



8:00 a.m. - 5:00 p.m.
REGISTRATION
Park Place Lobby

7:30 a.m. - 8:45 a.m.
☉ **BREAKFAST** ☉
Ballroom

90-Minute Concurrent Session • 9:00 a.m. - 10:30 a.m.

1a - Torch

Universal Design is the Key to Engaging Learners

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

James Stachowiak - College of Education, University of Iowa

Noel Estrada-Hernandez - College of Education, University of Iowa

Thomas Shaff - College of Education, University of Iowa

Universal design for learning (UDL) means enabling and engaging all students without special adaptations. Learn how UDL puts the student at the center of instruction using multiple means of engagement, presentation, and assessment. Seven principles guide application of UDL. This presentation brings principles into practice with examples and methods you can immediately use. We will show you what works and why it is engaging. Presentation features simple assistive technology and actions you can take.

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

1b - Leelanau

Creative Applications for Jing in the Classroom and Beyond

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

Linda Henderson- Adult Degree Program, Northwood University

Jeanna Cronk - Adult Degree Program, Northwood University

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

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

1c - Courtyard I

Engaging Your Students with Learner-Centered Rubrics

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

Sandra Brigrance - Mathematics, Ferris State University

Do you want your students to know why a particular assignment is important? Do you want them to take responsibility for their own learning? If you want your students to “buy-in” to the relevance of each learning activity you have designed, then you have to give them some ownership of it. One way to do this is by having them create the rubrics that will be used in assessing their performance.

1d - Courtyard II

The Sky is the Limit: Engaging Students with Educational Technology

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

George Pavey - Information Education Technology, U.S. Marine Corps University

The mystique of flying has intrigued humans for years. This session will explore the use of educational technology to engage private pilot students to become actively involved in course material, critical thinking, and decision-making. All session attendees will participate in an aeronautical decision-making interrupted case study that integrates imbedded multimedia and a student response system. References to scholarly research and articles will be provided to establish parallels to other academic disciplines. Aviation experience not required.

9:50 a.m. - 10:30 a.m. • 40-Minute Concurrent Sessions

2b - Leelanau

Developing Peer Community Through Collaborative Classroom Assessment Techniques

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

Jennifer Cochran - Prof Ed, Central Michigan University

Shelly Boardman - Prof Ed, Central Michigan University

The presenters will offer background on the value of using authentic assessments to optimize learning opportunities of adult learners; Dr. Boardman will draw on her experience utilizing an interactive writing assessment technique that engages her graduate learners in improving their writing and in reflecting on their learning process. Participants will be engaged in a live grading opportunity and will receive handouts of resources, including internet sites, for extension activities.



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

2c - Courtyard I

Engagement of Adjunct Faculty Members Through Virtual Mentoring Opportunities

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

Betsy Diegel - Science, Davenport College

Julie Vandermolen - Science, Davenport College

Managing a degree program with a high number of individual adjunct faculty members can be challenging, especially when schedules make it difficult to meet face-to-face. Learn to leverage technology such as Wimba Classroom, Pronto, and Google Talk, just to name a few, with the primary purpose of adjunct involvement and engagement in your campus and in their content area. The concept of virtual mentoring pulls together adjuncts, full-time faculty, and administrators to share resources, ideas, expertise, and encourage dialogue about best practices, troubleshooting, and program improvement.

2d - Courtyard II

We Are in This Together: Supporting Students as They Develop Teamwork Skills

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

**Christine Rener - Director, Pew Faculty Teaching and Learning Center,
Saginaw Valley State University**

Incorporating teamwork into one's classroom requires that a great deal of attention be paid to the design and structuring of teamwork activities. How are such activities then implemented? How do students learn how to work in teams? How can an instructor create an environment that brings out the best in student teams? In this session, guiding principles for supporting students will be discussed and then applied to classroom case studies.

2e - Minervas' Boardroom

Active Engagement in the Graduate Classroom

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

Esther Swink - School of Education, Trevecca Nazarene University

Ruth Cox - Director Teacher Education, Trevecca Nazarene University

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

9:50 a.m. - 10:35 a.m. • 20-Minute Concurrent Session

2f - Executive Boardroom

Using Clickers to Create a Dynamic Classroom

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

Sharon Schapel - Mathematics, Mott Community College

Want to survey your students with a simple PowerPoint slide? Using audience response systems (clickers) students can anonymously respond to questions. Incorporating clicker questions has allowed me to increase student attention, participation, and discussion. It is a valuable tool in formative assessment. I use clicker responses for immediate feedback on student understanding of critical concepts and make changes to current class activities. Come click and learn about some different ways this tool can be used.

2g - Executive Boardroom

Teaching Innovative Programs in Large Classes

10:15 a.m. - 10:35 a.m.

Fayyaz Hussain - Center for Integrative Studies, Michigan State University

This session will cover a number of Teaching Innovative Programs (TIP) that have been used by the presenter in large classes to increase interactive learning and engagement. Focus will be on the use of Iclickers in large classes. In this session, using empirical data, I will focus on the management, best practices, assessment, and problems associated with use of Iclickers in the large classroom.

10:45 a.m. - 11:45 a.m. • 60-Minute Concurrent Sessions

3a - Torch

Reviving Intellectual Curiosity: What It Is, Why It's Endangered and How We Can Use It To Reinvigorate Our Classes

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

Thomas Kopp - Center for Enhancement of Learning and Teaching/Teacher Education, Miami University

In a recent survey of the websites of the US News Top Fifty Colleges, as one might expect, the term "intellectual curiosity" proved one of the most frequently used terms. However, further examination showed little consistency or clarity in how the term was used, with "intellectual curiosity" used to describe upwards of 23 distinctly different notions. Has "intellectual curiosity," in this era of college-as-commodity, become an empty buzzword? Has intellectual curiosity, the energy of enlightenment, the fuel of creativity, the wellspring of wisdom become trivialized and endangered?



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

3b - Leelanau

The Art of Relationships

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

Don Perini - Bible, Religion, and Ministries, Cornerstone University

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.

3c - Courtyard I

Horsing Around with Co-Creating a Community of Leaders

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

Tracey Weber - Kaleidoscope Learning Circle

Craft learning environments that best serve you and your students through becoming familiar with dialogue and creating a conversation neither party could imagine before starting (Issacs, 1999). In Northwood’s SOC 345, Culture of Leadership we engage learners by partnering with horses. This workshop invites you to explore how you can develop new possibilities for your students, with or without horses. Participants will be introduced to the community building work of author and consultant Peter Block.

3d - Courtyard II

Quality Verses Quantity: Faculty Driving Change in the Online Environment

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

Bea Griffith-Cooper - Faculty Center for Teaching & Learning, Ferris State University

Jody Ollenquist - Languages & Literature, Ferris State University

William Knapp - Learning Technologies, Lakeland Community College

Designing effective, navigable online courses that consistently align stated learning objectives with activities and assessments is perhaps more challenging and multi-faceted than it initially sounds. Ferris State University has adopted a faculty-driven, peer review process based upon the Quality Matters™ approach to online course design to guide faculty in their design process. Learn how the Ferris faculty and the Faculty Center for Teaching and Learning are building a user community of faculty design mentors.

3e - Minerva’s Boardroom

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

Two for the Price of One: Using Technology in an Online Course and At the Same Time, Build a Strong Community in the Course!

Kathy Saville - Director of Online Design Centers, Marshall University

Online courses do NOT have to be just read/write. Web 2.0 tools can enhance your online course. You know what else can enhance your online course? Your students! Come join us for discussions and demonstrations of how to make this all work.

10:45 a.m. - 11:30 a.m. • 20-Minute Concurrent Sessions

3f - Executive Boardroom

Protecting the Value of Copyrights in the Classroom and Beyond

10:45 a.m. - 11:05 a.m.

Stephanie Taylor - Recording Industry, Middle Tennessee State University

Copyright infringement has become a social norm throughout the world, despite the risk of civil and criminal liability. Teachers have a unique opportunity to instill in young people the value of intangible copyrights. This session will explore the law of copyright and fair use as it applies to classroom and online teaching. In addition, the session will illustrate a method for teaching students the value of copyright through a song writing exercise.

3g - Executive Boardroom

Innovative Approach to Teach First-Year Biology Through Small Group Discussion

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

Nestor Hilvano - Biology, Science & Health, University of Cincinnati

Making students participate in classroom discussions on a substantial basis is one of the more challenging aspect of teaching first-year biology undergraduate students. To provide collaborative opportunities, small group discussion was used to solve case-based problems to highlight issues for the learner, demonstrate understanding and application of theory to real life examples through open-ended, focused questions. The effectiveness of small group discussion improves the learning outcomes and attitudes of biology students.

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

🕒 LUNCH 🕒

Ballroom

1:00 p.m. - 2:40 p.m. • 100-Minute Concurrent Session

4a - Torch

The Science and Psychology of Learning

1:00 p.m. - 2:40 p.m.

Jennifer McCrickerd - Philosophy, Drake University

Understanding the process of learning is invaluable to our facilitating learning in our students and ourselves and cultivating patience for our students and ourselves. This engaging presentation of some recent work regarding learning in the fields of psychology and neuroscience, while drawing on the experience of the participants, provides a basic groundwork for understanding what practices and dispositions are conducive to successful learning and teaching by modeling an engaging classroom experience.



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

4b - Leelanau

Active Learning: Ideas for Engaging Students

1:00 p.m. - 1:40 p.m.

J. Freistad Tate - Business and Management, Kaplin University

Craig McCoy - Business and Management, Kaplin University

This informational, interactive session will discuss active learning research, promote active learning, and provide handouts/activities which can be used in the classroom immediately. Research support for active learning as well as the challenges instructors face when using active learning in the classroom, and how to overcome them, will be discussed. Come join us to learn about exciting ideas to implement in your classroom! This session is for online as well as on-ground instructors.

4c - Courtyard I

Building Cohesive Online Teams: A Brief Research Review and Application

1:00 p.m. - 1:40 p.m.

Spence Tower - Management, Ferris State University

Research on team cohesion, self efficacy, and various motivation theories will be highlighted to identify both barriers and boosters of online team cohesion. Spence will share his evolving set of techniques to enhance cohesion as well as seek the numerous experiences of audience members. You will leave this session with several ready-to-implement-tomorrow ideas.

4d - Courtyard II

Creating a Professional Learning Community: Practices Implemented in an Innovative Assessment Course

1:00 p.m. - 1:40 p.m.

Wei Gu - Education, Grand Valley State University

Linda McCrea - Education, Grand Valley State University

Doug Busman - Education, Grand Valley State University

Reviewing accreditation standards, reflecting on the results from re-accreditation, and knowing criteria set forth by the State of Michigan, the teacher education faculty within the College of Education at Grand Valley State University created an innovative new assessment course, Introduction to Learning and Assessment, in the undergraduate initial certification program. In this course, various activities, projects and strategies are utilized to create a professional and interactive learning community among K-12 teacher candidates.

4e - Minervas' Boardroom

How to Customize a Lecture With Notes with Gaps

1:00 p.m. - 1:40 p.m.

Tom Warms - Computer Science & Engineering, Pennsylvania State University, Abington College

Lecturing with notes with gaps is proving effective in presenting technical material while keeping students engaged. Students have varying needs and expectations and the lecturer must vary his or her approach to make the method work in a particular class. This presentation provides the results of ongoing research, demonstrates the method and suggests how it can be customized to match the lecture material and the needs and expectations of the students.

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

4f - Crystal

Eco-friendly Telepresence

1:00 p.m. - 1:40 p.m.

Linda Masselink - Library, Grand Valley State University

Anne Merkle - Library, Grand Valley State University

Star Swift - Management, Grand Valley State University

Using webcams, the Internet, and software such as ooVoo, forces students and faculty to focus solely on academic issues in a virtual world. Additional benefits are time saving, environmentally friendly, and distance learning in a face to face interaction. Faculty can collaborate through videochat for class group work, facilitate office hours, and communicate with colleagues. Web based video conferencing is especially useful for teamwork. A new set of techno-etiquette rules is necessary for effective communication.

1:00 p.m. - 1:45 p.m. • 20-Minute Concurrent Sessions

4g - Executive Boardroom

A Tale of Two Labs: Engaging Students with the Physics of Crash Safety

1:00 p.m. - 1:20 p.m.

Dan Ludwigsen - Physics, Kettering University

Laboratories in introductory science courses can be ideal settings for active learning. However, published research and our experience shows this is not automatic: traditional, expository activities can lead to superficial and ephemeral student engagement. "Crash Into Physics!" aims to provide introductory physics labs in mechanics that use inquiry methods with crash safety topics. Attendees will work through two lab activities with dolls riding on carts, and reflect on these different approaches to activity design.

