



Lilly Conference
COLLEGE AND UNIVERSITY
TEACHING AND LEARNING



CONFERENCE THEME:

EVIDENCE-BASED LEARNING & TEACHING

CONFERENCE PROCEEDINGS

September 22 - 25, 2011
Traverse City, Michigan



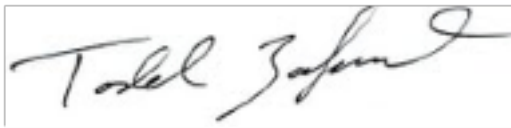
Preface *to the Conference Proceedings*

Teaching and Learning Colleagues,

This year marks the 11th year of bringing together individuals at Lilly Conference on College and University Teaching in Northern Lower Michigan, drawing registrations from 375 individuals, coming from over 100 different institutions, 35 states, and abroad. During the conference participants noted many opportunities to have meaningful conversations about issues related to teaching and learning. Conference sessions ranged in length from 20 minutes to 120 minutes. There was also a great number of sessions from which to choose between: 4 plenary speakers, 111 concurrent sessions, 28 posters and 19 roundtable discussions. The overall acceptance rate for presenting at this conference was 79%.

The conference proceedings consist of three sections. The first section is comprised of 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. For all of these authors, their conference presentations were accepted following a blind, peer review process. The second section are concurrent session abstracts. All concurrent conference sessions proposals were routed through a blind peer review process and abstracts included in this document are the same as those that were included in the conference program. The final section are poster session abstracts. As with the other sections of the proceedings, these abstracts are the same as those that were included in the conference program. The poster sessions were also selected following a blind peer review process.

I am grateful to all of the individuals who presented their work at the Lilly Conference on College and University Teaching, Bethesda this past June, 2011. 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 really is a group effort and I appreciate your willingness to help make this important event possible.



Todd Zakrajsek
Conference Director



2011 Lilly –TC Plenary Presenters



Dr. Terry Doyle

Terry is an author, educational consultant and Professor of Reading at Ferris State University where he has worked for the past 34 years. From 1998 to 2009 he served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning, at Ferris State University. Terry has presented over sixty workshops on teaching and learning topics at national and international conferences since 2000. He was the keynote speaker at the Conference on Higher Education Pedagogy at Virginia Tech University in February, 2011. During the past five years he has worked with faculty in Taiwan, South Korea and faculty on fifty different colleges and universities across the United States, on ways to develop a learner centered teaching practice. HE is the author of the book *Helping Students Learn in a Learner Centered Environment: A Guide to Teaching in Higher Education*, published by Stylus, 2008. Terry is the co-author of the book *New Faculty Transition - An Ideal Program* published in 2004. His new book *Learner Centered Teaching: Putting the Research on Learning into Practice* will be published by Stylus in October, 2011.

Plenary Session Title:
Helping Students Learn in Harmony with their Brain



Dr. Jennifer McCrickerd

Jennifer was born and raised in Southern California but after more than 15 years at Drake University now considers herself to be an Iowan. She disappointed her parents' dreams of her becoming both a physician and the winner of the Nobel Prize in Physics by majoring in philosophy at

Wellesley College and continuing to get a Ph.D. in philosophy at Washington University. She works with students in a Philosophy and Religion Department discussing ethics, education, justice, how cool the brain is, and that evolution is really about survival of the fit enough not the fittest.

Plenary Session Title:
Teaching Ethics: Changing Behavior not just Changing Answers



2011 Lilly –DC Plenary Presenters



Dr. Barbara Millis

Barbara, has offered workshops at professional conferences and for over 300 colleges and universities. She is published on topics such as cooperative learning, peer classroom observations, the teaching portfolio, microteaching, syllabus construction, classroom assessment, critical thinking, writing for publication, focus groups, writing across the curriculum, academic games, and course redesign; She is the co-author or editor of four books: with Philip Cottell, *Cooperative Learning for Higher Education Faculty*; (with John Hertel, *Using Simulations to Enhance Learning in Higher Education*; with Margaret Cohen, a complete revision of Judith Grunert's *The Course Syllabus: A Learning Centered Approach* and edited, *Cooperative Learning in Higher Education: Across the Disciplines, Across the Academy*. While directing a teaching center at the US Air Force Academy, Barbara won both a teaching award and a research award. In 2002 Barbara loved being a Visiting Scholar at Victoria University, Wellington, New Zealand.

Plenary Session Title:
Using Cooperative Activities to Foster Deeper Learning



Dr. Todd Zakrajsek

Todd serves as the Executive Director of the Center for Faculty Excellence at the University of North Carolina at Chapel Hill. Previously, Dr. Zakrajsek was the Inaugural director of The Faculty Center for Innovative Teaching (FaCIT) at Central Michigan University in Mt. Pleasant. Todd also served as the founding Director of the Center for Teaching and Learning at Southern Oregon University, where he taught in the psychology department as a tenured associate professor. Todd has written two introductory psychology instructor's manuals for McGraw-Hill, a student study guide for Addison-Wesley, and publishes widely on the topic of faculty development and student learning. He received his Ph.D. in Industrial/Organizational Psychology from Ohio University. Todd has provided workshop sessions and keynote conference presentations in 36 states and 5 countries in the past several years and he is the recipient of a 2004 national innovation in faculty development award for the development of his concept of "The 5-minute Workshop."

Plenary Session Title:
Research Based Strategies for Helping Your Students Learn

Invited Presenters

Sheri Beattie,
Saginaw Valley State University

Michelle Bigard,
Central Michigan University

Stephan Carroll,
Santa Clara University

Cathy Cheal,
Oakland University

Milt Cox,
Miami University

Kurt Ellenberger & Kathryn Stieler,
Grand Valley State University

Lou Foltz,
Warner Pacific College

Melissa Ganus,
Seattle Community Colleges

Alice Horning,
Oakland University

Kevin Johnston,
Michigan State University

Don Perini,
Cornerstone University

Christine Rener,
Grand Valley State University

Tamara Rosier,
Kuyper College

Stewart Ross,
Minnesota State University

Louis Schmier,
Valdosta State University

Helen Woodman,
Ferris State University

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THE LILLY CONFERENCE
**CONFERENCE
PAPERS**

2011



Metalearning: Improving Students Performance by Teaching them HOW to Learn

Stephen Carroll, English Department, Santa Clara University, USA

Andrea Pappas, Art History, Santa Clara University, USA

Melissa Ganus, Ganus Research, Seattle, WA, USA

Abstract:

Most students have not been taught how to learn and aren't very good at it. The ineffectiveness and inefficiency of their learning strategies damage students' motivation, engagement and performance. Teaching students HOW to learn, drawing on recent research in neurobiology, cognitive science, positive psychology and learning theory, accelerates their learning. Six years of data show that teaching metalearning helps students learn faster, learn more and retain what they learn longer—while spending less time studying.

Issue being addressed

How much have you been taught about how to learn? Think about it. Now think about how much has been learned about learning in the last twenty-five years. How big is this gap? Most people have been taught very little about how to learn—especially the kinds of learning that lead to success in college classrooms. Rather, our ways of learning have developed randomly, without any connection to the kinds of people we are, the kind of learning we are being asked to do, or to the goals of that learning. As a result, students don't learn as effectively or as efficiently as they could. Learning is harder, more time-consuming, and less rewarding than it could be. And for that very reason, traditional studying is one of the first things sacrificed when students' lives get busy. On the other hand, if we can make learning more efficient and more effective, not only will students get more out of it, they will be more likely to find it rewarding and worthwhile. They will do it more and do it better—for the rest of their lives.

Learning Objectives:

The point of metalearning (learning about learning) goes beyond improving students' performance in classes. When we make students explicitly conscious of how they learn and give them choices about how to do it, when we encourage students to adapt their learning to their own personalities, styles, strengths and schedules, we invite them to make conscious choices about what they learn, how they learn, and most important, why they are learning what they're learning. Teaching metalearning—helping students become metacognitive about their learning—makes students more self-aware, more self-motivated, more self-directed learners. A second objective is to help teachers become better at facilitating these kinds of learners.

Background/Literature Review: The literature about student learning in college has grown very rapidly over the past twenty years, and now comprises several distinct sub-fields and approaches. Although it is starting to become a bit dated, one of the most influential texts based in cognitive science is Bransford, et al's *How People Learn: Brain, Mind, Experience and School*. Recent advances in our understanding of how the brain works, especially in areas of learning and memory, have



spawned a large body of literature on brain-based education. Representative works range from those steeped in neuroscience, like *Mind, Brain and Education*, to more popularly accessible texts like James Zull's *The Art of Changing the Brain* and *From Mind to Brain* and Eric Jensen's *Brain-Based Learning*. Psychologists and neuropsychologists are represented in books such as John Ratey's *A Users Guide to the Brain: Perception, Attention and the Four Theaters of the Brain*, and Schwartz and Begley's *The Mind and The Brain: Neuroplasticity and the Power of Mental Force*, but influential contributions have also come from the education community (*How Learning Works: 7 Research-Based Principles for Smart Teaching*), scholars of digital media (James Gee), and even from game designers (Ron Hale-Evans' *Mind Performance Hacks*—a book end to Stafford and Webb's *Mind Hacks*). Key texts on emotional intelligence include Ciarrochi and Mayer's *Applying Emotional Intelligence: A Practitioner's Guide* and Brackett and Mayer's *Emotional Intelligence: Key Readings on the Mayer and Salovey Mode*. Martin Seligman's *Flourish* is an excellent example of current research in positive psychology.

Teaching metalearning draws on these and other sources, and applies them to teaching as well as learning. The books mentioned above focus mostly on changing teachers and how they teach. Metalearning focuses primarily on changing students and how they approach learning. Obviously there are profound implications for teachers and teaching here, but metalearning focuses first on the students, as their learning is the measure of teaching success. Metalearning involves students in a series of experiences that teach students how they learn and provide them with a variety of strategies and tactics (and methods for choosing among those strategies and tactics) to empower them to learn more effectively, more efficiently and more lastingly. It also helps students learn more rationally and with more self-awareness and self-control.

Teaching metalearning as we have been involves several key components. We start by asking students to define learning and to reflect on both their definitions and their own learning practices. Drawing their attention to gaps, inconsistencies and paradoxes helps them discover opportunities for improvement and motivates them by showing them how they can learn more in less time. A short lecture on neuroscience and how learning happens in the brain establish a few key principles that then become the basis for the basics: reading, note-taking and study strategies. We develop multiple techniques in each area so that students always have to make choices about how best to learn. Discussions of learning theories (e.g., Perry's scheme, the Kolb Learning Cycle Bloom's taxonomies) help students develop tactics for when to use which strategies. Later lessons cover taking quizzes and exams, researching and writing papers, etc., in addition to how to manage time, sleep, nutrition and hydration for optimum brain performance. We spend time too on developing emotional intelligence skills, since emotional states have such a large effect on learning, memory and recall. What makes metalearning different from courses on study skills is that all lessons are explicitly grounded in neuroscience, cognitive science and/or current psychological research. Not only does this give the material greater coherence and credibility, but seeing the research for themselves, gives students confidence in the method, deepens their understanding of learning, and invests them more strongly in learning about learning.



Learning Outcomes:

Student Assessment of their Learning Gains (SALG) scores showed that students who developed metalearning skills made significant and substantial gains in understanding of key class concepts, analytic and critical thinking skills, engagement with class materials and formation of life-long habits. Follow-up assessments have shown that students taught metalearning perform at a higher level than their peers not just in the classes where they learn to learn, but in all of their subsequent classes. Not only do students report consistent improvements in performance up to four years later, they are more likely than their peers to graduate with multiple majors, with honors and as members of national honor societies.



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Creating Conditions and Communities for Effective Learning

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Abstract

Identifies the faculties of mind, heart and will, which represent our intellectual, emotional and moral capabilities, as the keys to building and sustaining our individual, community and institutional capacity, development, health and well-being. A description of these capacities is given, their importance explained and ways to engender them described. Truth, love and justice are proposed as the guiding principles in actualizing these potentialities and in creating conditions and communities for effective learning

Issue being addressed

Engaged Learning, Promoting Social Responsibility, Creating Communities of Learners

Activities

1. Through a visual model, will explain how the mind, heart and will, which represent our intellectual, emotional and moral capabilities, are the keys to building and sustaining our individual, community and institutional capacity, development, health and well-being.
2. With model will describe these capacities, explain their importance and give ways to engender them.
3. Using the above model, will explain how truth, love and justice are the guiding principles in actualizing these three potentialities and in creating conditions and communities for effective learning.
4. Engage the participants in discussion and exploration of these ideas through question and answer.

Objectives

1. identify the mind, heart and will, which represent our intellectual, emotional and moral capabilities, as the keys to building and sustaining our individual, community and institutional capacity, development, health and well-being.
2. describe these capacities, explain their importance and give ways to engender them described.
3. explain how truth, love and justice are the guiding principles in actualizing these three potentialities and in creating conditions and communities for effective learning.

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The Hard Core Grammar Club: How vampires, potlucks and diagrams created an affective learning community

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Abstract

For many community college students, grammar is a major roadblock to successfully completing their required composition courses. Often, students are embarrassed to ask for help or are turned off by the often dry, rote nature of learning grammar. I created the Hard Core Grammar Club in response to such student concerns. The club was based on research supporting social networks, personal faculty connections, food, and alternative learning modes as powerful variables in student retention.

Issue being addressed

For many community college students, grammar is a major roadblock to successfully completing (much less excelling in) their required composition courses. Unfortunately, grammar is often only explicitly addressed in remedial or developmental courses. Many students place into Composition I, a for-credit course, because they have the ability to write an essay, but they lack enough knowledge of grammar to truly master the writing skills of the course.

Background Experience

Having taught composition at San Jacinto College, a community college in Texas, for the last six years and having worked with over 500 entry-level students, I had seen students struggle with grammar every single semester. Because my students had placed into Composition I, many of them were embarrassed to ask for in-depth grammar help because they felt they should already understand the information. Others did seek help but were turned off by the dry, rote nature of learning sentence structure and parts of speech. After reading about the success of Lucy Ferriss's "Constructing Thought" course at Trinity University, I was inspired to create and sponsor a student club called the "Hard Core Grammar Club." Ferriss's course was an experimental course in diagramming sentences and was a raging success with her students (Landecker).

Learning objectives

The community college where I was employed already offered developmental grammar courses. The Hard Core Grammar Club was different because it was based on four primary pieces of research: one, students who have a strong social network are more likely to return the following semester and eventually complete a degree (Cox "Exploring the Persistence," and Wimberly); two, when students can develop a personal connection with a faculty member, they are more likely to succeed in college (Cox, "Promoting Success"); three, food can play a role in student success (Green); and four, and perhaps most important, that a broader base of students can be affected by providing alternative modes of learning (visual, oral and text, for example). Thus, our learning objectives included helping students to feel competent with basic grammatical concepts; instruction on how to diagram the basic sentence patterns; and the formation of a support



network among other students and with the grammar club instructor.

Outcome

The club was promoted as “for students with a passion for, curiosity toward, or even just a healthy fear of grammar and language.” Members met bi-weekly, and together we learn how to diagram sentences using a marvelous book called *The Transitive Vampire* (Gordon). The atmosphere was informal and students could come and go as their schedules allowed. It was also a pot luck, and I brought the main course and most students brought a side or dessert. Generally, our format was to mingle and eat while we reviewed one new part of speech or sentence pattern, and then to diagram a series of sentences from *The Transitive Vampire* that emphasize the given topic. We treated each sentence as a puzzle and emphasized the playful, riddle-like nature of language, and our Vampire book really underscored how entertaining writing, even writing about grammar, can be. We also attended to the visual, aesthetic appeal of diagramming, and we utilized a variety of mechanical and colored pencils, graph papers, and other “fun” supplies. As students completed each diagram, they shared their “drawings” with the group to see if their diagrams looked similar. Because most students had never diagrammed before, the playing field was somewhat leveled, and they were empowered to ask all kinds of basic questions that they otherwise might not. Eventually, we began to look at the differences between English and Spanish diagrams, between sentences from famous writers (Hemingway and Faulkner, for example), and between sentences from the students’ own papers. This year, I will follow up with the student members using a simple survey to collect some basic information: are they enrolled in college and, if so where; have they kept in touch with any other club members; are they taking any writing-intensive courses this semester; and what are their confidence levels with grammar compared to a year ago.



