Fort Wayne

An assignment to develop and implement a community health fair helped students achieve course objectives while implementing public health functions. This approach integrated "meaningful community service with instruction and reflection" and taught "civic responsibility" (National Service-Learning Clearinghouse). The course design and results will be discussed in this session to determine how key elements of this service-based learning may be used for student learning in other courses.

Quantifying Cruelty: A Neopragmatist Teaches Statistics
David Kasdan – Political Science, Oakland University

  Many social science students harbor arithmophobia, manifest as "quantitative paralysis" when confronted with a required statistics course. Neopragmatism, the anti-foundational American philosophy, values methodology insofar as it alleviates cruelty. Statistics is thus considered a means to explain phenomena through mathematical logic while accounting for the contingencies of social contexts. Participants will learn how to present statistics that is considerate of the cognitive models of social science. Come learn how to neopragmatize the counterfactual!

Emotional Intelligence, Efficacy and Student Success
David Katz III – Social Sciences, Mohawk Valley Community College

  Have you ever wished you could change your student's attitudes? YOU CAN! The secret is appreciating that faculty, as leaders within their classrooms have a profound impact upon the emotional state of their students. In this interactive workshop we will explore ways we as faculty can increase the chances of student success by improving our student's attitudes toward their learning and their sense of self efficacy. We will discuss how we can encourage a mindset that leads to a stronger sense of self-efficacy and a more persistent effort among our students, which in turn helps foster more student success.

Using Evidence-Based Research to Improve Online Teaching and Learning
Patricia Keir – Community College Policy and Administration, University of Maryland University College
Charlene Nunley – Community College Policy and Administration, University of Maryland University College

  Professors Pat Keir and Charlene Nunley, former college presidents and now faculty and program directors of the University of Maryland University College Doctor of Management in Community College Policy and Administration, will present in some detail the theory and practice of evidence-based research used in their program. They will show how to employ evidence-based research to develop choose and develop course content, instructional activities, and optimal communication in the classroom, and, in particular, in online programs. Using their online doctoral program as an example, they will demonstrate the techniques used to help students build community, pace their learning, develop research and critical thinking skills, complete rigorous but useful dissertations, and apply theory and course concepts in their day-to-day practice in the community college. Session participants will learn how to use a systematic review of the literature of teaching and learning to engage in evidence-based practice in their own learning and teaching and practice it in the session.

Students Behind Bars- Criminal Justice: Fact and Fiction
Kenneth Kelso – Criminal Justice, Siena Heights University
Danielle Teunion- Smith – Criminal Justice, Siena Heights University

Academia and our prison population are unique, but share similar needs. Our class, inside Gus Harrison Prison, teaches students (residents and commuters) to challenge their assumptions, stereotypes, labels, and barriers, through an educational exchange using criminal justice themes, curriculum, speakers, and short story fiction. The collaborative effort between the two disciplines (CRJ and English), in a prison setting, examines ideas, social justice viewpoints, inspiring dialog and learning, which has been described as transformative and liberating.

App Development for Teachers
Mitchell Klett – Northern Michigan University

Schools and colleges have been interested in technology skills and educational technology tools used to promote learning outcomes. Rogers (2000) details the importance of requiring a set of technology skills or educational technology competencies for instructors do not insure technology will be used in the classroom or that it will be used effectively to enhance instruction. Teachers, professors, and administration of these educational institutions have been implementing technology competencies but effective use of technology in the classroom will require a paradigm shift from "teaching" to "learning," which will require adequate training in technology and learning styles, as well as adequate technical support. Increasingly, educational technology initiatives are adapting their teaching and incorporating the newest technology for content delivery to enhance learning. Incorporating technology into teaching and learning is a modern day sword of Damocles having the ability to enhance student learning and teacher effectiveness. However, the learning curve using the technology may be too steep and the changes, upgrades, and newly developed tools can make teaching with technology very difficult.

Beyond the Traditional Classroom: Utilizing Creative Modern Tools to Optimize Student Learning
Kris Kobus – SECS/ME, Oakland University

In complex subjects both comprehension and retention are educational issues. Interested students appear to excel in such subjects, but the rates for everyone else suffer somewhat. In this presentation an example is laid out of how to utilize modern tools in flipping the classroom by optimizing online delivery (taking a usually boring lecture and making it more exciting), and then using classroom time for a variety of active exercises. The use of screen-recording software, utilizing motion picture clips to base homework, projects, and active learning exercises around, and frequent assessment will be discussed. Also, a pedagogical discussion on why the flipped classroom model may be the optimal learning environment will be done along with active exercises with participants.

Using YouTube Videos to Supplement Classroom Training
Daphene Koch – Building Construction Management, Purdue University

How can teachers connect to students who don't always understand the lecture? How do we give one on one attention to ALL of the students? One instructor created videos of the walk through of problems online. After some trial and error, you tube became the platform to produce over 150 videos that explain different problems related to statics, dynamics, and other science related to engineering technology. There are currently over 500,000 hits from countries around the world. This presentation will connect with the author and demonstrate how the videos were made and what statistics are calculated through you tube. This session will assist others in developing materials that can work as supplemental learning materials to connect to students anytime, anywhere.

Interactive Mobile Technologies in the Classroom
Susan Koch – Academic Administration, Walsh College

This session will demonstrate several new technologies that enable instructors to use their students' mobile devices as learning tools. Participants will not only learn how to use these tools, but they will have a chance to practice using them as part of the workshop. The presenter will demonstrate how students can use their mobile devices to ask questions, answer questions, take quizzes, compete in races, study on the go, access their course information, and access their instructor's slide presentations. Participants should bring their mobile phones to the workshop.

Practical Progression Data for Working Students
Gideon Labiner – Analytical and Diagnostic Sciences, University of Cincinnati
Charity Accurso – Analytical and Diagnostic Sciences, University of Cincinnati
Linda Graeter – Analytical and Diagnostic Sciences, University of Cincinnati

Distance education AS to BS students complete the 2.5 year long Medical Laboratory Science (MLS) Program completely online. Admission requirements include current employment in a medical laboratory. Analyses of more than 600 graduates from the MLS Program were conducted to identify correlations amongst years since an AS degree, GPA, retention and time to graduation. Data, results, and programmatic modifications as a result of ongoing program evaluation will be discussed.

Implementing a Ubiquitous iPad Initiative in a Graduate Program
Sean Lancaster – Education, Grand Valley State University
Andrew Topper – Education, Grand Valley State University

This session summarizes an external evaluation of the use of 1-to-1 iPads in 1 graduate program at a public university. The researchers used surveys of instructors and students along with classroom observations to study the effectiveness and impact that ubiquitous tablet computers can have in a graduate

program. The researchers also link their findings with current research to provide recommendations to participants of the session.

Promoting Social Responsibility among Educators by Implementing Computer Power Management in the Classroom
Edward Lazaros – Technology, Ball State University
David Hau – Technology, Ball State University
   Promoting social responsibility among educators starts with a firm understanding of the environmental and economic impact of power management strategies. Information relating to modifying computer system settings in a classroom will be disseminated. Conference participants will be prepared to implement power management strategies in their own educational institution after viewing the presentation.

Using E-mail Based Text Messaging as a Course Management Tool in E-Learning
Edward Lazaros – Technology, Ball State University
   Conference attendees will learn how to use e-mail based text messaging as a course management tool in E-Learning. The process of sending text messages to students from a university e-mail system will be demonstrated. The benefits of monitored and documented text message communication through the university e-mail system will be described. A sample student communication form will be presented, which provides the professor with authorization to engage in this form of communication.

Creating an Engaging Peer-Review Opportunity for Healthcare Students
Rebecca Leugers – Department of Rehabilitations Sciences, University of Cincinnati
   This session will assist participants with rubric formulation and application during a classroom activity, and providing feedback to other participants (peer review). An example of a peer review project will be shared, and then participants will create a simple rubric, create an original work (of art, this could be fun!) and then employ their rubric and provide feedback to other participants, creating a community of peer reviewers and learners.

