

Lilly Conference on College & University Teaching - East  
April 12 & 13, 2002 \* Towson, Maryland

# Program

Friday \* April 12, 2002

## Orchard Hills

8:30am-

### Registration & Resource Fair Open

5:30pm

Pick up your conference materials and explore the information and resources available on college & university teaching. Participants are invited to display program materials to share with their colleagues. There also will be a table to place/find extra session handouts.

## Greenridge/Hampton

9:00am-

### 1 \* Welcome & Keynote

10:15am

#### Welcome

International Alliance of Teacher Scholars  
Miami University  
Towson University

#### Keynote

##### ***Challenging Myths, Confirming Realities: Understanding First-Year Students & Structures***

**Randy Swing**, *Policy Center on the First Year of College*  
Brevard College

The first college year can be a confusing entity comprised of ambiguous goals, inadequate benchmarks of quality, and guided by Social Darwinism (only the strong survive). Alternatively, the first-year can be an intentionally designed foundation for student success. The "accountability" and "first-year experience" movements in American higher education have increased our awareness of the importance of the first college year and spurred an array of new research to confirm effective current practice or shape future improvement. This presentation will focus on recent findings from national research projects which corroborates that success in the first college year is not an accident but rather the result of intentional >decisions by informed educators.

**Rodgers Forge****2A \* *Team Teaching Goes On-line (LOL)***William Smith, *Management*Richard Wilson, *Philosophy & Religious Studies*

Towson University

In addition to applying new technologies, faculty members are often encouraged to develop collaborative and interdisciplinary approaches to their courses. Applying team teaching to an on-line environment involves some opportunities and, of course, some challenges. The session leaders are a business professor and philosophy instructor who jointly taught an on-line business ethics class. They will lead a discussion on the relevant issues encountered when the two approaches are combined.

**Oak Hill****2B \* *Connecting the Outside Community and Students Together***Garry Bolan, *Mass Communication & Communication Studies*

Towson University

Students may come to believe that their classwork is isolated from the real world. Why not bring the real world into the classroom and convince them otherwise? Alumni and others are more than willing to coach, present, evaluate student work, participate in on line discussions and help in a multitude of ways. And, your students can help make this happen. Learn techniques that can make your classroom more stimulating by using the community around you.

**Lutherville****2C \* *Students Writing Cases that Stimulate Discussion in an On-line Environment***Ann C. Smith, *Cell Biology & Molecular Genetics*

University of Maryland College Park

Participants will be engaged in the planning of a research project where the outcome is a case study. We have used this approach to engage our students in the understanding of current issues of biotechnology. To write a case, our students participated in two distinct groups, a research group and a case writing group. One student authored case, "A Farmer's Dilemma – BT Corn" was recently used to engage 200 science students in an on line discussion.

**Stoneleigh****2D \* *An Asian Strategy for Engaging Students***Sandy Kita, *Art History & Archaeology*

University of Maryland College Park

A common problem in large lecture classes is that the traditional lecture inevitably makes its listeners passive. An authority speaks, the audience listens. Lectures need not, however, be this way. It is also possible for a lecture to be structured so that the audience must participate in the process of communication, thinking along with the lecturer. This, in fact, has been a very common method of teaching in Japan, used by Zen masters, poets, artists, musicians, and many other master teachers. This session demonstrates how this method of teaching while introducing the participants to 12-13<sup>th</sup> century Japanese scroll painting, 14-15<sup>th</sup> century Japanese ink paintings, and a 17<sup>th</sup> century garden.

## **Greenridge**

### **2E \* *Establishing Faculty Learning Communities on Your Campus***

**Milton D. Cox**, *Teaching Effectiveness Programs*

Miami University

Miami University, which has maintained active faculty learning communities (FLCs) for over 20 years, recently has received grants from the Ohio Board of Regents and the Fund for Improvement of Post Secondary Education (FIPSE) to fund the initiation of FLCs on other campuses. In this session, the program director will consult with those interested in investigating, designing, and implementing FLCs on their campuses. He will discuss the connection of FLCs to student learning, faculty development, and institutional culture.