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Closing Disparities in Students' Prior Knowledge of Graphing and Catalyzing Teamwork in an Introductory College Level Course

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Abstract

Engagement of traditional aged (18-22) college students has long challenged faculty members. Given the importance of graphing and graph interpretation, the course featured in this study includes oral presentation of data analysis. However, survey results show disparities in students' knowledge of graphing prior to taking the course, which led us to develop an introductory, non-graded activity aimed at acquiring fundamental skills that are essential for their subsequent learning. Besides graphing skills, the activity serves as a teamwork catalyst, initiating teamwork before lab reports and presentations are due.

Issue being addressed

How to best engage our students? That is the question that college and university faculty all face. The exercise shared in this session grew out of research that has been conducted in a guided inquiry introductory general chemistry lab course at the college level and can be used in any introductory science course. Research results (surveys, interviews) showed that there is diversity in the students' prior knowledge and their confidence with making visuals such as graphs and tables which might be a possible reason for splitting duties on that portion of the task, suggesting the addition of introductory activities such as introducing students to spreadsheet programs (e.g., Microsoft Excel) early in the semester, which is proposed in this paper. The activity, which is introductory and non-graded, has been designed to provide students guidance and to help them acquire fundamental skills that are essential for their subsequent learning, such as graphing and communication skills. At the task, students are asked to graph given data and then to communicate their results. The data is given to the students since the focus of the task is on working with the data (organizing, analyzing, presenting) and not on getting good data. Furthermore, since this is an introductory activity, the data, in purpose, does not require a scientific content background. The data is relevant to student everyday life such as changes in tuition rate over the years at their institution.

Besides the disparities in students' prior knowledge of graphing, results also showed that it is common for there to occur little interactive dialogue during initial labs and especially during the initial discussions, both for student-student and student-instructor interactions. Thus, the extant activity is targeted to promote interactive team dialogue as students follow guided questions throughout the activity. Each student is paired with another student who has a similar background/knowledge in Excel. Then, two pairs work together as a team, critique each other's graphs, ask questions about the graphs, and fill out a critique/questioning form in which they respond to guided questions and suggest questions about the data. Teams then share their discussion with the instructor. The activity is not graded. The main goal is to help the students acquire better graphing and communication skills, which are necessary for their success at the course and to help them get started working as a team before the lab reports and presentations are due. This activity can be easily implemented in any introductory level course.



Literature review and background experience

Given the importance of active learning, the introductory chemistry course featured in this study includes oral presentation of data analysis to facilitate student learning. Students are asked to present lab findings in a guided discussion session. The course is a team-based collaborative inquiry lab with technology assisted data sharing and analysis and includes a student-centered post lab discussion in which students orally present results for assigned questions that require analysis and/or application of lab data. Part of doing oral presentations in a science laboratory course involves data analysis, an activity that reinforces the development of high cognitive skills and problem solving to enhance critical thinking (McKeachie, 2002; Zoller 1999; Kovac 1999; Kovac and Coppola, 1997). Further, presentations of a data analysis can expose students to the thinking and qualitative reasoning processes, by which chemists organize data, develop principles, make predictions, and design experiments (Glazer, 2011). In other words, it can help students begin to think about and approach problems like a chemist. According to recent reform efforts, science and mathematics curriculums should foster data analysis related activities in the classrooms. Educators call for practical programs that encourage the development of graphing and data analysis competence (Roth and McGinn, 1997; Tobin, 1990) and provide opportunities to reflect on findings in the lab to clarify understandings and misunderstandings with peers (Tobin, 1990). Although inquiry and associated skills such as data analysis and data inference are an essential component in science learning, students often lack a sufficient prior knowledge about data analysis, graph creation and its interpretation. It is also common to find big disparity in the level of students' knowledge of graphing and/or Excel, especially in large introductory college level courses.

Furthermore, many reports argue the superiority of team learning and indicate students are more likely to acquire critical thinking skills, learning strategies and other process skills (e.g., Barkley, Cross, & Major, 2005). But, putting students together in a team by itself does not ensure collaboration. Thus, the proposed activity, not only targets closing disparities in students' prior knowledge of graphing, but also catalyzing teamwork before lab reports and presentations are due.

Learning objectives

The main objectives of the activity are (a) to introduce students to basic skills that are essential to the discussion sessions such as working with Excel, asking questions and providing feedback/critique; (b) to reduce stress and create a strong environment where students have more confidence with the task before lab reports and presentations are due; and (c) to serve as a teamwork catalyst by helping students start working together as a team to reach satisfactory teamwork in a shorter period of time.

Outcomes

Research results indicate that the task has a positive impact on the quality of both laboratory and discussion skills. Students who had no or little experience working with Excel reported that it was very helpful having a guided assistant on a non-graded task. Most helpful was the discussion about the different types of graphs. Students who had more experience working with Excel did not perceive the task as helpful to improve their graphing skills, but reported that the task helped them get started working as a team. They suggested, however, having a shorter discussion.



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Create a Screencast in Less Than Twenty Minutes and for Free!

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Abstract

This paper explores the benefits of utilizing screencasts in e-learning and also as a supplement to face-to-face courses. Screencasts are recordings that capture activities that take place on one's computer screen. The author's experiences with screencasts will be shared along with ways to overcome challenges the author has experienced. Possible ways that screencasts could be applied to classes are provided as well as a listing of a few screencasting programs.

Issue being addressed

In e-learning it is sometimes a struggle to find a way to best communicate material to the students. Is text alone enough? In some cases it may be adequate that the student simply read the material, but in many cases something more is needed. Often times that "more" is in the form of an explanation or illustration of the text. One could simply create a recorded PowerPoint presentation through Microsoft PowerPoint, but this can lack the interactivity that may be necessary for some classes. For example, if you are teaching a class that covers topics that are very process oriented and requires the instructor to talk through an illustration in order for the student to truly understand, a simple narrated PowerPoint presentation is probably not enough. One easy way to provide this much needed explanation when the instructor is not physically present with the student is through the use of a screencast.

Literature Review

A screencast is a recording that captures the activity taking place on one's computer screen while typically being narrated (Peterson, 2007, Yee & Hargis, 2010). They are generally used to provide overview, describe procedure, present concepts, focus attention, or elaborate content (Sugar et al., 2010). Screencasts also provide a way for online learners to experience the lecture in a similar manner to what they would have experienced face to face. For some students, listening to material is the best way for them to learn. Therefore, incorporating audio into online learning is considered crucial (Draves, 2007).

Guidelines for developing screencasts are discussed in the literature. Some suggest using a script for the presentation, but it is debated if doing so is necessary (Draves, 2007). It is also suggested that material be "chunked" into small segments of 5 to fifteen minutes (Draves, 2007, Yee & Hargis, 2010). By doing this, it increases the likelihood that the students will actually view the videos and learn the material (Yee & Hargis, 2010).

Background Experience

When teaching financial accounting online for the first time, the author wanted her students to be able to see her work through problems while listening to her explain the steps to solve the problem in order to enhance the students' learning. Therefore, she determined that recording a screencast of herself working through a problem on her Tablet PC would be the best way to accomplish this.



Since the author felt it was crucial for her students to see and hear the material, several screencasts, ranging from 3 to fifteen minutes long, were developed and incorporated into her online financial accounting class. In order to more closely emulate the classroom experience, the author chose not to use a script when creating her screencasts. Camtasia Studio was used to capture the screencast because the author's university had a license for that program. However, there are several free programs available on the Internet for creating screencasts such as screencast-o-matic.com.

Objective

In using screencasts, the author's objective was to create a tool that would allow the students to see and hear accounting problems worked out.

Outcome

In the online offering of financial accounting, many of the students viewed the videos multiple times and commented that they were helpful. In subsequent terms, the author has also made the screencasts available to the students taking financial accounting face-to-face to reinforce the material. The students both online and face-to-face continue to comment on the fact that they like having the screencasts available when they need them. In addition, the students have stated that the screencasts have helped them learn the material better.

However, using screencasts are not without problems! One of the challenges of using screencasts is the file sizes that are created. These files are quite large and cannot be shared through email. Generally, the screencast needs to be housed in a course management software system. Although because of the file size, it can also take a long time for the file to load and be ready for viewing by the student. However, the size issues can be avoided by using online screencast programs such as screencast.com which house the screencasts at its site. Then the creator of the screencast can send a link to the screencast to whomever he/she wishes.

Another challenge that has been encountered with screencasts is compatibility issues. It is essential that the student have the appropriate software downloaded on his/her computer to view the screencast. When viewing screencasts created using Camtasia Studio, the viewer must have JavaScript enabled and the latest version of Macromedia Flash Player. The author has also found the screencasts she has made available through her university's course management software cannot be viewed using Mozilla Firefox. Therefore, it is essential that the software programs that are needed and any known problems are communicated with the students upfront. It has been found that some of these issues can also be resolved by using screencast.com which does not require the viewer to download additional software to his/her computer (Reuter, 2007).

Even though the author has experienced some challenges with using screencasts, none have been unsolvable. In addition, the author feels the benefits of screencasts far outweigh the challenges and has deemed them successful.



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Public Administration 101: Giving Voice to Undergraduate Education Dr. Gladys Childs and

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Abstract

Abstract

As an interdisciplinary field of professional education, public administration relies upon the "mutual efforts and quality combinations of critical knowledge from a variety of social disciplines and methods" to yield real opportunities for change (Vigoda, 2003, p. 8). The experiential exercise described in this roundtable serves an undergraduate resource which prepares students for an intelligent participation in public dialogues regarding humane living while allowing them to learn from both their instructor and one another.

Issue being addressed

As an interdisciplinary field of professional education, public administration relies upon the "mutual efforts and quality combinations of critical knowledge from a variety of social disciplines and methods" to yield real opportunities for change (Vigoda, 2003, p. 8). The experiential exercise described in this paper serves an undergraduate resource which prepares students for an intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities. It celebrates the strength of the public and nonprofit sectors by examining historical roots, the policy issues related to the current climate of opinion, and the interrelationship between government, business, and nonprofits. Furthermore, this teaching approach suggests that when core skills-such as boundary spanning, action learning, and social entrepreneurship- are connected within an introductory undergraduate course, they serve as the "professional and intellectual center of gravity for the practice of public administration" (Henry, Goodsell, Lynn, Stivers, & Wamsley, 2009, p. 119).

Background Experience

What makes the three skills described above so critical to the practice of public administration? The development of boundary spanning talents promotes individuals' readiness to respect difference, an eagerness to learn, and a willingness to accept that there are many ways of viewing the world while attaining viable solutions. Action learning improves "performance, promotes learning, and positions organizations to adapt better in turbulent times" (Dilworth, 1998, p. 28). Social entrepreneurship provides the opportunity to develop social values that "bear inspiration, creativity, direct action, courage, and fortitude" and "release trapped potential...ensuring a better future for society at large" (Martin and Osberg, 2007, p. 35). When public and nonprofit administration courses (a) appreciate human experience as an act of social usefulness, (b) empower students to craft alternative positions to concerns, and (c) rectify present and future problems with acquired proficiencies, they promote "the development of practical wisdom" (Henry, Goodsell, Lynn, Stivers, & Wamsley, 2009, p. 123).

Learning Objectives

This exercise approaches its learning objectives through a theoretical foundation which rests



upon the role and practice of theory to clarify strategies and milestones while guiding personal and organizational choices. For example, achievement of the objectives associated with boundary spanning are illustrated through presentations where students employ YouTube-type videos to enhance the understanding of public administration concepts. Action learning- which is predicated upon compiling past knowledge with periods of questioning and listening in order to resolve actual problems- is realized through the creation of recommendations governing the responsible usage of power in serving the public interest. Finally, concerns regarding social entrepreneurship are delineated as students learn to become “wise consumers” in terms of balancing their volunteer involvement and civic commitment.

Outcomes: The initial outcome of these teaching efforts leads to marketable job skills that are evidenced through abilities to think creatively and critically, use information effectively, and frame diverse forms of knowledge into compelling arguments. The long term outcome of such an educational framework results in an appreciation of one’s own culture and the merits in articulating its ethical placement alongside others.

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Improving Student Writing with Turnitin

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Abstract

The web browser-based instructional technology tool, Turnitin, has been adopted by University Information Technology Services of the Indiana University System. Since its adoption, a number of faculty members have used this application and have been trained/supported by the instructional technology specialist from the teaching center. In this presentation, the specialist from the teaching center and a faculty member from the School of Education demonstrate Turnitin and its practical use in the classroom.

Turnitin is an anti-plagiarism software program used to improve student writing and to support academic integrity (Turnitin, 2011). Turnitin has the ability to search through Internet databases, its own repository, and periodicals, to look for similarities between texts submitted by the student or faculty. Faculty can use Turnitin.com as a stand-alone program or through a course management system.

At the conference, we will demonstrate how instructors configure key options of the assignment section. These features will not only assist instructors in preventing plagiarism, but also encourage students to go through the writing cycle of revising and developing their own papers. We will also identify different components of an originality report that can be viewed by both the instructor and the student. Attendees will leave with the ability to interpret an originality report to both prevent plagiarism and to encourage creative writing.

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Storytelling for Sustainability - Singing beyond the Choir

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Abstract

While supported by science and encouraged for its long-term economic advantages, sustainability is really about ethics. To achieve sustainability, one must influence the hearts, minds and behaviors of individuals, communities and cultures to embrace lifeways that are benign or beneficial for the current and future environment. This level of adaptation requires re-evaluating the beliefs by which we currently live. Conclusively, that needs more than factual information, it requires a new story – even a hero's journey.

Presentation:

For most of us, our daily lives involve interactions with an economy of products, but rarely do we consider the ecology of resources or the dynamics and implications of the systems that make those products available to us. We tend not to ask ourselves where our electricity comes from or how it is generated. We do not give much thought to where the water we used goes, and even less to where it could go. The natural and industrial history of our coffee, computers and cell phones is even farther removed from our daily paradigm. As such, we also miss the connections and parallels of electricity, water, coffee, computers and cell phones. There's the rub.

Sustainability requires us to engage in a conversation that is outside the mental construct of our daily routine and our assumptions about the relative (dis)connectedness of things. We tend to focus more on inventory (do I have this, have I done that) than on the interconnections, interdependencies and interactions of things, especially when we consider the scale and rate of use.

Achieving sustainability requires us to change some of our individual habits, as well as embracing a transition to other methodologies of meeting community needs while maintaining resource quantity, quality and viability ad infinitum. Change and commitment at that level will need more than a fact-based rationale. It will need a change of heart to support and promote the change of mindset.

To assist my students and others in considering/making a change, I use what I refer to as the "Do You Know Game?" Do you know how long it takes to make a pepperoni pizza? Do you know how the air conditioner works – and the implications? Do you know where the CO2 goes and what it can do when it gets there? Often there is a rush to go from information to application, without really considering the collective and cumulative impacts of those decisions.

The "Do You Know Game?" exercise:



Objective – The goal of this discussion is to assist individuals in sourcing information and creating the compelling narrative.

Much of the information to which we are exposed is either without context or expressed in a very limited frame of reference. Sustainability requires that we look at activities in a holistic context, over time and in multiple scales. Motivating people to engage in this broader dialogue requires that they be open to an alternative perspective. That new mental construct is best presented through stories.

For example, the average carrot in my neighborhood grocery has traveled over 1000 miles to get to the store. The result is that more energy has been used in moving the carrot than one can consume by eating the carrot. Is this a truly sustainable process? Is it possible to obtain carrots that are good for you and not so impactful on the environment? And, how would you explain the issue to another person?

During this exercise, an example or two of the “game” will be presented and then groups will be given information about the acquisition of primary goods and resources, or the facts pertaining to the large-scale use of the resulting commodities. The groups will then use that data to create a story regarding the appropriateness and sustainability of that process or an alternative option that accomplishes the same task. The integrity of the “game” requires information used must be accurate and as current as reasonably possible. For the “game” to be effective, the story needs to be compelling, especially when compared to the counter story or the status quo.

