

16th Annual
Lilly Conference on College & University Teaching - West
March 19 & 20, 2004 * Pomona, California
Creating Community for Teaching & Learning

Program

Friday * March 19, 2004

8:30am-5:30pm Registration Open

Registration Area

9:00am-10:15am

Auditorium

1 – Welcome & Keynote Address

Welcome

Laurie Richlin, Conference Director
Milton D. Cox, Miami University

Keynote Address

Graduate Education in a Global Village

Steadman Upham, President

Claremont Graduate University

Graduate education is rarely writ large. It is more often thought of segmentally by academic disciplines, such as the graduate program in archaeology or the graduate program in management. Yet there is a set of ideas uniting graduate education in practice that transcends the theoretical and methodological precepts of individual academic fields. These ideas are explored and discussed in light of the increasing need for coherence in the approaches used to solve today's most complex and intractable problems.

10:30am-11:15am – Concurrent Sessions

Mountain Vista

2A

From Theory to Practice: Building Field Experiences into Courses

Kay Edwards, Music

Miami University

This presentation explores the challenges and benefits of incorporating field experiences into methods courses. Session participants will be introduced to several frameworks for field experiences I have used in methods courses for music education majors and early childhood education majors. Students' written reflections and video clips will be presented with strategies for making field experiences successful and meaningful in order to maximize the transfer from theory to practice.

Campus Vista

2B

Incorporating Artifacts, Objects & Other Media in the Classroom

Robert Blackey & Jennifer Fish-Kashay, *History*

California State University, San Bernardino

Studies show that students learn in diverse ways, and that a traditional lecture format is not effective with all students. This presentation will describe how objects and artifacts can be used to inform students about a specific culture, time, and place. Specific examples, such as bound feet shoes, a Tibetan print block, old coins, masks, carvings, and more, along with transparencies of places, will demonstrate how this can be made to work effectively.

Valley Vista

2C

Logic Maps: A Clearer Road to Understanding Course Relevance

Nancy Prince-Cohen, *Education*

California State Polytechnic University, Pomona

The questions, "Why do I need to do this? Why do I need to learn this?" are ones that students often express. Using a logic map, in conjunction with course objectives, goals, and assignments provides a concise means of linking teaching, and both short- and long-term learning outcomes. This workshop will present the essentials of logic mapping and provide you with the opportunity to answer these eternal questions with a map for your course.

Garden Vista

2D

How Can a Professor of Color Manage Fragile White Egos When Teaching "Race"?

Mark Christian, *Sociology and Gerontology; Black World Studies*

Miami University - Hamilton

This presentation is based on my experience in teaching "race" topics at predominately white universities for over a decade. Teaching "race" is arguably one of the most contentious topics in the academy, and rightly so, for any professor in the academy. However, for the professor of color it is probably more difficult to teach when one is based in a predominately white institution of learning. A major problem that the professor of color confronts is what I deem "the fragile white ego" in the classroom. The white ego often becomes defensive when being taught by a person of color; one can assume that there will be fragile egos among the dominant group in the class when one teaches from the perspective of people of color. This, then, is a problem to solve if one is to teach "race" effectively and progressively. This presentation will suggest a number of ways for the professor of color to develop less defensive white egos and to encourage a more inclusive classroom atmosphere that promotes the dignity of all egos.

Hillside West

2E

Building an Online Learning Community

Rafael Gomez, *School of World Languages and Cultures*

California State University, Monterey Bay

Research on optimal conditions for language learning identifies the interactions between learners and between instructor and learners as essential in the development of communicative skills. This is even more important when working in an electronic environment. In this session we will engage the participant in a discussion of how to build a learning community in online foreign language classes. Also, we will explain what we understand by an

online learning community, why we need to create one, how we can do it, and how we know if we have been successful.

11:30am-12:15pm – Concurrent Sessions

Mountain Vista

3A

Play to Learn and Learn to Play

Minet Schindehutte, *Marketing*

Miami University

Five different activities that inject playfulness into the business school classroom have proven to be excellent experiential learning opportunities in addition to transformational personal experiences. After sharing the objectives of each activity, the activity will be described, video clips and photos will be displayed, and lessons students learn from the activity will be shared. This will be followed by a discussion of how these applications can be adapted to other teaching environments.

Campus Vista

3B

Technology and Good Practices

Robert D. Knight, *Politics and Policy*

Mandy Bennett, *History*

Albert Sargent, *Information Science*

Chunjuan Wei, *Politics and Policy*

Claremont Graduate University

This session will explore selected ways that technology may be employed to enhance student learning. The presenters will discuss their experiences using web course management systems, multimedia, presentation software, and online environments to achieve a better learning environment.