## **Hampton**

### **2F \* *BICE as a Guide to Faculty for Improving Undergraduate Teaching***

**Douglas Sanford**, *Management*

Towson University

BICE is a concise guide to faculty for improving undergraduate teaching. A guide is needed to integrate current research, which otherwise suggests only that good teaching results from a mysterious combination of methods, desired outcomes, instructor's proclivity, and students' learning goals. BICE is an acronym for Build, Involve, Care, and Enthuse. These elements will be defined, demonstrated, and applied, with audience input, to a variety of teaching methods.

**11:30am – 12:15am**

**Concurrent Sessions**

## **Rodgers Forge**

### **3A \* *Inter-institutional Relations and Collaboration (LOL)***

**Frank Robb & Dennis Maeder**, *Center for Marine Biotechnology*

University of Maryland Biotechnology Institute

**Bill Busch**, *Biotechnology Institute*

University of Maryland College Park

Under the auspices of the Virtual University Education (VIRTUE) Program, an education and marine research collaborative partnership between the University System of Maryland, Göteborg University, and Bergen University, the University of Maryland Biotechnology Institute (UMBI) and University of Maryland Baltimore County (UMBC) are jointly providing an undergraduate/graduate level course on "Bioinformatics: Principles, Methods, and Applications." For this session this course will be used as a basis for showing the need for and advantages of close inter institution interactions; at the individual campuses, university, and international levels. The importance of using a hybrid of both IP based video conferencing and web-based online technologies will also be stressed. Of all emerging fields, bioinformatics requires the full spectrum of communication and information handling technologies to accomplish collaborative research and educational training. It is therefore perfect as a demonstration of the power of these new methods and technologies. In addition, another aspect of VIRTUE encourages that close interactions occur between local high school science teachers and students in the Baltimore, Bergen and Göteborg areas. We will demonstrate how the students collect water samples from their respective marine environment, analyze their samples using a program/course on the web, put their results in an international database via the internet in Norway, and then share their results by e-mail and videoconferencing.

## **Oak Hill**

### **3B \* *The Lecture-less Lecture***

**Jack D. Osman**, *Health Science*  
Towson University

Are you tired of lecturing? How many words do you speak during the average lecture? Are your carefully planned lectures falling on tired ears? Come and experience the "lecture-less lecture." It doesn't matter what discipline you specialize in, with minimal creative application this technique is adaptable.

## **Lutherville**

### **3C \* *Problem-Based Learning: Letting Student Curiosity Lead the Way***

**Sandy Dolan**, *Reading, Special Education & Instructional Technology*  
Towson University

Problem-based Learning (PBL) draws upon the power alluded to in one weekly tabloid's slogan: "Inquiring minds want to KNOW!" Educators understand the joy of working with motivated students and are always seeking ways to encourage intellectual curiosity. PBL is a structured process that uses vignettes to encourage involvement, questions, conversation, collaboration, and research. This session will provide an opportunity to satisfy curiosity about an instructional approach currently popular in medical education circles.

## **Stoneleigh**

### **3D \* *Evaluating the Students' Evaluation of Teaching***

**Jose Lopez-Gonzalez**, *Philosophy*  
Towson University

There is a current practice of providing the students with standard forms to evaluate each of their classes at the end of the semester. The main objective of this participative and interactive session will be to brainstorm and examine the content, rationale, assumptions and benefits of the course rating questionnaires.

## **Greenridge**

### **3E \* *Teaching Programming With Primitive Metrics and Problem Decomposition***

**Tom Goulding**, *Computer Science & Information Systems*  
Daniel Webster College

The emphasis of most beginning programming instructional material is on language syntax mastery and the presentation of complete and elegant solutions. We propose that an emphasis on problem simplification, the use of primitive language constructs and a pyramid approach to achieving final problem resolution. Primitive Programming Metrics are proposed to help students determine whether they are attempting syntax constructs or problem constructs too quickly and thus highly likely to create a bug filled swamp.