4h - Executive Boardroom

Integrating Technology and CAT for Physics

1:25 p.m. - 1:45 p.m.

Changgong Zhou - Department of Natural Sciences, Lawrence Technical University

Marija Franetovic - eLearning Services, Lawrence Technical University

In entry level physics, we took advantage of our Tablet PC hardware and software, and Blackboard LMS to improve student learning experiences. Our practices included classroom assessment techniques using interactive quizzes for immediate formative evaluation, student-instructor note-taking using Tablet PC and modified-PowerPoint presentations, and managing learning materials for summative evaluation using OneNote. Our pre and post surveys indicate student satisfaction and overall success of integrating various technologies and learning strategies in entry level physics.



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

5b - Leelanau

Engaged Learning Activity to Simulate Real World Activities

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

Daphene Koch - Building Construction Management, Purdue University

One of the more challenging aspects of teaching is to simulate how the world really works and that things change. Students are frustrated by change, so this assists them in understanding common changes that happen. Most courses cover one topic intensely, and students then do not make the out of classroom connection on how the different topics are related. This exercise, while limited in physical scope, provides students a “hands on” experience of building a project, applying different levels of knowledge, and demonstrates solving the daily changes

5c - Courtyard I

Exploring the Virtual Classroom: Evidence-Based Teaching and Learning Using Second Life

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

Lesley Withers - Communication and Dramatic Arts, Central Michigan University

Lynnette Leonard - School of Communication, University of Nebraska at Omaha

Learn how students and instructors can use Second Life, a free online program, to learn and teach with others from around the world. Attendees will learn about an ongoing teaching and research project that uses Second Life, see a brief demonstration of the Second Life program, discuss evidence-based recommendations for collaboration using Second Life, and receive access to activities and assignments that they can use to integrate this technology into their own classrooms.

5d - Courtyard II

Hip Hop Caesar – Rap Videos and Wiki Entries in a Roman History Class

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

Margaret Imber - Classical & Medieval Studies, Bates College

I describe how to design two different assignments that require students to present group work on Wikipedia or YouTube. I provide information that will allow participants to incorporate these assignments in their syllabuses, and I will prompt a discussion about the reasons for adopting these assignments and the difficulties in evaluating them. Session participants will reverse engineer a syllabus in order to identify and explore the practical issues that implementing a new media assignment entails.

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

5e - Minervas' Boardroom

Information Literacy "Boot Camp"

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

Beth Kraemer - Kresge Library, Oakland University

The ease of searching the public-domain Internet leads to an illusion of mastery as students across disciplines uncritically accept--and sometimes unethically appropriate--the information they find there. Faculty members can help students become stronger researchers by emphasizing in their classrooms the importance of information literacy, by being aware of the tools available to locate and evaluate all types of resources, and by advocating institution-wide for policies that help to increase awareness and minimize occurrences of plagiarism. Attendees at this session will become conversant with the concept of information literacy, learn effective search techniques that can be applied in any database or search engine, and engage with the issues involved in the unethical use of information.

5f - Crystal

Facilitating Instructional Differentiation in Higher Education via Educator Reflections About Desired Constructivist Practices and Current Realities: A Pragmatic Research Model

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

Walter Polka - Educational Administration and Counseling, Niagara University

This session explores the value to teachers at the university level of purposely reflecting about both their desired and their actual use of various constructivist instructional activities and techniques. The results of research conducted with educators in both Georgia in 2007 and New York in 2009 are analyzed in terms of teacher reflections to improve instruction. This research serves as a model to facilitate the transition from teacher-centered instruction to student-centered learning in higher education.

2:00 p.m. - 3:20 p.m. • 80-Minute Concurrent Session

5g - Ballroom

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

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

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.



20-Minute Concurrent Sessions • 2:00 p.m. - 2:45 p.m.

5h - Executive Boardroom

International Service Learning in the Dominican Republic- An Academic Service Learning Course

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

Maureen Tippen - Nursing, University of Michigan, Flint

For the past 16 years, faculty and students have been integral members of a team of medical professionals providing health care for the under served who would otherwise have no access to medical resources. The longevity of this service learning course has enabled alumni to return as volunteer professionals. This phenomenon has resulted in mentoring relationships, role modeling, and “giving back” to the global world. Through this “hands on” international service learning course, students are not only immersed into a culture different than their own, but also build professional relationships via a service learning model, develop critical thinking, and become integral members of a team of service.

5i - Executive Boardroom

How To Communicate Virtually With Your Online Students

2:25 p.m. - 2:45 p.m.

Debra Way - Business, University of Cincinnati Clermont

Karen Lankisch - Business, University of Cincinnati Clermont

Today’s student uses a variety of tools to communicate. Students are not as dependent on e-mail as they once were. This “how-to” presentation will cover a variety of Web 2.0 that can be used to communicate with your online or F2F students. A variety of tools that can be seamlessly integrated to maintain contact with your students will be examined. This session will emphasize hands-on demonstrations.

60-Minute Concurrent Sessions • 3:00 p.m. - 4:00 p.m.

6a - Torch

Deploying a Suite of Learning Technologies to Engage Students, Reinvigorate the Classroom Experience, and Produce Deeper and More Durable Learning

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

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

Employing a carefully designed suite of learning technologies, instructors can completely reinvent classroom instruction. Primary benefits include students acquiring deeper and more durable understanding of conceptual knowledge, increased engagement and participation, and improved student satisfaction. The presenter has successfully implemented these techniques across the curriculum in undergraduate and graduate courses. Attendees will acquire the specific tools and insights necessary to implement these techniques in their own courses.

3:00 p.m. - 4:00 p.m. • 60-Minute Concurrent Sessions (continued)

6b - Leelanau

Faculty Mentoring of Undergraduates as Research Scholars and Future Research Mentors

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

Judith Puncochar - Education, Northern Michigan University

Mitch Klett - Education, Northern Michigan University

Faculty who balance a 12-hour teaching load and service responsibilities can publish an average of one research paper each year. Faculty participating in the Undergraduate Scholars Program can train undergraduate researchers as mentors for training incoming undergraduates in faculty mentors' research methodologies. Learn about the Undergraduate Scholars Program, eligibility for participation, review process, and program expectations. Participating faculty and research-trained undergraduates mentor novice undergraduate researchers, present at national conferences, and publish in leading research journals.

6c - Courtyard I

Rubrics, Readability and Retention—the 3 R's: Making the Connection

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

Helen Woodman - Developmental Curriculum, Ferris State University

This interactive session connects “readability” of texts/course materials with rubrics helping students successfully “navigate” our assignment/s. Participants will leave the session with a CD of rubrics they can use (or adapt for use) in their classrooms on Monday morning. This session will cover the use of “readability scales,” appropriate levels of text/s, reading strategies, and rubrics which allow your students to engage in texts—even difficult texts—experience success. Rubrics and Readability lead to Retention!

6d - Courtyard II

More than a Thousand Words: The Use of Drawing in Teaching and Scholarship

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

Michael Wambach - Health Professions, Grand Valley State University

Drawing can be an innovative method of gathering information on student learning. Achievement of affective domain objectives is difficult to measure, given their attitudinal nature. The assessment of student drawing for scenarios with affective intent, before and after instruction, can add another dimension to measure fulfillment of affective outcomes. In addition, drawing can be used in scholarship to elicit information from respondents when the topic is something particularly abstract, such as the concept “organizational culture.”

6e - Minervas' Boardroom

New Faculty Orientation

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

Krista Black - Social Science, Mott Community College

Like many institutions, Mott Community College faces increasing retirement of senior faculty. With an influx of junior faculty members, Mott has developed an orientation program to professionally develop and acculturate new faculty into the institution as a cohort. This presentation includes: an overview of the development of the new faculty orientation program, faculty perspective regarding the strengths and benefits of the orientation program, and the challenges the institution faces in moving forward beyond the implementation phase.



60-Minute Concurrent Sessions (continued) • 3:00 p.m. - 4:00 p.m.

6f - Crystal

Protecting the Environment and Saving Endangered Species: Challenging Often Passive Students To Brainstorm Creative Solutions

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

Keith Tatarelli - Prof Ed, Central Michigan University

Mingsheng Dai - Director, Center for Instructional Design, Central Michigan University

Students often arrive and too frequently leave our classrooms (whether on-site or online) as passive learners. And yet every student has unique insights and are capable of developing real-life solutions to real-life problems, whether acting alone or in concert with others. This highly interactive and topic-timely session is designed to assist any teacher seeking to develop students' curiosity, enthusiasm, and problem-solving abilities via focusing on a topic (protecting the environment) which ignites creative thought and problem-solving skills.

Opening Comments and Plenary Sessions 4:15 p.m. - 5:30 p.m.

7p - Ballroom

Teaching With Social Intelligence

4:15 p.m. - 5:30 p.m.

Tamara Rosier - Academic Dean, Kuyper College

Effective professors know how to teach in a way that engages their students. Research has demonstrated that successful teachers “read” their students’ nonverbal signals, discern how their students might be feeling, “read” and manage the affective elements in a class, understand how to influence the behaviors of their students, and show appropriate concern (Wilmington, 1992). This session offers participants a paradigm to consider as they teach and address the emotional and social dynamics in their courses. Participants will be encouraged to consider the construct of Social Intelligence, analyze its relevance to teaching and explore ways of incorporating Social Intelligence into their practices.



Conference Program

10th Annual, Lilly - Traverse City

Friday, September 24

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

YOGA FOR EVERYONE

SARA OLSZTYN

Top of the Park

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

REGISTRATION

Park Place Lobby

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

☉ BREAKFAST ☉

Ballroom

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

8a - Ballroom

Learning Community Toolbox

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

Charlene Lutes - Bridge Learning Community, Northwestern Michigan College

To develop and run a successful learning community in higher education, there are certain tools in the form of tasks, sensitivities, activities, specialized knowledge and social awareness to know in order to build and strengthen a learning community. Creating and facilitating an environment that builds self-confidence, unleashes motivation, and helps learners discover their own best selves to achieve academic success is the goal. Learners come to higher education for the first time hoping for positive change and discovery in their lives. Knowing a few important keys of the learning community process can strengthen any experience for students as well as the program.

8b - Ballroom

Engaging the Community in the College Classroom

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

Frank D'Angelo - Early Childhood & Adolescent Education, Bloomsburg University

The Millville Math Night is a cooperative venture between several universities and their early childhood education departments and local school district designed to provide enriched educational opportunities for pre-service teachers and focused instruction for elementary aged students immediately prior to a high stakes testing period. The round table will discuss gathering resources, creating collaborative ventures, and provide focused learning experiences for all involved.



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

8c - Ballroom

Creating Community Through Active Listening

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

Lisa Lucas - Education, West Chester University

Classrooms can be a source of community and meaning, a vehicle for creating a better world and a place where students can thrive and grow. Having dialogues about strengths, successes, values, hopes, and dreams are themselves transformational. An inquiry based activity will be shared that provides a process for students to build relationships, focus on their individual potential, encourages them to see and support the best of others and create a classroom community.

8d - Ballroom

A Lawyer, a Theologian, and a Professor Walk Into a Classroom: What I Learned

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

Ken Sanney - Finance and Law, Central Michigan University

This past academic year I left my law practice and took my legal and theological training into the classroom. This presentation will explore my first-year pedagogical missteps and the corrective actions that I employed to foster engaged learning. Specifically, I will focus on the development of the techniques I employed to encourage pre-class reading, classroom participation, and the synthesis of prior and newly acquired knowledge.

8e - Ballroom

Stepping Up Student Learning by Rebuilding a Course Foundation with Faculty Librarian Collaboration

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

Kristen Motz - Ferris Library for Information, Technology & Education, FSU

Helen Woodman - Developmental Programs & Curriculum, Ferris State University

The course foundations are set – clear syllabus, collaborative assignments, and scheduled library instructions – but what about successful student learning? Sometimes a librarian and a professor must partner to patch up an existing assignment or tackle a complete course redesign. Using current learning theory, measurable learning outcomes, concept maps, just-in-time instructions, research consultations, and information literacy assessments, we rebuilt the class for success. Dig into these tools and techniques with us and strengthen your faculty-librarian partnerships.

8f - Ballroom

Reducing the Digital Divide: The Communication of Teaching Meaningful Access

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

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

For educators in higher education, the digital divide is realized through two challenges: (a) devising meaningful usage of Internet sources which enhance students' abilities to read, write, and interact on a wide range of marketable skills and (b) utilizing communication pedagogy to create good teachers. This session demonstrates an interdisciplinary approach for translating these challenges into educational opportunities.