Valley Vista

3C

The Immersion Semester: A Cross-Disciplinary, Project-Based Approach

Nancy B. Carlson, *Telecommunications*

Luke Eric Lassiter, *Anthropology*

Chin-Sook Pak, *Modern Languages & Classics*

Ball State University

Ball State's Center for Creative Inquiry hosts two immersion seminars each semester. Students receive 15 credit hours to work on an interdisciplinary project which connects directly to a community sponsor and creates a product or public presentation. The panelists themselves have created a nature television series, explored the African-American community in Muncie, provided social services to Hispanics, and created a local newcast for underserved communities. This seminar brings experience to the table and helps attendees design immersion experiences for their own fields of study.

Garden Vista

3D

Teaching and Learning About Race: Constructing Faculty Learning Communities

Annette March, *Center for Teaching, Learning, and Assessment*

CSU - Monterey Bay

We all struggle with teaching topics that concern race. How can we construct teaching and learning that allows diverse perspectives to be centrally located in our curriculums and pedagogies? At Cal State Monterey Bay, faculty communities have been learning together for several years to more effectively teach about issues of race in the classroom. In this session, you will have an opportunity to experience the exploratory work and to find implications for your own teaching.

Hillside West

3E

Using Cumulative Projects to Teach Quantitative Subjects

Byron Hollowell, *Business*

University of La Verne

This presentation will demonstrate the effectiveness of cumulative quantitative cases to engage student interest, student retention, and student learning objective mastery. In this session, I will illustrate this technique by using an interactive project example.

Auditorium

3F

Traditional Instruction vs. Computer-Based Instruction: Instructor and Student Perspectives

Jan Eighme, *Accountancy*

Miami University

My department recently changed the instruction delivery method in a five-week sprint course from a traditional lecture approach to a computer-based approach. My presentation will summarize my experiences designing the computer-based course and implementing the design. I will discuss guidelines for instructors to consider when designing a course that uses technology to deliver instruction and problems students or instructors may encounter. Additionally, I will discuss students' attitudes about traditional vs. computer-based instruction.

12:15pm-1:30 pm Lunch – Tables by Discipline Room

Dining

Join your disciplinary colleagues at the table of your choice.

1. Accounting, Business, Management, Marketing
2. Lab Sciences
3. Information Systems
4. Economics, Political Science
5. Education
6. Engineering
7. English, Journalism, Communication, Languages
8. Fine & Performing Arts
9. Humanities, Philosophy, Interdisciplinary Studies
10. Mathematics Statistics
11. Medical, Nursing, Health-Related
12. Psychology, Sociology, Social Work

1:30pm-3:00 pm – Concurrent Workshops

Mountain Vista

4A

Using Parallel Thinking to Address Diversity Issues in the Classroom

Martha Golensky & Lois Smith Owens, *Social Work*

Grand Valley State University

This presentation will help both new and experienced faculty gain a better understanding and appreciation of cultural differences and similarities, theoretically and in practical terms, and will introduce a method of critical thinking, known as parallel thinking or the Six Thinking Hats Method, that has proven effective in managing issues related to diversity that arise in the classroom.

Campus Vista

4B

Designing Multi-Intelligent Technology-Enabled Instruction

Benay Dara-Abrams, *Information Systems*

University of San Francisco

This hands-on workshop will enable each participant to gain an understanding of his/her own profile of multiple intelligences through the use of inventories of learning strengths and difficulties, reflection exercises, and small group discussions. With this understanding, participants will then engage in curriculum design activities and employ the Teaching for Understanding (TfU) Framework, Multiple Representations, and the Entry Point Approach to reach learners with varying profiles of multiple intelligences.

Valley Vista

4C

A Model for Implementing an Empowerment Pedagogy

Ivan Banks, *Education*

New Jersey City University

Suzanne Phillips, *Center for Pedagogy*

Montclair State University

Larnell Flanagan, *Middle Level Education*

Clayton College and State University

The general failure to retain African American undergraduates, professors, and administrators at Institutions of Higher Learning (IHL) is more related to self-efficacy and the politics of empowerment than to any real or perceived problem of preparation. Despite increases in the percentage of African American students taking the college prep curriculum prescribed by the National Commission on Excellence in Education (from 11.5% to 44.7%), higher SAT scores, and increased college-going rates, IHLs cannot retain students and faculty who are traditionally under-represented in the academy. An active review of and interaction with empowerment models/pedagogies will enhance understanding and initial resolution of this educational dilemma.

Garden Vista

4D

Teaching Women's Studies Courses Across the Curriculum

Amy Essington, *History*

Bridget Blomfield, *Women's Studies in Religion*

Kristy Coleman & Sara Moslener, *Religion*

Michèle Schlehofer-Sutton, *Psychology*

Claremont Graduate University

What makes a course a women's studies course? Is it the content? or the methodology? or both? Members of The Claremont Colleges' *Faculty Learning Community on Teaching Women's Studies Courses Across the Curriculum* will discuss what goes into designing or redesigning a course syllabus. The presenters also will discuss the development and workings of their FLC and will give participants some methods to use in their own classroom.