The discussion generated by the game allows individuals to reflect on the issue presented, to consider the actualities relative to their assumptions, and to enable them to determine the next steps that they can take. It is important at the end of the game to discuss options and alternatives to the process presented so that the participants can be aware of opportunities in which they can engage. I also believe it is important to point out that sustainability is functionally about continuous improvement, and that the improvement is in the context of the place, the people and the processes that promote the health and viability of both – now and in the future. The game is very much about taking individuals from “I didn’t know that” or “it never occurred to me” to “now that I know, is that really what I meant to do?” and “how do I do better?”



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United Nations Statistics Division <http://unstats.un.org/unsd/default.htm>

IES – Institute for environment and Sustainability – Data Portals <http://ies.jrc.ec.europa.eu/index.php?page=data-portals>

Global Footprint Network <http://www.footprintnetwork.org/en/index.php/GFN/>

Current Environmental Issues <http://www.globalstewards.org/issues.htm>

WHO/ water supply, sanitation and hygiene development
http://www.who.int/water_sanitation_health/hygiene/en/

NRCS National Water and Climate Center Water Supply Forecasting <http://www.wcc.nrcs.usda.gov/wsf/>

Trends in Carbon Dioxide <http://www.esrl.noaa.gov/gmd/ccgg/trends/>

CO2 Home/CO2 Now <http://co2now.org/>



Countering Distracted Learning by Implementing NetSupport

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Abstract

Computers are excellent learning tools. However the competing attractions of non-classroom related computer activities can sometimes distract students from instructional goals. This presentation discussed our experiences with the use of a software package called NetSupport that allows a mixture of focused student attention to assigned tasks with Internet access as needed. During the activity portion of the session, participants shared their own experiences with distracted learning.

Issue Being Addressed: Distracted learning in computer labs

Literature Review

Many scholars have noted the growing importance of computers in higher education (Delgado-Almonte, Andreu, and Pedraja-Rejas, 2010; Figura and Jarvis, 2007; Jarvis, 2004; Pence, 2010; Wang, Fong and Kwan, 2010). However, with the expansion of computers into the curriculum, a number of challenges have presented themselves. Many courses hold classes in computer labs where the equipment, software, and Internet settings are uniform thus providing equal access to assignments. This tends to reduce some of the problems of unequal access to technology that continue to exacerbate the digital divide.

An advantage of having classes meet in computer labs is that it is possible to discuss an assignment shortly before students need to work on it themselves. In many classes, an instructor will begin a class by explaining the concepts of a lesson and demonstrate how to use the software. Unfortunately, the lure of the Internet can sometimes be too great for some students who are distracted by non-course related activities. While it is easy to spot distracted activities in a lecture room, it is often difficult to detect inappropriate activities in a computer lab.

Learning objectives

Our objective was to determine if a software package could be used to help guide students away from computer-based distractions and to focus on the assigned activities.

Outcome

The software we tested was called Net Support. This product was developed specifically to help manage these issues. With this software, we were able to see what each student saw on his or her work station. It was possible to view thumbnail images of an entire class or to focus on the activities of a single student. In order to manage distractions, it was also possible to send a message individually or collectively. In addition, this software made it possible to disable workstations temporarily or to limit access to specific web sites. Once students were focused on their assignments, it was possible to provide assistance to individual learners as needed.



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Enhancing the Freshman Year Academic Experience through Engaged Learning

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Abstract

This session will describe several targeted academic initiatives incorporated into the course-work of students participating in a freshman year living learning community (LLC) program. The initiatives are created and taught by instructors of the course clusters that students take as part of their freshman year curricula. Such experiences are part of a clear achievement pattern and retention gain among students at our university. Data supporting these findings will be presented..

Issue Being Addressed

This session will address how to best implement and assess policies that promote living learning communities and, most importantly, student success in their freshman year.

Background

Previous studies indicate that LLC programs are effective at creating the social foundation for learning that Dewey (1962) advocated for nearly one century ago. Several studies have long showed that they are important in helping universities promote student success (Barr & Tagg, 1995; Brown, 1997; Smith & MacGregor, 1992; Stein, 2004; Tinto, 1997, Zhao & Kuh, 2004). This may be especially true in today's environment that require universities meet the goals of various value added models.

Shapiro & Levin (1999) summarizes six models for learning communities. They include 1) linked, 2) clustered, 3) first-year interest group, 4) coordinated studies, 5) residential and theme, and 6) peer mentors. The LLC model at our university most closely matches a hybrid between the First-Year Interest Group and Residential and Theme models and applicants are limited to graduating high school seniors. First year students take seven credit hours as a cohort that include two traditional three credit hour courses and a one credit hour freshman seminar course. The seminar course typically integrates two purposeful objectives. They include topics around the theme of the LLC and "survival" skills for succeeding at college. Each community has a faculty sponsor that supervises the community who ideally works closely with the residential advisor on the floor. The residential advisors work with the community supervisor and other associated residential housing staff to plan coordinated events for first year students in the residential halls. These events are planned around an annual theme that is selected each year by a committee representing the LLC program. Over the course of the year, faculty teaching courses that are taken by the LLC students plan and implement academic experiences around this theme. As part of the process faculty submit an academic proposal to have their experience approved by a small committee. Once approved faculty can receive a personal stipend for their efforts and also gain access to dedicated monies for teaching the experience. The session will explore the application process and several of the resulting experiences. The courses vary among the LLCs,



but include typical first year course like English, history, psychology, and speech

LEARNING OBJECTIVES

1. Share examples of instructor projects across different disciplines approved through the proposal process.
2. Provide data comparing living learning community students versus traditional freshman year students that demonstrate higher achievement gains, increased student engagement, increased retention, and greater student and faculty interaction.

OUTCOME

Present a variety of engaged learning projects utilized by instructors of freshman year students that are participating in a living learning community program.

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Promoting Knowledge Integration in an Entry-Level Doctoral Physical Therapy Program

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Abstract

One method of organizing a physical therapy curriculum is to teach students using practice patterns specific to different systems in the body. Teaching physical therapy in this system specific way may create a "silo" format and does not reflect best practice of integrating knowledge across patterns. Instructors for the orthopedic and neurological examination courses worked collaboratively to provide real life cases to encourage active integration. A joint oral examination tested students' ability to integrate information between classes.

Issue Being Addressed

The entry level doctoral physical therapy curriculum at the University of Michigan-Flint (UM-Flint) is based on the Guide to Physical Therapist Practice (Guide). The Guide promotes use of the patient/client care management model as a method of patient management in physical therapy practice. The Guide divides physical therapy practice into four preferred practice patterns: cardiopulmonary, integumentary, musculoskeletal, and neuromuscular. Teaching these clinical courses at UM-Flint is built upon the foundation in basic sciences (i.e. anatomy, physiology, and kinesiology).

The musculoskeletal and neuromuscular examination courses are taught during the second year, fall semester of the three year program. In both courses, students are instructed on a systematic approach to examination including taking a history, systems review, tests and measures, evaluation, diagnosis, prognosis, and measuring outcomes. Students often place the information learned in these two different courses in "silos", failing to recognize the similarities. This "siloeffect" is consistent with other studies reporting on examination techniques of novice practitioners vs. expert practitioners.¹ To accelerate the transition from "siloeffect" information toward active integration of the material, both course instructors worked collaboratively to encourage purposeful examination and active reflection based on an individual patient case that does not fit into a specific practice pattern.

Literature Review

Preparing physical therapy students to be autonomous practitioners² in a rapidly evolving health care environment is a challenge of entry level physical therapy programs. Foundational courses commonly occur early in the curriculum with clinical courses to follow.³ Integration and application of information previously learned with new information being presented is expected in a doctoral level program and is commonly challenging to entry-level physical therapy students.³

Knowledge integration serves as a foundational skill for problem solving and transfer of knowledge.³ Knowledge integration does not happen automatically³ but occurs best when given in a clinical context. The utilization of case studies assists in "thinking in practice".⁴ The concept of "conceptual teaming" occurs when the integration of course content is planned with a faculty



that collaborates.⁴ Conceptual teaming has been reported to result in less compartmentalized teaching, allowing students to integrate information during the didactic education.⁴

There is a gap in the literature of how a novice physical therapy practitioner progresses toward expert practice. The implementation of learning experiences in both the classroom and clinic to promote clinical decision making abilities and active reflection has been recommended to be incorporated into physical therapy education.⁵⁻⁶

Learning Objectives

At the end of musculoskeletal and neuromuscular examination coursework, students will be able to successfully integrate examination across these two practice patterns.

Outcome

Students expressed a significant amount of anxiety prior to the joint oral examination. Rubrics were made available to the students to indicate that the joint oral examination completed with both instructors was 5% of the total lab practical score for each of the two classes. Students were given verbal feedback during the examination to encourage and facilitate integration of the material as well as improve critical thinking. The students were graded on their performance of the joint practical after they had completed the individual practical in full. Post-practical, students expressed that even though there was a significant amount of anxiety before and during the practical, most felt it was beneficial to practice being questioned orally since this will occur during their clinical education experiences as well as in clinical practice. This feedback is being used in the current semester to provide more practice at integration in an individual practical situation to improve competency and mitigate excessive anxiety.

Future Considerations

In the future, course instructors may integrate joint assessment strategies throughout the semester, versus at the end of the course. Consistent teaching and assessment that is integrated between the two courses may encourage students to change their study approaches to these two examination courses.⁷ Active reflective activities specifically implemented throughout the semester that specifically target the skill of integration may also promote students to become reflective practitioners.⁸



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Don't Just Sit There...DO Something!

Deb Wingert, PhD; Erin Malone, DVM, PhD; Rob Porter, DVM, PhD, Diplomate ACVP;
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College of Veterinary Medicine & Center for Teaching and Learning, University of Minnesota

Abstract

Teaching and learning is no longer the old tradition of passively filling student brains. Powerful teaching inspires learner mastery, change, and transformation. This highly interactive session is designed to help participants apply cutting-edge teaching and learning strategies (including classroom response systems, cookie labs, case studies, virus songs, backwards design) in diverse classroom, lab, and clinical settings that successfully engage all students to master critical content and competencies to effectively function and navigate in today's world.

Issue being addressed

In our ever-changing world, the existing body of general knowledge doubles, at the least, every two years (Robin, 2011, Nunberg, 2007). Vast quantities of knowledge, now available at the click of a mouse, require sifting and evaluation for quality and applicability (Robin, 2011). Has the world of teaching and learning kept up with the times? Many would say we have a ways to go (Bok, 2006, Crouch and Mazur, 2001). The traditional didactic model of teaching begets traditional learning, traditional learners, and traditional professionals. The traditional didactic model of teaching is no longer adequate. Students retain, on the average 42% of the content from a lecture by the time it ends, to a mere 20% one week later (Bok, 2006).

Rather than receiving a never-ending flood of minutia and facts for regurgitation, students of this information age need techniques and strategies that focus on processing and using critical content that help them productively contribute to this world, and thrive as lifelong learners. The University of Minnesota College of Veterinary Medicine Students are expected to engage with course content, faculty, and peers in ways that require them to master critical knowledge and competencies. Didactic, passive teacher-centered instruction is taking a back seat to the student-centered, deep learning that we have coined, "Don't Just Sit There, DO Something!"

So what should the students DO? We compiled a short sampling of the many cutting-edge strategies that engage students in highly complex content, facilitating mastery of both essential knowledge and competencies that they will use successfully as professionals throughout their careers. These engaging strategies, used across a wide variety of higher education disciplines and institutional settings, are not designed solely for veterinary medicine, but are grounded in solid teaching and learning principles and best practices (Daugherty, 2006). Our sampling to be shared here include: backwards design, personal response systems, case studies, cookie labs and virus songs.

Learning Objectives

Participants will 1) actively explore a wide range of efficient, innovative strategies, including interactive teaching with response systems, engaging students with cases, interactive games, upside down session planning, and effective group learning and 2) apply



these strategies in their respective educational settings.

Anticipated Outcomes

By the end of this session, participants will be able to: 1) Demonstrate increased understanding of cutting-edge strategies to engage all students in mastering critical and 2) content and skills; and 2) Apply efficient, innovative strategies to effectively engage students in their respective, diverse educational settings.

Literature Review

Backwards course design (Fink, 2009; Wiggins & McTighe, 2005) was used to change the format of two elective equine courses. Backwards course design refers to a method used in course development that first determines desired learner outcomes, then establishes essential evidence, activities and experiences to reach those outcomes. Instead of summarizing textbook material and testing students on retention, the courses were reformatted to enable practicing of the skills we hoped to see students performing at the end of the course. Instead of comparing and contrasting types of gait abnormalities in a written homework assignment, students identified gait abnormalities found on YouTube videos. Instead of PowerPoint based discussions about equine gastrointestinal disorders, students created and edited treatment plans and owner discussion points. Students moved from application and analysis exercises to creation and evaluative thinking without adding contact time. With more potential material than time, the backwards course design also made it easy to know what to emphasize and what to cut. Personal Response Systems took off at the UMN College of Veterinary Medicine a few years ago when faculty member, Dr. Al Beitz shared this innovation with faculty and found iClickers very popular with students. Students engaged and retained complex content. The popularity of iClicker spread to CVM faculty and now used across the CVM curriculum. Research supports the use of clickers to engage students in class sessions, understand and retain essential course content, and improve test-taking skills (Byrd and Cvek, 2010; Duncan, 2006).

Case Studies Development of critical thinking skills, though sometimes challenging, is essential for success of all students, particularly those in equine medicine clinical practice. Students need to develop hypothetico-deductive reasoning and integrate previously acquired knowledge into a critical thinking pattern. Using the case study method helps students apply complex content by analyzing problems based on real-life dilemmas (Christenson and Hansen, 2004; Garvin, 2003). Working on and discussing cases in small groups, future veterinarians analyze differentials, diagnostic steps, pathophysiology, treatment and prognosis.

Cookie Labs and Virus Songs

The most effective style of learning for a particular student can vary with the subject or learning environment. Concepts of visual learning and cooperative learning are used to teach a lung pathology lab. Students work in groups to depict lung lesions via decorating lung-shaped cookies. Visual learners get more information from visual images (pictures, diagrams, graphs) than from verbal material (written and spoken words and math formulas). Visual learners must observe a thing or a process in order to enhance retention of information (Felder, 1993). Other studies point to the importance of cooperative learning; students working in a group to teach



one another. Cooperative learning has consistently been shown to be superior to passive lecture techniques to promote information retention (Felder, 1993; Cooper, 1990). These principles have also been very well received in Virology courses, where students assigned to virus expert groups, create and present songs to teach complex and essential virology content to the entire class.



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GRANT WRITING: NEW DIRECTIONS AND OPPORTUNITIES

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Bruce Binder, Associate Director for Grants Competition, US EPA, Washington, DC

ABSTRACT: Even with a busy schedule, faculty can accommodate writing a grant proposal while managing an academic workload. Becoming involved in the process means “ignoring the vested interests of colleagues and weathering the jeers of those who think you can’t succeed” (Comolli 2001). The two sides to the writing and selection process are presented: strategies used to apply for and receive grants and a grantor’s perspective of how winning proposals are recommended for funding at the federal level.

ISSUE: How to improve your effectiveness as a grant-proposal writer and have your proposal(s) selected for funding.