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

8g - Ballroom

Leading Transformational Change - Managing Pace

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

Renee Shull - CEO, Integrated Play

The “Leading Transformational Change – Managing Pace” program is specifically designed to address the change in the global environment. Partnering with LEGO® Serious Play (LSP) to create a unique interactive workshop, using LEGO® Bricks to model solutions for promoting social responsibility. The solutions built will serve as a call to action on what you can do to help address the issue. The LEGO® Serious Play (LSP) program incorporates a hands-on process that draws on the power of creative thinking to shift group conversation from talking heads to focused minds.

8h - Ballroom

Facing Your Facebook™ Fears: Using Facebook™ as Instructional Media

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

Christine Shull - Business Information Systems, Central Michigan University

Dana McCann - Business Information Systems, Central Michigan University

In the fast-changing world of social media, instructors continuously implement new and relevant technologies in the classroom. “Facebook™” offers familiar and popular information sharing, as well as on-line discussion opportunities. Discuss how Facebook™ can facilitate discussion opportunities in student-to-student and student-to-professor formats will be incorporated. Attend this session for tips and tools for building and using a Facebook™ classroom page to increase student involvement and interest.

8i - Ballroom

The Annotated Bibliography for Undergraduate STEM Students

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

Paula Storm - Bruce T. Halle Library, Eastern Michigan University

The annotated bibliography is an ideal assignment for undergraduate STEM students. With instruction as to the finding, reading, evaluating and summarizing scholarly scientific articles, the student learns critical skills for future scientific endeavors. In addition, this assignment teaches the importance of the dissemination of information in the sciences and helps to prevent plagiarism stemming from the students inability to find, read, and evaluate scientific articles.



90-Minute Concurrent Sessions • 9:00 a.m. - 10:30 a.m.

9a - Torch

Infuse Active Learning into the Classroom While Maximizing Student Learning and Satisfaction

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

Keith Whittington - Interactive Games and Media, Rochester Institute of Technology

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

9b - Leelanau

Implement Effective Team Based Learning: Practical Ideas to Engage Students

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

Libby Scheiern - Teaching Excellence Center, Principia College

Joe Ritter - Assisant Dean of Academics, Principia College

When we move beyond simple group work to a more foundational team-based strategy, incredible results can occur. Students take more ownership, take responsibility for the learning process, and learn to reflect metacognitively. Setting up engaging projects allows students to be creative and to find meaning and relevance in their shared role as a teacher-learner. Not only do they learn content, they also learn communication, teamwork, and life skills, including improved self-knowledge. In this interactive workshop, we will design team-based activities that can be adapted to your educational setting.

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

9c - Courtyard I

Active Learning: The Challenges in Creating and Measuring

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

Sarah Maher - Physical Therapy, Oakland University

Students who feel actively engaged report feelings of empowerment, enthusiasm, and excitement about learning, with occasional stress from group activities. The facilitator will describe how several types of student engagement (team projects and service learning) were implemented into a health science class, and how the changes actually impacted student perceptions of learning. Participants will have an opportunity to explore active engagement in their own classes and identify possible assessment techniques to measure changes in student perception.

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

9d - Courtyard II***Creating Communities Without Borders***

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

Jerry Dimara - Business Information Systems, Central Michigan University

This session will explore the outcomes from a faculty-led study abroad program and resultant outcomes for continued institutional collaboration and ongoing student interactions with other cultures. Explore how your students can experience gains and benefits from partnerships with others outside the geographical boundaries of your classroom, state, or nation without leaving the classroom. Participants will be able to join an on-going conversation about how to integrate this into their classes that will continue after Lilly.

9e - Minerva's Boardroom***There's an "App" for That: How Integrating Multiple Intelligences Improves Emotional Intelligence***

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

Dawn Muhammad - Liberal Arts, Calumet College of St. Joseph

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

9f - Crystal***Presenting a Model for Discussing Racism in the Classroom***

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

Chaunda Scott - Education and Human Service, Oakland University

Literature in the field of education recognizing racism as a problem that persists in the forms of individual and institutional racism is scant. The lack of research on racism by scholars may limit the resources needed by educators to lead dialogue in the classroom on the topics of individual and institutional racism. In this presentation, critical racism pedagogy is offered as a tool for leading discussions on these aspects of racism in academic settings and identifying strategies that can be used to dismantle racism in workplace settings.



90-Minute Concurrent Session • 9:00 a.m. - 10:30 a.m.

9g - Top of the Park

Recommendations for Designing, Implementing, and Continuing an Effective Center to Enhance Learning and Teaching

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

Milt Cox - FIPSE Project on Faculty Learning Communities, Miami University

Teaching and learning centers are on the way or in place at an increasing number of colleges and universities. For colleagues engaged in the preparations for or operations of such centers, this session will provide a forum to discuss strategies for and information about initiation, implementations, programming leadership, and assessment. From instructors' perspectives, we will discuss various ways to engage the support that a center may have to offer. There will be opportunities for questions about specific situations.

20-Minute Concurrent Sessions • 9:00 a.m. - 9:45 a.m.

9h - Executive Boardroom

Self-Generating Learning Circles: An Application of Andragogical Principles

9:00 a.m. - 9:20 a.m.

Moussa Traore - Human Ecology, SUNY College at Oneonta

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

9i - Executive Boardroom

Engaging a Community of Learners in an Online Post-Professional Program

9:25 a.m. - 9:45 a.m.

Jennifer Blackwood - Physical Therapy, University of Michigan – Flint

For the post-professional student, the asynchronous form of online learning is ideal due to the freedom of being able to complete coursework at various times. For the instructor it can be a challenge to engage students and create a community of learners in an asynchronous course. This presentation will address techniques that actively engage your online asynchronous students while creating an effective community of learners. The presenter will discuss various techniques used in an online assistive technology course for post-professional physical therapy students.

9:50 a.m. - 10:30 a.m. • 40-Minute Concurrent Sessions

10c - Courtyard I***Teaching Ethics: Changing Behavior and Not Just Changing Answers***

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

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.

10d - Courtyard II***Is Creating a Learning Environment that Produces Tangible Scholarship, Scholarship Itself?***

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

Carl Lundgren - Manufacturing and Mechanical Engineering Technology/Packaging Science, Rochester Institute of Technology**Jon Schull - Center for Student Innovation, Rochester Institute of Technology**

The Boyer model of scholarship acknowledges four forms: Discovery, Integration, Application and Teaching. The latter has come to be associated with the "science of teaching" rather than the practice of teaching. Our question is whether a learning model that enables undergraduate students to contribute to the "body of knowledge" of the subject qualifies as scholarship for the educator? Issues and examples are considered from engineering and design, computer science, and the applied arts.

10e - Minervas' Boardroom***If you Care About Teaching, You Should Care About Reading***

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

Alice Horning - Writing and Rhetoric, Oakland University

A new report by the Bureau of Labor Statistics says that while college enrollment has gone up in the recent recession, degree completion has actually declined. Both the Obama administration and the Gates Foundation want to see that change. To achieve that goal, every course, in every institution, needs to help students develop better, faster, more efficient and more effective reading skills. This session will demonstrate and give practice in how to achieve this goal.

10f - Crystal***Concept Maps: Effective Evidence-Based Classroom Tools***

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

Raymond Francis - Education and Human Services, Central Michigan University

Participants will be involved in the development of several concept maps representing their own knowledge base and perspective. These concept maps will serve as the basis for discussions about the use of concept maps in both qualitative and quantitative data collection, effective evidence-based teaching strategies, and professional growth in using evidence-based classroom strategies. Much of the session will consist of the interaction of the presenter and participants engaging with the topic.



20-Minute Concurrent Sessions • 9:50 a.m. - 10:35 a.m.

10g - Executive Boardroom

Time for Self-Discovery: Helping Students Examine Core Values and Develop a Personal Mission Statement

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

Barbara Searight - Education, Lake Superior State University

While encouraging critical thinking, college curricula often neglect student self-examination. Covey's Seven Habits of Highly Effective People, was required reading in an organizational behavior class and served two purposes: 1. Exposing students to human resources training and 2. Helping students articulate values and develop a personal mission statement. Students also considered whether current choices were consistent with their mission. Course evaluations suggested these assignments encouraged personally valuable self-examination frequently neglected in students' busy lives.

10h - Executive Boardroom

Positive At-Risk Student Outcomes in a Distance Education Program

10:15 a.m. - 10:35 a.m.

Linda Graeter - Analytical & Diagnostic Sciences, University of Cincinnati

Charity Accurso - Analytical & Diagnostic Sciences, University of Cincinnati

Elizabeth Hertenstein - Analytical & Diagnostic Sciences, University of Cincinnati

Gideon Labiner - Analytical & Diagnostic Sciences, University of Cincinnati

Clinical Laboratory Science Distance Education students matriculate through the AS to BS degree completion program entirely online. At-risk students were identified by a number of performance measures. A subset of students was placed on signed learning contracts that included performance benchmarks. Stipulations included the successful completion of additional, required course activities. Discussions will include the learning contracts, mentoring process and student outcomes data such as course completion, retention, graduation and national board examination pass rates.



10:45 a.m. - 11:45 a.m. • 60-Minute Concurrent Sessions

11a - Torch

An Obligation to Follow the Research - Where is Teaching and Learning Headed in Higher Education

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

Terry Doyle - Developmental Programs and Curriculum, Ferris State University

New and important findings about how the human brain functions occur, it seems, almost daily. Some of these findings have significant implications for how we teach and what we tell our students about how best to approach their learning. This sessions explores several new findings about how the human brain functions that have direct application to teaching and learning in higher education.

11b - Leelanau

Successful Techniques Responding to Students in E-Learning Settings

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

Lynn Anderson - Teacher Education, National University

Jon Carta-Falsa - Teacher Education, National University

Studying desired learning relationships of students in E-Learning settings, the authors found convincing evidence to support instructor responsiveness to students. Other variables in regard to the nature of desired student-to-instructor relationships paled in comparison to the variable of responsiveness. Taking those findings to a faculty audience at their university's Spring Symposium, the authors conducted a seminar with the topic of successful faculty practices in responding to students in E-Learning settings. Faculty were armed with techniques that they had found worthy of continued practice and enhancement in their online teaching. Sharing of those techniques was enthusiastic, and the session went beyond time expectations. The authors were asked to continue the seminar topic in the university's upcoming Fall Faculty Meeting. In the meantime, shared ideas will be practiced among those seminar participants.

11c - Courtyard I

Don't Give Up Your Modeling Career for the University Classroom

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

Lois Lawler Brown - Education, Oklahoma City University

Lisa Lawter - Education, Oklahoma City University

Sharon Pyeatt - Education, Oklahoma City University

Elizabeth Willner - Education, Oklahoma City University

We bring different backgrounds to our work in a teacher education program, thus we model teaching strategies in different ways. This session will present research supporting modeling as an instructional strategy, including a discussion of Vygotsky's notion of scaffolding, demonstrations of a variety of ways to model content and methodology in the classroom, and suggestions for including modeling in disciplines other than teacher education.



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

11d - Courtyard II

Cognitive Choreography: Inviting Students to the Dance

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

Lou Foltz - Psychology Warner Pacific College

Planning lessons is not a task of scaffolding information but of choreographing a cognitive experience. Help Fred and Ginger put away the scoop shovels and put on their dancing shoes as they generate curiosity in an emotionally safe environment. 1. BUILDING THE DANCE FLOOR: the predictability of an emotional security to explore new concepts. 2. ONE STEP AT A TIME: “cognitive operators” and the hazard of simultaneous applications. 3. TO STOMP OR GLIDE: the difference between “concrete” and “formal” mental processing. 4. WALL FLOWERS OF BAD FAITH: students who acquire bundles of wholesale linguistic sequences without daring to explore them. 5. THE JOY OF TWO LEFT FEET: sustaining curiosity through permission to risk and trip. 6. DANCING TOGETHER: coordination and individual expression within collaborative learning structures. 7. DANCING ALONE: awareness of “presencing” restrictions which come with distance learning.

11e - Minerva’s Boardroom

Creating the Effective Library “Research Assignment”

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

Mark Vargas - Library, Saint Xavier University

David Kohut - Library, Saint Xavier University

Faculty today face a difficult challenge—creating effective library-research assignments. Many traditional assignments have been rendered obsolete by academic technology. Through effective research assignments, faculty can help students gain both a facility in using the correct tools and a better understanding of disciplinary expectations. In this session, two librarians will identify the problems students face while doing library research and offer suggestions for improving assignments, suggestions emphasizing tools (which and how many), terminology, and clarity.