Hillside West

4E

Tools for Determining the Focus for Service Learning

Richard M. Eberst, *Health Sciences and Human Ecology*

Diane Podolsky, *Service Learning*

California State University, San Bernardino

This workshop will provide learners specific ideas and tools that can be utilized to identify the most specific community issues, challenges, and problems for faculty to focus their community engagement efforts. Participants will actively utilize these tools and thus increase their comfort in applying them to local academic and community engagement activities. Lastly, participants will analyze how community engagement methods can be integrated into their own teaching.

Auditorium

4F

Rediscovering Breathing to Maximize Student Confidence and Learning

Andrea Ridilla, *Music*

Miami University

What if I told you that students will concentrate better, be more relaxed and will become more efficient learners if they embrace proper breathing techniques? Efficient breathing can alter the body's chemistry and bring focus to the learner, while also helping to combat stress in our hectic lifestyles. In this session I will revisit the natural breathing process, including the analysis of several possible physiological techniques of breathing. I will emphasize which is the most efficient, explained from the perspective of a professional wind player and teacher. Breathing is for everyone and more than only musicians can profit from a deeper understanding of the body's mechanism for exchanging air. This session will include a brief description of respiratory anatomy and physiology and a music performance on the oboe, demonstrating how breathing affects the execution of the musical line. Participants will have an opportunity to analyze, improve, and maximize their own breathing process in a collaborative learning environment.

3:15pm-4:00pm – Concurrent Sessions

Mountain Vista

5A

Solving Problems and Seizing Opportunities With Faculty and Professional Learning Communities

Milton D. Cox, *Center for Excellence in Learning and Teaching*
Miami University

Laurie Richlin, *PFF & Faculty Learning Communities Programs*
Claremont Graduate University

What's your challenge? Are you and your colleagues interested in implementing cooperative learning (or other approaches) in your courses? Do you want to revise your American Studies (or other) curriculum? In this session we will define and discuss faculty and professional learning communities (FPLCs) and how they can be used to address individual and institutional teaching/learning concerns and opportunities. Each session participant will have the chance to pose a concern or opportunity and to discuss productive, safe, assessable, and enjoyable ways that an FPLC approach can be utilized for success.

Campus Vista

5B

Building a Classroom Community Improves Student Learning & Campus Community

Martin N. Olson, *Education*
Occidental College

Join me to explore some of the better new and old ideas that you can use in your own classroom or share with colleagues. What I will share with you has worked for me to get more students to work together, take part orally in class, and become more responsive - more responsible - in and out of the classroom. I will provide a hard or electronic copy of each template we use or abuse together.

Valley Vista

5C

Critical Thinking Assessment and Faculty Development

Mark Skean, *Business*

Nannette Bagstad, *Teacher Education*

Paul Batesel, *English*

Mayville State University

In 1999-2000 Mayville State University developed an institution-specific critical thinking test and scoring rubric to measure the effectiveness of faculty development activities. One group was pre-tested in September 2000 and post-tested in April 2002. A second group was pre-tested in April 2002 and post-tested in April 2003. This presentation will show problems encountered in testing, give the results of the tests, and show their implications for future faculty development.

Garden Vista

5D

Model Minority or Underserved? Educational Equity and Equality for Asian Americans

Jing Babb, *Education*

Claremont Graduate University

While Asian Americans have been perceived as the “Model Minority” and seen as high achievers by working class America, recent research shows that many Asian Americans have suffered not only due to language difficulties, but also because of the perception of being “Model Minority” that Asian Americans often find little support from educational institutes. This presentation will discuss the academic challenges and opportunities of Asian Americans in educational settings. Issues of educational equity as well as equality will be discussed.

Hillside West

5E

Student Ethnography in a Cultural Borderland

John Cinnamon, *Anthropology*

Miami University - Hamilton

In general education anthropology sections, I ask students to use participant-observation techniques to investigate cultural and socioeconomic borders in exotic Southwestern Ohio. They have found the borderlands concept useful in enabling them to grapple, ethnographically and analytically, with richness, diversity, inequality, and domination in their own communities. Through writing assignments and class discussion, students have taught me about the multiple complex boundaries that crisscross their communities and inform their daily experience.

Auditorium

5F

Pedagogical and Cost Considerations of Distance Learning Models

David E. Smith, *Business & Information Technology*

National University

The emerging digital economy and the advent of Internet connectivity are changing educational processes. One important development in the scope of education is “e-learning.” The technology of computer connectivity via networks provides opportunities for so-called “distance education.” This session will discuss the considerable controversy surrounding the value and quality of distance-education methods.