Student Learning Communities- Great Idea, but First…
Robert Lewallen – Management and Human Resources; Applied Business, Iowa Western Community College Deanne Mulholland – Marketing; Lodging and Hospitality Management, Iowa Western Community College
   Learning communities -we know they work, if effectively constructed and maintained! Learning communities are a highway to dynamic student engagement. But do we practice in our own circles what we construct for students? Professors forming learning communities, learning from each other, broadening their perspectives on effective teaching and other issues—how do we make that happen? Can professors be engaged learners? The answer is yes—if they effectively construct and maintain their learning communities.

Scaffolding Student Learning with Multimedia Demonstrations in Difficult Subjects
Na "Lina" Li – Center for Graduate Studies, Baker College

Are your students struggling with difficult subjects such as statistics, mathematics, accounting, finance, etc.? This presentation proposes an instructional scaffolding method to help students overcome challenges in such subjects. It decomposes complex problem solving processes into small steps, and demonstrates each step using multiple-channel presentation. This method increases student confidence and learning effectiveness by reducing their cognitive burden and anxiety. The session intends to inspire faculty to develop multimedia-scaffolding tools for their own classes.

Using Technology to Improve the Efficiency and Personalization of Grading
Jeffrey Lindstrom – Psychology, Siena Heights University

While enhancing instruction with technology is often seen as a creative endeavor, too often technology has not been as widely incorporated into grading and assessment. This is unfortunate since the feedback provided to students on projects and assignments is also an important part of their educational experience. This presentation will review research on computer-assisted grading, and will demonstrate how rubrics can improve grading efficiency (e.g., Word macros) while other technologies (e.g., voice-recognition software, Jing, etc.) can enhance the quality and personalization of graded feedback.

Pride through the Humility of Self-Reflection
Sarah Lippert – Communication and Visual Arts, University of Michigan-Flint

As an art historian, I asked my students to curate an exhibition featuring works that they recreated by 'masters' of the period studied, to better appreciate the original artist's struggle to realise an idea. This presentation will address the project's value for the instructor and students, (who were asked to self reflect on the before and after). The results will illuminate a novel kind of engaged learning process for art history instructors.

Building **an Online Learning Community:**
Linking the How and the Why
Tammy Looman – Humanities, Cornerstone University

Online learning is growing by leaps and bounds, and research on best practices for online instruction shows that building a successful online learning community requires creativity, energy, knowledge, and some out-of the-box thinking on the part of faculty. This presentation will focus on practical ideas for faculty to incorporate into online teaching, building on research in three main areas of course development: scaffolding instruction, modeling, and using student-generated questions as a means of community building.

Professional Learning Communities for Teacher Leadership
Kevin Lordon – Secondary Education and Administrative Leadership, California University of Pennsylvania

   The development of college professors as teacher leaders impacts the instruction at the university level. This presentation is a result of an international collaboration to provide staff development for professors of English at Hebei University through a Fulbright Specialist Grant. The content will focus on sharing the staff development workshops on leadership including dealing with change, decision-making, qualities of an effective leader, the development of Professional Learning Communities, and the observation of teaching episodes with feedback. In addition, teaching strategies were presented including lesson design, questioning techniques, content enhancement practices and cooperative learning strategies. This submission will present a research base on the concept of teacher leadership, the details of the collaborative program developed between the universities focused, and the data obtained to evaluate the success of the implementation.

Engaging Strategies to Ignite Student Learning and Promote Responsibility
Lesa Louch – Teacher Prep Program, Baker College

   The benefits of active learning are broadly celebrated in higher education. Brain research and adult learning research continue to gain attention relative to the implications they yield towards engaging our students. But how do you translate the theoretical to practical? How do you know that what you're doing is effective? In this lively session, the facilitator will engage you in learning strategies that promote student engagement and responsibility.

Discover the Benefits to Teaching and Learning in an Institution that Embraces the Value of Servant-Leadership
DeAnna Leitzke -Civil and Architectural Engineering and Construction Management, Milwaukee School of Engineering
David Howell – Chair for Servant-Leadership, Milwaukee School of Engineering

   The benefits of incorporating Servant-Leadership philosophy into higher education are seen throughout the institution. Students are given an opportunity to deepen their knowledge in their field of study as they serve their community and grow as leaders. Professors challenge themselves to discover ways to serve their students by incorporating Servant-Leadership opportunities into the classroom. As a result, the benefits to the institution are invaluable – recruitment, retention, development.

Creating an Engaging Peer-review Opportunity for Healtcare Students
Rebecca Leugers – Department of Rehabilitation Sciences, University of Cincinnati
This session will assist participants with rubric formulation and application during a classroom activity, and providing feedback to other participants (peer review).

An example of a peer review project will be shared, and then participants will create a simple rubric, create an original work (of art, this could be fun!) and then employ their rubric and provide feedback to other participants, creating a community of peer reviewers and learners.

The Brains behind Teaching and Learning
Jeannie Loeb – Director for Undergraduate Research in Psychology
University of North Carolina, Chapel Hill
   Over the decades, we have been given various tips about how students learn, and thus, how we should teach, including the importance of building rapport, fostering positive emotions in the classroom, and using active learning. This presentation will show how such tips are supported by psychological research, particularly that drawn from behavioral neuroscience, cognitive psychology, and social psychology.

Development of the Nutritionally Aware Physician: A Service Learning Project Aimed at Promoting Nutritional Health
Victoria Lucia – William Beaumont School of Medicine, Oakland University
Jill Stefaniak – William Beaumont School of Medicine, Oakland University
Tracy Wunderlich –William Beaumont School of Medicine, Oakland University
Jean Szura – William Beaumont School of Medicine, Oakland University
   A service-learning assignment involving a local backpack program for children was incorporated into the nutrition unit of the prevention course at Oakland University William Beaumont School of Medicine. Students created nutrition tips and recipes to be included in participant backpacks. Written reflections regarding food insecurities were evaluated qualitatively to identify emerging themes. The assignment afforded flexibility for busy schedules while encouraging critical and practical thinking about food insecurities in the neighborhoods in which students live.

Building Community in Online Programs
Lori Long – Business, Baldwin Wallace College
   This session will share experiences developing two different online programs with an emphasis on building community among students and faculty. We will share research insights on the importance of community in online programs and specific examples of program and course elements to support community building. These include program-level concerns such as enrollment strategies, program orientation, and common course elements. We will also explore course level strategies such as structured course discussions and team-based projects.

Creating a Framework of Quality
Sheila MacEachron – Nuclear Medicine Technology, Ferris State University
   This interactive session will be beneficial to participants as they prepare for online instruction. The goal is to create a framework for an online course with emphasis on quality of instruction. This will be accomplished by using course

level objectives to create module level outcomes. After creating outcomes, various methods will be discussed in which to design a course. Best practices will be incorporated throughout the session.

Real-time Global Instruction in a Virtual Environment
Barbara Mann – Information and Library Services, University of Maryland University College
Julie L. Harding – Information and Library Services, University of Maryland University College

   The successful use of web conferencing has provided real-time connections between students and instructors in the asynchronous learning environment, fostering a sense of community and reinforcing learning. Content is based on specified learning outcomes to meet the curriculum needs and assessed in a variety of ways. Sessions are also recorded and added to the online classroom. Included in this presentation are planning considerations, "nuts and bolts" of conducting such sessions, and assessment.

Video Presence In Academia: Moving Far Beyond Campus Boundaries
Linda Masselink – University Libraries, Grand Valley State University
Anne Merkle – University Libraries, Grand Valley State University
Maris Stella Swift – Management, Grand Valley State University
Laurie Witucki – Chemistry, Grand Valley State University

   Many of our students are first generation and work full time. Our poster will illustrate the use of video presence to allow students to: virtually meet with faculty; participate in group projects from six locations; learn research strategies; develop better communication skills to become better speakers by using face-to-face interaction. Students connect with alumni in the field sharing real-time work experiences. Significant savings have been realized across campus with online interviewing using this technology.