11f - Crystal

Making It Count: A Workshop for Prospective Authors of SOTL Publications

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

Gregg Wentzell - Center for Teaching, Learning and University Assessment, Miami University

This session, led by the Managing Editor of the Journal on Excellence in College Teaching, is for those interested in developing their classroom research project or conference presentation into a publication. Activities will include review of the scholarly process for SoTL projects and evaluating prospective manuscript submissions. Participants will leave this session with an understanding of the standards and methods of scholarship that are consistent with the acceptance criteria for SoTL publications.



10:45 a.m. - 11:45 a.m. • 60-Minute Concurrent Sessions (continued)

11g - Top of the Park

Welcome to Our Interdisciplinary Toolbox: Using Surveys and Writing to Learn Activities to Engage Learners

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

Diana Phillips - Chemistry, Kettering University

Sherry Wynn Perdue - Writing and Rhetoric, Oakland University

What happens when applied science and humanities faculty collaborate to engage learners in an Applied Chemistry for Engineers' class? After briefly describing the course, the collaboration that refined it, and the theories that undergird it, this hands-on session introduces: 1) instruments to sample student learning behaviors/beliefs and to query whether students understand how assigned work reflects course goals; 2) writing to learn activities for many genres, including the film *Who Killed the Electric Car*, which encourage students to demonstrate their comprehension of applied knowledge, to identify the role of context in decision making, and to recognize the benefits of team problem solving rather than to simply hone their calculation and memory skills; and 3) feedback rubrics to guide student revision. Participants can expect to do as our students have done and to leave the session with works in progress.

10:45 a.m. - 11:35 a.m. • 20-Minute Concurrent Sessions

11h - Executive Boardroom

Enhancing Asynchronous Online Classes with Audio Files and Webinars

10:45 a.m. - 11:05 a.m.

Marilyn Skrocki - Health Care Systems Administration, Ferris State University

Alison Konieczny - Library for Information, Technology and Education, Ferris State University

Engaging online students with audio and web-conferencing technologies can augment learning and evaluation. Audio narratives can help to provide supplementary explanations of complex assignments or concepts, and may also be used to provide detailed feedback on students' graded assignments. Cross-platform audio files may be stand-alone, or easily added to both Word and PDF documents. Additionally, live webinars and recorded webinars can provide an exceptional route to provide information to online students.

11i - Executive Boardroom

Sustainable Business Practices Resulting in a Socially Transformative Business Model

11:15 a.m. - 11:35 a.m.

Jack Cichy - Management, Davenport University

Sustainable Business Practices that are properly executed by business leaders result in a focus on Social Responsibility. Corporate Social Responsibility is manifested in a company's willingness to incur cost in society's best interest. Social Capital involves the relationship that is built internally between employees and business leaders, and externally between a company and the community. When business leaders combine Social Responsibility (SR) with Social Capital (SC), Social Equity (SE) benefits are realized. Social Equity can create societal value while achieving corporate goals. The purpose of this presentation is to explain and illustrate the benefits of $SR+SC=SE$ as these concepts relate to Sustainable Business Practices as practiced by Socially Transformative business leaders.



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

☉ LUNCH ☉
Ballroom

Plenary Session • 12:30 p.m. - 1:45 p.m.

12P - Ballroom

Conscious Teaching: Mindful Active Learning

12:30 p.m. - 1:45 p.m.

**Beth Talbert - Special Instructor Oakland University & Communication Program
Coordinator at Oakland University, Macomb Campus**

If you could make just one change in order to improve the active learning your students experience in your classroom, what would it be? This session is based on Goodall & Goodall's CCD (Choose, Create, Coordinate and Deliver) model of conscious communication and how it can help us become more mindful about the choices we make related to student learning. In this highly interactive session, be prepared to examine the active learning experiences you provide for your students and to walk away with at least one new active learning experience you can use this semester.



Conference Program

10th Annual, Lilly - Traverse City

Friday, September 24

2:00 p.m. - 3:40 a.m. • 100-Minute Concurrent Sessions

13a - Torch

Who Do You See When You Walk Into the Classroom? Who Do Your Students See?

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

Louis Schmier - History, Valdosta State University

There is a Zen saying that in the sky, there is no distinction of east and west; people create distinctions out of their own minds and then believe them to be true. It's not much different on our campuses. Teachers and students are stripped of their individuality, herded into boxes, and labels are slapped on themselves and each other out of our and their own minds, believe them to be true, and then act as if they are true. That makes us, both teachers and students, prone to committing a whole bunch of what are called "attribution errors." Yet, no two students, no two teachers, no two classes, and no two of anything or anyone are the same, no matter how similar they seem to be. We all have to live with our minds, eyes, and hearts open if we are to rip off those labels and tear down those boxes. We all have to acutely practice an acute mindfulness if we are to see and listen very, very carefully, intently, and intensely, moment to moment, to the subtle signals of how each person, including ourselves, truly is feeling and thinking differently in order to understand and deal with how each is acting. So, we are going to begin--just BEGIN--learning how practice "Three 'A's" that cultivate and maintain mindfulness: Awake, Aware, Attentive.

13b - Leelanau

Teaching and Telling Your Story Digitally

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

Marcia Berkey - Informational Technology, South University Online

We each have a story to tell – for academicians it is called teaching. As marketers of ideas, there are many digital techniques we can use to help to 'sell' concepts and skills to our students. This class will focus on technology that you already own and/or is free or worth-the-price to help you tell your story – teach your class, do a business presentation, and/or pass along family memories. Some concepts covered include multimedia (especially great for visual, auditory, kinesthetic, and reflective learners) and creativity and productivity tools. Personal and professional applications abound for face-to-face and online classes. Come have fun expanding your presentation and e-Creativity skills for your classrooms.

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

13c - Courtyard I

Mobile Learning and Digital Media Adoption

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

Mike Reuter - Education and Human Services, Central Michigan University

Dan Bracken - Faculty Center for Innovative Teaching, Central Michigan University

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

Central Michigan University's College of Education and Human Services and the Faculty Center for Innovative Teaching have partnered to pilot an iPod Touch Initiative aimed at increasing student engagement in and out of the classroom and broadening digital and social media competencies. This initiative has grown from 350 students in Fall 2009 to nearly 1,000 a year later and influenced the creation of a Digital Media Center on CMU's campus.



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

13d - Courtyard II

The Affective Domain: A Secret Decoder Ring

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

Jill Klefstad - Education, University of Wisconsin-Stout

As an instructor, do you question how you are helping students connect their cognitive domain to their affective domain? Come be affirmed in the strategies that you already use in your teaching that develop the affective domain. Participants will examine the five levels of Krathwohl's Taxonomy and decode ways that their teaching strategies and activities support these levels. Participants will gain fresh ideas targeted to enhance the affective domain of learning which will create and engage the community of learners.

13e - Minervas' Boardroom

Enhancing Teaching & Learning by Combining Technology and the Thayer Method

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

Durga Suresh - Computer Science and Systems, Wentworth Institute of Technology

Today's student is not just a savvy technologist but also an active learner. They no longer relate to a traditional lecture but rather technology and how it can enhance the learning experience. Because of this changing student, instructors are no longer teachers but rather mediators or facilitators of knowledge. The Thayer method describes these exact principles where the students take responsibility for their learning.

13f - Crystal

Does She Look Like an A or an F Student? Understanding How Instructor's Perceptions Influence Assessment

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

Elizabeth Connelly - Humanities, Mott Community College

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



Conference Program

10th Annual, Lilly - Traverse City

Friday, September 24

2:00 p.m. - 2:45 p.m. • 20-Minute Concurrent Sessions

13g - Executive Boardroom

Lessons From the Blackboard's Automatic Usage Statistics

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

A. Hameed Badawy - Electrical and Computer Engineering, University of Maryland

Blackboard automatically collects usage statistics such as cumulative accesses each day and each hour etc. The goal in this presentation is to see if there is any information buried in these statistics that can guide us as to when to post new announcements. Which parts of Blackboard are the hot parts and therefore require careful attention. If we get the major course dates like exams and deadlines what is the relationship between the usage statistics and these dates?

13h - Executive Boardroom

Future Faculty training: A Pilot Study on the Uses of Best Practices by Teaching Assistants

2:25p.m. - 2:45 p.m.

Jana Hanson - ACT, Incorporated

Little research has evaluated the effectiveness of teaching assistants. While a significant number of articles have found the positive effects of Chikering and Gamson's Seven Principles of Good Practice in Undergraduate Education, the extent to which TAs are using these best practices in their classrooms is unknown. This study surveyed TAs at a large, Midwestern college. The preliminary results suggest that TAs have a wide variety of classroom experiences and training. In general, TAs agreed that they did many of the best practices. However, it is likely that training and classroom experiences influence the extent TAs use best practices.

2:30 p.m. - 3:50 p.m.

WALK THE LABYRINTH

An optional opportunity for reflection

Ballroom

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

14 c - Courtyard I

Constructing and Assessing First-year Learning Communities that Lead to Successful Social and Academic Networks

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

Jeff Thomas - Teacher Education, University of Southern Indiana

Brian Posler - Academic Affairs, University of Southern Indiana

The University of Southern Indiana has a well developed Living-Learning Community (LLC) Program where students live in a network rich in social support that can help students feel integrated into university life and has led to increase retention at our university. This presentation reveals the findings of students' social interactions were mapped using a Students Social Networking Map tool to provide insight as to how the LLCs networks impacted peer, family, and community interaction.



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

14d - Courtyard II

Using Wikis as a Tool for International Student Collaboration

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

Diane Boehm - Writing Program, Saginaw Valley State University

Faculty who seek to have students develop global perspectives may design online international collaborative projects. The wiki provides an ideal tool for these, as it invites collaboration, allows the use of images and diagrams that can assist non-native speakers of English, and is familiar to most students around the world because of Wikipedia. This presentation will show how wikis can function in successful collaborations between students from different countries.

14e - Minervas' Boardroom

Twitter in an Online Art History Course

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

Cathy Cheal - e-Learning & Instructional Design, Oakland University

Twitter, with its 140-character limit, would seem to be antithetical to extended logical arguments. But I have been using it in an art history course for posting definitions, and for prep work for a field trip paper, designed to enhance critical thinking. Breaking down the assignment into five steps, based on Bloom's taxonomy, students discussed their topics, considered biases, researched, organized, and presented information in Twitter, integrated into Moodle.

14f - Crystal

APPLE (Alumni Participating in Professional Learning Experiences) Works

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

Jim Conlen - Education and Human Service, Baker College of Auburn Hills

Tom Smith - Education and Human Service, Baker College of Auburn Hills

Project APPLE (Alumni Participating in Professional Learning Experiences) is an induction/mentoring program developed by Baker College of Auburn Hills to assist teacher prep graduates transitioning from college student/student teacher to full-time teaching. This presentation demonstrates how the affective domain and social support systems are critical to creating a community of learners for new teachers and shares content, format, and results of the initial year-long project.



Conference Program

10th Annual, Lilly - Traverse City

Friday, September 24

3:00 p.m. - 3:45 p.m. • 20-Concurrent Sessions

14g - Executive Boardroom

Predictors of and Desire for Sense of Community Among FTF and Online Students

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

Michelle Drouin - Psychology, Indiana University Purdue University Fort Wayne

Lesla Rae Vartanian - Psychology, Indiana University Purdue University Fort Wayne

A sense of community (SOC) is believed to bolster learning and retention; facilitation of SOC in online courses is viewed as a crucial component of course design. We compared online and face-to-face (FTF) students' (N = 198) feelings of and desire for SOC. Relatively few online or FTF students expressed a desire for SOC; predictors of SOC and desire for SOC differ for these two groups of students. Implications for course design and delivery will be discussed.

14h - Executive Boardroom

Schooling in the Art of Grantsmanship: Teaching Students to Create Effective Proposals

3:25 p.m. - 3:45 p.m.

Lorne Mulder - Public Administration, Grand Valley State University

For this session, there will be an open discussion of how college professors can partner with community agencies in teaching students how to write fundable grant proposals. Through this collaborative effort, students will learn advanced writing, program evaluation, budget, and branding skills. During this presentation, there will be a dialogue about innovative ways to help students connect with their agencies, examples of program evaluation to be discussed in the classroom, and possible pitfalls in this venture.

4:00 p.m. - 5:00 p.m. • 60-Minute Concurrent Sessions

15a - Torch

Buzzword Bingo: Make Your Students Winners!

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

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

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

Join us for a presentation and discussion about how much we have been able to radically improve our Marketing Strategy & Research course and increase learning outcomes since we started truly implementing the following buzzwords - podcasts, clickers, student engagement, active learning, assessment, critique, knowledge gaps and more. Learn how these tools can help to ignite active learning in your classroom.