## **Hampton**

### **3F \* *Encouraging Student Responsibility: Teaching, Advising, and Coaching***

**Kimberly Voss**, *English*  
University of Wisconsin-Stout

Encouraging Student Responsibility: Teaching, Advising and Coaching is for writing instructors who want to promote accountability, critical thinking and decision making in their classrooms. Several interactive projects will be demonstrated and practical handouts will be provided.

**12:15pm**

**Lunch \* Tables by Discipline**

**Nathan T's**

Sit at the table of your choice. Choose from among:

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

**1:30pm – 3:00pm**

**Concurrent Workshops**

**Rodgers Forge**

**4A \* *Assessing and Evaluating On-line Learning (LOL)***

**Carol O'Neil**, *School of Nursing*

**Cheryl Fisher**, *School of Nursing*

University of Maryland Baltimore

**Habtu Braha**, *Management Science & Economics*

Coppin State College

**Paulette Robinson**, *Reading, Special Education*

Towson University

This session will explore methods for assessing students and evaluating courses taught in Web-based environments. This presentation will assist participants to develop an approach for assessing and evaluating on-line courses. The approach includes student assessment activities throughout the course from pre-course assessments to final course grade. The course evaluation includes peer review, evaluation of the orientation to on-line learning and end-of-course survey.

**Oak Hill**

**4B \* *Process vs Product in Writing Instruction: Breaking the Code Without Breaking the Spirit***

**Susanna Sayre**, *College of Business & Economics*

**Cheryl Brown**, *English*

Towson University

Punctuation Errors! Grammatical errors! Spelling errors! Student writing in Towson University's College of Business and Economics was so problematic that English teachers were recruited to help. Join us for a workshop demonstrating how a pedagogy that emphasizes process over product can effectively merge with a business curriculum where error identification is emphasized from first draft to final product.

## **Lutherville**

### **4C \* *Using Course Criteria to Measure Learning***

**Gloria Palumbo Holland**, *Center for Instructional Advancement & Technology*  
Towson University

This workshop will help faculty tie their identified instructional goals and objectives to a descriptive set of criteria for measuring various levels of student performance. Participants will learn how to construct such measures for their own students and will create their own ratings and scales against identified course criteria. This approach to grading is especially helpful in evaluating the more subjective type applications such as portfolios, class projects, research papers, and self-assessments.

## **Stoneleigh**

### **4D \* *Creative Teaching Through Interdisciplinary Collaboration***

**Hannah Nissen**, *Early Childhood Education*  
**Mary Ann Goetz**, *Nursing*  
Ohio University - Zanesville

Interdisciplinary collaborations among faculty provide rich possibilities for enhancing teaching, learning, and scholarship. However, the formation of collaborative relationships can often be obstructed by unforeseen barriers. Participants will examine both the benefits and barriers associated with collaboration in institutions of higher education. Guidelines for creating effective collaborative relationships among faculty will be presented. Participants will explore ways of utilizing these guidelines to formulate collaborations in their own settings. A successful collaboration will be discussed.

## **Greenridge**

### **4E \* *If You Don't Know Where You've Been, How Can You Know...***

**Hertha Barrack**, *Instructional Support Services*  
Queensborough Community College

A hands-on opportunity to make your previous semester's experience influence the syllabus and assignments you write for the next semester. Practice creating the questions to assess past experiences and write appropriate new semester materials. Questions to ask to manage a course for the first time. Questions to ask to make changes mid-semester. Learn the language that will make assignments connect with the syllabus.