Service Learning with Individuals with Developmental Disabilities: A Vehicle for Promoting Social Action and Advocacy in Higher Education
Tracy Masterson – Psychology, John Carroll University

   This poster explores ways in which service learning can help facilitate social action/advocacy with individuals with disabilities through innovative assignments and reflections. Operationalization of variables and exploration of assessment tools will inform related scholarship of teaching and learning. Morton's (1995) Typologies of Service Paradigms will serves as a theoretical framework for elucidating student development outcomes. Finally, ethical considerations of advocacy related to individuals with disabilities will be presented.

Down the Rabbit Hole: Explorations in Barn Quilts Using Emergent Curriculum and Problem-Based Learning

Sue Mau – Mathematical Sciences, Indiana University Purdue University Fort Wayne
Terri Swim – Educational Studies, Indiana University Purdue University Fort Wayne

From a problem-based, emergent curriculum paradigm, teachers must always consider the complexity of the teaching- learning process, including choosing available tools, listening for hermeneutic understanding, recognizing opportunities and questions to promote higher order thinking, and documenting learning. This session will describe the experiences of two colleagues, one a mathematics educator and one an early childhood educator, when doing a quilt project to integrate geometrical concepts with perspective elementary school teachers.

Cultivating Habits of Attention

Nicole Mazzarella – English, Wheaton College

In N. Katherine Hayles' article ""Hyper and Deep Attention: The Generational Divide in Cognitive Modes," she contrasts the attention style required in the academic life with the attention style of our incoming students. This presentation will include specific examples of how and why I teach habits of attention. These assignments often lead to the deep attention described by Hayles. This session will also include sample exercises and ways to adapt them for various disciplines.

Jeopardizing Grammar Instruction or Playing Grammar Jeopardy? Teaching Grammar to College Writers with Engaging Activities

Idiko Melis – Communication, Bay Mills Community College
Tamie Munz – Computer Studies, Bay Mills Community College

The presentation surveys some national data and compares them to research on students' grammar problems from a two-year tribal college in Michigan, concluding that the current negative approach to teaching usage and punctuation in college level writing instruction needs to be reconsidered. Teaching materials will be shared to demonstrate that—contrary to common belief—student-centered methods can be used in grammar instruction, and the process of developing enhanced language awareness can engage students.
Business 231 (Professional Communications) is a three credit course at Northwestern Michigan College. Spring 2011 the course was conducted through a semester long service learning project. 23 students joined together to plan, promote and execute the "Dress for Success" event. Students accomplished all assignments through this one community event. The student's retention and final scores increased dramatically.

Working in Three-Part Harmony
Linda McCrea – Education, Grand Valley State University
Doug Busman – Education, Grand Valley State University
   In the pivotal Student Teaching experience, teaching and modeling of collaboration currently does take place, whether intentional or unintentional. In the traditional student teaching experience parties involved are just assumed to be able to collaborate. Much of the research has focused on mentor roles, lacking are the perspectives of student teachers and their cooperating teachers. Our study expanded the research using focus groups representing all three distinct groups. Quantitative and qualitative results will be shared.

How Teaching and Online Course Made Me a Better Teacher
 Jennifer McCrickerd – Philosophy, Drake University
   In the fall of 2011, I decided that trying an on-line class might be a good way to stretch myself and put to the test my view that if we aren't taking risks we aren't learning. Unfortunately, I mentioned this to people who then held me accountable and I found myself teaching an on-line class the summer of 2012. Happily, my risk paid off and teaching the class has made me a better teacher and has left me more optimistic about the potential of on-line teaching. Come to this session to hear what I anticipated, what I did well (and what it was that made it go well), what I hadn't anticipated and what I really wish someone had told me.

The Story of a Semester Long Service Learning Project
Kristy McDonald – Business, Northwestern Michigan College
   Business 231 (Professional Communications) is a three credit course at Northwestern Michigan College. Spring 2011 the course was conducted through a semester long service learning project. 23 students joined together to plan, promote and execute the "Dress for Success" event. Students accomplished all assignments through this one community event. The student's retention and final scores increased dramatically.

An Academic Focus for Conversation Partner Program Design?
Maria McNeel – Intensive English Program, Ferris State University
   Conversation Partner Programs (CPPs) exist in many English-language learning institutions around the country, yet their designs vary, based on the needs of the student population and the resources of the institution. Research shows a deficiency in academic learning in some language programs (Zhai, 2002, p. 98). Could CPPs help fill the gap of academic learning for university-bound students? Group activities will generate discussion about the feasibility of using portfolios as a measurable learning tool in a CPP.

Taking Student-led Discussion Panels to the Next Level
Joyce Milambiling – Languages and Literatures, University of Northern Iowa

 In order to promote a student-centered and interactive classroom atmosphere, I recently added student-led panel discussions to my Bilingual Education course. Students embraced the activity, and it resulted in genuine, multi-faceted discussions. In this presentation, the conference audience and I critically examine the design and implementation of the panel discussion activity and collectively brainstorm ideas for incorporating similar interactive activities in a variety of courses, including those taught on-line.

FYE=Facilitating Your Education: How One College Found the Elusive FYE Program
Joy Milano – Academics, Kuyper College
Curt Essenburg – Student Life, Kuyper College

 Post-secondary institutions are continually investigating initiatives like first year experience programs as they attempt to integrate students into the college community and enhance their intellectual, spiritual and social development. Drawing upon student development, leadership,and identity theory coupled with an experiential-learning approach, Kuyper College piloted such a program during the 2011-2012 academic year. The presenters believe that any institution can draw upon its mission and student learning outcomes, and the literature to create FYE programs tailored to their students.

Creating Engaging Online Classes: Innovative Instructor-Student Interaction
Christina Moore – Writing and Rhetoric, Oakland University
Shaun Moore – Writing and Rhetoric, Oakland University

 Learn how to create engaging online and hybrid courses with discussion forums, web conferencing (virtual classroom), multimodal instruction, surveys, journals, and Google Documents that are user-friendly for instructors and students, therefore allowing more attention to instruction and content rather than technological proficiency. See how two instructors have translated their first-year writing activities from face-to-face to hybrid and fully-online courses to capitalize the advantages and minimize the challenges that come with each class environment.

Constructing Meaningful Academic Partnerships with Faith-Based Service Providers
Lorne Mulder – Political Science, Wayne State University
Mark VanderMeer – Humanities and Liberal Arts, University of Phoenix

 The recent reductions in community behavioral health resources have inspired some faith community members to engage societal challenges in economically disadvantaged populations. The presentation will address the barriers to effective academic and church collaborations. Using the principles of Outcome-Driven Learning (ODL), a recently articulated teaching system presented in the

Journal of Public Affairs Education (JPAE), which utilizes communication, action learning, and personal development as the conduits for change in students through strategic civic engagement.

Being Real in the Classroom: Pathway to Greater Connection with Students
Dana Munk – Department of Movement Science, Grand Valley State University

One role of faculty is to develop meaningful relationships with students in their classrooms. This endeavor is complicated by the diverse and changing identities of today's student body. In order to develop deeper connections with students, faculty need to understand their own social identity and how it impacts teaching behavior (Allen, 2010; Goodman, 2001). This session will discuss one Teaching and Learning Center initiative designed to improve faculty understanding of social identity at a public, Master's large university. Participants will be invited to discuss experiences and generate creative ideas and strategies for faculty to use.

Designing Unknown Outcomes and Discourse in Critique: Engaging Students in a Process without a Vision?
Bernie Murray – Curriculum Teaching and Learning, OISE University of Toronto

Actively involving students in decisions about their learning was the focus of this studio-based design class. The project was structured to encourage students to explore their creative potential by considering many design options. Interacting with students about design process happens during critiques. The study examined students' perceptions of designing through exploration leading to innovative products. The findings of this research helped to gain an understanding of students' perceptions of their creative project, engagement, and learning.