4:15pm-5:00pm – Concurrent Sessions

Mountain Vista

6A

The Socratic Inquisition: The Art of Learning without Teaching

Bonnie Glassberg, *Decision Sciences & MIS*

Miami University

Too often students sit in classes doodling, reading, or listening passively to a tedious lecture. This one-way communication does little to engage students in the learning process. This session describes a style of learning I refer to as “The Socratic Inquisition.” This process, which relies heavily on the Socratic Method, creates a two-way interactive dialog where students must use creative questioning and critical thinking to find solutions to common

business problems. Students play the role of inquisitors and must work collectively to determine appropriate and workable solutions. Simple vignettes used in a database course provide the backdrop for highlighting the use of this technique, its benefits and drawbacks. The emphasis is on discovery and knowledge transfer without rote memorization or teaching.

Campus Vista

6B

Integrating Professional Dispositions Into a Professional Preparation Program

Cheryl L. Beverly, *Special Education*

James Madison University

The presenter will describe the evolution of one model for construction, assessment, remediation, and maintenance of pre-service and novice professionals' professional identity through the use of professional dispositions. Participants will explore the developmental process of this model, challenges and celebrations, and lessons learned. The Professional Competencies, forms, and strategies used in this model, will be disseminated to participants. In a broader sense, this model for integrating professional competencies may serve the need to socialize students into higher education.

Valley Vista

6C

Using Children's Literature for Vocabulary Acquisition in Beginning Modern Language Classrooms

Madelyn C. Burchill, *German*

Condordia College

Beginning language learners often become unduly frustrated due to limited vocabulary knowledge. Children's books with controlled vocabulary in limited context, along with lavish illustrations are ideal for encouraging acquisition of new vocabulary as well as encouraging confidence in intelligent "guessing" within the framework of basic grammar patterns. This project is designed to build first year vocabulary and basic grammar pattern comprehension in young adult learners, while increasing appreciation for culture and enjoyment in the learning process.

Garden Vista

6D

Incorporating Other Ways of Knowing

Bridget Blomfield, *Women's Studies and Religion*

Claremont Graduate University

This session will discuss gyngnosis, feminine wisdom, which is an embodied knowledge that encourages the multiplicity of ideas and communication, through relatedness and activism based on empowerment and love. Stressing "other ways of knowing" is a way of offering and articulating information that has a felt, embodied experience that, when filtered through the heart, imparts a personal relationship to the presented material. Gyngnosis aspires to an androgynous learning through a feminist approach. The presenter also will discuss research done at the University of Alaska that explains and supports gyngnosis.

Hillside West

6E

Improving Teaching Through Study Groups and Partnerships

Penny L. Boileau, *Education*

University of Wisconsin - Stevens Point

Professional growth in teaching is a complex process that takes place over a period of time. This session introduces participants to the importance and conditions of on-going partnerships and study circles to improve teaching skills. Participants will learn how to organize groups to focus on teaching, and be given strategies to engage in a teaching partnership program.

Auditorium

6F

Integrated Arts = Increased Connective Learning

Kimberly Hill, *Architecture and Interior Design*

Miami University

A focus on connective learning in an integrated arts approach to teaching can provide an invaluable tool for increasing critical thinking towards exploration and understanding of course material for any humanities centered discipline. This presentation will share how an integrated arts approach towards multi-disciplinary, connective, learning increases student awareness of themselves and their world and, therefore, has become a critical link in my teaching practice for the discussion of history, theory, technical skills, and writing for communication.

5:30pm-6:30pm Reception & Poster Session

Exhibit Lounge

7A

A Web-Based Course for Teaching Graduate Students

Mary Braham, *Nursing*

California State University, Sacramento

The nursing faculty at CSU Sacramento developed an innovative Web-based course to teach a graduate course in psychiatric-adult mental health nursing. The poster presentation will focus on the rewards and challenges in the development of a web-based course. Teaching strategies will be discussed. The evaluation of a pilot project of the web-based course will be presented. Implications for education and the positive and negative aspects of the pedagogy will be explored.

7B

Science Learning Communities: a Learner-Centered Class

Susan Elrod, *Biological Sciences*

California State Polytechnic University, San Luis Obispo

This poster will present the methodology and application of constructivism to an upper division, core genetics course for biological sciences majors at a large public university. Learn about the desired outcomes, implemented teaching and assessment methods, and results of the course revision at this poster session.

7C

Student-Generated Resource Guides on Selected Topics

David T. Horner, *Psychology and Sociology*

California State Polytechnic University, Pomona

Paula Horner, *Truesdail Centre for Communicative Disorders*

University of Redlands

This poster describes how a senior or graduate seminar course can allow students to research self-selected topics within an academic discipline and learn fundamental concepts supporting such research. As part of the course, students learn basic conceptual information (from the textbook and from the lecture/discussion) and take a midterm and final exam on this information. Students also research a self-selected topic by creating a resource guide shared with the class in both oral and written form.

7D

A Mentoring/Collaboration Model for Undergraduate and Graduate Students

Susan Lloyd & Shirley Bristol, *Nursing*

California State University, San Bernardino

The purpose of this poster is to describe a CSUSB Community Partnership-Service Learning Fellowship pilot project. This project developed and implemented a mentoring-collaborative practice model for BS/MS nursing students involved in implementing health promotion education programs in a rural nurse-managed clinic. MSN students partnered as clinical mentors with BSN students and all students collaborated with clinic staff and faculty to plan and implement health education programs. Evaluation results were highly positive.