## **Hampton**

### **4F \* *Academic Self-Efficacy and Adaptation to College: Implications for Academic Advising***

**Katharine A. Snyder**, *Psychology*  
Shepherd College

Learned helpless cognitive styles are characterized by global, internal, and stable negative expectations about the outcome of enhanced effort on academically challenging tasks. Students exhibiting high levels of learned helplessness exhibit lower levels of adjustment to college, are more likely to drop out of school, and exhibit poorer academic performance. The goal of this workshop is to illustrate the use of effective classroom and academic advising techniques to identify and modify learned helpless cognitive styles.

**3:15pm – 4:00pm**

## **Concurrent Sessions**

### **Rodgers Forge**

#### **5A \* *How Do I Motivate On line? Let me Count the Ways...***

**Gloria Edwards**, *Professional Studies: Instructional Technology*

Richard Stockton College of New Jersey

Have you as yet taught an on line class or supplemented your traditional class with either online instructions or elements of online activities? It can be rewarding and challenging for the both the instructor (AKA facilitator) and the learners. So consider the challenge of motivation online. Learn how one facilitator planned it, how the students did it, and how the reciprocal process of motivation and support developed. Come hear the interesting pattern of conversations that evolved.

### **Oak Hill**

#### **5B \* *Mentoring New Faculty for Effective Teaching***

**Robert Wall, Paul E. Jones & Karen Blair**,

*Reading, Special Education & Instructional Technology*

Towson University

Higher education is currently facing the largest faculty turnover in thirty years, bringing in many new faculty who have limited teaching experience. At the same time teaching is receiving more attention then ever before, especially at the undergraduate level. This session deals with how departmental and university mentoring programs can promote effective teaching. Participants will critique, develop and rank good mentoring practices.

### **Lutherville**

#### **5C \* *Student Voices in the Classroom: Technology and Tradition***

**Colleen Ebacher**, *Modern Languages*

Towson University

Whose voice is heard in the classroom? Yours or the students'? Is it possible to get the students to speak more? Can you break away from the written word? Is it possible to get students to do homework and in-class assignments orally? Can you and your students revise each others work orally? Come discuss and learn about increasing "the audio" in your classroom.

### **Stoneleigh**

#### **5D \* *How the Elf in Selfish Created a Climate for Technology in Learning***

**Marthe A. McClive & Ronald L. Ross**, *College of Business/Management*

Frostburg State University

Each of us learns new skills or concepts and when learning them they have immediate and personally satisfying results. Even as we consider how the use of new technology can enhance the learning environment for our students, we don't really understand the implementation process until we have experienced the learning, the trial and error, and the frustrations of the new technology ourselves. In 1993, a graduate faculty (interdisciplinary) agreed to implement technology use in its own processes in order to try, test, and live intimately with new ways of learning together. As a result, the faculty have experience with the aspects of technology they believe will or won't enhance the learning environment for their students. This session will involve you in the process of determining whether such a plan could work for you.

## **Greenridge**

### **5E \* *Student Self-Reflection: Giving Internal Meaning To Your Course***

**Louise W. Smith**, *Marketing and e-Business*

Towson University

It's the end of the semester. All the students want to do is slam shut their notebooks, sell back their textbooks, and get out of there! You have tried so hard to teach a meaningful course. How do you assure that they have integrate the course into their accumulating knowledge, skills, and attitudes before they rush on to their next semester? This easily done technique, adaptable to any subject, can help your students pause and ask themselves, "What did it all mean?"

## **Hampton**

### **5F \* *Competency Mapping***

**Paul Lyons**, *College of Business*

Frostburg State University

Performance analysis methods or tools are helpful in determining what our students bring to a course of study. Knowing more about the capabilities and talents of our students helps us to better plan and arrange instruction. This session proposes the use of Competency Mapping (CM). The use of CM is a means of honoring the diversity that students bring to our classes and at the same time it helps the individual student and the instructor examine knowledge, skills, and ability gaps that may exist between the intent and content of a course. The CM tool has many uses and applications for instructional purposes.