Reflective Practice in a Learning Community: Collaboration, Mentoring, Experiential Learning, and Educational Success
Bernie Murray – Curriculum Teaching and Learning, OISE University of Toronto

In a faculty of education a third-year student created a learning community providing support for peers. This self-study documented approaches and challenges faced during the doctoral journey. The learning community was organized to discuss resources, conference proposals, research, teaching experience, or academic positions. Personal experiences were documented in a journal and analyzed. The learning community experiences contributed to the potential success of graduate students by providing support, connection to community, resources, and voice.

Enduring Artifacts: Teaching Civic Engagement and Digital Literacy
Mursalata Muhammad – English, Grand Rapids Community College
   New Media makes writing feel ephemeral; it's quickly edited, distributed, and superseded. However, once published, it's hard to escape your online past. We will demonstrate how combining civic engagement, digital literacy with new media compositions get students thinking critically about the potential permanence of the personas their online compositions create. Session participants will learn about our course projects, discuss advantages and dangers of "enduring artifacts," and practice using Twitter as a new Media" teaching tool. Participants will leave with a working list of real audience projects and working definitions for "New Media" and "Enduring Artifacts."

Building from the Ground Up: Building a Collaborative Online Learning Environment
Mary Jo Nead – Communication, Thomas More College
Shannon Eastep – Education and Human Services, Northern Kentucky
Paul Wirtz – Counseling, Social Work & Leadership, Thomas More College
   Creating a brand new course from the ground up can feel like an uphill climb. How should the content best be organized? What tools are available to support the content and student interaction? In this presentation we will share with participants how a new online speech course was designed by utilizing free resources. Together we will look at real course examples using VoiceThread, Viddler, YouTube, Google Docs, and Jing. We will cover how these tools can be used to support, enhance, and deliver materials to the students and how they resulted in building a collaborative learning environment.

Teaching online Students with Tablets and Smartphones
Jim Newtown – Center for Graduate Studies, Baker College
   More and more students are using tablets (e.g., iPads) and smartphones (e.g., iPhones) to access online Blackboard classes. Although the limited features of these devices often make them less desirable than traditional computers, these limitations are usually overridden by their convenience. What new opportunities do these devices present? How might we redesign courses to help students using these new devices?

Semester in the City" – from Service Learning to Case Study
Gregory Nobles – History/Director, GT Honors Program, Georgia Tech
   This session explores the evolution—and the intellectual and social implications—of "Semester in the City," a course that has engaged undergraduates with an extremely challenged urban neighborhood. Beginning as a well-meaning "service learning" course, it has become the model for a larger effort, CASE Studies (Connecting Academic and Societal Engagement), to promote a sustained and egalitarian relationship between university and community partners. The discussion will focus on the importance of asking "why?" and "how?" and "for whom?"

De-Marginalizing "Foreign" Students, and Best Practices for Promoting Integration
Daniel Noren – Languages and Literature, Ferris State University
   Students from countries outside of the United States are already faced with culture shock and other challenges when they enroll in our courses and appear in our classrooms. We need to think out of the proverbial box and transcend our own limiting comfort zones to help them succeed. In the process we will find that we are actually enhancing our classroom environments.

Make It Memorable
Dean Paczewitz – General Education, Baker College, Allen Park
   Do your students learn basic vocabulary, facts, and figures to begin their studies? Would you like to have an easier time remembering new material? Drawing on material from several disciplines, this workshop will explore time-tested memorization techniques and visual cues that increase the recall of material. Participants will leave with a deeper appreciation for memory and simple techniques which can be easily applied to their everyday tasks and teaching content.

Moodle 2.2 – Tips and Tools for Teaching
Frances Paris – Special Education, Oakland University
Marilyn Goby – Career Focused Education, Oakland Public Schools
   Are you considering moving from a face-to-face course to online course or perhaps, a little of both? Have you made the move to hybrid teaching or asynchronous MOODLE course? In this session, experience a MOODLE course to learn how to doodle with MOODLE. You will learn basic techniques of course design that engages, enriches, and entertains your students. Learn the advantages and challenges of transitioning to an online environment from an instructor's perspective.

Let's not leave Affect out of C-P-A!
Christina Pashby – Social Science, Northwood University
   As instructors, we endeavor to create learning communities bringing our Content and scholarship together with Process and pedagogy. We as well as our students bring our Affect to the classroom as well. Our values, motivations, attitudes, stereotypes, feelings and our mental health impact the classroom climate. We, as instructors, need to be aware and prepared to flexibly address mental health issues that arise in the classroom as well as putting preventions in place via positive psychology techniques to reduce stress and increase resilience.

Learning through Flexible and Creative Teaching Methods
Barbara Penprase – Nursing, Oakland University
   Students' learn in different ways and will thrive when students' learning styles match content to be learned within a course. This is challenging since students' learn in a variety of different ways. Effective teaching creates unique ways in which students can learn. Trying to reach all students demands extra time from

both the faculty and students. Major courses are often rigorous and are especially challenging for students to master expected content. Content needs to be provided in a flexible manner to provide a variety of different venues in which students can successfully learn important information to succeed as a nurse. This presentation discusses developing flexible course content delivery and teaching. Integrated within this presentation will be threading themes of developing a learner-centered environment to enhance students learning process.

Similarities between Successful Game Design and Curriculum Design
Andrew Peterson – Faculty Center for Teaching and Learning, Ferris State University

In this session we will spend time examining successful game development and discuss how it relates to curriculum development. Strategies on implementing games into existing lessons will be presented. Standards and assessment tools will be reviewed. Pedagogical shifts with the devaluation of information are lamented. Roles of teachers in classrooms will be debated. We will highlight literacy's transformation from a passive consumption of information to an active creation of content.

There's an App for That!
Andrew Peterson – Faculty Center for Teaching and Learning, Ferris State University
Gregory Wellman – Pharmaceutical Sciences, Ferris State University

Are your students Facebooking, texting and playing Fruit Ninja and DragonVale during class? If you can't beat them, then join them! This session will feature demonstration of iOS-based (Apple) Apps useful in the higher education classroom/laboratory for presentation (e.g. PowerPoint/Whiteboard), class feedback and polling, simulation and reference. Participants are encouraged to have their smartphones and mobile devices ON during this session; and will have the opportunity to share relevant classroom apps they have used successfully.

Democratic Critical Pedagogy Informed by Andragogical Studies
Richard Pipan – Teacher Development and Education Studies, Oakland University

I contend that instructional practice—typified by prescribed "learning objectives" or "outcomes" too often serves to undermine and truncate human development and competence. Bureaucrats and policy wonks (read: Arne Duncan, Michelle Rhee, et. al), declaim that achievement can be brought about by hierarchical, organizational control, submission to authority, and a denial of the salience of increasing social, political and economic disparities. They are wrong. This session proposes to engage participants in a collaborative and open conversation on what might constitute adequate theoretical and practical approaches for intellectual, curricular and administrative leadership for higher education.

Teaching Faculty to Teach Hybrid: Key Findings from the University of Washington Bothell
Ian Porter – Learning Technologies and Teaching and Learning Center, University of Washington Bothell

This presentation focuses on a model for preparing faculty to teach hybrid (or blended) courses. The presentation is based on key findings from UW Bothell's Hybrid Course Development Institute (HCDI), which draws on Garrison and Vaughan's (2008) Community of Inquiry model. A quarter-long faculty development institute, HCDI (re)introduces faculty to course design strategies, as well as strategies for effectively integrating learning technologies into their courses. In addition to presenting the key findings from the Institute, I will supply attendees with resources used in the Institute. Audience participation is strongly encouraged in this presentation.