7E

Teaching for Conceptual Understanding

Nancy E. Lowmaster, *Chemistry*

Allegheny College

We have developed an innovative introductory chemistry sequence intended to enhance students' conceptual understanding and to integrate the laboratory and the classroom. These highly interactive, technology-enriched, laboratory-driven classes meet for three 110-minute periods per week. This presentation will describe the redesign process, including logistical issues addressed, content and textbook selection, pedagogical methods employed, and curriculum assessment. Assessment results from the first semester and future directions for the course will be discussed.

7F

Online Teaching As An Improvement?

Chiara Gratton-Lavoie, *Economics*

California State University, Fullerton

How do students enrolled in online courses perform when compared to those in a more traditional classroom environment? This presentation demonstrates the surprising results of a two-year experiment across various sections of economic principles; thus far students enrolled in the online sections performed worse than those enrolled in lecture sections. I will present results controlling for student demographic characteristics explaining this trend.

7G

Literature Circles: Strategies for High School & College Classrooms?

Charlene W. Sox, *Curriculum & Instruction*

Appalachian State University

Literature Circles offer a collaborative, student-directed approach to learning that encourages reflection and analysis, stimulates original response, and motivates students to participate cooperatively. This session will describe ways that the Literature Circles concept can be used effectively in secondary schools and college classrooms. The basics of the Literature Circle model, the methods used to implement the structure, and group presentations used for evaluation purposes will be the focus of the session.

7H

Learning From Small Group Experiences

Robert J. Nelson, *Management*

College of Saint Benedict

In addition to course content, what do students believe they learn from highly positive small group experiences they have in the college classroom? Factor analysis of 459 student surveys representing 31 majors in a medium-size upper Midwest liberal arts college reveals three unambiguous components: social skills, organizational skills, and self development.

6:30pm-7:30pm Dinner

Dining Rooms A-B-C

[FLC Members at CalPoly, CGU, Kent State, Miami U Gathering in Dining Rooms H-I-J-K]

7:30pm-9:00pm

Auditorium

8 - Featured Workshop

Creating a Positive Learning Environment Through Mindful Teaching

Todd Zakrajsek, *Faculty Center for Academic Excellence*

Central Michigan University

Abundant research demonstrates many findings related to student learning. The major problem is determining how to incorporate those findings into a framework that builds an environment that is maximally conducive to learning. Participants will leave this plenary workshop with an understanding of the basic concepts in human learning, how to increase collaboration in the classroom, methods to conduct quick assessment of student learning, and how to be mindful about one's teaching. Learning is a fundamental necessity for all living organisms. As humans, we survive because we learn. While it is important to understand individual differences with respect to learning, those differences must be considered in light of our similarities. Once these fundamental principles of human learning are understood, we must then consider how individual differences influence the facilitation of acquiring new information along these human learning principles. Through interactive demonstrations and lively examples we will first explore the basis of human learning. We will then turn our attention to how this information aids in the construction of a positive learning environment through mindful teaching. Mindfulness comes from a recognition that several perspectives exist and understanding the major propositions of those perspectives, followed by a willingness to adjust one's behaviors based on the available information. Mindlessness, on the other hand, is simply following of a course of action based on limited information. The overall goal of this session is to use mindfulness as a model in applying the knowledge of why humans learn in order to construct a classroom environment to assist each student to learn in an efficient and effective manner.

Saturday * March 20, 2004

8:30am-2:00pm

Registration Open

Registration Area

9:00am-9:45am – Concurrent Sessions

Mountain Vista

9A

The Writing Portfolio: Voices of Experience From the Hispanic Classroom

Maria Spicer-Escalante, *Languages and Philosophy*

Utah State University

This presentation will focus on how to use the portfolio in a university - level composition class for Spanish Speakers in the U.S. as a means of facilitating both the teaching and learning process with respect to Hispanic Culture. The main goal is to inform participants of the principles, rules, components, possibilities, and advantages that the Portfolio approach offers in terms of cultural awareness with respect to this unique population.

Campus Vista

9B

The Impact of Homework on Student Performance

Lei Zhou, *Finance*

Miami University

Homework has long been recognized as an integration part of education. However, as college class size gets larger, it takes much longer for instructors to collect and grade homework. This presentation discusses the impact of alternative homework policies on student performance in exam. Specifically, two types of homework policies are examined: mandatory and voluntary homework. I will present results of tests that investigate which policy does a better job at helping student perform better in exams.