LITERATURE REVIEW AND BACKGROUND EXPERIENCE

The presenters of this session have had several years of experience in either applying for grant funding or in recommending particular proposals for funding. The grant application process used has included the following concepts:

| Concept Area | Program Planning Concept |
|----------------------------|---|
| Planning: Analysis | 1. Problem areas/needs studied and analyzed. 2. Identified target population for the program. 3. All stakeholders were represented on the committee. 4. Established planning/advisory committee. |
| Planning: Justification | 1. Identified program priorities based upon specific needs in RFP. 2. Identified program based upon organizations abilities. 3. Selected RFP areas related to identified performance deficits. 4. Identified program priorities based upon provider’s institution’s preparedness/availability. |
| Objectives | 1. Objectives were established prior to program implementation. 2. Objectives were directly related to the RFP’s objectives and goals. |
| Administration | 1. Administrator was in charge of program. 2. Selected staff with documented expertise in proposal area. 3. Developed a budget covering all anticipated resource costs. 4. Determined criteria for selecting staff. 5. Clearly defined administration roles and responsibilities. 6. An administrative plan was developed. 7. Arranged appropriate institutional facilities and services. |



| | |
|------------------|--|
| Instruction | <ol style="list-style-type: none">1. Developed instructional plan2. Determined methods of presentation appropriate to job performance objectives.3. Selected instructional materials appropriate to job performance objectives.4. Utilized methods of interactive learning in instructional activities.5. Developed pre-training activities helping learner to anticipate ideas and concepts. |
| Marketing | <ol style="list-style-type: none">1. Oriented administrative and instructional staff to all aspects of program.2. Informed prospective participants of program.3. Communicated value of program to appropriate employer decision makers.4. The power structure within participating employer supported training program.5. Oriented participants to program.6. Recruited participants for program.7. Developed marketing plan.8. Marketing effort was organized and inclusive. |
| Evaluation | <ol style="list-style-type: none">1. Developed evaluation plan.2. Developed evaluation instruments to measure program effectiveness.3. Analyzed and reported results of evaluation.4. Administered evaluative instruments based upon established criteria.5. Observed participants during instructional activities.6. Evaluated objectives and methods constantly.7. Developed post-training and appropriate follow-up activities. |
| Program Delivery | <ol style="list-style-type: none">1. Participants applied skills and concepts.2. Participants could apply skills on real work material.3. Participants were provided opportunity to ask questions or seek clarification in training session.4. Stakeholders were prepared for program.5. Staff provided for participant understanding.6. Attendance was monitored.7. Program planner participated in delivery of program.8. Support sessions were also offered to help participants understand program. |



LEARNING OBJECTIVES

1. Understand, analyze and apply various concepts to the proposal writing/grant seeking process that result in a stronger likelihood of grantor-funding;
2. Identify and interpret a proposal ranking system that is used by federal grantors.

ANTICIPATED OUTCOMES

It is expected that session participants will acquire additional skills in writing winning proposals and being selected for grant-funding. Participants will have a deeper understanding of proven techniques that improve the quality of the proposal and learn how proposals may be evaluated for funding.

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**CONCURRENT
SESSION ABSTRACTS**

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Less Teaching, More Learning: Engaged Learning using Authentic Activities and Assessments
Judith Ableser- Education, University of Michigan - Flint

This interactive session begins with an overview of brain-based research as it relates to improved learning through authentic learning/assessments. Authentic learning focuses on meaningful, purposeful assignments that apply knowledge into real-life situations such as field-based projects, case-studies, simulations, debates or demonstrations. Participants will view a range of these assignments/assessments and will compare and contrast this with “traditional assessments”. The second half of the session will engage participants in developing their own “authentic learning activities/assessments”.

Active Learning with Clickers

Bryan Aguiar - Business, NorthWest Arkansas Community College

The benefits of active learning have been widely celebrated in higher education. Chickering and Gamson (1987) designated “encourages active learning” as one of the seven principles of good practice in higher education. Student response systems (SRS), audience response systems (ARS), personal response systems (PRS), or “clickers” offer one way to employ active learning in the classroom. During this session, participants will learn how to use clickers in the classroom to encourage active learning; how to overcome skepticism to using clickers, how to create open discussion from clicker questions, and how to use clickers to quickly gauge student understanding of pre-class reading assignments

Monica Allen - Management, Grand Valley State University

One of the challenges that faculty face in the classroom is getting students to fully engage in rich discussions about the topic of the day. Students, today, seem to want to be “entertained” and need to be prodded in order to critically think and openly share their thoughts and opinions about the subject area in front of their peers. Is it fear, lack of preparation, shyness, laziness or a combination of all of these? This session is designed to look at several tools that faculty have available to enhance the learning process in and out of the classroom. By the end of the sessions, participants will have sufficient knowledge of tools available to encourage students to engage in class discussions, use the Blackboard Discussion Forums, develop questions to stimulate rich discussion, and used sample rubrics to help develop their own rubrics.

International Sustainable Entrepreneurship Online Learning

Raymond Amtmann - Business, Northern Michigan University

This program involves four universities two in the United States and two in Brazil. The theme is building International Sustainable Businesses, which requires an understanding of the three tenants of sustainability people, planet, and economics. Two online courses with both American and Brazilian students in the same courses develop cultural understanding, environmental knowledge and business techniques applicable to global business operations. This program has established a community of global learners in Brazil and the U.S.

Are Your Students Information Literate? A Digital Tool to Help

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Students think they understand what research is, but how often is that true? Yet it's difficult to find class time for library and research instruction. Wouldn't it be great if there were an online tutorial to teach research basics outside of class? The Ferris State librarians have created a modular, interactive, online tutorial to do just that – and give proof of completion! Learn how this tutorial can easily be customized and maintained at your institution.

Introduction to Team-Based Learning

Robert Augustyniak - Biomedical Sciences, Oakland University, William Beaumont School of Medicine
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Team-Based Learning (TBL) is a structured, instructor-led, student-centered educational strategy that can be used in classes as large as 200 and as small as 10. TBL promotes complex problem solving, integrative thinking and interpersonal skills. In this concurrent session, attendees, will be divided into teams and participate in an abbreviated TBL module. This format will ensure that participants understand the TBL process, pioneered by Michaelsen, from the learner's perspective.

Creating a Visual Story

Bradley Battersby - Digital Filmmaking, Ringling College of Art and Design
Sheryl Haler - Digital Filmmaking, Ringling College of Art and Design

Presented as an interactive workshop, "Creating the Visual Story" emerges from Ringling College of Art and Design's cutting edge Digital Filmmaking program and its emphasis on Storytelling. With narrative so much apart of contemporary art, 'form follows content' more than it does 'function.' So how does one go about analyzing a story, its themes and metaphors, and translating those elements into a three dimensional visual medium to be photographed? Hint: the art of collaboration.

Using Technology to Support an Active Learning Classroom

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Everyone wants to include active learning in his/her classroom to encourage students to better engage with the content. However, how do you select technology that supports active learning? What will best allow your students to connect with the material and allow you to teach your content in a way that will hold both the attention of the students and help them focus on the material? This session will discuss some of the technology that you can use in your classroom to support your goal of active learning using technology.

Millennials Educated and Empowered with Technology

Sara Beckman - Nursing, Indiana University Purdue University Fort Wayne
Cheryl Bruick-Sorge - Nursing, Indiana University Purdue University Fort Wayne

How do faculty meet the "net generation" learning needs? The challenge of engaging students was accomplished in this leadership course using a variety of strategies. Course requirements included a classroom presentation, multimedia applications, and a quality improvement project completed in a 90 hour practicum. Student-developed websites will be featured and evaluated for design, flow, evidence-based information, credibility, currency, and relevancy to



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Beyond the Bad Lecture: Good Stories, Good Conversations, and Good Teaching

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

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.

Students Predicting Performance: The Role of Self-Efficacy in Higher Education

Jennifer Blackwood - Physical Therapy, University of Michigan-Flint

Self-efficacy is reported to be a strong predictor of college student's academic performance. An individual's perceived self-efficacy is believed to influence the choice of tasks, the level of task performance, amount of effort put into performing chosen tasks, and perseverance in the task performance. In this engaging session, participants will learn how the role of self efficacy guides attainment of various academic successes in higher education. A case example of assessing self-efficacy in a group of graduate students in a challenging health care course will be discussed.

Creating a Pedagogical Cultural Shift: Faculty Learning Communities and Collaborative Learning

David Brobeck - Education, Walsh University

Ron Scott - English, Walsh University

Effective FLCs produce changes in the practices of its participants. What happens when faculty discover the benefits of cooperative learning, PBL, and TBL? Can the shifts of a few influence the practices of many? In this interactive session, attendees will collaborate to consider methods to enhance cooperative teaching practices as well as simple strategies that offer skeptical faculty safe exposure to collaborative learning. By applying sound strategies, an effective FLC can lead a Less Teaching, More Learning: Engaged Learning using Authentic Activities and Assessments

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David Brobeck - Education, Walsh University

Ron Scott - English, Walsh University

Effective FLCs produce changes in the practices of its participants. What happens when faculty discover the benefits of cooperative learning, PBL, and TBL? Can the shifts of a few influence the practices of many? In this interactive session, attendees will collaborate to consider methods to enhance cooperative teaching practices as well as simple strategies that offer skeptical faculty safe exposure to collaborative learning. By applying sound strategies, an effective FLC can lead a transformative experience on campus. Participants will take away a list of ideas to support the possibility of a pedagogical cultural shift.

But That's Not What I Meant!" Using Text Analysis as a Tool for Socially Responsible

Tammy Brown - Education, Marywood College

The human brain is pre-wired to make sense of our world. However, the meanings readers construct from written texts are based on their own socio-cultural experiences and may not match an author's intentions. Students whose disciplines require written communication can benefit from utilizing a set of questions to analyze texts (e.g., newsletters, forms, and brochures) to uncover unintended meanings and/or power messages which can impede communication with a diverse audience



Learner As Teacher; Teacher As Learner: Expanding the Learner-Teacher Role to Course Design
Curtis Burdette - English, Gogebic Community College

Learner-centered course design results when students collaborate in the development of the syllabus, assignments, and rubrics. Inviting students to engage in the “teacher” role helps them to better understand the course purpose, encourages community and participation, and ultimately, promotes the course objectives. Small-group and whole-group discussions in this session will demonstrate and explore learner-centered practices dealing with the teacher-learner dynamic that is central to the philosophies of Paulo Freire, Peter Elbow, and Kenneth Burke.

What Hollywood can Teach us about Transformative Learning
Phame Camarena - University Honors, Central Michigan University
Caitlin Homrich - University Honors, Central Michigan University
Erika Schrand - University Honors, Central Michigan University
Kelsey Schrand - University Honors, Central Michigan University

Drawing from a rich tradition of Hollywood films depicting inspirational teachers and lives transformed by education, this session describes the core characteristics of the transformative learning model. Lessons from these fictionalized representations also help identify the challenges of incorporating transformative learning methods into the classroom. Participants are encouraged to examine how the transformative educational processes reflected in film can be translated into effective educational practice in their own classes and programs.

Encountering Texts: Theatre and Transformative Learning
Joi Carr - Director, Multicultural Theatre Project, English, Pepperdine University

Students often try to remain at a critical distance from texts that ask critical questions about difference, questions that challenge self-understanding. Students would rather hide behind “objectivity” rather than participate in what hermetical scholar Hans-Georg Gadamer calls “real conversation,” open and honest critical dialogue with texts. How can an instructor help facilitate critical self-reflection with such texts in the midst of such reluctance? Use theatre games to create a safe space for exploration within any discipline. This session will provide a pedagogical model for instructors seeking to engage students critically in difficult subject matter with active learning best practices. I will guide the participants through some of the in-class heuristic prompts I use to engage students in critical dialogue about diversity. These activities are designed to help students reflect on both the course material and their own personal histories and assumptions. This teaching strategy helps facilitate critical self-reflection and intercultural competency.

Get Thee to the Center!": Engaging Faculty with Teaching & Learning Centers
Paul Cesarini – Visual Communication & Technology Education, Bowling Green State University
As chair of a large department, I encourage my faculty to participate in initiatives at our Center for Teaching & Learning. One would think doing so would be easy. Not so. Despite the fact that participation will almost certainly result in becoming more effective in the classroom, those that need it the most won't bother unless I require it. By then, the effort becomes tainted – the person sees it as being little more than punitive or perfunctory. In this discussion, chairs, directors,



and other ogres like me will explore ways of engaging faculty who are not “customers” of these centers, and brainstorm strategies to incentivize such participation, within budgetary / political realities. We will also devote considerable time to bemoaning how our efforts within our units are generally underappreciated

Teaching Creativity across the Disciplines

Cathy Cheal - Assistant VP eLearning & IT Instruction, Oakland University

Shaun Moore - Manager Support Services eLearning & IT Instruction, Oakland University

Cindy Sifonis - Psychology, Oakland University

A research project about teaching students in writing and psychology courses to be more creative will be demonstrated by using teaching methods that emphasize analogy, cross cultural examples, problem-solving, risk-taking, and new technology. Our online creativity module designed to promote metacognition about creativity in the classroom also will be discussed.

B or not to B? No longer a Sustainability question! New Certified B Corporations use the Influence of business to solve Sustainability Based Social and Environmental Problems

Jack Cichy - Management, Davenport University-Grand Rapids

In addition to Financial Capital, two aspects of Sustainable Business Practices are Social Capital and Environmental Capital. This presentation will focus on how the newly created Certified B Corporation uses the influence of business to solve social and environmental problems. B Corporations meet broad and transparent social and environmental performance standards; they possess higher legal accountability standards; and they do good while making it good business.

Creating Conditions and Communities for Effective Learning

Rodney Clarken - Education, Northern Michigan University

Identifies the faculties of mind, heart and will, which represent our intellectual, emotional and moral capabilities, as the keys to building and sustaining our individual, community and institutional capacity, development, health and well-being. A description of these capacities is given, their importance explained and ways to engender them described. Truth, love and justice are proposed as the guiding principles in actualizing these potentialities and in creating conditions and communities for effective learning.

Engaging Communities of Learners: Exploring Some Brain- and Cognitive-Based Approaches to Understand and Enhance Learning

Milt Cox - Fipsi Project on Learning Communities/ Center for the Enhancement of Learning, Teaching and University Assessment, Miami University

Abstract: In this session we will investigate some evidence-based perspectives that can inform an instructor's engagement with and teaching of communities of learners. Examples of communities of learners will include small groups, student learning communities, and faculty learning communities. Examples of perspectives include community, cognitive-structural intellectual development, and Gardner's concept of multiple intelligences.

“Academically Adrift” in the Great Lakes State

Adnan Dakkuri - Pharmacy, Ferris State University

Potter, William - University College, Ferris State University



In their 2011 monograph, *Academically Adrift: Limited Learning on College Campuses*, Arum that we may have misplaced priorities as we focus on student retention and graduation rates rather than on critical thinking, complex reasoning, and written communication. Critics of secondary education have recently pointed out that only 19% of high school graduates in Michigan are “college ready.” This interactive session will combine brief presentations with audience discussions about the meaning of the findings for faculty, in light of the emphasis during the past decade on increasing degree completion. Institutional and instructional strategies enabling faculty to restore the primacy of learning will be identified. A few copies of *Academically Adrift* will be given away in a raffle in this session.

Effective Teaching Strategies in the Age of Easy Internet Access

Mary Jo Davis - Kromer Instructional Materials Center, Central Michigan University

Ray Francis - Teacher Education and Professional Development, Central Michigan University

Instant access to the internet through the smart phone, computer, iPod, iPad, and other mobile devices has provided educators with a greater access to information in the classroom. It has also led to students having more opportunities to be distracted and off-task during class. This session presents several solutions to potential issues that instant access classroom creates for in-service teachers.

Using Online Discussion to foster a Community of Inquiry

Glenna Decker- Educational Technology, and College of Education, Grand Valley State University

The Community of Inquiry Framework (CoI) is a well-researched practice of the interaction of teaching, social and cognitive presences to create the online learning experience. Online discussion is a central component and can effectively foster each presence whether teaching a traditional, hybrid, or online course. In this session we will discuss specific strategies for how online discussion can foster the Community of Inquiry while modeling and encouraging students to use critical thinking. Participants will generate their own practical examples and identify a plan for implementing them.

Helping Students Learn in Harmony with their Brain

Terry Doyle - Special Instructor Oakland, Ferris State University

The past ten years have produced an extraordinary amount of research findings from neuroscience, biology and cognitive science that strongly suggest our students need to change the ways in which they approach their learning and studying activities. In this session, participants will learn easy ways to share these important findings with their students and assist them in becoming more learner centered learners.

Teaching and Performance: Performance Strategies to Enhance Classroom Engagement

Kurt Ellenberger - Honors, Grand Valley State University

Kathryn Stieler - Music, Grand Valley State University

The performance aspect of teaching can be both daunting and exhilarating. Like it or not, when we walk into a classroom we walk onto a “stage” of sorts, yet, as scholars, our training in this is minimal at best. Performing artists are well versed in the preparation and skills required for successful delivery. Effective teaching relies on effective communication and presentation at its foundation. This workshop will provide strategies for maximizing delivery and making the classroom



more vibrant and dynamic, with increased student engagement and learning as the outcome.