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

15b - Leelanau

Making it Stick: Creating High Impact Learning

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

James Therrell - Faculty Center for Innovative Teaching, Central Michigan University

Jason Bentley - Academic Affairs, Central Michigan University

Teaching-Learning endeavors typically achieve mostly short-term memorization. Enjoy participating in the evidence-based methods that create deeper neural pathways (whether face-to-face or online) based on “Made to Stick” (Heath & Heath, 2006) and other studies. Learn about the 6 avenues/principles that lead to more memorable learning experiences for students within any given discipline.

15c - Courtyard I

Creating Community in the College Classroom

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

Laurie Burgess - Center for Excellence in Learning and Teaching, Cornerstone University

In his article “Classroom Organization and Participation: College Students’ Perceptions,” Robert Weaver states “students’ perceptions of and experiences within the social organization of the classroom play a crucial role in shaping their participation in class.” When students have a sense of belonging to a classroom community, the professor is better able to engage students in learning. In this 60 minute interactive session, participants will consider ways to create community to enhance learning and develop specific strategies for use in their own classrooms.

15d - Courtyard II

Facilitating Collaborative Learning with Google Apps

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

Clifton Franklund - Biological Sciences, Ferris State University

The ability of students to work and learn in a group setting is an important outcome for many courses. Developing, tracking, and assessing these activities, however, can be difficult and time-consuming. In this session we will explore the use of Google Apps to facilitate collaborative learning online. Included in the discussion will be documents, spreadsheets, forms, sites, and Picasa photobooks. This approach has already been successfully used to guide semester-long group research projects in undergraduate microbiology courses at Ferris State University. I will demonstrate how to create and implement course materials as well as discuss the relative advantages and limitations of using Google Apps in this way. In addition, we will actually use Google Apps to perform a short collaborative exercise together. Participants are encouraged to bring their iPhones, iPod touches, laptops, or blackberries to the session. Printed and electronic resources will be provided to enable participants to quickly implement this approach in their own courses.

4:00 p.m. - 5:00 p.m. • 60-Minute Concurrent Sessions (continued)

15e - Minerva's Boardroom***College Reading Assignments: Using Students' Feedback and Other Tools in a Medical Sociology Course to Engage Students in the Learning Process***

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

Lucy Ngoh - Pharmacy, Ferris State University

This presentation is based on strategies and methods that were used to engage students more fully in completing their reading assignments and, thereby, to be more involved in their own learning. We will discuss barriers that make it difficult for students to complete assigned readings and to read for leisure. Results from the assessment of both pre- and post-intervention strategies involving reading-related activities will be presented.

15f - Crystal***Partnering With Non-Profit Organizations in the Classroom: Real World = Real Learning***

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

Nancy Hicks - Business Information Systems, Central Michigan University

Why make up projects and assignments designed to simulate the real world when you can bring the real thing into your classroom? Partnering with non-profit organizations in the classroom helps non-profit organizations complete projects they may not otherwise have the time or resources to accomplish. This is a great way to provide a collaborative learning experience for students which results in relevant and memorable learning. Students are able to "work" for these organizations solving real problems. Examples of numerous projects students have completed with non-profit organizations will be shared along with their feedback. The steps on how to develop a partnership will also be explained.

4:00 p.m. - 4:50 p.m. • 20-Minute Concurrent Sessions

15g - Executive Boardroom***Teaching Building Code Officials, Builders, and Trade Contractors***

4:00 p.m. - 4:20 p.m.

Bruce Frost - Engineering and Technology, Central Michigan University

Teaching construction industry professionals requires exceptional classroom teaching skills. Most are adult learners who have been away from formal education for years. Many have no formal education. And most simply do not see the need for formal education. This presentation will give vivid examples of the difficulties I have encountered over the years in reaching this group. This presentation will help future teachers to successfully connect with this very difficult group of adult learners.

15h - Executive Boardroom***Learning About Adult Learners - Approaches to Classroom Management***

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

Richard Hayes - Prof Ed, Central Michigan University

This session will investigate experiences teaching adult learners in non-traditional formats. Participants will hear about methods employed to learn students names quickly, pacing an eight hour session, types of assignments, evaluation criteria, and other methods to personalize a course for students. Participants in the session will be asked to share their experiences to make the gathering an interactive encounter.



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

● POSTER SESSION AND RECEPTION ●
Ballroom

Poster Sessions • 5:00 p.m. - 6:30 p.m.

16a - Ballroom

Using iTunes & iPad to Enhance E-Learning and Create an Engaged Learning Community

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

Tracy Boncher - Pharmacy, Ferris State University

The mission is to teach faculty how easy yet advantageous it may be to incorporate iTunesU & iPad technologies into their classroom (both face to face as well as on-line instruction). Pilot study results will be discussed and student assessments of the pilot will be evaluated. Once faculty see and learn the advantages of using this technology over similar programs such as Tegrity; as well as hear how it is being received among students, they may start to give it another look. Step by step examples of how to use this technology as well as assessment results by faculty/students will be the main focus of this proposal.

16b - Ballroom

Student-Designed Advising for the Masses: Combining Blackboard and Student Initiative into a Winning Advising Solution

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

Paula Hagstrom - Health Administration, Ferris State University

Julie Ward - Health Administration, Ferris State University

Are you in the fortunate position of having hundreds of students to advise? Do you and your colleagues feel overwhelmed and perhaps uncertain that each student is hearing the same "story"? Come learn how students designed a Blackboard course shell for advising that is current, consistent and always available. Discover how fast students began using the advising shell and what they think of it today.

16c - Ballroom

Engaging Students with Problem-Solution Reasoning and Analysis, One Type of Critical Thinking

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

Judith Hooper - Developmental Programs and Curriculum, Ferris State University

Through dynamic involvement with multiple aspects of a complex real-world mountain climbing disaster and utilizing engaged learning (e.g., reading primary source accounts, role-playing, videoing documentaries, and rock climbing) students apply a concise, transferable model of problem-solution, cause-effect reasoning synthesizing elements of critical thinking. Teams prioritize disaster causes and propose solutions. Problem solving is evaluated and rated based on expert situation specific analysis. Problem-solution reasoning model and two semesters of data rating student problem-solving ability included.

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

16d - Ballroom***Using Jing Software to Provide Dynamic Assessment in E-Learning Environments***

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

Edward Lazaros - Technology, Ball State University**Thomas Spotts - Technology, Ball State University**

With E-learning, college and university faculty need to provide meaningful assessment of student work. Typing feedback is slow and tedious and it is not always meaningful for the student. A free software called Jing is available online which can make feedback more dynamic and meaningful. Jing acts like a video camera capturing narrated videos as he/she provides visual feedback with comment and mark-up. Audio feedback via a microphone can also be added easily.

16e - Ballroom***Building a Community of Student Learners: Utilizing a Faculty Development Program to Serve as a Model***

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

Claire Saadeh - Pharmacy, Ferris State University**Allison Bernknopf - Pharmacy, Ferris State University****Mandy Seiferlein - Pharmacy, Ferris State University****Todd Stanislav - Faculty Center for Teaching and Learning, Ferris State University****Tracy Boncher - Pharmacy, Ferris State University****Lucy Ngoh - Pharmacy, Ferris State University**

Engaging students in a community-learning environment is difficult. Our faculty development program was designed to assist the newer faculty by enabling them to create a learning community amongst themselves as well as with senior faculty members. This poster will focus on how the program was designed to foster a sense of community and offer some insight into how this can serve as a model for building student-learning communities.

16f - Ballroom***Assessment and Evaluation of Liberal Studies Programs***

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

Mitch Klett - Education, Northern Michigan University

Northern Michigan University seeks to develop in our students the skills necessary for becoming independent lifelong learners and effective citizens of a challenging and rapidly changing world. In order to complement a student's academic major, the liberal studies program promotes the integration of knowledge derived from multiple perspectives and stresses the development of problem-solving skills and intellectual creativity through the exploration of a broad range of disciplines and fields. To this end, NMU's Liberal Studies Programs are assessed and evaluated on a yearly basis. Efforts to apply a uniform system of assessment are part of a five-year reform process.



16g - Ballroom

The Pair-Share Approach to Advancing Active Learning Using Tegrity

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

Gloria Lukausa-Barnett - Developmental Curriculum, Ferris State University

This poster will demonstrate a “Learning Cell” which is an effective way for students to study and learn together via “Tegrity.” Tegrity’s lecture capture technology helps colleges and universities improve student retention, student satisfaction and student recruitment through greater student academic achievement. I have used Tegrity to help students capture lectures with nothing more than a computer and microphone. This form of engagement makes both students accountable for their online presentation. In addition, the use of collaborative learning and teamwork works well in this active learning environment.

16h - Ballroom

Embracing Diversities to Create a Classroom Atmosphere of Engaged Learning

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

Guang-Chong Zhu - Math and Computer Science, Lawrence Technological University

A single classroom is typically filled by students with completely different learning styles, study habits, weaknesses, attitudes, and academic as well as cultural backgrounds. How can we help all of them learn effectively within the same classroom? In this presentation, I will discuss how we can use various techniques to create an all-inclusive atmosphere for more active and engaged learning.

16i - Ballroom

Problem-Based Learning in Calculus

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

Guang-Chong Zhu - Math and Computer Science, Lawrence Technological University

Problem-based learning (PBL) is a pedagogical strategy pioneered at McMaster University to enhance students’ learning through collaborative teamwork on challenging practical problems. In this talk, we will present examples on applied projects and workshop problems designed for the implementation of PBL in Calculus. We will also discuss how students can benefit from such a more engaged learning process and from peer-led communities of learners in which all team members are being held accountable.

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

16j - Ballroom

Capturing the Mathematical Moment: Using Pre-Service Teacher Created Video as a Tool for Professional Growth

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

Sara Eisenhardt - Teacher Education, Northern Kentucky University

This poster presents the findings from a year-long investigation involving pre-service elementary teachers (PSET) video-recording of diagnostic numeracy assessments during their practicum semester. The findings of empirical studies of PSET with respect to mathematics demonstrate a remarkable congruence in that PSETs demonstrate underdeveloped, fragile, or nonexistent conceptualizations of key ideas related to the effective teaching and learning of mathematics; moreover, these conceptualizations can be remarkably resistant to experiences within the teacher education program (Foss & Kleinsasser, 1996). Video of student mathematical activity can be a productive lens from which to examine the development of student conceptual understanding (Davis, Maher, & Martino, 1992) and interactions in the classroom (Sherin & van Es, 2005). This study contributes to the emerging literature related to the use of PSET generated video as tools for growth of their mathematical knowledge for teaching.

16k - Ballroom

Student-Directed Career Day Event

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

Diane Frey - Merchandising & Product Development, Bowling Green State University

Engagement theory is based on interaction within collaborative teams to accomplish an authentic focused project. A team of college students in a merchandising program collaborated with businesses to plan a retailing career day. The student team took leadership in contacting companies and arranging the event schedule with the purpose to engage the attendees through active formats to explore careers and to network. The team delegated responsibilities for registration, hosting, facility set-up, and introductions. The team and attendees reported meaningful learning occurred. Evaluations indicated levels of engagement; 100% listened to the keynote, 93% participated in concurrent sessions; 47% conversed at “Meet and Greet” sessions; and 19% engaged in Interviewing.

16l - Ballroom

Service-Learning: Engaging Students for Life!

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

Deanne Mulholland - Marketing; Lodging & Hospitality Management, Iowa Western Community College

The Community College—research institution? Not a common perspective, but quite realistic for all institutions intricately tied to the community and its needs through methodology such as service-learning. Iowa Western is in the fourth year of a long-term study quantifying impacts of college service-learning immersion on graduates’ attitudes towards and participation in community activities and civic engagement. Methodology, findings, and conclusions are explored along with opportunities for expanded research and documentation of student growth.



16m - Ballroom

Understanding a Culture of Autism Through Children's Literature

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

Myra Fall - Teacher Education, Saginaw Valley State University

With the large numbers of students entering the public school system identified with Autism, teacher candidates need to be prepared to promote a better understanding in social relationships within the classroom. The use of contemporary literature can create sensitivity to the unique challenge of including these children while creating awareness of their unique characteristics. Literature will be discussed as a tool to encompass the role of diversity in our society.

16n - Ballroom

Universal Design for Learning in Higher Education

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

Kelly Roberts - Center on Disability Studies, University of Hawaii

Universal Design focuses on removing physical and environmental barriers that prevent access for individuals with disabilities, began to be considered in the 1950s in Europe, Japan, and the United States. In the 1970s, the concept of UD evolved to one of integrating all people within all environments including educational environments. This poster presents background on UD in education as well as practical strategies that can be applied in post-secondary education classrooms.