Valley Vista

9C

Shaping Student Attitudes: Working in the Affective Domain

Janine Riveire, *Music*

California State Polytechnic Institute, Pomona

How do you convince a reluctant or skeptical student of the value of your discipline? If a change of (or influence upon) student attitude is part of your stated or unstated objectives, know that your work in the affective domain can be assessed. This ongoing work in a team-taught integrated arts course sparks interesting questions, new challenges, and a creative solution as well, we hope!

Garden Vista

9D

Confronting Diversity in a Post-9/11 Classroom

Jill Gorman, *Philosophy and Religion*

Rollins College

Today's students offer a quick understanding of diversity - sometimes too quickly. Likewise, it is tempting for educators to find comfort in this immediate response. However, critical learning

best occurs when students and professors examine their own histories and explore the discomfort inherent in the complexities of diversity. This presentation suggests strategies and offers hands-on experiences to teach and confront diversity. It will be particularly useful for those who teach on smaller campuses with little diversity.

Hillside West

9E

The Importance of Creating a Sense of Community Within an Adult Student Cohort

Breck A. Harris, School of Professional Studies

Fresno Pacific University

This presentation shares the results of research conducted with adult students enrolled in a management degree completion program which indicates that creation of a sense of community among college students in a cohort setting is a significant factor in helping adult students reach their goal of getting a college degree. Participants will be invited to discuss teaching approaches that could be used to create a “sense of community” among students in their own classroom settings.

Auditorium

9F

How Do Professors Known for Teaching Excellence Balance Teaching and Research?

Xiaogeng Sun, Education Administration

University of Nebraska

Professors at research universities have been criticized for focusing on research at the expense of excellence in teaching. This presentation will focus on how professors at a Research I University, known for teaching excellence, balance undergraduate teaching with research. The findings of this qualitative study will be presented through the voices of the professors. Through discussion and analysis of the findings of the interviews, insight into how excellent teachers accomplish these dual roles will emerge.

10:00am-11:30am – Concurrent Workshops

Mountain Vista

10A

Critical Thinking and the College Freshman

Sharon Gorman, Humanities and Fine Arts

University of the Ozarks

The most difficult hurdle freshmen face in learning to think critically is moving beyond absolute certitude in their own opinions, beliefs, and preferences. This presenter recently tried an approach to teaching critical thinking that addresses this problem and focuses on two broad objectives: 1) practical problem-solving rather than formal argumentation and 2) providing hands-on experiences intended to open students’ minds to new ideas, including community service and regular “stepping out of your box” activities.

Campus Vista

10B

Teaching Ourselves New Tricks: Faculty Development and Adult Learning

E. Alyn Warren, III, *Writing and Communication*

National University

The “principles of adult learning” identified by Malcolm Knowles inform the process of faculty development and institutional transformation that focus on teaching and learning. This approach focuses on the identification of developmental needs, tapping into motivation (external vs. internal), mining the diverse and unique experiences of learners, and shifting from directed to self-directed learning. The workshop also will include strategies for assessing the readiness to learn and the application of problem-centered and contextual learning.

Valley Vista

10C

Creating a Course from Scratch

Jeanne Ballantine, *Sociology*

Wright State University

So you have to teach a course! How will you put it together? What are the key ingredients to consider? This workshop will provide a systematic step-by-step process for creating a course that is guided by your teaching and learning philosophy; that has internal consistency between course goals and content, student assignments, and learning outcomes; that provide an isometric relationship between the teaching techniques and learning goals, and that builds in assessment of both students and the course. Worksheet handouts will be provided.

Garden Vista

10D

Brain Bytes for Success: Practical Strategies Learned from Brain Research

Carolyn Hopper, *Developmental Studies*

Middle Tennessee State University

The focus of this workshop is not so much examining brain research as taking recent research and applying it to strategies for student success. When instructors know how the brain processes information, they have a responsibility to teach based on how neuroscience research suggests our brain naturally learns best. When we teach students how their brains learn naturally, the responsibility of subtlety shifts from instructor to student and motivation seems to increase.

Hillside West

10E

Starbucks, Sheetz, e-Bay, and School: Engaging Today's Students

Virginia Horvath, *Regional Campuses*; **Alison Bianchi**, *Sociology*; **Violet Dutcher**, *English*; **Laurie Moses Hines**, *Education, Foundations & Special Services*; **Tina Kandakai**, *Adult Counseling, Health & Vocational Education*; **Molly Lindner**, *Art*; **Kimberly Peer**, *Exercise, Leisure and Sport*; **Steven Riechman**, *Exercise, Leisure and Sport*; **David Tuthill**, *Biological Sciences*; **Kathleen Walker**, *Family and Consumer Studies*; **Sarah Wilcox**, *Sociology*; **Esook Yoon**, *Political Science*

Kent State University

This workshop will engage participants in discussions about today’s students, their learning needs, and differences between the consumer culture that has shaped them and the academic culture of college classrooms. This session will be facilitated by a faculty learning community from Kent State University, but much of the session will be spent in collaborative learning. The

team, representing nine different disciplines, will use cases to develop strategies for teaching and learning with today's students.