Pedagogical Paradigm of Strength-Based Education Developed by a Faculty Learning Community
Leslie Ann Prosak-Beres – Childhood education and Literacy, Xavier University

Committed to naturally good teaching and intrigued by the "coming to know" process of their own content knowledge, and more importantly how they transmit that knowledge to those they teach and mentor as colleagues and students, a group of colleagues committed to a year- long study and a critical analysis of strengths-based educational theory and practice. Faculty participants from the College of Social Sciences and the College of Business discussed, developed and evaluated theoretical principles of strengths-based education with an emphasis on how awareness and application of strengths/talents can increase teaching, learning and leadership effectiveness. The focus of this session is an overview of the challenges and outcomes of developing a common pedagogical paradigm of teaching success and best practices.

Avatars: Bringing Case Studies to Life
Rachel Ramsey – Nursing, Indiana University Purdue University Fort Wayne
Cheryl Rockwell – Nursing, Indiana University Purdue University Fort Wayne

Instructional methods that employ technologies used in the current social environment may increase student engagement and interest in the course content. Individuals use avatars to graphically represent themselves in virtual environments, gaming, social media, and internet forums. Nurse educators can capitalize on students' familiarity with this technology by using avatars in the classroom to represent case-study patients. Avatars give life to case-studies and allow students to interact with the case-study patient.

Comparing Effectiveness between Instructional Interventions for Students with Learning Disabilities

Kelly Roberts – Center on Disability Studies, University of Hawaii
Kiriko Takahashi – Center on Disability Studies, University of Hawaii
Hye Jin Park – Center on Disability Studies, University of Hawaii
Robert Stodden – Center on Disability Studies, University of Hawaii

Research results on Heuristic Math Teaching vs. Intelligent Tutoring System will be presented.These two interventions are based on the theoretical framework of metacognition, which is found to be a strong predictor of success for students with learning disabilities in college (Yahnke, 2006). This research was conducted at community colleges with math instructors who were teaching introductory math courses.

Glue Them to Their Seats

Matthew Roberts – Information Technology/Political Science, Grand Valley State University

In the 21st century, visual rhetoric will be as important a skill as written and spoken rhetoric. Unfortunately, our most frequent attempts at visual communication—the ubiquitous PowerPoint presentation—are uniformly bland and ignorant of cognitive science. This session presents a primer in visual rhetoric and focuses on equipping participants with a short list of easily implemented design principles that both capture the audience's attention and lead to greater comprehension and retention.

E-Learning Practices the Promote Student Engagement in the General Education Public Speaking Course

Renee Robinson – Communication, Saint Xavier University
Julie McNellis – Communication, Saint Xavier University

The purpose of this presentation is to share pedagogical practices involving e-learning tools that promote student engagement. Consequently, the presentation focuses on digital recordings of students' experiential learning activities and the instructional techniques implemented to guide learner interaction with course materials. E-learning tool rationale and selection (e.g., apps, learning management system, software) pertaining to course objectives and pedagogical practices are shared. Instructor and student perceptions of how this activity impacts student learning is also discussed.

Demonstrating iAuthor Publishing Tool to Create Interactive Course Materials for Use on the iPad

David Rodenbaugh – Biomedical Sciences, William Beaumont School of Medicine Oakland University

Digital materials are increasingly becoming the preferred media to disseminate content to students. Even though major publishers provide various types of digital resources, limitations of this format remain. For example, there are no interactive features such as inserting class presentations or simplified course customization. A free app, iAuthor, allows faculty to create engaging customized iBooks. This

presentation will demonstrate the development and features of iBooks for use by medical students using iPads.

Active Learning and the Terrible, Horrible, No Good, Very Bad Class
Marc Rogers – Communication, Walsh University
   Using active learning to increase student engagement and making evidence based decisions about teaching and learning techniques are both well-established practices. This presentation discusses some of the challenges of assessing the impact of pedagogical changes caused by variance in the personalities of different class sections or major cohorts. I will discuss my difficulties in judging the effectiveness of active learning techniques while working with a particularly difficult group of students over two semesters.

Is it Liberal Education and America's Promise (LEAP) or Fleecing America's College Students (FACS)?
George Ronan – Director of General Education, Central Michigan University
Claudia Douglass – Vice Provost, Central Michigan University
   In the United States of America approximately one-third of an undergraduate education is devoted to meeting general education requirements. For example, the general education program at Central Michigan University requires 42 credit hours, with a combination of both on and off-campus general education courses generating over 200,000 credit hours each year. What advantage does a general education provide graduates? We are at the conclusion of revising our general education program and will provide a frank analysis of the processes involved, while highlighting successes and failures. Participants will be encouraged to apply the lessons learned to increase the LEAP to FACS ratio of their own general education programs.

Leaving the Lucky Socks at Home:
Teaching Students to Reframe Their Successes and Failures
Tamara Rosier – Davenport University
   "Was it luck? Was it a good night's sleep? Or am I just really smart?" a student wonders after the test. Students want to make sense of their academic performance. Research indicates that the ways in which students interpret their success or failure shapes their future academic performance. If we, as professors, can affect how students understand and explain their academic successes and failures, then we may be able to affect their academic and intellectual growth. This session takes a deeper look at attribution theory and its remarkable success in the classroom.

Teaching Metacognition: Encouraging Students to Reflect on Their Learning
Tamara Rosier – Davenport 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.

Ethics, Sustainability and Visualizing the Marks We Make on the World around Us
Wm. Timothy Rumage – Liberal Arts/Environmental Studies, Ringling College of Art and Design

   Much of the backstory of the products and resources we use are so invisible to us that we often fail to consider why, how, who, or where do they come from, and as a result rarely consider what happens next. Environmental artists play a key role in reminding us that the consequences of the questions we fail to ask are critical to creating a path to sustainability. In this session, we will use images and decision trees to consider implications and ideas for teaching sustainability in your classes at a conscious level.

Meeting Students Where They Are: Electronic Media as a Bridge to Academic Writing and Learning
Ann Russell – Communication and Writing, Madonna University
Neal Haldane – Communication and Writing, Madonna University
Frances FitzGerald – Communication and Writing, Madonna University
Ellen Harcourt – Communication and Writing, Madonna University
Marian Gonsior – Communication and Writing, Madonna University
Qolette Agee – Communication and Writing, Madonna University

   Incorporating electronic media into course assignments enhances our tech-savvy students' learning. This is particularly true of technology-based writing/learning assignments, because they provide a bridge between the informal language of texting or Facebook chats and the formal academic language of college. Our roundtable-workshop hybrid offers two components: Strategies for using online tools and guided, hands-on experience using no-cost applications ("freeware"). Participants without laptops may borrow laptops our group will bring to the session.

Top Ten Reasons to Web-Enhance Your Course: "Look Toto, we're not in Kansas anymore."
Gail Ryder - College for Professional Studies, Siena Heights University

   This presentation, based upon "The Wizard of Oz," illuminates ten reasons for web-enhancing all of your traditional ground courses. Student engagement is the key and web-enhancement opens the door to better organization, greater accountability, activation of prior learning, more active class time, meaningful post-class reflection, and closer communication. Finally, web-enhancement allows for more self-remediation resources, make-up work, dropbox dialogues, and easy grade book updating.

Using the Learning Partnerships Model to Transform Student Learning

Sarah Schoper – Educational and Interdisciplinary Studies, Western Illinois University
Aaron Hill - Residence Life, Northern Illinois University

The Learning Partnerships Model was used to promote learning within a graduate student course. Specifically, the course focused students' attention on both how they made meaning, as well as an experience on campus they could transform to be more learning-centered. Data from the course indicates that by students learning how they made meaning they could consider what such a process meant in various environments. Furthermore, offices are adopting the experiences the students made more learning-centered.