16o - Ballroom

On the Effectiveness of Blackboard and Discussion Boards in a Junior Computer Science/ Engineering Class: A Survey and Students' Reflections

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

A. Hameed Badawy - Electrical and Computer Engineering, University of Maryland, College Park

This investigation surveyed how junior students perceived their use of discussion boards in Blackboard in a computer organization course as opposed to other courses that were similar in requirements but did not use discussion boards or any other collaborative learning techniques. The students participating in the study were given participation points for being part of this survey. The students knew that the results of their survey would be used for scholarly work.

16p - Ballroom

Learner-Centered Teaching from Theory to Practice: Lessons Learned from the Creation of a Learner-Centered Drug Information Course

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

Allison Berknopf - Pharmacy, Ferris State University

Most courses are set up as teacher-centered where the focus is how information will be taught rather than how the student will learn the material. Taking a course from a teacher-centered focus to a learner-centered focus requires a lot of up front planning and well defined objectives/goals for the course. This presentation is designed to show how an individual can go through the process of converting an existing course from teacher- to learner-centered.



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

16q - Ballroom

“Take a Deep Breath”: A Collaborative, Innovative Approach to Delivering Respiratory Care Programming Online

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

Terri Premo - Department of Analytical and Diagnostic Science – University of Cincinnati

As the baccalaureate degree is emerging as the foundational degree requirement for respiratory therapists, the University of Cincinnati recently designed a new online 2+2 degree-completion program to help RRTs meet this new standard. A collaborative effort between local two-year and four-year institutions, regional Respiratory Care practitioners, managers, and educators, this new program will enable newly-minted and practicing RRTs from across the nation to complete a B.S. in Health Sciences online. This innovative program incorporates Respiratory Care modules into an interdisciplinary core emphasizing critical thinking, reflective writing, problems solving, and team building.

16r - Ballroom

Student Laptop Use Promotes Independent Learners and Encourages Student-Faculty Communication and Collaboration

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

Julie Rochester - Health, Physical Education, Recreation, Northern Michigan University

This presentation will reveal findings from data collected at a laptop institution regarding how the use of laptops are promoting the development of independent learners and how the laptops contribute to better and more frequent student-faculty communication and collaboration.

16s - Ballroom

Engaging E-learning in Community: Imbedding Problem-Based Learning in a Wiki

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

Patricia Hogan - Health, Northern Michigan University

Glenna Pendleton - Business, Northern Michigan University

Web 2.0 has opened new venues (e.g., Wikis) for promoting active, open, learner-centered environments for students to collaborate and share information online to identify and address community and professional problems. When Web 2.0 applications are combined with powerful learner-centered strategies such as problem-based-learning (PBL) students are empowered to develop education-mission-central outcomes. Presenters will share their Wikis and their research related to students' perceptions of the efficacy of Wiki/PBL experiences on student development of education-mission-central outcomes.



16t - Ballroom

You Don't Need Sex or the Mafia to Engage Students...But it Doesn't Hurt

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

Jessica Wicks - Distance Education, Mid Michigan Community College

Sensational topics, like Mafia history, might attract students; sexual reassignment surgery might invoke a strong reaction from class participants, but meaningful discussion and deep learning are not solely dependent upon content. Jessica Wicks will share unique models to engage students in active learning including course orientations, the creation of learning communities, web 2.0 approaches to collaboration, and more!

16u - Ballroom

Using an Integrated Curriculum to Engage Students Across Multiple Courses

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

Michelle Weemaes - Diagnostic Medical Sonography, Ferris State University

This session will present the concept of using a common theme across multiple courses using student centered activities in each to introduce, reinforce and assess mastery level learning. I will discuss different activities for varied levels of learning, the importance of tracking levels of student learning and how I tie common outcomes through 3-5 courses per semester using student centered activities.

16v - Ballroom

Incorporating Student Learning Objectives and Developmental Outcomes into Foundational Undergraduate Courses: Collaboration and Peer Review

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

David Matthes - Genetics, Cell Biology & Development, University of Minnesota

Susan Wick - Plant Biology, University of Minnesota

Many colleges and universities enunciate both learning outcomes and developmental outcomes for their students. Learning outcomes include mastery of disciplinary concepts, problem-solving, and effective communication. Developmental outcomes include interdependence, resilience, and appreciation of differences. We address both learning and development outcomes within an introductory biology course using team-based learning, a semester-long group project, and formalized peer review and evaluation. We present our strategies for developing and assessing collaborative skills in a large class setting.

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

16w - Ballroom***Incorporating Student Learning Objectives and Student Development Objectives into Foundational Undergraduate Courses: Written, Visual and Oral Communication Within the Discipline***

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

Sue Wick - Plant Biology, University of Minnesota**David Matthes - Genetics, Cell Biology & Development, University of Minnesota**

Many universities enunciate learning outcomes and development outcomes for their students. In this presentation we address learning outcomes for enhanced communication skills within an introductory biology course that uses team-based learning. Each team produces a major writing project, which is then distilled into a poster that each team member must be able to present orally. At several stages, instructors and peers provide teams with extensive formative feedback on clarity, accuracy, and ability to persuade.

16x - Ballroom***Can We Help College Students Make Better Use of Their Coursework by Understanding How it is Positioned in Their Culture and Language?***

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

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

In a case study of three student teachers' use of knowledge received in their classes, I found that they mostly described their emerging teaching practices as common sense and experienced derived. In this session I would like to engage the audience into thinking about how the coursework knowledge is talked about in the culture of college students and provide an opportunity to look at the importance of such understanding through socio-cultural theoretical framework.

16y - Ballroom***A Capstone Research Sequence in a Diagnostic Medical Imaging Program***

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

Alan Vespie - College of Allied Health Sciences, University of Cincinnati

The baccalaureate capstone sequence in the Advanced Medical Imaging Technology (AMIT) Program educates students on the nature, consumption and production of knowledge. During their senior year of professional education, AMIT students complete a twelve-month capstone sequence. Students are mentored through the basics of quantitative and qualitative research design, literature review, proposal, submission, peer review and presentation. Dedication to the professional community is fostered through professional service exercises. Breadth of knowledge is determined through faculty evaluation.



16z - Ballroom

Online Discussions: Not Just Another Assignment

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

Sheila MacEachron - Nuclear Medicine Technology, Ferris State University

During the last several years there has been an increased interest in online learning as well as supplementing face-to-face courses with online tools. One of the tools being utilized is interactive discussions. Interactive discussions have the potential to extend the understanding of topics being presented in the classroom and online as well as enrich the coursework. This poster presentation exhibits the methods I currently use and how students perceive the effectiveness of interactive discussions.

16aa - Ballroom

Infusing Courses with Issues in Diversity: Encouraging Students to Interact with Recent-Immigrant Community Musicians

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

Bradley Shope - Center for Learning Enhancement, Assessment and Redesign, University of North Texas

This poster session will identify strategies of encouraging students to appreciate the value of diversity through interaction with recent-immigrant community musicians. It will focus on St. John's University's World Popular Music course in which students are asked to help organize public programs that involve local musicians in Queens, NYC. It will highlight processes and best practices in establishing relationships with community musicians and organizations, and expound upon the benefits of student engagement in public programming in the arts.

16bb - Ballroom

Putting the Pieces Together: Taking a Course Apart to Align Student Learning Outcomes

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

Krista Wood - Mathematics & Physics, University of Cincinnati

What do we really want students to learn? Through a year-long course redesign faculty learning community seminar, we completely re-envisioned our courses starting with student learning outcomes. What activities and assessments support these outcomes? How do students receive timely feedback to improve their learning? How can we know if our efforts are working? These questions and more were explored in the course redesign process in order to engage students and facilitate their learning.



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

16cc - Ballroom

Engaging Student Teachers in the Observation Process

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

**Elizabeth Knepper-Muller - Teacher Education and Professional Development,
Central Michigan University**

Often student teachers see the observation process as something that is done TO them rather than WITH them. As supervisors we show up in the classroom for a miniscule amount of time (when calculated in the scheme of things), make comments, and leave. Although we know it is not that simple, to the student teacher (and cooperating teacher), it may appear so. It is our responsibility as supervisors to draw student teachers into the observation process in order to make it a meaningful learning experience. There are several ways to come closer to ensuring that the student teacher feels invested and engaged in the process of being observed and, ultimately, evaluated.

16dd - Ballroom

Student Leadership Advisory Board

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

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

Poster outlines the development of the Student Leadership Advisory Board (SLAB) at the Haworth College of Business (HCoB) at WMU. Members of SLAB are the leadership of the 16 registered student organizations in HCoB. They meet monthly with the Dean of HCoB to discuss topics of relevance to students, faculty and staff. SLAB has created several opportunities for business student communities.

16ee - Ballroom

"Jigsaw Technique" Supports Learning, Individual Accountability & Group Understanding

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

Chrystal Dean - Curriculum and Instruction, Appalachian State University

The Jigsaw Technique (Aronson & Patnoe, 1997) is an efficient cooperative learning technique that focuses on each student's learning being essential to the group's understanding of a concept. This presentation will provide an overview and implementation guide on the Jigsaw Technique. Additionally, I will delineate how this technique was implemented in a mathematics methods course to support student understanding of the state standard course of study.

16ff - Ballroom

Giving Back to Communities: Public Relations and Academic Service Learning

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

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

This presentation will include valuable information for educators interested in creating new academic service-learning assignments or improving existing projects. Emphasis will be placed on establishing and maintaining successful AS-L projects, relationships with community partners and assessment.



16gg - Ballroom

Maximizing Engagement in the Laboratory: A Retrospective on 7 Years of a Collaborative Research-based Organic Chemistry 2 Laboratory Course

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

Daniel Adsmond - Physical Sciences, Ferris State University

In 2002 we received NSF funding for a 2-year pilot program converting the entire Organic Chemistry 2 laboratory course into a collaborative research experience. Students plan and execute two different research projects, each followed by an oral presentation/critique session. This poster will highlight the features of the program design which maximize student engagement; provide data supporting the effectiveness of the program; and discuss issues of sustainability beyond the funding period.

16hh - Ballroom

Creating Butterfly Habitats in an Urban School Setting

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

Debra Jezek - K-12 Educator, Chicago Public Schools

This poster display will illustrate gardening activities of 4th grade children, demonstrating that even small spaces found in urban school settings can be used to provide engaging and integrated learning activities. Students will appreciate that creating and maintaining gardens positively effect the environment. Creating butterfly gardens create habitats! Creating water gardens conserve our water supply! Additionally, students will realize that they are stewards of the earth, and that even in small ways, they can fulfill their responsibility of taking care of the earth and ultimately achieve a notable impact on the environment as well as themselves.

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

☉ BREAKFAST ☉
Ballroom

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

REGISTRATION
Park Place Lobby

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

17a - Ballroom

Full Engagement and Social /Intellectual Integration of Visually Limited Students in a College Biology Class: An Exercise in Incorporating Universal Design and Haptic Learning

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

William Strond - Biology, Oakton Community College

I recently created a method enabling a blind student to be actively engaged and interact with his classmates while learning biology. I utilized a universal design / haptic learning approach which integrated the sense of touch with the other senses during various learning activities. This approach proved to be an excellent way to enhance concept / process clarification, while placing emphasis on certain elements, and was easily customizable to allow the educators to match their presentations to the needs of their audience.

17b - Ballroom

Using Reflective Essays to Promote Learning in a Faculty-Led Study Abroad Program

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

Charles Baker-Clark - Hospitality & Tourism Management, Grand Valley State University

Since 2004, the Department of Hospitality & Tourism Management at Grand Valley State University has sponsored a faculty-led study abroad program each May in northern Italy. Typically, the program lasts four weeks. Much of the program is designed around small groups of students living in apartments (4 per apartment). In this program, students engage in learning about international tourism, as well as Italian food and culture. Over the past four years, students have written reflective essays prior to and after their study abroad experiences. This year, essays from all four years have been analyzed, and changes for the 2011 program will be based, in part on the content of these essays. The presentation will provide a summary of how interpretation of students' essays has impelled changes. In particular, material from essays has been examined in order to enhance a sense of community associated with the small apartment-based learning communities, as well as the entire group.



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

17c - Ballroom

Re-Visioning a Course for Guided Self-Regulation

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

Ludwika Goodson - Center for the Enhancement of Learning & Teaching, Indian University Purdue University Fort Wayne

Low learner engagement led an engineer-instructor to begin a cross-disciplinary dialogue with an instructional designer about re-visioning the course. The main challenge was how to engage senior-level adults who had prior related work experiences and for whom the course would benefit future work, yet who were not fully engaged. Course re-visioning focused on nurturing student interests, efforts, and confidence through leveraging the dynamics of motivation, self-regulation, learning tasks, student assessments, and course evaluation. Layered innovations across five years show improved student grades and confidence, as well as an unanticipated shift in the engineer's teaching pedagogy toward active constructivist learning.