11:30am-12:45pm Lunch – Tables by Topic

Join your colleagues from across the disciplines to discuss important ideas in teaching in higher education.

1. Active Learning
2. Classroom Assessment
3. Group Learning
4. Creating Learning Communities
5. Evaluating Teaching
6. Ethics in the Classroom
7. Grading
8. Teaching in the Diverse Classroom
9. Technology Across the Curriculum
10. Writing Across the Curriculum
11. Problem-Based Learning
12. Faculty Development

12:45pm-1:30pm – Concurrent Sessions

Mountain Vista

11A

The Art of Changing the Brain: A Book Discussion

Pamela Gabbay, *Psychology*

LaTanga Hardy, *Education*

Mandy Bennett, *History*

Nancy Wei, *Politics & Policy*

Claremont Graduate University

The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning, by James Zull (2002, Stylus Publishing), is a dynamic book that changes the way the reader thinks about teaching and learning. Zull's book explores learning from a physical perspective. *How do the pathways in our brain affect learning? Why is it necessary to change the brain in order to learn?* We invite you to read the book and come to this session to explore these and other questions raised by this work.

Campus Vista

11B

Authentic Task and Assessment Issues: What Works?

Karen R. Krupar, *Communication Arts and Sciences*

Metropolitan State College of Denver

Authentic tasks have been recognized as a legitimate method for achieving specific student learning objectives. This presentation demonstrates two types of authentic tasks, explores the issues involved in assessing student learning outcomes generated by authentic tasks, and provides two techniques for evaluating both team and individual performances during the authentic task experience.

Valley Vista

11C

Teaching for Understanding: Issues and Inspirations

Yuankun Yao, *Curriculum and Instruction*

Central Missouri State University

How do you teach a topic that seems both straightforward and counter-intuitive to a group of experienced people? This presentation is a sharing of the presenter's experience as a new faculty member in teaching the backward design to a graduate class of in-service teachers and school administrators who are used to a more conventional curriculum design approach. We will discuss issues of interpretation, time management, and course expectations.

Garden Vista

11D

Revising Academic Programs to Train a Competitive Workforce

Chen Ferguson, *Business Technology*

Miami University - Hamilton

To train a competitive workforce is becoming a major educational goal for most departments. According to a survey conducted by Business Week, the ability to help students acquire a position has changed the rankings of the nation's top universities and schools. Students valued the schools and programs that "offer a strong foundation in the basics and land students jobs." This presentation summarizes the experiences of revising the Business Management Technology program at Miami Hamilton.

Hillside West

11E

An Innovative Problem-Based Learning Approach to Teaching

Robert Neeves & Michelle Provost-Craig, *Health Nutrition and Exercise Sciences*

University of Delaware

Two human anatomy and physiology course sections served as control and experimental groups to evaluate the effect of Problem-Based Learning (PBL) on knowledge acquisition and problem-solving skills compared to traditional lecture-based instruction. Results demonstrate the PBL students effectively assume control of their learning experience and acquire broader-based knowledge using plastinated human hearts, interactive Web sites, digital imagery, internet links, brief tutorial discussions, case studies, and small discussion group problem-solving activities.

Auditorium

11F

What is Assessment? A Different Point of View

Mysore Narayanan, *Engineering*

Miami University

Ernest L. Boyer, in his 1990 book, *Scholarship Reconsidered: Priorities of the Professorate*, cites some ground-breaking studies and offers a new paradigm that identifies the need to recognize the growing conversation about teaching, scholarship, and research in universities. The use of the "ACORN" model, suggested by Hawkins and Winter to conquer and master change, may offer some helpful hints for the novice professor about assessment of student learning.

1:45pm-3:15pm – Concurrent Workshops

Mountain Vista

12A

Major Findings of the Current Research on the Brain and Learning

Terry J. Doyle, *Center for Teaching & Learning*

Ferris State University

The demands and constraints of teaching in today's universities limit the likelihood of any great revolution in education coming anytime soon. However, biology - and as part of biology, neuroscience - can and is enriching our understanding of how people learn and, as a result, how we should teach them. This session will explore the major findings of current brain research and its application to teaching and learning.

Campus Vista

12B

Getting Good Responses Without the Workload in Discussion Forums

Dale Vidmar, *Library and Information Science*

Southern Oregon University

What is a "good response" in an online discussion? We may know it when we see it, but how can we get students to write more reflective, thoughtful responses in an online discussion forum? How do we assess the quality of their responses? How can we transform a Discussion Board from a teacher-centered activity to a student-centered activity? This workshop will provide activities to change discussion forums to an environment of self-assessment, critical thinking, and learning.