**4:15pm – 5:45pm**

## **Concurrent Workshops**

## **Rodgers Forge**

### **6A \* *Learning Beyond the Classroom: On-line Discussion Models for Enhancing Student Interaction***

**Esperanza Román-Mendoza**, *Modern & Classical Languages*

George Mason University

The integration of on-line discussions into the learning process can enhance students' motivation in establishing more meaningful mutual interaction with peers, instructors, and the outside world. By means of a Web-based course management system, data about these interactions are easily stored and retrieved for future use by the student-author, other students, and by the teacher. In this session, participants will analyze different on-line discussion models and design collaborative, script-based on-line activities for their courses.

## **Oak Hill**

### **6B \* *Creating Effective Multiple-Choice Tests***

**Linda Suskie**, *Assessment*

Towson University

Do multiple-choice tests have a place in today's curricula? How can they encourage students to focus on higher order skills and not just simple memorization? Learn the answers to these questions and enhance your understanding of the principles of creating good multiple-choice tests. This workshop involves hands-on exercises to improve your skills in creating multiple-choice questions that are valid, reliable, and assess a higher-order of thinking skills.

## **Lutherville**

### **6C \* *The Mother of All Information Sheets***

**Catherine Bull**, *English, Education & Developmental Studies*

**Ada L. Woods**, *Reference Librarian*

**Robert B. Cave II**, *Student Computing Services Center*

Towson University

Are you as tired of reading research papers as your students are of writing them? Here's a collaborative solution: a teamwork approach to a research assignment. We call it "The Mother of All Information Sheets." The team here includes a writing professor, a research librarian, and a computer instructor. Find out how your students can research, and design a one-page information sheet with a reference sheet in correct APA/MLA format. Handouts, and as much hands-on as possible.

## **Stoneleigh**

### **6D \* *Connecting on the First Day of Class and Beyond***

**Richard L. Faircloth**, *Biology*

**Michael S. Glasgow**, *Biology*

Anne Arundel Community College

This workshop will involve participants in demonstrating small group activities that reliably encourage inclusivity among students, especially those with notably low levels of confidence in their academic ability. The activities will model methods for introducing students to one another and to the instructor on the first day of class and for introducing new topics within the course. Relationships established in this way have proven lasting and valuable for encouraging informal collaborative study activities.

## **Atrium**

**6:00pm**

### **Reception, Poster Session, & Resource Fair**

Join your colleagues for libation and snacks while you visit with poster session presenters. These are a sample of the posters to be presented.

### **7A \* *Faculty Development Program for an Enhanced Teaching/Learning Environment***

**Laurence J. Boucher**, *Chemistry*

Towson University

This poster will provide an exemplary model for departments interested in enhancing the teaching/learning environment for their students. The poster will summarize the faculty development program in the department of chemistry at Towson University, 1999-2002. The program has provided chemistry faculty background and skills to implement new student centered techniques, concepts, challenge problems, and guided inquiry experiments in the classroom and laboratory. The poster will present the details of the various components of the faculty development program: chemistry faculty workshops, biweekly group meetings, summer projects and presentations at professional meetings. The poster will present results of an assessment of faculty attitudes toward the curricular innovations and the extent of the current use in the classroom and laboratory of these innovations.

**7B \* *Web-Based Career Advising in the Sociology and Anthropology Classroom***  
**Samuel Collins & Marion R. Hughes, *Sociology, Anthropology & Criminal Justice***  
Towson University

In this poster session, we present techniques for producing digital, web-based videos of sociology and anthropology practitioners. Videos include a career description, professional and educational background and advice to undergraduates. The videos have manifold uses. We assign them as homework to students in our introductory classes. In addition, other instructors can integrate them into their classes. In terms of advising, the videos inform current majors about career options and opportunities and help with recruitment.