Communities Of Learners and Crime Prevention

Laurence Erussard - English, Hobart & William Smith

During the academic year 2010 – 2011, a Hobart student proposed to create a HWS Prison Project at the nearby Five Points maximum security correctional facility. This program, modeled loosely on the Cornell and Bard's initiatives, is rooted in the official studies that show how post-secondary education stands as the most cost effective and successful way to prevent crime and diminish the rates of recidivism. The HWS Project will include the participation of HWS professors and students / teaching assistants. The aim of including students is to create a community of learners that minimizes the sense of separation between the prison and the outside world. The prison's administrators welcomed the Project and a number of HWS faculty and students are presently planning the next steps and courses for 2011 – 2012. This paper is therefore the product of a community of students and teachers. We examine the ways in which a dynamic intellectual community of learners may be created between inmates and college students and professors. Some of the strategies come from the experience and insights of a Hobart student who has already been part of a prison classroom and is writing his honor project of this subject, others have been developed by faculty or suggested by inmates.

Closing Disparities in Students' Prior Knowledge of Graphing and Catalyzing Teamwork in an Introductory College-Level Course

Nirit Glazer - College for Professional Studies, University of Michigan

Given the importance of graphing and graph interpretation, the course featured in this study includes oral presentation of data analysis. However, survey results show a big disparity in the level of students' knowledge of graphing prior to taking the course, which led us to develop an introductory non-graded activity aimed at acquiring fundamental skills that are essential for their subsequent learning. The study and the activity will be shared in great details.

What Students Know about Knowing: Investigating Student Metacognition Using the Exam Preparation Survey

Cori Fata-Hartley - Lyman Briggs College, Michigan State University

Despite efforts to actively engage students in the classroom, some students continue to study and prepare for exams using common, passive approaches such as reviewing notes and rereading texts. I created the Exam Preparation Survey (EPS) to reveal student metacognition skills and better understand how students prepare for exams. The EPS was administered in three introductory biology courses and this presentation will provide an overview of the quantitative and qualitative results from the surveys.

Establishing a Community of Learners in an International Cross-Cultural Leadership Course

John Fick - Director Graduate Program in Leadership, Siena Heights University

Patricia McDonald - Graduate College, Siena Heights University

Since 2005, the Graduate College at Siena Heights University has sponsored a summer course in cross cultural leadership in Dublin, Ireland. The adult learners come from a variety of our graduate programs and campus locations throughout the state of Michigan. In this presentation,



the speakers will discuss how to structure such a course, including learning activities, which facilitates the building of an authentic learning community. Participants completing this session will be able to develop an international course, as well as, build a community of learners in a cross cultural class. tings and identifying strategies that can be used to dismantle racism in workplace settings.

Engaging Online Students with Writing Fellows to Improve Writing Outcomes

Marilyn Filter - Nursing, University of Michigan Flint

Jacob Blumner - English, University of Michigan Flint

Constance Creech - Nursing, University of Michigan Flint

Marilyn McFarland - Nursing, University of Michigan Flint

The University of Michigan-Flint has initiated a writing fellows program with online graduate students. The development of a collaborative effort with the University of Michigan-Flint Writing Center and the Department of Nursing will be discussed. Participants will review and discuss how to provide meaningful feedback about writing through the written word. Examples of program success will be presented. The existing literature has examined writing fellow training (Haring-Smith 1992; Leahy 1999), and how to collaborate with faculty. Nearly all the scholarship on writing fellows points to successful collaborations between the fellow, the faculty member, and the students. However, no scholarship appears to have been published on writing fellows working with graduate students, as our project does, and none discuss working in digital environments.

Discussing Suggestions for Self-Mentoring

Jim Flowers - Technology, Ball State University

This roundtable session is led by Jim Flowers, who is in the process of writing a self-mentoring book for new college faculty, and this session will help guide that effort. Whether you are an old hand or a newbie, please join the discussion to share and discuss strategies that do and do not work for new college faculty trying to succeed in teaching and in the entire promotion and tenure process.

Stacking Boxes or Drawing Maps: Student Cognitive Encounters with New Material

Lou Foltz - Psychology, Warner Pacific College

Have you ever "survived" a course by constructing nothing but a complex scaffold of empty wording? Neural imaging of the brain shows us two distinct metaphors for designing student cognitive encounters; one built on the curiosity stemming from emotional predictability and the other built on the avoidance of a sense of comparative shame. We will explore the difference in lesson planning.

Developing a Sense of Community by Making Large Classes Feel Smaller

Ray Francis - Teacher Education and Professional Development, Central Michigan University

This interactive session synthesizes current best-practice information about large classes with effective strategies for positive teaching and learning experiences. Participants will be engaged in a variety of proven activities to reduce stress and improve ineffectiveness in large-group settings, and create a situation where students are engaged and supported in the learning process, regardless of the size of the class. Through active and engaging classroom processes students become more attentive, participate at a higher level, and are held accountable in the large class



setting. These strategies also help faculty to effectively manage student behavior, classroom organization, and in-class engagement.

The Hardcore Grammar Club: How Vampires, and Potlucks Created an Affective Learning Community

Sherrin Francis - English, Saginaw Valley State University

For many community college students, grammar is a major roadblock to successfully completing (much less excelling in) their required composition courses. Some students are embarrassed to ask for help. Others do seek help but are turned off by the often dry, rote nature of learning grammar. I created the Hard Core Grammar Club in response to such student concerns. The club was based on research supporting social networks, personal faculty connections, food, and alternative learning modes as powerful variables in student retention. In this presentation, I will provide an overview of the research and details regarding how the club worked.

Creating and Implementing Strategies to Improve Course Design, Learning Outcomes and Successful Teaching

Scott Gaier - Academic Enrichment Center, Taylor University

One of the best approaches for increasing learning and overall successful teaching is to design a course to include research and evaluation for helping a professor determine what helped and hindered student learning (Richlin, 2006). This presentation discusses several course design methods and strategies that increase a teacher's ability to evaluate the course and make effective changes for enhancing learning. Participants will be equipped to apply these strategies to their own courses, thereby enhance learning outcomes, increase teaching effectiveness and guide the initial stages of publishable research.

Getting Faster, Getting More Provocative: How We Can Use the Latest Discoveries and Developments from Neurosciences, Positive Psychology and Future Studies to Measurably Improve Teaching and Learning

Melissa Ganus - Business, Seattle Community Colleges

Stephan Carroll - Santa Clara University

If our top level learning objectives include helping our students develop skills for flourishing in their own lives and for participating in the world as global citizens, then what do we most need to be teaching? In this interactive session, we will first introduce you to a list of our favorite new tools and techniques for improved skill development and assessment across subject areas. Then we'll give you choices and use the rest of the session to get hands on experiences with what you are most curious about. Before we finish, you will have practical next steps you can take for adapting any of these to your own courses.

The Fallacy of Over-Assessing: An Inquiry Into Quizzing as a Tool for Cooperative Learning

Chris Gilbert - Communication and Culture, Indiana University, Bloomington

The problem of civic engagement entails the problem of argumentation. A central mode of argumentation encompasses the exposition of fallacious reasoning. This presentation illustrates a strategy used to train students to recognize, criticize, and even reproduce fallacies of argument. In particular, it establishes regular quizzing as a mode of cooperative learning and cooperative



learning as a mode of assessment by which students create, critique, and debate that which they “should” know.

To Orient or Not to Orient: Student Perspectives on a Program Orientation for Online Learners

Katharine Girard - Nursing, Ferris State University

A totally online nursing program developed a program orientation for incoming students. This presentation explores the outcomes of this orientation, including impact on student retention, as well as student response to the orientation. Lessons learned and obstacles overcome are included.

Social Change: A Service Learning Model

Greg Hall - Natural and Applied Sciences, Bentley University

The Social Engagement Model (SEM) challenges students to develop community based programs to address contemporary social issues. The six step process will be presented with actual classroom examples that can be applied by faculty across disciplines. Participants will be engaged in an exercise to identify potential SEM projects. The presentation includes student evaluations, community leader testimonials and video clips of SEM projects.

E-Learning: Engaging Students with Technology

F. Kay Harris - Teacher Education/Professional Education, Central Michigan University

Create opportunities for active learning in your online classes. Participants will learn the key elements of active engagement and methods for incorporating these concepts in your course structure. Learn how to facilitate dialogue with students sharing their reflective entries through Discussion Board assignments utilizing critical thinking. Evaluate the effectiveness of using Prezi and Wimba Chat rooms for building community with small group activities. Investigate the uses of Bloom’s Taxonomy Revised with Technology and Bloom’s Digital Taxonomy Pyramid to discover software available to use with students. Dialogue with colleagues and discover new ways to create an active learning online classroom.

Questions Modus Operandi

Richard Hayes - Professional Education, Central Michigan University

Have you ever asked a question to a class and been confronted with dead silence? Your question was to be answered, not rhetorical question to make a point. Asking questions to get responses to stir discussion can be a chronic challenge. To overcome the silent storm this session will take a look at the modus operandi of questions. The inquiry is not about the type of questions students ask, but an instructor’s questioning technique.

Enriched Concept Maps in Science Education

Creating Savvy Readers: Understanding Students’ Reading Problems and Strategies for Solving Them

Alice Horning – Writing & Rhetoric, Oakland University

Marilyn Borner - Writing & Rhetoric, Oakland University

William Byrne - Writing & Rhetoric, Oakland University

Fritz McDonald – Philosophy, Oakland University

Four members of a faculty learning community have studied students’ reading problems and how to help students become savvy readers. Good reading is essential because it supports learning formal academic voice through implicit learning, enables the growth of strong vocabulary



essential to good reading, develops five types of reading behaviors (use of strategies, metacognition, monitoring, goal setting, and prior knowledge), and can reveal how students can learn to be savvy readers in every discipline.

Create a Screencast in Less Than Twenty Minutes and for Free!

Kimberly Hostetler - Arts, Science & Business, The Ohio State University Agricultural Technical Institute

This presentation will explore the benefits of utilizing screencasts, which are recordings that capture computer screen activities, in e-learning and as a supplement to face-to-face courses. The presenter's experiences with screencasts as well as challenges faced will be shared. The audience will be asked to participate by compiling a list of ways that screencasts could be applied to their classes. A free screencast tool will be demonstrated, and an audience member will create a screencast.

Giving Structure to Service (and Leadership) at a School of Engineering: An Ethnographic Study
David Howell - Office of Servant-Leadership, Milwaukee School of Engineering

Three years ago, the Chair for Servant-Leadership at Milwaukee School of Engineering (MSOE) initiated a longitudinal ethnographic study to answer the question, "How is Servant-Leadership implemented at MSOE?" The result is an ongoing study that helps determine how Servant-Leadership takes shape in a university environment. Through surveys, field observations, and interviews, the researchers triangulated their data and drew conclusions pertaining to the social responsibility of developing leaders at an urban academic institution.

Marsha Huber - Accounting and Finance, Youngstown State University

This session will review the literature on "positive" interventions in education to help faculty design interventions for their own classes. Often, when we hear the word "intervention," we think of helping students who struggle. "Positive" interventions, on the other hand, are designed to help the "average" student thrive. Participants will experience a "positive" intervention as they learn the science behind "positive" interventions. Participants will have an opportunity to work on their own interventions during the session.

Engaged Learning: Self-Assessment Tools for Faculty

David Hultgren - Academics, Baker College of Port Huron

Based on effective teaching research, this session will share tools for faculty members to assess their student engagement efforts. Using the behaviorally-based tools, faculty members can identify strengths and incremental changes to increase student engagement. Participants will receive copies of the tools and will learn how they were developed, ways they are used, and benefits seen thus far. Participants will then discuss possible application or adaptation for use in their own classrooms.

QACC - Questions, Author's Craft, Connections and Comments

Elaine Hunyadi - English, Saginaw Valley State University

Reading and writing are deeply intertwined. As writing and/or content area teachers, we sometimes forget about students' reading, imagining they are "getting" it. Students are ex-



pected to develop the habits of critical readers; to be thinking while reading. QACC is a strategy that pushes students to think deeply about texts and increases engagement as students re-read, develop wonderings, take notes, collaborate, discuss, and ask clarify questions. In this workshop participants will experience and discuss QACC.

Teaching Innovation Programs in Large Classes (TIP)

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

Carole Robinson - Center for Integrative Studies in Social Sciences, MSU

Sarah Janus - Center for Integrative Studies in Social Sciences, MSU

Llizz McKinley - Center for Integrative Studies in Social Sciences MSU

In the fall of 2008, a Teaching Innovative Program known as TIP was introduced in large classes at the Center for Integrative Studies in Social Sciences. In the first phase, six former students of the instructor were recruited to lead the small interactive learning groups. Underlying assumption was that peer assisted learning will enhance the quality of teaching. In the second phase in 2009, clickers were introduced for class discussion. In the third phase in 2010, both clickers and the Under Graduate Learning Assistant (ULAs) were used. In this session, we will share the design, implementation, and the outcome of this experiment with the audience.

Creating Communities of Engaged E-Learners: Nursing and the Liberal Arts

Sue Idczak - Nursing, Siena Heights University

Gail Ryder - Humanities, Siena Heights University

We will explore the design of our blended course –Transition to Professional Nursing—by focusing on creating community through a variety of learning activities that take place mostly online. The outcomes and objectives of both disciplines, nursing and the liberal arts, are woven into a tapestry that promotes a high level of student engagement. Participants will gain how to go beyond teaching techniques and technology to build a community – a classroom ‘not on the ground’?

Group Synchronization: The Evolutionary Significance of the Physiology and Behavior of Group Synchronization

Dianne Jedlicka - The School of Art Institute of Chicago

We designed a discussion and exercises to illustrate the importance of group behavior for survival and as an evolutionary advance. Physiologically, the neural stimulation may come from either visual or auditory cues. Mirror neurons may be involved. Perception of the cues is very important to the individual and therefore the species. The resultant behavior, whether it is moving away from a stimulus or a behavior such as yawning or howling, may be a group effect. This group behavior has some advantage which then ensures the survival of its members. After our scientific information is presented, a student worksheet using higher cognitive questions such as synthesis and evaluation is presented. Some preliminary student answers will be examined. Some preliminary data suggest that visual communication is stronger than an auditory stimulation. Student responses often show creative insights now referred to as “thinking outside the box”!

Re-Designing the Human Body Systems



Dianne Jedlicka - Liberal Science/Biology, The School of the Art Institute of Chicago

This session is a description of a learning activity where students study morphological and anatomical structures and the physiological functions of the human body systems and their respective organs and parts. Then the students select their own favorite body system, organ, and or a part of the system to re-design in order to optimize the efficiency of the anatomical structural, physiological function, and/or the ecstatic and functional morphology. Through group work and interaction (student groups compete for an "in-house" very prestigious Patent Award), students actively engage in the learning process to understand the role of design in the efficiency and functionality of the human body system, to retain the new information, and to apply what has been learned in different situations. Active learning is necessary to reinforce the understanding of the structure and function of human body systems, their organs and their roles in the homeostasis of the human body.

Web 2.0...Web 3.0 -- What Your Students Need to Know

Susan Jones - Marketing, Ferris State University

The proliferation of marketing applications facilitated by Web 2.0 technology has changed the way organizations interact with customers. Sites like YouTube and Facebook have caused firms to modify business models to tap the value of social media and user-generated content. However, with such content come critical issues about information accuracy, source credibility, and amateurish presentation. Web 3.0 combines human and artificial intelligence to make information more rich, relevant, accessible, and timely. This presentation describes the applications made possible because of the generational changes of the web and offers educators course content suggestions and experiential learning opportunities for marketing curriculum.

Engaging Students Through Just-In-Time Teaching.

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

Just-in-Time teaching has revolutionized instruction in the sciences over the last two decades. Now, this pedagogical method is being applied, with great success, in a wide variety of disciplines across the academy. Just-In-Time instruction involves the use of routinely collected student responses to drive the session-by-session content of classroom instruction. Carefully "tuning" instruction by using continuous assessment techniques creates instruction that increases student engagement, satisfaction, and learning. Workshop participants will leave this session with a functional understanding of the just-in-time teaching method including all that is necessary to develop just-in-time sessions and assess student learning and satisfaction.

Seamless Technology Integration for Pre-service Teachers

Kimberly Kenward - Educational Technology, Grand Valley State University

Sally Hipp - Education, Grand Valley State University

This presentation represents a "three pronged" effort to prepare Teacher Candidates to graduate as experts in integrating technology into their teaching. Technology readiness for teacher candidates is critical for success in today's K-12 classroom. Studies show that first year teachers are not being prepared to teach with technology (Minsun, S., & Yoon-Joo, L. 2009). Included in this presentation will be evidence of our students using Smart Board technology, e-portfolios, wikis, flip cameras and online learning.