Valley Vista

12C

Critical Thinking in the Classroom Using Quality Management Tools

Linda Long & Richard B. Long, Jr. *Business*

University of Cincinnati Clermont College and Cincinnati Children's Hospital

Quality management tools can provide a valuable structure to develop critical thinking in a variety of disciplines. The tools by their very nature elicit analysis. In this session, the presenters will present four quality tools and describe their use as a means of facilitating critical thinking in essentially all disciplines. The participants will have an opportunity to construct one or more of the tools in a group setting with guidance by the presenters.

Garden Vista

12D

Facilitating Collaboration in Online and Hybrid Courses to Create Community

Gerald L. Boerner, *Computer Information Systems*

Riverside Community College, Norco

Participants will examine techniques for implementing group collaboration in Web-enhanced environments used for online and hybrid courses. Interactive tools available in these delivery systems (email, discussion boards, and chat rooms) provide the infrastructure for community building. The interactions within these environments allow for monitoring and assessment. A reporting format is presented that allows students to focus on research and writing, not creating Web pages. Student feedback to the reporting groups completes the cycle.

Hillside West

12E

Technology and the Scholarship of Teaching and Learning: Is There a Connection?

Norm Vaughan, Academic Development Centre

Mount Royal College

The integration of technology into one's teaching practice can often be the catalyst for entry into the scholarship of teaching and learning. This session will illustrate how this process was supported at a Canadian college through the use of a faculty learning community approach. Preliminary study results will be presented and participants will be encouraged to share their own experiences and perspectives about the scholarship of teaching and learning.

3:30pm-4:15pm – Concurrent Sessions

Mountain Vista

13A

Integrating the Arts Across the Curriculum

Jeffrey J Wanko, Teacher Education

Miami University

In this session, we will examine the ways in which I reconceptualized a mathematics capstone course ("Mathematical Patterns and Structures Through Inquiry") where students investigate the underlying mathematical structure of various performing and visual arts. Participants will discuss ways in which courses can be designed around structural themes and will experience some of the lessons I used in my course.

Campus Vista

13B

Using Electronic Blackboard to Facilitate Student Learning

Moses N. Ikiugu, Occupational Therapy

University of Scranton

In a world that is becoming increasingly technologically complex, there is concerted effort to integrate technology, especially Information Technology (IT) in education. This session will illustrate how Blackboard™ was integrated into three courses to facilitate student learning. The use of various modules of Blackboard™ will be demonstrated, and the educational rationale for their use will be discussed. Finally, I will share the results of a survey that was conducted among students in the three classes to find out their perceptions regarding use of this technology to facilitate their learning.

13C

The Reader Response Strategy: Connecting Student Learning With Prior Knowledge and Experience

Lynda Randall, Secondary Education

California State University, Fullerton

This presentation will summarize experience gained over six years in the use of reader response logs in the college classroom. This strategy is an application of Louise Rosenblatt's (1975) reader response theory, which emphasized that individuals construct personal meaning of text when they integrate prior knowledge and experience with literature. In applying reader response to expository text, the presenter has developed a three-part assignment (Summary, Reflection, and Extension) that helps students to connect to text readings in adolescence.

Garden Vista

13D

Marginalization of Black Faculty in the Academy

Naomi Hall, Bridgette Cheeks, & Ariana Brooks, *Psychology*

Claremont Graduate School

The under-representation of Black faculty members at most U.S. colleges and universities has been and continues to be a persistent problem in academia. With small numbers of Blacks in the academy, many of their experiences have been characterized by issues such as prejudice, discrimination, stigma, isolation, and social marginalization. This presentation examines documented experiences of Black faculty, as well as strategies employed to retain good emotional, environmental, and psychological well being.

Hillside West

13E

Instant Discussions: High Level, Student Centered, and Concept Driven

Mark Stoner, *Communication Studies*

California State University, Sacramento

In this active workshop you will learn a simple method of initiating student-constructed discussions while uncovering the complexity of your role in facilitating successful instant discussions. You will experience an "instant discussion" in the workshop as a model for your own reflection on and planning for use of instant discussion in your classes. You'll discover a powerful tool for engaging students as intellectuals who ask deep questions grounded in theory.

4:30pm-5:30pm

Auditorium

14 – Closing Plenary

Welcoming Newcomers to the Community of Teaching & Learning

Laurie Richlin

Director, Preparing Future Faculty & Learning Communities Programs

Claremont Graduate University

President, International Alliance of Teacher Scholars

Executive Editor, Journal on Excellence in College Teaching

Director, Lilly Conference on College & University Teaching – West

New faculty members are precious resources for their campuses, but too many are left without the guidance and support they need to succeed in the academy. This presentation will explore several areas that have been identified as necessary for healthy academic careers. What do new faculty members need and want from their new campuses? What do veteran faculty members need and want from their new colleagues? Who are the newcomers? How have they been prepared for an academic career? What are the expectations of new faculty members for tenure-track or non-tenure-track positions? What types of lives are new faculty members expecting to lead at different types of institutions? And, most of all, what can institutions do to provide a useful welcome to their communities? Participants will consider several options for their own campuses.