Facebooking A Learning Community

Sarah Schoper – Educational and Interdisciplinary Studies, Western Illinois University

Most students check their Facebook account frequently, so why not use it to establish an online learning community? This poster presents how Facebook was used to enhance in-class discussion and course assignments. Students indicated their satisfaction in using Facebook and discussed how it enhanced their learning—so much that the Facebook group continues to facilitate discussion of course content even after the completion of the course. Limitations of using Facebook groups will also be identified

Cultivating a Climate where High-Impact Learning Thrives

Shelley Schuurman – Social Work, Grand Valley State University

In this workshop you will experience sequenced educational activities that promote self-awareness and lay the groundwork for creating a supportive classroom community. Participants will learn teaching strategies that encourage movement into the "risk zone" and prepares 21st century students to realize the full potential of high- impact learning. How a merger of Adventure- based learning philosophy and Barkley's model of student engagement inform these educational activities will also be shared.

Development and Validation of an Instrument to Measure Team Dynamics

Minhee Seo – Biomedical Sciences William Beaumont School of Medicine, Oakland University
Jennifer Eastwood – Biomedical Sciences William Beaumont School of Medicine, Oakland University

The purpose of this study is to develop an instrument that assesses team dynamics in team based learning environment and examine the psychometric properties of the instrument. For the questionnaire to measure team dynamics, four constructs were identified (i.e., Reflection, Communication, Positive Team Dynamics, and Relationships with Others) through literature review and corresponding questions were generated. Reliability and confirmatory factor analyses using a structural educational model were employed to examine reliability and validity.

The 21st Century: FREE Web-based E-Portfolios
Kathryn Servillo – Education, Elmhurst College

  E-portfolios have become a popular tool used by programs to evaluate candidate outcomes. Free, web-based e-portfolio systems are available to aid both faculty and candidates in the organization and quality of such portfolios. This session will summarize and share examples of some widely used FREE, web-based e-portfolio systems. In addition, recommendations for implementation will be given.

Strategies for Actively Engaging Students in Learning to Produce High-Impact Presentations
Nadya Shalamova – General Studies, Milwaukee School of Engineering
Matthew Trussoni – Civil Architectural Engineering and Construction Management, Milwaukee School of Engineering

  Several innovative learning approaches and web technologies are used in a variety of engineering client-based scenarios to teach alternatives to the conventional "death by PowerPoint" presentation style commonly exercised by engineering students. Students learn strategies for producing high-impact presentations from the insights gained through technical communication skills, multimedia design practices, and cognitive learning theories. Students are taught to create memorable, dynamic, well-designed, and audience-centered presentations which have a higher impact on engineering clients.

Assessing Dispositions: A Critical Step in Creating a Community of Learners
Patricia Shaw – Education, University of Wisconsin-Stevens Point

  As future teachers progress through their education programs, a critical piece of their professional development is knowing, understanding, and integrating dispositions into their pre-service practices and behaviors. A meaningful dispositions document and assessment policy provides guidance to both faculty expectations and to future teachers who are expected to conduct themselves in a manner consistent with the highest degree of professionalism. The classroom community is most effective when candidates recognize when their own dispositions are developmentally and socially appropriate or need to be modified and subsequently develop plans to do so.

Active Learning: A Journey Worth Taking
Jennifer Sieszputowski – Science, Kirtland Community College

  Research shows that active learning is beneficial for students, yet many faculty are reluctant to adapt it to their courses. Others may try active learning activities but give up at the first sign of resistance. The presentation will focus on challenges associated with active learning, and provide useful strategies for successful implementation. Participants will have an opportunity to share their own experiences, challenges and concerns regarding active learning.

Student/Teacher Communication – Retention Intervention
Jennifer Simpson – College of Arts and Humanities, Texas A&M University, Corpus Christi
Amanda Marquez – Liberal Arts, Texas A&M University, Corpus Christi

   The first year at a new college for a student can be quite intimidating especially when it comes to going to an instructor's office to discuss class work and grades. It is so important though for students and teachers to build that connection for student success. In this presentation, we will be discussing five different strategies / lessons that have been shown to get students more comfortable with not only asking questions in class but also with getting them to start making a connection with their instructors. A CD will be provided to attendees that contain lesson plans and grading rubrics for these lessons. These strategies have been shown to be successful in a variety of themed learning communities.

Developing Empathy through Imaginative Literature in the UG Classroom
Kathleen Spencer – Nursing, Oakland University

   Can empathy be taught? Many researchers say yes! This session will explore the use of poetry, fiction, monologue, memoir and patient narrative in teaching-learning activities with undergraduate students. Studies regarding the use of imaginative literature will be discussed, with an extensive reference list. However, this session will focus on classroom activities to teach empathy: what has worked, what hasn't. Some of these activities will be demonstrated during the session. We will have time for a lively discussion and exchange of ideas.

Preventing Electronic Incivility in a Community of Learners
Thomas Spotts – Technology, Ball State University
Edward Lazaros – Technology, Ball State University

   Preventing electronic incivility in a community of learners will be discussed. Conference attendees will learn how technological devices in schools are being used for incivility in the form of cyber-bullying and online harassment. Innovative practices for prevention will be discussed. Information relating to the U.S. Constitution Bill of Rights 1st Amendment protection will be highlighted and the complications that these legalities can cause will be discussed.

Studentship: An Evidence-Based Pathway to Academic Excellence
Mischelle Stone – Ferris State University

   This session will describe an innovative strategy for incorporating and assessing student involvement in the classroom. The concept of studentship is explained in the context of a process that challenges students to be the best of who they can be, and guides them in being present in the moment, being non-judgmental, and being self-reflective. This process creates a learning environment where students interact with open hearts and minds, and where students are asked to "stand and deliver" on taking responsibility for their own learning.

Building Grammar Self-Esteem through Editing Workshops across the Discipline

Diana Stout – English, Davenport University
Briana Barnett – English, Davenport University

   Grammar has the ability to create terror and fear in the hearts of students that can either demolish writing self-esteem or build it. Student experience is usually the former. Red-pen mentality and disconnected grammar instruction leads students to believe their writing is worthless. In truth, all students are already writers and can easily comprehend basic grammatical concepts without knowing the terminology. Come see how two teachers turn students into better writers and editors using grammar mini-lessons easily incorporated into a "writing workshop" in any discipline. Come participate as a student and observe how just one mini-lesson can raise a student's writing self-esteem.

Submersive Learning
Star Swift – Management/Seidman School of Business, Grand Valley State University
Linda Masselink – Steelcase Library, Grand Valley State University
Anne Merkle – Zumberge Library, Grand Valley State University

   Over the summer of 2012 faculty and students worked with a museum to use a WWII submarine as a learning tool. Three basic projects included creating a website that could be used to teach K-12 science and math, creating an unguided tour of the submarine using QR technology for continuing learning, and creating a live dive experience in the classroom using remotely operated vehicles (ROV's). Collective learning connected higher education, business, economics and the workforce.

Communities by Design
Beth Talbert – Communication & Journalism, Oakland University

   In the text "Educating by Design", Strange & Banning (2001) explore the research on educational environments as it relates to student success. They suggest four conditions necessary in the creation of learning-supportive environments: inclusion, safety, involvement, and community. Further, they posit that learning communities only exist when students have "full membership in the learning setting." This session will focus on the process, challenges, and benefits of granting "full membership" to students in contemporary classroom communities.

If You Build It, Will They Teach: 8Questions/Answers to Counter Faculty Resistance to Teaching Online
Spence Tower – Management, Ferris State University
Deborah Thalner – College of Professional and Technological Studies, Ferris State University

   Face it, many faculty members are resistant to teaching online. For some, it borders on hostility. In this participative workshop, we will both ask and answer eight important questions that can help you successfully overcome this low

participation. You will leave this session with a set of activities useful for your situation.

Transforming STEM Education
Susan Toma – Mathematics and Computer Science, Madonna University
Asaad IStephen – Physical and Applied Science, Madonna University

   The College of Science and Mathematics at Madonna University was awarded $250,000 under the McGregor grant for 2010-2011. This opportunity has allowed us to take a major step forward in transforming STEM education, along with the opening of a new 60,000 square-foot science building. We redesigned courses, offered faculty professional development activities, enhanced faculty- student research opportunities, and provided academic support for students. Also, we purchased scientific equipment to complement our brand new laboratories.