Public Administration 101: Giving Voice to Undergraduate Education

Diane Kimoto - School of Public, Nonprofit & Health Administration, Grand Valley State University

Lorne Mulder - Public Administration, Grand Valley State University

As an interdisciplinary field of professional education, public administration relies upon the “mutual efforts and quality combinations of critical knowledge from a variety of social disciplines and methods” to yield real opportunities for change (Vigoda, 2003, p. 8). The experiential exercise described in this roundtable serves an undergraduate resource which prepares students for an intelligent participation in public dialogues regarding humane living while allowing them to learn from both their instructor and each other.

Group Exams in a Veterinary Curriculum: Update and Practical Suggestions

Judy Klimek - Anatomy and Physiology, Kansas State University

Cindy Logan - Hale Library, Kansas State University

I have used group exams following individual exams in my courses for several years, to promote greater engagement with exam content, and to develop a culture of shared responsibility and community in learning. I continue to see many benefits, including nearly 100% participation, better understanding of content, reduction in challenges to the questions, and reduction in stress to the student. Practical suggestions for implementation will be included. Time for questions and answers will also be included.

From the Tenure Track to the Flat Track: What Roller Derby Has Taught Me About Teaching

Jackie Knoll – English, Mott Community College

We know that part of what can keep our students from succeeding in our classes is lack of skill. But what we don’t always see is how much they are held back by their anxieties and fears. In this session, I will share with you how playing roller derby forced me (a gym class dropout) to overcome not just lack of skill, but also my anxieties and fears—and, in turn, transformed the way I teach writing.

Active Learning in the Classroom

Susan Koch - Instructional Quality, Walsh College

The session will explain the benefits of using active learning in the classroom, provide examples of active learning techniques, debunk some of the myths surrounding active learning, and explore the causes of and remedies for low classroom participation rates. In this hands-on workshop participants will utilize a variety of active learning strategies that they can implement in their own classrooms such as the jigsaw, roundtable, before & after list, focused listing, guided note-taking, response cards, and more. Learn to optimize class time and increase student participation.

Designing an Online Program Orientation Course

Gideon Labiner - Analytical and Diagnostic Sciences, University of Cincinnati

Student satisfaction in an online program is established in the first few weeks of class, therefore it is important to address concerns about their new environment early on. The design of an online orientation course is essential to helping students obtain the necessary technical skills to succeed. The Clinical Laboratory Science Orientation course has been designed and finely tuned



to address reoccurring issues and allow for a seamless transition into their new courses and identify those needing additional support.

A Federally-funded Free Science Education Resource with Modular Functionality, Mobile Apps, and More

Nathan Lents - Sciences, John Jay College (CUNY)

The Visionlearning project, currently funded by DoEd and previously by NSF, led by a large team of national experts as authors and reviewers, provides free resources for classroom or online science education. The library of 75 modules is completely free, online, modular, and available as podcasts and mobile applications.

Engaged Learning by Inviting the Community into the Classroom

Rebecca Leugers - Physical Therapy, University of Cincinnati

Second and third year graduate students enrolled in the Doctorate of Physical Therapy (DPT) program at the University of Cincinnati are exposed to a variety of neuromuscular and musculoskeletal diagnoses in rapid succession as they advance through the program. They are expected to be able to perform appropriate evaluations, devise evidence-based treatment plans, and perform thorough documentation of their work. Often, students struggle with concepts about patients with which they have no familiarity. Inviting community members who have the diagnosis being studied into the classroom concurrently (or "just-in-time") provides students the opportunity to interactively learn about people with the diagnosis and how the diagnosis has affected their lives, engages students during the act of evaluation, and makes treatment planning and documentation meaningful. This results in more confident students entering the clinic situation/work environment, and reports of strong student preparation from clinical instructors and employers.

Professors as Communities of Learners – Communities of Practice and the Teaching Consultant Concept

Robert Lewallen - Management & Human Resources, Iowa Western Community College

Deanne Mulholland - Marketing; Fashion Marketing, Iowa Western Community College

Professors jealously guard their teaching practice. We're dedicated to students' learning, but perceive having colleagues in our classroom as threatening. But who better to facilitate enhancing our teaching skills? Communities of Practice at Iowa Western has spawned healthy, dynamic dialog among faculty and birthed a unique position—a "teaching consultant" selected by faculty, for faculty to enhance teaching through mutual exchange. This session explores development and evidence of success for these innovative concepts.

"Hey, We Invented This, What Do We Do Next?"

Carl Lundgren - MMET/PS, Rochester Institute of Technology

Jon Schull - Center for Multidisciplinary Studies, Rochester Institute of Technology

Justin Hillery - Multidisciplinary Studies, Rochester Institute of Technology

Sean Petterson - Industrial Design, Rochester Institute of Technology

Right brain/left brain cross disciplinary learning is the mission of the Center for Student Innovation (CSI) at Rochester Institute of Technology, offering opportunities for creative and analytical



students to engage in collaborative learning outside their academic programs. Two undergraduates share their experience advancing an idea to a product. Faculty of the CSI describe the critical elements in establishing the supportive environment that nurtures student learning by empowering their innovation and invention.

Critical Thinking through Academic Writing in Graduate Education Programs

Cynthia Mader - College of Education, Grand Valley State University

Mary Bair - College of Education, Grand Valley State University

B. Lorraine Alston - College of Education, Grand Valley State University

Cynthia Smith - College of Education, Grand Valley State University

Sherie Williams - College of Education, Grand Valley State University

We share a collaborative self-study undertaken by College of Education faculty in examining issues related to graduate writing. We describe how we used curriculum mapping, document analysis, and surveys to identify gaps in our programs. Maps revealed more emphasis on informal and professional writing than on academic and scholarly writing. Surveys showed that students perceived less preparation in academic writing than did faculty. We discuss program specific strategies being developed to address identified gaps.

Shirine Mafi - Business, Accounting, and Economics, Otterbein University

Marsha Huber - Accounting and Finance, Youngstown State University

Social responsibility is an obligation for a business to act in a way that benefits society and to refrain from activities that might be harmful. This session presents a model of philanthropy-based education where students award money (\$500 - \$4000) to non-profit organizations based on a proposal process that they develop and administer. Students are challenged to make "real" decisions about resource allocation that affect "real" agencies and people. This process increases the students' awareness of social issues in their own communities as they learn how one person can make a difference. Another outcome is an increase in prosocial motivation – the desire to have a positive impact on other people, groups, and organizations. This session will help faculty think about ways to integrate philanthropy-based education in their classes.

Create Excitement in Your Classroom Using the Art of Debate

Sara Maher - Physical Therapy, Oakland University

Find out what happens when teaching techniques used by Protagorus of Athens return to the 21st century classroom. Imagine yourself in a classroom where students analyze, discuss, and apply concepts – without you, the instructor - saying one word. This session will discuss ways to develop, implement, and assess student performance using debate techniques. In addition, practical examples of debate will be provided for your immediate use in the classroom.

Team-Based Learning in a Subsection of a Course: A Controlled Comparison to Standard Lectures

Erin Malone - Veterinary Population Medicine, University of Minnesota

While gaining momentum for course design, team-based learning is rarely used in subsections of courses. We evaluated team-based learning compared to standard lectures in a subsection of the UMN College of Veterinary Medicine Urinary Systems Disorders course (CVM 6460). Randomly divided students were taught the same material in both formats by the same



instructor. We compared student performance, student and instructor satisfaction, and student engagement. This session will include lively discussion of our study design, results, and attendee's application of findings to their classroom settings.

Giving and Receiving: Using a Graduate Seminar Course to Enable Practice in Interactive Teaching Strategies

Erin Malone - Veterinary Population Medicine, University of Minnesota College of Veterinary Medicine

Our graduate students learn about teaching methodologies but continue to give standard lectures. To encourage use of active learning strategies, a seminar course was reformatted to include teaching practice. Each student not only taught the course material but also incorporated a different interactive methodology. Discussion included both course content and student engagement levels. This lively session will model the class design, including discussion on how to encourage use of interactive teaching by the next generation.

Creating a Community by Engaging Learners

Linda McCrea - Education, Grand Valley State University

Doug Busman - Education, Grand Valley State University

Wei Gu - Education, Grand Valley State University

David Coffey - Mathematics/s, Leadership & Learning, Grand Valley State University

Dennis Shultz - Education, Grand Valley State University

Using national, state, and various professional associations' standards, the teacher education faculty within the College of Education at Grand Valley State University designed a course, Introduction to Learning and Assessment which embraces the best practices of engaged learning by creating a community of learners. The course has evolved into one that actively engages students through: learning teams; problem-based learning (individual/team projects); interactive discussions (synchronous/asynchronous); and the modeling/implementation of various formative assessment strategies.

Teaching Ethics: Changing Behavior, Not Just Changing Answers

Jennifer McCrickerd - Philosophy, Drake University

In this lively presentation I provide an overview (1) of research on the disconnect between people's claims about what is moral behavior and their own behavior and then (2) of educational theory relevant to facilitating behavior of any sort. We will then discuss philosophical, psychological and neurological research relevant to the development of skills of ethical decision-making and behaving. Participants will then discuss strategies to facilitate moral development and possibilities for assessing these strategies.

The Science and Psychology of Learning

Jennifer McCrickerd - Philosophy, Drake University

Students are always learning in class but they aren't always learning what we'd like them to be learning. By understanding how and why people learn and tapping into our natural inclinations, we can begin to create circumstances that will encourage the sorts of learning we want. In this presentation, we will draw on work in neuroscience, psychology and philosophy to bet-



ter understand why students (and we) do some of the things they do and develop some ways to address problems we face in the classroom. You will leave this session with at least a better understanding of the challenges you face when teaching and, if all goes well, some solutions.

Using Social Media to Build Organizations: A Case Study of Student Experiences

James Melton - Business Information Systems, Central Michigan University

Karl Smart - Business Information Systems, Central Michigan University

Robert Miller - Business Information Systems, Central Michigan University

While university students are frequent users of social media, most have very little experience applying these technologies in business settings. In response to this need, a class was created that focused on social media and other emerging technologies in business. The course included a client project in which small groups of students created and implemented social media strategies for organizations. This presentation reports on a case study of this effort, including surveys and qualitative data.

Using Wondrous Wikis to Enhance Learning

Bill Merrill - Instructional Technology & Mathematics Education, Central Michigan University

Most instructors are familiar with the most famous wiki, Wikipedia, and ban it use in their classes. However, wikis are a wonderful tool for students to use [yes, even Wikipedia]. This session explores how all types of wikis may be used to help your students learn you content. During this session you will gain an understanding of the uses and benefits of using wikis, including Wikipedia, best practices of wiki uses, and limitations of using wikis with students.

Using Cooperative Activities to Foster Deep Learning

Barbara Millis - Director of the Teaching and Learning Center, The University of Texas at San Antonio

Deep learning emerges from the careful sequencing of assignments and activities “orchestrated” by a teacher committed to student learning. The research on deep learning has been ongoing, systematic, and convergent. It involves motivating students to acquire a solid knowledge base through active, interactive learning. This interactive keynote will help teachers understand how to sequence structured assignments and activities to foster research-based deep learning approaches. Students complete relevant assignments outside of class—for which they are accountable—that help them learn new knowledge by connecting it to what they already know. Because students come to class prepared, class time can be spent productively by having students in pairs or small groups compare their out-of-class products to foster critical thinking and constructive feedback. This model—called by Eric Mazur the “flipped classroom”—works well for hybrid courses.

Why the Affective Domain Matters in Teaching

Barbara Millis - Director of the Teaching and Learning Center, The University of Texas at San Antonio

Deep learning emerges from the careful sequencing of assignments and activities “orchestrated” Faculty committed to research-based teaching are now realizing the enormous role that the affective domain plays in the learning process. For optimum learning to occur, students’ perceptions, attentiveness, and consciousness must be positive. In this interactive workshop,



participants will review some of the research, but more importantly, they will explore and experience some positive ways to engage students.

Closing the Loop: Low Tech Methods for Combining Feedback and Active Academic Responding

Robin Morgan - FACET, Indiana University

David Morgan - Psychology, Spalding University

Clickers have become quite popular as a method of generating active student responding and providing immediate feedback to students. However, there are many situations in which clickers are not feasible; low-tech methods can be used to provide feedback to students in a manner that engages students and enhances classroom learning. We will be describing effective low-tech methods we currently use, guidelines for using low-tech methods, and facilitating a discussion of additional low-tech methods.

Teacher as Learner 2.0

Robin Morgan - FACIT, Indiana University

Kimberly Olivares - FACIT, Indiana University

Rapid changes in technology make any printed compilation quickly outdated; however, faculty benefit from sharing how technology can be used to enhance the teaching and learning process. In this roundtable, we will be describing developing a website that facilitates building a community of scholars focused on teaching and technology in conjunction with Quick Hits: Teaching with Technology from IU Press (to be published fall, 2012).

The Power of Prezi: A Visual and Relational Presentation Tool

Kelly Nack - Faculty Center for Innovative Teaching, Central Michigan University

Prezi

is a free, online presentation tool that can help you demonstrate concepts visually and relationally - much like a concept map. Prezi offers instructors and students a more thought-provoking, productive, and collaborative way to stimulate thoughts, discussions and learning. In this session, you will learn how to navigate and build a Prezi, and some tips and strategies for transforming your existing PowerPoint content to re-ignite student learning. Bringing your laptop is optional but encouraged.

The Theory-Practice Gap: Making the Leap

Lori Nelson - Clinical Sciences, Northern Michigan University

Training for a variety of disciplines including education, counseling, occupational therapy, nursing, and speech-language pathology requires that key rite of passage in which a student moves from the classroom to real-world practice of their future profession. This transition can be fraught with anxiety, stress, and eventually personal and professional growth. Student challenges and coping mechanisms will be some of the themes discussed. This presentation will provide information gleaned from the presenter's personal experience as a clinical supervisor and data collected for her doctoral dissertation. The latter involves analysis of reflective journals and interviews with novice student speech-language pathology students navigating their first clinical practicum, as they develop professional identities and clinical competence. Understanding this experience from the perspective of the student serves to enhance the quality of clinical



teaching and supervision.

Using an Online Course on Hatred to Promote Social Responsibility and Engaged Learning

Randall Osborne - Psychology, Texas State University- San Marcos

Paul Kriese - Political Science, Indiana University East

Our online course on hatred using a critical thought model and course etiquette to promote engaged learning. We emphasize assignments that require students to assess themselves BEFORE we assign assignments that require them to connect self to others. In this way, we develop a critical exploration process that starts with self, branches outward to others and promotes engagement with the course material and a caring attitude about those others. Participants will learn about a 4-level model of critical thinking that we use and reinforce in our online course; engage in a "hands-on" activity we use in the course to promote critical inquiry and exploration of hidden assumptions; and develop an understanding of how to develop assignments in online courses that facilitate interpersonal and intrapersonal skills, promote more inclusive thinking and reinforce group interactions and consensus-building.

It's All Elementary: Using Center-Based Pedagogy to Engage College Level Students

Robin Otty - Occupational Therapy, Maryville University of St. Louis

Center-based learning is widely recognized and utilized in primary level education environments which encourages peer socialization and engaged learning through the use of semi-structured hands-on activities. These same principles can be actively infused within a higher education context to satisfy varying student learning preferences and active content engagement. This session will allow participants to experience an actual class session using center-based pedagogy from a student perspective.

The Non-Linear Visual Presentation Tool for Group Activity

Ju Park - Education, Indiana University Northwest

MS PowerPoint tool has been widely used in education. However, there are other presentation tools to use for free/paid and web browser-based/stand-alone. Among these, Prezi has been used, because this tool is free, web browser-based, and with non-linear of presentation mode. Because a canvas of Prezi has information, along with features of zooming and editing, this tool has a great potential to engage college students into collaboration in e-learning.

The Digital Divide of the 21st Century

Alfredo Perez-Davila – Computer Science, University of Houston-Clear Lake

The problem of digital divide has been thoroughly researched, and somewhat addressed through many government and private foundation programs. The majority of college students are in the "have" side of the digital divide. Among them, there is a new divide being developed, those who use technology to supplement their learning process and those who use it to bypass the learning process, coasting through college using the internet to learn which courses/professors are an "easy A" and/or to obtain answers to homework and test questions. This presentation will incite discussion about the subject and the faculty role to address the problem.