17d - Ballroom

Encouraging Deliberative Civic Education Through Role-Playing: The "Mischief Managed" Harry Potter Conference

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

Lauren McConnell - Communication and Dramatic Arts, Central Michigan University

As Dr. Cherie Strachan notes in "Gender and Deliberative Civic Education," scholars have identified participation in deliberative decision-making as the key to cultivating ideal citizenship. This paper offers the 2008 "Mischief Managed: A Scholarly and Performative Conference on Harry Potter" as a creative model for encouraging students to engage in deliberative decision-making through role-playing in activities such as the "Debate on the Rights of House Elves" and a forum on "The Dementor Question."

17e - Ballroom

Engaging Your Students in Learning - Students Can Have Fun and Learn at the Same Time

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

Lisa Wall - DHMI, Ferris State University

Dan Sleeper - Radiography, Ferris State University

The learner will gain an understanding of why active participation is important in the learner-centered classroom. Ways to increase student's critical thinking and problem solving skills in a way that makes learning fun, yet effective will be shared. Participants will learn ways to engage different learning styles to create a positive learning experience.

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

17f - Ballroom

Improving Classroom Instruction Through the Implementation of Proven Leadership Techniques and Approaches

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

Joseph Neptune - School of Business, Saint Leo University

As the business world becomes more dynamic and ever changing, so are the demographics of today's college classrooms. If you are finding that student motivation is down, attendance is sporadic, and participation and engagement is low, it's time to do something different. Come discuss the application of proven leadership skills, approaches, and training techniques to increase engagement, improve learning, and improve the teaching of today's university professors. Leadership is all about passion, enthusiasm, energy, empathy, emotion, excitement, creativity, commitment, excellence, growth, quality, and initiative (Peters 2008). How can we use these traits to make the classroom an exciting, productive place to be and at the same time engage the students and ensure a higher level of learning? Conger (2004) suggests that the personality characteristics of a leader including self-confidence, achievement drive, communication skills, and interpersonal competence affect their effectiveness as a leader. These same traits can transform a professor from a simple lecturer, as seen in many schools of higher education, into an engaging, learner-centered professor in which students are excited, passionate, and participating and performing at high levels. By implementing the same leadership traits that make businesses leaders a success, professors can greatly improve student learning, retention, participation, excitement, and make the classroom an exciting place to be.

17g - Ballroom

Building Meaningful Internships Through Interdisciplinary Collaborations

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

Kristen Jack - Hospitality and Tourism Management, Grand Valley State University

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

Typically, departments take the knowledge acquired in "their" chosen fields to create internships for their students. However, many careers are not so singular; they rely upon a broad range of skills and experiences. By thinking "outside of the box" in forging the development and of interdisciplinary internships, students will more accurately acquire the knowledge and skills needed to make proper job choices.

17h - Ballroom

Creating a Learning Community Based on Threshold Concepts for Retention and Cohort Development

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

Jody Horn - Sociology and Justice Studies, Oklahoma City University

In this session I present my model for creating a first semester majors' learning community (FMLC) as a means to increase student retention, facilitate a cohort identity, and foster a sense of belonging in small multi-major departments. Critical to this model are faculty agreed upon threshold concepts (e.g., self-authorship) that are significant for proactive learning in the students' subsequent required course work. Disciplinary literacy, critical inquiry, and professionalization are the pillars for this FMLC.



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

17i - Ballroom

I Don't Like to See Myself

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

Michele Wells - Social Work, Asbury University

Students aspiring to gain skill in interviewing need practice experiences to exam those skills. This session will discuss the presenter's use of videotaped interviews with contrived scenarios to aid students in recognizing and practicing the skills to which they are being introduced. Peer review also provides students a view from those simulating the "client" experience in an effort to aid the learning process for the student from each perspective; that of practitioner and client.

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

18a - Torch

Educating Students and Faculty on the Emerging Use of Virtual Worlds in E-Commerce

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

Susan Jones - Marketing, Ferris State University

Barbara Ciaramitaro - Accountancy, Finance & Information Systems, Ferris State University

Greg Gogolin - Accountancy, Finance & Information Systems, Ferris State University

Jim Jones - Accountancy, Finance & Information Systems, Ferris State University

This presentation will offer an open, thoughtful, and factual examination of the use of immersive virtual worlds to establish closer relationships with students, consumers and other participants in various domains including business, education and the military. It will include examples of digital travel through various virtual worlds with an emphasis on how to introduce and use virtual worlds in the classroom emphasizing high levels of student engagement.

18b - Leelanau

Measuring Learning with Qualitative Evidence Using NVivo

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

Dan Kaczynski - Educational Leadership, Central Michigan University

Michelle Salmona - Business Information Systems, Central Michigan University

This session demonstrates the use of qualitative data analysis software (QDAS) as a technological tool to measure learning. NVivo software will be used to explore transparency of qualitative methodology and action research based instructional practice; specifically using iterative cycles of planning, doing, reflecting and acting. Of particular significance in this demonstration is the application of empirical qualitative data to measure and improve instructional delivery and student engagement.

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

18c - Courtyard I

Stimulating Simulation: Scenario-Based Staff Training via LMS

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

Jessica Wicks - Distance Education, Mid Michigan Community College

Not another dry, boring training manual! Don't talk them to death! You want interactivity. You want novelty. Your work is situation-oriented and you need staff that can think critically in flexible circumstances! Jessica Wicks, Instructional Designer, will provide several examples of how you can use your LMS to train and engage new or existing staff in a way that's fast, fun, and able to be completed independently or facilitated by a trainer.

18d - Courtyard II

"Hooking" Undergraduates on THEIR Scholarship

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

Carl Lundgren - Manufacturing and Mechanical Engineering Technology/Packaging Science, Rochester Institute of Technology

Joshua DeRosa - Mechanical Engineering Technology major, RIT

Elizabeth Keifer - Mechanical Engineering Technology major, RIT

Jared Krichevsky - Mechanical Engineering Technology major, RIT

Devin Hamilton - Mechanical Engineering Technology major, RIT

A method of engaged learning is to redefine laboratories as student directed inquiry opportunities within the course subject matter. Whether extending the length of the course, as larger projects, or in a traditional weekly format; placing the learner in charge has benefits beyond the course. Those "spin-offs" include increased confidence and autonomy, ownership of the course, and interest in further undergraduate research or other scholarly activities. Students present example of their scholarly products.

18e - Minervas' Boardroom

How Do I Make My Classroom Class Into an Online Class?

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

Bill Yarrow - English/World Languages, Joliet Junior College

Often the creation of an online class involves creating an online version of an existing classroom class. To create a successful online class, however, takes much more than simply moving classroom content into a learning management system. It takes a reimagining of the delivery of content. An online class is a transformation, not a translation, of a classroom class. This session will explore the specific ways in which this transformation can be achieved.

18f - Crystal

Constructivist on the Run

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

Gregory Zimmerman - Biology, Lake Superior State University

Our students likely come to our class already knowing something related to the class topic. We can build on that prior knowledge, even the misconceptions. This session will illustrate short, in-class and out-of-class activities that get students to think through what they already know and help them build on that. Session participants should be prepared to share their own experiences.



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

19a - Torch

Creating a Successful Peer Editing Environment in the Classroom

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

Peggy Thelen - Education, Alma College

Peer editing in the classroom not only gives students opportunities to mutually support learning, but is also a great community building activity. This workshop looks at which key variables to think about and plan for in order to create a successful peer editing environment with any number of students. Participants will be encouraged to share their peer editing tips and success stories!

19b - Leelanau

Connecting with Students is a Breeze: The Use of Adobe Connect to Host Synchronous Online Exam Review Sessions

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

Lesla Rae Vartanian - Psychology, Indian Purdue Fort Wayne

Michelle Drouin - Psychology, Indian Purdue Fort Wayne

The use of Adobe Connect to host online review sessions will be demonstrated. Data will be presented from three studies (Ns = 78, 172, & 75) examining students' perceptions of and experiences with these sessions as a function of a) review session format (online vs. face-to-face; Study 1), b) anonymous vs. identified student participation, review session host (teaching assistant vs. instructor; Study 2), and c) collective vs. individual responding and instructor presence or absence (Study 3).

19c - Courtyard I

Blending Boundaries: Competency-Based Evidence of Sustainability Learning

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

Geoffrey Habron - Fisheries & Wildlife/Sociology Department, Michigan State University

Lissy Goralnik - Fisheries and Wildlife, Michigan State University

Michigan State University is launching a competency-based undergraduate specialization in sustainability, an approach designed to engage students across disciplinary and academic/extra-curricular boundaries. Competencies in the specialization include: systems thinking, civic engagement, ecological integrity, social justice and resource equity. Students will document their learning in an e-portfolio system. We will use these competencies as a framework for discussion, critical feedback, and activity during this session.

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

19d - Courtyard II

Students' Self-Disclosure in Writing Assignments: Fostering Development While Maintaining Boundaries

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

Russell Searight - Psychology, Lake Superior State University

Students often disclose personal information in writing assignments. In the presenter's psychology courses, many students choose an option of writing a final paper requiring reflection on their health behavior or family relationships resulting in the instructor learning considerable personal information. As a clinical psychologist, the instructor should follow the American Psychological Association's Ethical Principles prohibiting dual relationships and mandated student self-disclosure. This presentation focuses on maintaining appropriate interpersonal boundaries while encouraging students' psychosocial development.

19e - Minervas' Boardroom

Online Reading Quizzes - Enhancing Student Engagement

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

Ann Theis - Business and Accountancy, Adrian College

This session will demonstrate how Blackboard enabled reading quizzes significantly increased the preparation of my students for classroom instruction thereby enabling me to transform my teaching methods and increase the value of classroom time. Session will include observed student behavioral changes, specific Blackboard features that enhance classroom use of the quizzes as a teaching tool, and practical implementation issues for those considering adoption of this approach. Exhibits will be provided and discussion encouraged.

19f - Leelanau

Disability as Culture, Disability as Diversity, and Disability as Cultural Diversity

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

Kelly Roberts - Center on Disability Studies, University of Hawaii

Disability as a form of diversity is an idea and practice well known in certain circles and totally unknown in others. This is a result of radically changing attitude about disability during the past forty years, changes that drove the passage of the Americans with Disabilities Act thus changing public policy. Attendees will be introduced to social paradigms of disability involving disability as diversity, including the discipline of disability studies, and disability culture.



20-Minute Concurrent Sessions • 10:00 a.m. – 10:45 a.m.

19g - Executive Boardroom

Professors Facilitating Other Professors: Communities of Practice and the Teaching Consultant Concept

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

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

Professors jealously guard their teaching practice; while dedicated to students' learning, we perceive having colleagues in our classroom as threatening. However, professors can facilitate each others' teaching skills—the Communities of Practice model at Iowa Western has spawned a healthy and welcome exchange among professors of all ranks, and birthed a unique position—a faculty “teaching consultant” selected by faculty, for faculty—enhancing teaching through mutual exchange. This session explores how it developed and functions.

19h - Executive Boardroom

Building Community Through Peer-Teaching and Problem-Based Learning

10:25 a.m. - 10:45 a.m.

Stephen Ball - College for Professional Studies, Siena Heights University

Peer-teaching and group problem-solving are used to build community among undergraduate business students in an online finance course. Deeper learning, increased engagement, increased confidence and strong retention are observed results. Planned improvements include week-one explorations of students' already held beliefs on business uses of profits as a way to learn about each other's history, story, and economic visions. This presentation will detail how weekly discussion threads are used to build our learning community.

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

20a - Torch

How Do You Know Learning Happened? Alternatives to Test Scores-Based Assessment of Students' Learning

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

Abalo Adewui - Teacher Education and Professional Development, Central Michigan University

Traditionally, high test scores, grades on mid terms and final exams have been taken for granted as evidence of learning a subject matter content and therefore evidence of good teaching. While there may be a slim correlation between teaching and learning, and while the test scores may not always reflect evidence of learning, finding alternatives is highly critical. In addition to test scores, this presentation provides alternatives for documenting students' learning.

11:00 a.m. – 12:00 p.m. • 60-Minute Concurrent Sessions (continued)

20b - Leelanau

Adventure Education: A Place in Higher Education Learning

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

Teah Moore - School Counselor Education Program, Fort Valley State University

Adventure education has been used therapeutically for young people with self-esteem and behavioral concerns. However, these same activities are appearing in classrooms at the elementary and middle school levels. Teachers are seeing the benefits of using adventure education as an alternative to pedagogical styles of learning. In higher education, including graduate school, faculty can facilitate a learning environment for graduate students to self-discover their strengths, task approach skills, and gain knowledge about their peers.