Experiences of Students and Faculty in a Fully Online Graduate Educational Technology Degree Program
Andrew Topper – Education, Grand Valley State University
Sean Lancaster – Education, Grand Valley State University
   With the growth in online college and university offerings, more and more students and faculty are finding the online or virtual environment both promising and challenging. While much research has focused on individual online courses, comparing student experiences with those in traditional courses, less attention has been placed on students' experiences in a fully online M.Ed. degree. This poster summarizes what we have learned from and about students in the first year of a fully online graduate program in educational technology. Using a variety of data - including surveys, student course evaluations, course artifacts, and archives of virtual advising sessions - we explore students' perceptions of the quality, community and value of our online M.Ed. degree. We also explore challenges faculty members face when teaching graduate courses, supporting distant students and evaluating a fully online graduate program.

Why Weekly Feedback Matters To Me and My Students
Chester Trybus – Marketing, Ferris State University
   Our student-customers keep the university doors open. Without students, our bills are not paid. This session explores why it is important to hear from the students on a weekly and end of semester basis on what was good or needs to improve in the classroom experience. The session is interactive. It will provide you with tools to make your end of semester student survey a 4.5 out of 5 experience. You will not be disappointed!

High Impact Teaching Strategies of Engaged Teacher
Nancy Vader-McCormick – Communication, Delta College
   Come and explore effective active learning strategies used by exemplary college teachers to engage today's students in deep learning. This highly interactive session will engage participants in dialog, small group experiences, and reflection activities to demonstrate how active learning approaches engage

students. Brief video clips will be used to stimulate discussion about teaching practices that positively engage students in learning. The Engaged Teaching and Learning Model will be illustrated and provided in a handout.

Encouraging Critical Thinking in the Laboratory
Timothy Vander Laan – Nuclear Medicine Department, Ferris State University

Student learning in the laboratory often involves a very structured procedure requiring students to follow rigid step-by-step directions. While this structure has advantages and may be necessary in many settings, a significant disadvantage is that students are often not encouraged to think critically while performing the laboratory requirements. This presentation addresses this problem and offers some practical methods to enhance critical thinking in the laboratory by improving both the design and implementation of laboratory sessions.

Sacred Space Pedagogy
Jo-Ann VanReeuwyk – Art and Art History, Calvin College
Debra Paxton – Buursma – Education, Calvin College

The "Sacred Space Pedagogy" project, sponsored by the Kuyers Institute and Calvin College Alumni Association, explores how text, object and action in teaching decisions can cultivate experiences in learning places as distinctively Christian. We wish to learn along side educators, artists, and believers to discover multiple ways of designing and creating learning spaces that enfold diverse learning communities into the distinctive Christian story. This project welcomes an interdisciplinary professional discourse filled with wonder and surprise regarding faith-infused pedagogy.

Using Peer Feedback to Facilitate Learning and Engagement in Online Courses
Kristi Verbeke – Teaching/Faculty Development Specialist, Wake Forest University
Nichole Winkler – College of Nursing, Wayne State University

This session will demonstrate the use of peer feedback to facilitate learning and student engagement in an online instructional design course. The benefits of peer feedback will be discussed and examples of student work and reactions will be presented. Data on pre- and post-feedback scores will also be presented.

Pecha Kucha: Fostering Concise Communication Skills in Medical Imaging Students

Alan Vespie – Advanced Medical Imaging Technology, University of Cincinnati
Barry Southers – Advanced Medical Imaging Technology, University of Cincinnati
Maureen McDaniel – Advanced Medical Imaging Technology, University of Cincinnati
Whitney Chaffin – Advanced Medical Imaging Technology, University of Cincinnati

Students in the Advanced Medical Imaging Technology program are accustomed to preparing traditional presentations for case studies, peer lecture material, and cultural competence exercises as part of their professional development activities. During summer term, students will be introduced to the pecha kucha method of delivering concise presentations using twenty slides timed for twenty seconds each. Students will be polled to determine their beliefs regarding the effectiveness of the pecha kucha method as a learning instrument.

Mobile Learning & Study Abroad

Mary Waker – Technology for Teaching and Learning, Wayne State University
Marc Rosa – Teacher Education, Wayne State University
Navaz Bhavnagri – Teacher Education, Wayne State University
Brandon Shamoun – Teacher Education, Wayne State University

This presentation will report on the challenges encountered and learning outcomes experienced when a course curriculum is redesigned for a mobile learning environment. Students in a study abroad class in Teacher Education use iPads as they explore Spanish language, cinema, popular culture, and history while in class and when traveling overseas. Use of the iPads provided ubiquitous access to learning resources and provided multiple opportunities to enhance educational technology skills for future teachers.

The Role of Formative Feedback in Promoting Student Learning

J. Walwema – Writing and Rhetoric, Oakland University

Innovative pedagogical practices, drawing on experience and what works, have redefined college classrooms around the country. The purpose of redefining interactions is to promote learning in ways that are directly related to students' understanding of how they can apply what they learn. By nature, business communication calls for creative innovativeness. According to the, Golen, S. Eure, J.D., Titkmeyer, M.A., & Powers, C. (1983), business communication is "a much sought-after talent in the business world, as there is a continuous need for fresh, original solutions to existing problems" (p. 47). As such, employees who undertake projects in an inventive manner are valued. Our duty then, as instructors of business communication, is to foster an environment in which students can be innovative and creative within the constraints of complex and,

you might say, shifting communicative situations and still exhibit those fresh and original solutions coveted in the workplace. One of the ways we can promote innovation and creativity in business writing is through formative instructor feedback.

Internships and Their Relationship in Narrowing the Gap between Curricula and the Insurance Industry
Diana Webb – Finance Education, Northwood University

The 2001 scandal that led to the bankruptcy of Enron energy company; the huge and deadly hurricane Katrina; and the subprime mortgage meltdown in 2008 all affected business profits. The need for risk managers, insurance professionals and financial advisors has never been greater. The role of risk manager is coming into its own being as today organizations are realizing they need trained specialists who can oversee and take a holistic approach in managing the risk (Gabel, 2008). The insurance industry's workforce is deteriorating as older employees retire and the younger population is less interested in the IRM field. While business schools offer theory classes and address pedagogical strategies for teaching business, there is a gap between the textbook and the actual working environment. In order to secure those needed workers, experienced based
education may bridge the gap between curricula and the work environment. As well, Internships help students focus their post graduation career plans (Shellenbarger, 2009, p. D1).

Classroom Strategies for Preparing and Engaging Future Leaders
Michele Wells – Department of Social Work, Asbury University

The classroom instructor is one example of good leadership for a student. Activities in the classroom can prepare students for leadership activities in future careers. The role of the transformational leader will be explored in terms of the characteristic of charisma and the dimensions of individualized consideration and intellectual stimulation. These parameters of transformational leadership will be discussed in relation to their bearing on the student's ability to gain leadership skill and experience the influence of these skills upon them personally and professionally. The goal is for the student to be engaged in learning class content and to gain these skills simultaneously in an effective classroom.

Facilitating Learning across Various Cultures, Countries, and Classrooms
Tracy Weber – Kaleidoscope Learning Circle, LLC

No matter where your course is delivered or the subject, the process of creating effective learning environments is a skill all educators can benefit from practicing. This interactive session invites participants to look at their personal beliefs about learning and transfer that knowledge to enhance students' learning. This session is grounded in learner-centered teaching, constructivism, experiential education, and research from neuroscience. Includes presenters' lessons from facilitating courses in Dubai, Croatia, Dominican Republic, and US.

Negotiating Generational Challenges in the Classroom
Gregg Wentzell – Center for the Enhancement of Learning, Teaching, & University Assessment, Miami University

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. In this interactive session the presenter, managing editor of the Journal on Excellence in College Teaching and the Learning Communities Journal, will lead discussion on how generational differences can lead to classroom challenges, what can be done to help negotiate these challenges, and opportunities for publication in this area.