The Art of Relationships

Don Perini - Bible, Religion and Ministries, Cornerstone University



The Art of Relationships Research reveals that developing good relationships with students improves pedagogy. Yet are you overwhelmed with the amount of time that is needed to develop these types of relationships? This session will provide you a strategy and a language for building "significant" relationship that will change how your students learn.

Teaching Students to Question: Deeper Thinking about Sensitive Issues

Gilda Povolo - Liberal Studies, Grand Valley State University

Although most successful students know how to answer our questions, an even more important skill is learning how to ask questions. This session will address why teaching students to ask questions is more important than teaching them to answer our questions and how doing so engages them more deeply in the course content. At the same time, in addressing sensitive issues related to social responsibility in the classroom, teaching students to question leads to greater openness and understanding of diverse perspectives.

Avoiding the Pitfalls of Learning to Teach "on the job" through an Ongoing Seminar

Tracy Price - Center for Teaching Excellence, Lansing Community College

In an era of accountability, in which attainment of learning outcomes is an essential measure of success, it is unreasonable to expect teachers who have been hired for their content expertise, but who have not had methods courses, to meet these expectations. In response, the presenter has developed and facilitated a twelve-week seminar in which faculty learn about and apply topics such as active learning, ongoing assessment, and classroom management. During this workshop, a representative seminar session will be modeled as participants explore the development of goals, topics, assignments, strategies, and methods for promoting, facilitating and evaluating such a seminar. Participants will leave with examples, as well as ideas they have for initiating and/or augmenting such a seminar on their campus.

Uses of Cloud Computing to Disrupt Online Education Across Cultures

Patric Prusko Torcivia - International Programs, Empire State College

Lorette Calix - International Programs, Empire State College

This presentation highlights ways in which an intercollegiate international partnership uses cloud computing to engage students, increase persistence, and connect across cultures while students are online. We demonstrate innovative uses of cloud computing tools in a program that encompasses: thirteen languages, five religions, and seven nationalities. The audience will be encouraged to share, reflect and learn together about "failures," ways to improve and new insights.

Using Food to Foster Inquiry

Deanna Pucciarelli - Family and Consumer Sciences, Ball State University

Cooking has become an important part of many food studies classes. But while classroom pedagogy has evolved to encourage analysis, experimentation, and debate to foster inquiry, kitchen sessions are often rooted in recipe replication. Culinary Improvisation uses interactive exercises--based on the concept of theater games--to build culinary skills and to use food and the senses as tools for inquiry. Students are given a word, such as hegemony, and working in teams express the concept through food.



Improving Student Writing with Turnitin

William Radell - Center for Excellence in Teaching and Learning, Indiana University Northwest
Ju Park - Education, Indiana University Northwest

Turnitin is an anti-plagiarism software program used to improve student writing and to support academic integrity. Turnitin has the ability to search through Internet databases, its own repository, and periodicals, to look for similarities between texts submitted by the student or faculty. Faculty can use Turnitin.com as a stand-alone program or through a course management system, e.g. Oncourse, Indiana University's Course Management System, an instance of Sakai.

Blackboard: Building Engaged Learning Communities in Spanish Classes

Alejandra Rengifo - FLLC, Central Michigan University

Little research has evaluated the effectiveness of teaching assistants. While a significant Blackboard as a Learning Management System has become essential in numerous institutions. However, implementing its use for more than posting grades and readings has been a challenge for many subject areas and Foreign Languages are not the exception. In Spanish specifically Blackboard can be an asset when building an engaged learning community at the undergraduate and graduate levels.

Student to Student Learning and Teaching: A University Model for Imbedded Tutoring in Developmental Courses.

Helen Raica-Klotz - Writing Center/English, Saginaw Valley State University

This presentation describes a current tutoring model at our university: taking former developmental writers and training them as peer tutors to work in current developmental writing classrooms. This workshop will include a short prezi presentation, featuring the retention data from AY 2010-11 and tutor video interviews, along with time for participants to brainstorm ways to their own peer tutoring programs in developmental courses, thus increasing the overall retention and success of these students.

Successful Engagement in General Education Courses: A Creative and Inspirational Approach to Course Design

Christine Renner - PEW Faculty Teaching and Learning Center, Grand Valley State University

Kurt Ellenburger - PEW Faculty Teaching and Learning Center, Grand Valley State University

Course design that actively engages students and guides learning is nowhere more critical than in a general education course. In this presentation, we will challenge faculty to consider how general education courses can be engaging and fulfilling for students and faculty. Two case studies – from chemistry and music – demonstrate how connections to students' prior learning, everyday experiences, and future goals result in significant learning, as evidenced by minute papers, final projects and course evaluations.

Redefining Community for First Year Pre-Service Music Teachers

Barabara Resch - Music, Indiana University-Purdue University Fort Wayne

Although a goal of most first-year seminars is developing a community of learners, music majors often bring to college pre-existing perceptions of community, narrowly defined by the



kinships formed and nurtured in their high school music programs. This presentation offers a model of a first-year seminar for music education majors that broadens students' perception of community to embrace the breadth of the university experience, civic engagement, and identification with the teaching profession.

Cracking the Code of Student Engagement: Creating Competition in the Classroom

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

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

The spirit of competition is alive and well in Dr. Garver's marketing classes. Join us for a presentation about how we have harnessed students' inherent desire to compete and win to drive student engagement and higher order learning. If you want students to care about your class and give 110% effort everyday, let them compete! Topics of discussion will include developing the right class culture, team based learning, think/pair/share, podcasting, and clickers. Attendees are encouraged to bring their A-game!

Universal Design for Learning - Practical Application and Research

Kelly Roberts - Center on Disability Studies, University of Hawaii

Universal design for learning (UDL) in postsecondary education is being presented as a viable concept for improving student engagement and learning while also addressing diverse learning needs and styles. However, there is limited research to support this claim. This presentation begins with an overview of UDL; followed by a presentation of research findings on the use of graphic organizers, guided notes, and the pause procedure, each of which can be considered UDL operationalized; and discussion.

Rolling the Dice: Mid-term Evaluations for Fun and Profit

Mark Rogers - Communication, Walsh University

Research supports the use of formative mid-semester evaluations to improve student learning. As a bonus, use of such evaluations can also improve scores on summative student evaluations of instructors. In this presentation, I will demonstrate a quick and easy method for doing mid-semester evaluations based on the principles of direction, investment, candor, and engagement. I will also discuss the value of doing such evaluations and my own results using this method.

Teaching Students to Think and to Learn: An Informational Processing Approach

Tamara Rosier - Academic Dean, Kuyper College

How can we teach in a way that increases the likelihood of students remembering the information we teach? What are the techniques for encouraging students to participate actively in their own learning? Understanding the basics of informational-processing theories will help professors teach their students to manage and monitor information and strategize about their learning. This session will provide accessible theoretical frameworks and useful strategies to encourage student learning.

An Introduction to the Taxonomy for Significant Learning in forming Learning Goals

Stewart Ross - Center for Teaching and Learning, Minnesota State University

There are many ways in which faculty can improve teaching and learning for themselves and



their students. No area is more beneficial than creating significant learning experiences for students. This interactive workshop was created for any discipline area, as participants learn about the Taxonomy of Significant Learning while developing learning goals for their students. Recently, many faculty have started to design and redesign their courses using Fink's Taxonomy of significant learning: foundational knowledge, application, integration, caring, human dimension and learning how to learn. In this presentation faculty will "dream" about what a perfect class might look like and then apply those ideas to the taxonomy, leading to significant learning outcomes for students in their courses.

Storytelling for Sustainability - Singing beyond the Choir

Wm. Timothy Ramage - Environmental Studies-Liberal Arts, Ringling College of Art and Design

While supported by science and encouraged for its long-term economic advantages, sustainability is really about ethics. To achieve sustainability, one must influence the hearts, minds and behaviors of individuals, communities and cultures to embrace lifeways that are benign or beneficial for the current and future environment. This level of adaptation requires re-evaluating the beliefs by which we currently live. Conclusively, that needs more than factual information, it requires a new story, even a hero's journey.

Robin Sabo - CMU Libraries, Central Michigan University

Preparing students to be change agents for sustainability, colleges and universities are rapidly adding new programs and courses and integrating sustainability into their curriculum. Sustainability is relevant to many subjects including environmental studies, psychology, sociology, engineering, business, education, economics, law, interior design, architecture and other academic disciplines. A variety of resources for teaching and learning about sustainability including research databases, textbooks, journals, web resources, discussion lists, videos, podcasts and electronic newsletters will be shared.

Learner As Teacher; Teacher As Learner: Expanding the Learner-Teacher Role to Course Design

Andrew Saltarelli - Faculty Center for Innovative Teaching, Central Michigan University

In this session I will explore evidence-based methods for finding a fit between learning tasks and cutting-edge instructional technologies. Specifically, the discussion will draw on the TPACK framework (www.tpck.org) to illuminate the affordances and constraints of instructional technologies as they relate to pedagogical method and content knowledge. Participants will be given time to apply this framework to their own authentic pedagogical situations. I will also present my recent research on how to best implement instructional technologies to facilitate cooperative learning in online contexts.

Get Them out of the Discussion Board!

Laura Sandera - Online Academics, Davenport University

While the discussion board can be recognized as the heart of an online classroom, students can become bored with the monotonous "answer two discussion questions and reply to three of your peers". Learn how to engage students with free webinars, screencasts, short videos, and virtual PowerPoint presentations where they can comment and collaborate. Bring the discussion to life!

Your Attitude Towards Students Really Counts



Louis Schmier - History, Valdosta State University

Description is prescription. We educators are primarily in the people business, and education is as much, if not more, a human issue as it is an information and skill issue. It's about individual human life, human hopes, human dreams, and human futures. No action by a teacher is impersonal and no attitude is detached. How we teach and to whom we believe we teach is determined largely by the attitudes and feelings about students that we bring into the classroom. The most powerful teaching tool we have at our disposal, then, is the attitude we have toward ourselves, each student, and our purpose. Moreover, the way we use our hearts and minds to look at each student in the class with us influences their attitudes about themselves, as well as their performances. Let's explore what we mean by "attitude," and discover ways to gain or maintain or increase a more positive attitude towards students, and thereby increase the possibilities of student performance.

The Liberty Hyde Bailey Scholars Program: Explore Together!

Makena Schultz - Community, Agriculture, Recreation and Resource Studies, Michigan State University

Jennifer Rivera - Community, Agriculture, Recreation and Resource Studies, Michigan State University

There are times, where as life-long learners, we participate in educational experience that are not engaging, often dismissing our preferred learning style and goals. The Bailey Scholars Program (BSP) at MSU is a learning community dedicated to providing a safe space for collaborative, stretch learning. BSP embraces individual uniqueness as an opportunity for students, staff, and faculty to be co-learners. This session focuses on the principles of BSP and how to integrate them in multiple learning atmospheres.

The Diverse Voices Conference Model: An Extension of Diversity Education beyond the Classroom
Chaunda Scott - Human Resource Development, Oakland University

Literature focusing on student diversity education conferences outside of the classroom is scarce. This lack of research limits students' ability to: 1) build on their classroom learning; 2) interact with diverse individuals; and 3) critically reflect on diverse perspectives new to them. In this presentation, the diverse voices conference model will be introduced as a supportive medium for Oakland University and Michigan higher education students to broaden their human diversity learning outside of the classroom.

The Effects of Combat Related Stress on Learning in an Academic Environment

Kevin Shea - Command and General Staff College, U.S. Army

The new GI Bill, called the Yellow Ribbon Program, will add to the number of Soldiers attending colleges and universities. This number is expected to reach 460,000 under this program. These veterans will bring their combat experiences with them into our classrooms. Research has revealed a number of issues that affect Soldiers returning from combat. Educators should be aware of these so they may take appropriate steps that they can control and implement.

New Isn't Always Better: The Intentional Integration of Technology into Existing Course Design

Donna Smith - Humanities, Ferris State University

Mari Kermit-Canfield - FLITE Library, Ferris State University



New ideas in education are tempting. New must be good! We must exercise caution with technology's rapidly changing field; tools are in vogue today, out tomorrow, something new is 'in.' The question becomes: How does one determine a true need or opportunity for technology in a class? The panel discusses this dilemma and presents a decision making process to determine if technology will benefit instruction. Panelists share examples of deliberate technology integration into classes.

Learning Style Assessment of Advanced Medical Imaging Technology (AMIT) Students at the University of Cincinnati Using Kolb's Learning Style Inventory

Barry Southers - Department of Analytical and Diagnostic Sciences, University of Cincinnati

AMIT students at the University of Cincinnati study the imaging modalities of Magnetic Resonance Imaging, Nuclear Medicine Technology, and General Sonography, and currently there is very little data regarding imaging professionals and students in reference to learning style (Scopus, PubMed searches). This study collected data on individual and modality-specific learning styles using Kolb's Learning Style Inventory to access and locate any patterns of learning within imaging modalities, as well as imaging students in general.

Universal Design for Learning: Building a Community of Learners in Higher Education

James Stachowiak - ICATER, The University of Iowa

Thomas Shaff - ICATER, The University of Iowa

Noel Estrada-Hernandez - ICATER, The University of Iowa

Universal design for learning (UDL) is a means of building a learner-centered community at the post secondary level. It is a system that enables and engages all students without special adaptation. UDL is a framework for applying multiple means of engagement, presentation and assessment. We will demonstrate how to apply the seven principles of UDL to increase what your students learn, how they learn, and show how UDL can increase their retention.

Web-based Simulations for Multi-Level Teaching and Learning

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

Jeff Stanzler - School of Education, University of Michigan

The Interactive Communications and Simulations (ICS) group of the University of Michigan School of Education designs and facilitates web-based simulations that engage college students in mentorship, supporting project participants from upper elementary through high school. I'll talk about our simulations and will give glimpses into the university "mentor seminars" where students from across campus grapple with how to nurture and model effective writing, creative engagement, and serious play. These glimpses will include short video clips of a seminar and also illustrations of the kind of intellectual and pedagogical work done by the students. Attendees will come away both with ideas for how they might build connections between their students and the K-12 community, and they will also learn about our mentorship model, and get a sense of how the college student mentors learn through teaching.

Where is the Evidence?

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



Teaching library skills (information literacy competencies) is usually not the highest priority for most classroom-based faculty members. With strong emphasis on lifelong learning, core courses taught during the first two years of college must instill the accepted Information Literacy Competencies set out by the Association of College and This presentation will discuss our experiences with the use of a software package called NetSupport that allows a mixture of focused student attention to assigned tasks with Internet access as needed. During the activity portion of the session, participants will have the opportunity to share their own experiences with distracted learning.

Changing Attitudes: Getting Students to Think Like Writers

Diana Stout - English, Davenport University

Ask any student and they'll tell you: they hate English and writing, despite the fact that English is their first language. Critical thinking is not an easy skill to teach, especially so when applied to writing. In order to appreciate and find an enjoyment in writing, students need to think as writers. Come see how one instructor makes this transition happen, the difficulties encountered, and the results that occur once the mental shift has occurred.

Mystery Solved? Peer Evaluations That Work For Us As Well As Our Students

Spence Tower - Management, Ferris State University

Two facts: Team projects aren't going to go away and slackers cause problems. Given these facts, how can we truly understand what is going on in those team meetings when we aren't there to observe? A brief introduction of theory, related research, and my approach will be followed by significant time devoted to sharing additional approaches and tools used by audience members. Clear emphasis will be on identifying practical, relevant tactics that you can start using for your next team project.

Digital Collaboration Tools: Digging Deeper

Julia VanderMolen - Online Education, Davenport University

Laura Sandera - Teacher Education, National University

As faculty and leaders of higher education, we are faced with the challenge of effectively engaging today's digital natives and the digital tools that empower them to connect instantly with people around the globe. The 21st century classrooms can be dynamic and interactive environment. Students can learn to participate in a community, take more responsibility for their learning, and be better prepared for a world dependent on collaboration and technology.

How Teaching Can be Like Writing a Poem (or Painting a Picture...)