20c - Courtyard I

Spectacle Pedagogy: Engaging Students and Targeting Multiple Literacies

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

Curtis Burdette - English, Gogebic Community College

This interactive workshop investigates the connections between multiple literacies and spectacle pedagogy—the study of teaching and learning related to videos and still images (spectacles). The session includes a brief discussion of an evidence-based approach to measuring the effectiveness of spectacles in the classroom. Participants will work in groups to discuss how to better use videos and images to engage students in the learning process as well as to promote visual and media literacy skills.

20d - Courtyard II

Developing Distance Learning Courses to Ensure Academic Integrity

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

Charity Accurso - Analytical & Diagnostic Sciences, University of Cincinnati

Linda Graeter - Analytical & Diagnostic Sciences, University of Cincinnati

Elizabeth Hertenstein - Analytical & Diagnostic Sciences, University of Cincinnati

Gideon Labiner - Analytical & Diagnostic Sciences, University of Cincinnati

The Clinical Laboratory Science Distance Education AS to BS degree completion program is delivered using the course management system, Blackboard. Maintaining academic integrity in all educational training programs is a priority, but due to the nature of distance education, additional challenges exist. Course management system applications and course design strategies can be utilized to maintain academic integrity. Discussions will include tool implementation, statistics interpretation, course design elements, anecdotal experiences and future trends in technology and regulations.

20e - Minerva's Boardroom

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

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

Melissa McClain - English, Southern Connecticut State University

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



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

20f - Crystal

Where is the Evidence?

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

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 Research Libraries. To do that in such a way that integrates classroom work, homework assignments, and overall general study skills and makes it appealing enough that students want to achieve these competency levels is a major challenge. To evaluate students' accomplishments in these areas is an equal or greater challenge. This seminar will set out to illustrate how using active learning techniques, these challenges might be met. Using librarians to teach these desired competencies makes it even more interesting and lightens the load of the subject faculty. Developing an effective assessment tool and monitoring students' progress can be accomplished by both librarians and faculty.

20-Minute Concurrent Sessions • 11:00 a.m. – 11:50 a.m.

20g - Executive Boardroom

College Competency Requirement in Quantitative Reasoning: Challenge of Making So Called "Real Life Problems" Authentic and Relevant

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

Tibor Marcinek - Mathematics, Central Michigan University

The purpose of college competency requirement in quantitative reasoning is to help students develop quantitative reasoning skills that are "relevant for every citizen" and "will remain with them throughout life". We will describe the challenges of designing and implementing a problem-based, interactive course in quantitative reasoning and focus on the course attributes that helped us make so called "real life" problems authentic and relevant to students' lives.

20h - Executive Boardroom

His or Hers? The Call for Gender Neutral Language

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

Teri Horton - English, Baker College of Port Huron

Today's employers are demanding a higher social consciousness from their workers as they interact with a more diverse population. Using language that is sexist and non-inclusive is alienating because it perpetuates stereotypes and does not recognize the potential and contribution of all people. Gender neutral language, however, is unbiased and reflects cultural awareness. There are several simple, concrete solutions to sexist language that not only improve the precision of writing, but also preserve the author's ethos.

12:00 p.m. - 12:50 p.m.

🕒 LUNCH 🕒
Ballroom

1:00 p.m. – 2:00 p.m. • 60-Minute Concurrent Sessions

21a - Torch

Frugal Innovation for Student Engagement: Collegial Sharing

1:00 p.m. - 2:00 p.m.

Steve Gilbert - President, TLT Group

Steve Gilbert will share several strategies which have been emerging from his recent work in nanovation, seeking small, useful ways to support more effective, widespread, and rapid collegial sharing of improvements in teaching and learning with technology. Teaching/learning potential improvements are over-abundant and under-utilized. Valuable low-threshold resources are not known or used by more than 5-10% of all faculty. These low-threshold improvements are reliable, accessible, easy to learn and share, non-intimidating, and low-cost. They include many free online tools and services. Collegial sharing of such resources could accelerate and sustain cumulative, significant improvement in education (reaching well beyond the usual 5-10% of faculty pioneers, early adopters). This will not happen without new kinds of support for collegial sharing of teaching/learning improvements in higher education among faculty. In this session, participants will learn what enables and encourages faculty to make modest course improvements themselves and to help others do so too. Participants will identify resources, services, and activities that could support more effective, widespread, and rapid collegial sharing of low-threshold improvements in teaching and learning with technology. Small teams will work to develop a strategy to help three more colleagues try similar improvements. Finally, participants will work to create a single paper bookmark that summarizes a low-threshold improvement and can be easily shared with colleagues.

21b - Leelanau

Multimedia Applications in Education: Using iPods, iPads, and Other Technology

1:00 p.m. - 2:00 p.m.

Terry Hallett - Speech-Language Pathology, University of Akron

This session presents multimedia applications in the form of audios, videos, graphics, and animations to enhance course content and simulate clinical experience for students. First, professors in medicine, speech pathology, physical and occupational therapy and other disciplines use animations and videos to take students on a 3D adventure through the body. Second, video iPods, iPhones, and iPads enhance clinical training strategies for students in business, law, early child education, social work, speech pathology, psychology and other areas. A variety of multimedia materials will be demonstrated for classroom, clinical, and research settings.



60-Minute Concurrent Sessions (continued) • 1:00 p.m. – 2:00 p.m.

21c - Courtyard I

Engaging Faculty and Professional Learning Communities to Find Scholarly Solutions for Your Teaching and Learning Challenges and Opportunities

1:00 p.m. - 2:00 p.m.

Milt Cox - FIPSIE Project on Faculty Learning Communities

Miami University

We will sample a few highlights of this year's annual 3-day June workshop for those starting and/or working with faculty and professional learning communities. We will then look for ways that you might apply this approach to your teaching and learning challenges and opportunities and perhaps turn the result into the scholarship of teaching and learning. There will be opportunities for questions and dialogue.

21d - Courtyard II

I Laugh, Therefore I am – Laughter Yoga

1:00 p.m. - 2:00 p.m.

Sara Olszyn - Residence Life, Central Michigan University

When you are experiencing laughter, you are not, and can not be experiencing fear, stress, anger or anxiety. Take some time to let loose, refresh, rejuvenate, and rejoice with laughter. We will spend time together learning about the benefits of laughter for both our mind and our body. We will go through some laughter exercises and I guarantee you will leave feeling like a brand new person. Get ready to limber, laugh, and release.

21e - Minerva's Boardroom

An Hour with the Tech Ladies: Make Use of Campus Resources to Improve Course Development

1:00 p.m. - 2:00 p.m.

Sheri Beattie - Online Course Developer/Academic Affairs, Saginaw Valley State University

Kathleen Saville - Director of MUonline Design Centers, Marshall University

An hour with the Tech Ladies: How to work with the instructional designers and other technology support people at your institution to move your course from conception to final design. We explain our roles, your roles, and how the two can work together to help create an ideal course.

1:00 p.m. – 1:50 p.m. • 20-Minute Concurrent Sessions

21f - Executive Boardroom

Biology for Non-Science Majors: Is there a Better way to Teach it?

1:00 p.m. - 1:20 p.m.

Farahnaz Movahedzadeh - Biology, Harold Washington College

There is an increased pressure on colleges to improve scientific and biological literacy among their non-science major classes. We began a research study to identify how the most important biology concepts should be taught in biology for non-biology majors and how these concepts should be evaluated at the two year college level. The results of this study indicate that a favorable change in attitudes of non-science majors toward learning biology can be achieved by redesigning the whole curriculum and learning environment, reconstructing learning materials, altering teaching approaches, and changing the delivery form of the learning experiences.

21g - Executive Boardroom

Popping the Bubbles: Student Opinion Surveying Without Scantrons

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

Jessica Wicks - Distance Education, Mid Michigan Community College

Anthony Freds - Distance Education, Mid Michigan Community College

After pinpointing various issues with collecting student opinion surveys for online students, Mid Michigan Community College realized a solution that could provide a more modern, efficient surveying solution for face-to-face courses as well. Join Distance Education Director, Anthony Freds and Instructional Designer, Jessica Wicks, and to explore the benefits of MMCC's low-cost solution of surveying students through the MMCC Portal without Scantrons.

2:20 p.m. – 3:00 p.m. • 40-Minute Concurrent Sessions

22a - Torch

Meeting the Challenge of Teaching the Millennial Student

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

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

Becky Salmon - Nursing, Indiana University-Purdue University Fort Wayne

Are you struggling to effectively meet the learning needs of the Millennial student? This presentation will demonstrate teaching strategies and assessments used successfully in the classroom and online to meet the learning needs of the Millennial student. Active learning strategies demonstrated will include use of video clips, simulations, and real-life situations with audience participation. Classroom assessment using case scenarios, simulations, and applied questioning will be presented involving the participants in group testing and peer review.



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

22b - Leelanau

Investigating Student Learning and Engagement Through Lesson Study

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

Joy Becker - Mathematics, Statistics, and Computer Science, University of Wisconsin-Stout

Wan Bae - Mathematics, Statistics, and Computer Science, University of Wisconsin-Stout

Laura Schmidt - Mathematics, Statistics, and Computer Science, University of Wisconsin-Stout

Lesson study is a collaborative process, investigating student learning and engagement during a single lesson. During the 2009-2010 academic year, we participated in a lesson study community of practice with members from two University of Wisconsin campuses. Results from individual lesson study projects will be discussed, and tips and resources for conducting projects will be shared. Participants will begin discussing and designing their own lesson study projects.

22c - Courtyard I

0=10: What an Economics Professor Learned from a 4th Grade Teacher

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

Liz Willner - Education, Oklahoma City University

Jonathan Willner - Economics, Oklahoma City University

Participants will be introduced to instructional strategies that Jon learned from Liz when he began teaching economics to university students while she was teaching fourth graders. In this participatory session, additional strategies gleaned from the elementary classroom will be discussed along with the theories that support their use in both settings. We'll demonstrate that university professors can learn a great deal from elementary teachers and have excellent resources in their own university education departments.

22d - Courtyard II

Google Books & Ebooks: What are We Doing to Increase text Accessibility in Distance Education?

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

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

How are we using electronic texts ("ebooks") in our online classes? What tacit decisions are we making by not checking to see if the required textbook for each online course we teach – assuming these courses require a specific textbook – is available as an ebook? What implicit message are we conveying to our students if we consistently leave this small amount of research up to them, then shrug when halfway through the semester they discover a less costly, more flexible version of the text was readily available? This presentation will focus on the need to reduce accessibility barriers in both hybrid and web-based courses. My students share several common traits when it comes to textbooks: they want immediacy, portability, and affordability. I intentionally foster a class environment that takes my students' learning styles, their technologies, and their financial situations into account, without sacrificing any course-related quality or content. By breaking down some accessibility barriers, I promote active and incidental learning, and better student engagement.

3:15 p.m. – 4:30 p.m. • Plenary Session

23p - Ballroom

Research-Based Strategies for Helping Your Students To Learn

3:15 p.m. - 4:00 p.m.

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

Abundant research demonstrates that learning takes place when the student's mind actively engages in the material. The major problem is determining how to increase that activity. Within the discipline of human memory, learning, and cognition exists a vast body of literature dealing specifically with how the human brain learns and recalls information. Participants will leave this session with a better understanding of the basic concepts in human learning, how to present information so that students most effectively encode it into long-term memory, and how to help students know when they know. Also included in this session are some suggestions for accessible information about findings in the area of cognitive neuroscience that is directly applied to teaching and learning.

4:40 p.m. - 5:45 p.m.

❶ RECEPTION ❶

Top of the Park



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

☉ BREAKFAST ☉
Top of the Park

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

24p - Ballroom

Good Intentions Gone Bad: You Know You're Brilliant, Why Don't Your Students?

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

Kevin Johnston - Teaching Asst. Program Director, Michigan State University

Sheri Beattie - Online Course Developer/Academic Affairs, Saginaw Valley State University

(Drum Roll Please!)

You Know You're in Trouble When...

10. All the students in the first row are opening their calculus texts, and you teach Sanskrit.
9. The student in the back row asks if attendance is important (The Ultimate Frisbee Team Practices at 4 p.m.)
8. You've just prepared and extremely complex multi-media presentation...and a thunderstorm just hit the north end of campus.
7. Your freshman (including Gulf War vets) don't get the Vietnam-era metaphors you're using to teach freshman literature. They include vivid descriptions of severed limb repair.
6.

Join us in a thought-provoking experience focusing on the traps we create for ourselves as teachers, and how to avoid (and escape!) them. Participants will be expected to share teaching "travails," with one another, and participate in a tips-generating process from -which all Lilly North participants will eventually benefit. We hope to include humor when we can, and provoke a little light-hearted self reflection. We know you're great! Let's find ways to convince your students too!