How to Infuse Active Learning into the Classroom while Maximizing Student Learning and Satisfaction
Keith Whittington – Interactive Games and Media, Rochester Institute of Technology

This session demonstrates how to engage students while maximizing learning. Successful infusion of activities into the classroom requires more than just handing out materials and telling the students to talk. Attendees will participate in a variety of simple, brain-based exercises that demonstrate how to effectively conduct activities and manage students. These highly adaptable activities are appropriate for all subject matter. The NSF funded the presenter's work based on his success at increasing student satisfaction, learning, and retention.

Learning Communities: Establishing a Cohort of Reflective Practice
M. Susie Whittington – Agricultural Communication, Education, and Leadership, The Ohio State University
Caryn Hoerst-Filson – Agricultural Communication, Education, and Leadership, The Ohio State University

Teaching is a social profession in which teachers must know how to form relationships and interact with students and other teachers, as well as practice reflective teaching. Goodlad (1990) noted that programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented perceptions to become more other-oriented, to identify with a culture of teaching. The reflective cohort model of teaching and learning can leave positive and lasting relationships among its members if executed successfully.

Everything Old is New Again: Using Elearning for competitive advantage
Theodora Williams – Business and Computer Information Sytems, Marygrove College

Following program review, it was apparent that bold innovation was needed to retain relevance and competitive advantage for our Human Resource Management Master's program,. The decision to migrate from a traditional on-ground delivery format to a total on-line format was made. The challenge was to maintain course integrity, to engage students in meaningful ways without regular

face-to-face contact, and to ensure learning as facilitators rather than traditional lecturers.

Keys to College Persistence: What can professors do to increase persistence?
Rhoda Wolle – Education & Center for Excellence in Learning and Teaching, Wisconsin Lutheran College

Approximately 75% of students who leave college early do so in their first two years, with the majority departing during or directly after their first year of college (Braunstein & McGrath, 1997; Tinto, 1993). This interactive workshop will discuss why the first year of college is a crucial time for risk of departure and more importantly, what faculty can do to encourage persistence to graduation.

Creating the Civil Classroom in the Age of the Net
Helen Woodman – Developmental Curriculum, Ferris State University
Chrstine Conley-Sowels – School of Education, Teacher Education, Ferris State University
Kristy Motz – FLITE Reference and Instructional Services, Ferris State University

We need to show students what they can get from attending your class that they would not get sitting in front of a digital screen. After a historical look at civility (or lack of it) in the classroom, this interactive session will explore the dialogue that should produce an energized, learner-centered college classroom in both Face-to-Face and Online venues. Planning and "student buy-in" help students learn how to take part in discussions and classroom activities as contributing community members, making classroom time valued and productive. We will come away with "Tips to use Monday morning!"

Intentional Instruction: Getting Student to "Buy-In" to a Culture of Academic Integrity
Helen Woodman – Developmental Curriculum, Ferris State University
Kristy Motz – FLITE Reference and Instructional Services, Ferris State University
Chrstine Conley-Sowels – School of Education, Teacher Education, Ferris State University

Getting Students to "buy-in" to a culture of Academic Integrity is possible! This interactive session will explore: *The nature and prevalence of student cheating; *Reasons for academic dishonesty; *The technology of cheating; *Short-term and*Long-term deterrents. The session will focus on: *Ways to promote academic integrity; *Activities to help students take responsibility for their own learning and behaviors, and *Assignments that lead to student "buy-in" to a culture of Academic Integrity.

e-Portfolios: Implementation Using Tk20
Allison Wright – Education and Human Development, College at Brockport SUNY
  While the use of portfolios as an assessment tool is not new to higher education, some institutions are implementing portfolios using electronic assessment systems such as Tk20 for online submission, grading, storage, and review of education portfolios. This presentation will contain the results of a preliminary study on implementing portfolios using Tk20, an online, electronic assessment system. The purpose of this presentation is to share results of a collaborative effort implementing the Tk20 system in the Department of Education and Human Development at the College of Brockport, State University of New York. The Tk20 system will be explained and demonstrated, including the use of portfolios for exiting a teacher education program, job hunting, and verification of meeting national and state standards. Participants can take away ideas for similar implementation and portfolio development.

The Sponsorship Continuum: **Leveraging Teaching, Mentorship and Collaboration to Facilitate Evident-Based Practices within Undergraduate Researchers**
Sherry Wynn Perdue – Writing Center and Writing and Rhetoric Department, Oakland University
  Although some writing scholars address undergraduate research, too often the undergraduates are seen as participants and the research consists of little more than a secondary source review. Herein, I identify the need for enhanced sponsorship of and methodological training of undergraduates (UG) for evidence-based practice and offer my experiences as a UG mentor and collaborator—which often started in the classroom but grew beyond that of teacher/student—as a model for enhanced UG research.

Why Teaching Students How to Learn is Essential
Todd Zakrajsek – Associate Professor School of Medicine, University of Carolina Chapel Hill
  There is a proliferation of misinformation pertaining to how students learn and how best to teach. Research provides clear evidence pertaining to what works best in the classroom and important considerations regarding human learning. In this session we will review a few recent areas of research that have demonstrated positive effects with respect to student learning and where to find emerging information that is relatively easy to understand and apply to any course.

Institutions Represented

Acorn Consulting
Adrian College
Anna Maria College
Asbury University
Ashland University

Bailey Lake Elementary School
Baker College, Allen Park
Baker College, Flint
Baker College, Auburn Hills,
Baker College, Cadillac
Baker College, Clinton Township
Baker College, Owasso
Baker College, Port Huron
Baldwin Wallace University
Ball State University
Bay Mills Community College
Bentley University
Bowling Green State University
California University of Pennsylvania
Calvin College
Central Michigan University
Chadron State College
Cornerstone University

Davenport University
Delta College
Drake University

Eastern Michigan University
Ellsworth Community School
Elmhurst College

Ferris State University
Ferrum College
FH Bielefeld University of Applied Sciences
Finlandia University
Florida A & M University
Florida Atlantic University

Grand Rapids Community College
Georgia Tech
Grand Valley State University

Indiana University-Purdue University Fort Wayne
Indiana Wesleyan University
International Teaching Learning Cooperative
Iowa Western Community College

John Carroll University

Kaleidoscope Learning Circle, LLC

Kansas State University
Khanyisle Primary School
Kirtland Community College
Kuyper College

Lake Superior State University
Lansing Community College
Lewis & Clark College

Macomb Community College
Madonna University
Marygrove College
Miami University
Michigan State University
Milwaukee School of Engineering
Mohawk Valley Community College
Morehouse College
Mott Community College

National University
Northern Michigan College
North Dakota State University
Northern Illinois University
Northern Kentucky University
Northern Michigan University
Northern State University
Northwestern Michigan College
Northwood University

Oakland Public Schools
Oakland University
Old Dominion University

Palo Alto College
Pennsylvania State University
Pfeiffer University
Principia College
Purdue University

Ringling College of Art & Design
Rochester Institute of Technology

Saginaw Valley State University
Saint Xavier University
Santa Clara University
Siena Heights University
Southern Connecticut State University
Squadron Officer College, Air University

Taylor University
Tennessee State University
Texas A&M University
Texas Tech University

The College at Brockport SUNY
Thomas More College

University of Northern Colorado
University of Cincinnati
University of Hawaii
University of Mary-Hardin Baylor
University of Maryland University College
University of Michigan, Flint
University of New Mexico
University of North Carolina Chapel Hill
University of Northern Iowa
University of Phoenix
University of Texas at Arlington
University of Toronto
University of Washington, Bothell
University of Wyoming
US Army Medical Department Center & School

Wake Forest
Walsh College
Walsh University
Warner Pacific College
Wayne State University
Western Illinois University
Western Michigan University
Wheaton College
William Paterson University
Wisconsin Lutheran College
Wofford College

Xavier University
Xavier University, Cincinnati
York Technical College
Youngstown State University