Michael VanDyke - Humanities, Cornerstone University

A lot of research over the last twenty years has focused on the affective aspects of teaching, the value of using art as a pedagogical tool, and updated notions of teaching as an art. My focus falls within this broad area of concern, but it is distinguished by my specific interest in how teaching (and course planning) can directly appropriate the practices and aesthetic principles that are integral to other art forms.

Student Driven Service-Learning in a One-Credit "Linked" Course

Carla Vecchiola - Civic Engagement Project, University of Michigan, Dearborn

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**POSTER
SESSION ABSTRACTS**

2011



Contravening Learning Objectives with 'Teaching Student-Teaching' Examples in Faculty Development Initiatives

Joel Brady - Center for Instructional Development & Distance Education, Teaching Assistant Services, University of Pittsburgh

Research demonstrates the effectiveness of examples to enhance students' learning of abstract concepts. When instructors in faculty development initiatives rely upon their own experience, they often produce examples of "teaching student-teaching." Rather than clarifying an abstract teaching/learning concept, however, such examples can render the concept more elusive. Based upon an analysis of why this is so, this presentation provides guidelines for avoidance of such examples. Conference participants will be able to identify characteristic uses of "teaching student-teaching"; examples in faculty development initiatives; analyze the (faulty) rationale for the use of such examples; explain causes of learner confusion; justify the avoidance of such examples in their own practice, in favor of alternative types of examples.

Visualizing and Creating Information Access: Discovery Assignments for Students – Expanding Their Horizon in the Global World

Ann Breitenwischer - FLITE Library, Ferris State University

This poster will describe collaborative efforts of librarians and classroom/online faculty members to develop meaningful information access/discovery assignments which are designed to engage students in quality learning experiences for future success, and make best use of the academic library's three spaces: physical, virtual and learning. The description includes ideas gleaned from students; tips, especially visual imagery and audio; and available new tools found through credible websites and new technologies through the publishing industry.

Capturing Student Learning in Action

Tracy Burton - College of Education and Human Services, Central Michigan University

I recently created and launched a blog: edublog.cmich.edu/ehslife to help capture student learning and faculty leadership in action. The site is multimedia heavy and includes a variety of video stories that highlight service learning and hands-on experiences among students and faculty members. Other goals of the blog include recruitment and retention. We have received excellent feedback already and believe this could serve as a positive model for other colleges and universities.

Cognitive Tools of Social Responsibility and Interacting with Others from a Wide Variety of Cultures

Natalia Collings - Teacher Education and Professional Development, Central Michigan University

This presentation is based on my original case study of three American teachers' experiences of studying abroad. Informed by Lev Vygotsky, I used the concept of the cognitive tool as a unit of analysis. You will learn how, for example, reading printed sources, theoretically investigated as a cognitive tool, transformed in my participants' minds from an activity of rote learning and impersonal education to an action of social responsibility: critical, personal, and seeking first-hand accounts.



The "Convicts' Cookbook": Project Based Learning and Prison

James Dawson - Michigan Department of Corrections, Pugsley Correctional Facility

Prisoners redefine the meaning of "Dumpster Diving." The benefits of project based learning for the student include increased attendance, academic growth, and developmental learning opportunities. Project-based learning teaches students to explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying. During my presentation, I will demonstrate how correctional facilities are a cauldron of creativity for prisoners.

Poster Presentation as a Method of Creating Learning beyond the Classroom

Kim Hancock - Pharmaceutical Science, Ferris State University

Students in large classes often feel disconnected from the material being taught in class. Through the use of individual dosage form poster presentations in a Drug Delivery class students were able to connect what they learned in the classroom to real life applications and teach each other students what they had learned. While developing the poster students also learned life long learning skills that would not typically be taught in a science class.

Embracing Community: Embracing Social Responsibility through Community Service

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

Where does life-long desire to participate in community service begin? Community service opportunities offer students the chance to take what they are learning and apply it to the real world while affording them the opportunity to give of themselves in a way many have never experienced. The experiential rewards of these class-directed activities have the potential to fuel interest and develop the confidence students need to step out in their own communities to serve.

Enriched Concept Maps in Science Education

Gary Heil - Physical Science/Chemistry, Ferris State University

In a well-designed concept map (any discipline, virtually any theme) some "Big Picture" relates cleanly to its component ideas in both directions: synthetically ("bottom-up") and analytically ("top-down"). Ideally, the networked relationships of the many constituent ideas to one another will, likewise, crystallize for our students , accelerate learning and inspire confidence in the (to so many) daunting science courses. We will offer practical strategies to further add information density to concept maps while retaining and even increasing their clarity. These include (but are not limited to) enhancing directionality, showing multiple overlapping relationships, introducing the 3rd dimension via clean perspective, prudent use of Venn diagrams , incorporating links, and use of color. Topics from Chemistry will be used as the a primary (but not sole) source. The ideas suggested herein are readily transferable to other subjects , and, while we make no claim to novelty for all of them, we do hope to have shown a few new tricks (or old tricks used in new ways...). We also look forward to hearing of your experiences and initiatives!



The Case for Academic Well-Being

Marsha Huber - Accounting and Finance, Youngstown State University

This study makes the case for how we might better educate our students. Rather than focusing on academic achievement as the end goal, this study suggests that Academia might be better served by adopting academic well-being as the primary outcome for higher education. The new model of academic well-being (AWB) has six elements: emotions, engagement, relationships, meaning, control, and mastery. By integrating AWB with positive interventions, an AWB program was also created to help “at risk” students taking accounting. This program is designed to improve control, build relationships, improve cognition, and facilitate the learning of accounting concepts.

Group Exams in a Veterinary Curriculum: Update and Practical Suggestions

Judy Klimek - Anatomy and Physiology, Kansas State University

Cindy Logan - Hale Library, Kansas State University

I have used group exams following individual exams in my courses for several years, to promote greater engagement with exam content, and to develop a culture of shared responsibility and community in learning. I continue to see many benefits, including nearly 100% participation, better understanding of content, reduction in challenges to the questions, and reduction in stress to the student. Practical suggestions for implementation will be included.

Delivering Content That Connects: From Basic to Brilliant

Jill Langen - MBA, Baker College

This presentation will describe how administrators, faculty and instructional designers at Baker College, a private non-profit higher education institution, collaborated to identify opportunities for curriculum improvements that would better address the learning styles of today's college student. The presentation will detail how current research regarding learner centered instruction and instructional design best practices was utilized to transform a text/lecture heavy online MBA finance course into an engaging, learner-centered, outcomes based course.

Delivering College and University Course Content to a New Generation of Learners by Using Freely Available Video Software

Edward Lazaros - Department of Technology, Ball State University

Thomas Spotts - Department of Technology, Ball State University

With E-learning, college and university faculty need to find ways to engage a new generation of learners with the use of technology. A freely available software video called Jing can be used to introduce assignments, provide tutorials, and explain submission procedures. According to Fish & Wickersham (2009), “the technology used to deliver instruction must be current and user-friendly” (p. 283). Jing is something freely available online that college and university faculty can quickly download and start using on their office computer. Students today live in a media age where they are accustomed to accessing and assimilating information digitally and visually. Jing allows an instructor to develop content to appeal to this generation.



How To Fit a Square Rubric in a Round Course

Sheila MacEachron - Nuclear Medicine Technology, Ferris State University

Rubrics are a wonderful tool for many applications but sometimes they just don't seem to fit your course. I will share my experiences with using rubrics in laboratory courses where preparation and behavior are as important as the written report.

BA4LL: Bounce Around 4 Larger Learning

Tracy Mersfelder - Pharmacy, Ferris State University

Little has been published on the use of exercise balls in adult-learner environments. This study examines the feasibility and acceptability of using exercise balls in place of chairs, in a small-group environment. To date, 16 students completed the pre-survey, and 15 students completed the post survey. One-half felt the balls would be a distraction at first but this decreased to 1/3. At the end of the rotation, 93% students recommend using exercise balls in other classrooms. Providing exercise balls for students on their internal medicine APPE is feasible and was accepted by the students. Consideration should be made to provide exercise balls for other classroom settings.

Lecture-Capture Technology to Improve Language and Presentation Skills

Kristin Mulrooney - Linguistics, Gallaudet University

Gallaudet University is a bilingual university (American Sign Language and written English). An increasing number of students arrive without college level language skills in ASL. I teach a course in which one course objective is to improve ASL skills and used our Echo360 Lecture Capture classrooms to do this. Students gave presentations that were recorded in class. I required students to watch themselves and critique their presentations as well as peer review of presentations.

Do On-Line Out-of-Class Quizzes Make A Difference in Student Achievement?

Sandra Portko - Psychology, Grand Valley State University

Preliminary analysis indicates strong evidence that on-line, out-of-class quizzes prior to class time enhance student learning. Prior knowledge base of the subject matter was controlled for by using a pretest measure as a covariate. After removing the effects of prior knowledge, the average on-line test score accounted for 50% of the variance in total test performance over the course of the semester.

Need a Little TLC: Technology Literacy Connections

Cherie Roberts - Early Childhood and Adolescent Education, Bloomsburg University of Pennsylvania

There is a massive amount of information on the Web related to using technology in the classroom. This paper will provide an overview of some of the different types of technologies available for use in a classroom setting, educational links, and a reference list of peer-reviewed journal articles. This paper's intent is to provide a starting point or help to narrow down a person's search for technology classroom aids. The technology, links, and articles addressed are specific to promoting and enhancing reading and writing.



Faculty Decision-Making: What to Teach and How to Teach It

Julie Rowan - Educational Administration, Michigan State University

Faculty members, especially new ones, confront a variety of influences on their teaching and learning. These include their educational and professional experiences; graduate school training; beliefs about the purpose of teaching and education; and perceptions of the reward structure, support systems, and traditions in their field and institution. This study, still in its early stages, aims to offer theoretical and practical insights on how faculty members who use service-learning make decisions about teaching.

Utilization and Evaluation of an On-Line Audience Response System

Kali Schulz - Pharmacy, Ferris State University

Paul Thill - Pharmacy, Ferris State University

A one year pilot project of the on-line audience response system, PollEverywhere, was evaluated for its ability to enhance learning in a large classroom setting. PollEverywhere was used by different instructors and in different courses throughout the second and third years of the Doctor of Pharmacy curriculum. Following each session where the technology was used, a survey was conducted to evaluate student perceptions of PollEverywhere. Suggestions for improvement were also elicited from the students.

The Liberty Hyde Bailey Scholars Program: Explore Together!

Makena Schultz - Community, Agriculture, Recreation and Resource Studies, Michigan State University

Jennifer Rivera - Community, Agriculture, Recreation and Resource Studies, Michigan State University

There are times, where as life-long learners, we participate in educational experience that are not engaging, often dismissing our preferred learning style and goals. The Bailey Scholars Program (BSP) at MSU is a learning community dedicated to providing a safe space for collaborative, stretch learning. BSP embraces individual uniqueness as an opportunity for students, staff, and faculty to be co-learners. This session focuses on the principles of BSP and how to integrate them in multiple learning atmospheres.

Learning Style Assessment of Advanced Medical Imaging Technology (AMIT) Students at the University of Cincinnati Using Kolb's Learning Style Inventory

Barry Southers - Department of Analytical and Diagnostic Sciences, University of Cincinnati

AMIT students at the University of Cincinnati study the imaging modalities of Magnetic Resonance Imaging, Nuclear Medicine Technology, and General Sonography, and currently there is very little data regarding imaging professionals and students in reference to learning style (Scopus, PubMed searches). This study collected data on individual and modality-specific learning styles using Kolb's Learning Style Inventory to access and locate any patterns of learning within imaging modalities, as well as imaging students in general.



Engaging Students in Constructive Learning by the Use of Digital Photographic Media

Thomas Spotts - Department of Technology, Ball State University

Edward Lazaros - Department of Technology, Ball State University

Content is often presented in a lecture format, students receiving content from a professor, seldom able to construct their own ideas/meanings. Byrne and Grace (2010) suggested the use of photographs in concept mapping, eliciting children's ideas about scientific concepts (2010, p. 479). While this focused on children, it can be applied to stimulate learning in all ages. This presentation provides an example, using photography to stimulate/facilitate learner constructed meanings during a university management class.

Creating a Bullet-Proof Syllabus: Mapping Your Way to Successful Online Course Management

Mischelle Stone - Criminal Justice, Ferris State University

Most first-time online instructors, and even many who have taught several online courses, include too few details in their syllabi. In some cases, instructors merely post their syllabi from face-to-face courses into their online courses with the added caveat that their office hours and the class meetings are online. In doing so, these instructors reflect a lack of knowledge about both the obvious and nuanced effects this practice can have on their ability to successfully manage the course. It also denies an appreciation of the ways in which good online syllabus construction can aid student learning and generate more positive student ratings of their experience with the course. This presentation is designed to assist instructors in developing the knowledge and skills required for creating a "contract" between themselves and their students that maps out the terms of the course, the content of the course, the responsibilities of all participants (including the instructor), the processes and procedures of the course, and all relevant institutional policies and procedures. This "Bullet-Proof" syllabus is designed to minimize the disorienting effects of online courses by ensuring a smooth launch to the course, minimizing student confusion, and facilitating successful student participation.

Using Software to Enable Instructors with Disabilities to Provide Individualized Instruction in the Classroom

Andrew Suhy - Computer Information Systems, Ferris State University

Most extant pedagogical scholarship focuses on the learning challenges of students with disabilities. This session discusses the challenges faced by instructors who have temporary or permanent disabilities. Next, several software solutions are presented which help to enable an instructor to provide individualized instruction both online and in a classroom environment. The poster concludes with the advantages and limitations of these approaches.

Creating Community in the Online College Classroom: Social Presence and Online Learning

Andrew Topper - Education, Grand Valley State University

This session introduces the challenges and opportunities afforded by computer-mediated communication tools in online and hybrid learning environments. Drawing on a review of the literature on online community and social presence, and sharing research developing and nurturing these affective experiences, the presenter will provide suggestions for increasing student success in hybrid and online courses and programs.



PBL for PhD: A Problem-based Learning Approach to Doctoral Education in Biomedical Research
Julie Turner - Graduate School, Van Andel Institute

The Van Andel Institute Graduate School is a PhD program within an independent biomedical research institute. Its mission is to train research leaders in the cellular, molecular and genetic biology of human disease. Our unique curriculum weaves multiple scientific disciplines into a fabric of biomedical research problems as the context and motivation for learning. To assess student development over content areas and across semesters, VAIGS enumerated a set of Core Competencies that address content knowledge, research skills, translation/innovation, and ethics/professionalism. A robust rubric for these competencies provides clear expectations of scientific development and a standard for assessment of student learning.

Pay It Forward: Developing Social Responsibility in a Ugandan Primary School

Adele Weiss - Education, Otterbein University

Diane Ross - Education, Otterbein University

A team of eight women composed of Otterbein faculty, Otterbein pre-service students, graduates of the Otterbein Teacher Education program, and practicing teachers from the Westerville community took a six week trip to Kampala, Uganda. The purpose of the trip was to collaborate with a primary school for children in poverty by modeling teaching techniques, building literacy modules, introducing technology and renovating the school's physical facility. Community building activities, goal setting, and academic engagement began in the U.S.A. and continued in Uganda with team members participating in cultural events and sharing in the daily lives of both teachers and students at the Naguru Parents School. Extensive journals were kept in response to prompts regarding social responsibility, developing cultural competence as educators, sustainability, and creating a diverse community of learners. The Ugandan endeavor will serve as a model for other University sponsored programs. A new team will return to Kampala in the summer of 2012.

Freshman Fellows: Recruitment, Retention, and Socialization in an Undergraduate Research Program

Carl Wozniak - School of Education, Northern Michigan University

The Freshman Fellowship program at Northern Michigan University (NMU) was established in the mid-1980s to coordinate the placement of academically talented incoming freshman with university faculty willing to take them on as junior researchers. This primarily quantitative study compared program participants with qualified non-participating students with regard to recruitment, retention, semesters needed to earn a degree, and graduating GPA through online surveys of past, current, and incoming Freshman Fellows. As a corollary, university admissions officers were surveyed regarding their perceptions of undergraduate research as a recruitment tool. Findings demonstrate the program has a limited positive effect as a recruitment tool and a considerable positive effect on retention. Positive non-significant differences also were noted in both graduate GPA and graduation rates.

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