**7C \* *Promoting Rapid Learning in the Histology Laboratory by Integrating Technology***  
**Vonnie D.C. Shields, *Biological Sciences***  
Towson University

A challenging aspect of teaching histology is to have students locate specific morphological structures following verbal instruction, textual description and/or illustration. One-on-one instructor demonstrations can be time consuming in laboratory classes with high student enrollment. I will demonstrate how I use a compound light microscope connected to high-resolution imaging equipment to enhance student learning in my histology course. Participants of this session will be offered hands-on opportunities to explore the imaging system.

**7D \* *Faculty Learning Communities***  
**Milton D. Cox, *Teaching Excellence Programs***

This poster will display resources from Miami University, which has maintained active faculty learning communities (FLCs) for over 20 years

**7:00pm**

**Dinner**

**Nathan T's**

**Riderwood**

**8:00pm -  
9:00pm**

**8 \* *Twelve-Step Recovery Program for Professors Addicted to Lecturing***

**Neil Davidson & Richard Solomon, *Curriculum & Instruction***  
University of Maryland

This experiential session will employ a balance of mini-lectures, class discussion, six cooperative learning procedures, and other active learning methods. A series of activities will address the key questions presented above as well as other steps in our recovery program. Come and join us for involvement, information, and fun. We can help you stay on the wagon of active learning.

# Saturday \* April 13, 2002

**8:00am**

**Breakfast** (for those staying at the Berkshire)

**Nathan T's**

## Orchard Hills

**8:30am -  
3:00pm**

**Registration & Resource Fair Open**

## Greenridge/Hampton

**9:00am -  
10:00am**

**Plenary Presentation**

**9 \* *The Dis-Integration of the Academy: The Implications of Technology for Higher Education (LOL)***

**David E. Sumler**, *Academic Affairs, Planning & Policy*  
Maryland Higher Education Commission

This plenary session will address the public policy implications of technology-mediated instruction, especially distance learning, for the individual instructor, higher education institutions, and public policymakers. The presenter, who coordinates information technology policy for the Maryland Higher Education Commission and is the Commission's liaison to the Educational Technology Policy Council, will address issues such as "Should public funding be transferred from traditional campus facilities and resources and to electronic resources?" and "What are the implications of commercial and team-based course development for full-time faculty?" The Commission's mission is to ensure the public's access to a high-quality, diverse, adequately funded, effectively managed, and capably led system of postsecondary education, through statewide planning, leadership, coordination and advocacy. What is the role that on-line learning plays in this mission?

**10:15am – 11:00am**

**Concurrent Sessions**

## Rodgers Forge

**10A \* *Overview of the University of Maryland's Web-Initiative-in-Teaching Project (LOL)***

**Carol O'Neil**, *School of Nursing*

University of Maryland School of Nursing

**Margaret Chambers**, *Consultant*

formerly of the University of Maryland University College

This project, involving 13 campuses over a three year period, focuses on the hills, valleys, comradery, and successes of this project in transforming online learning within an entire academic system. The project used action research to develop, reflect on and revise the online delivery process.

## **Oak Hill**

### **10B \* *Using Technology? Discipline Yourself***

**Ronald L. Ross & Marthe A. McClive**, *College of Business/Management*  
Frostburg State University

What have we learned from using technology to promote learning in disciplines as diverse as accounting and organizational development? Using technology to teach in such different fields in management education yields surprising similarities and differences of practice. Two-faculty members compare notes on their decades-long practice of using technology in their classrooms and researching and helping the efforts of others. Join us to share your own concerns and passions and to hear what faculty members from a range of disciplines have considered, certified, cast aside and chosen to adopt.

## **Lutherville**

### **10C \* *Involving Students in International Humanitarian Work***

**Mary-Margaret Windsor**, *Occupational Therapy & Occupational Science*  
Towson University

Relevance of scholarly learning to everyday living is a challenge to university teaching. The Towson University department of occupational therapy and occupational science has been developing an opportunity for interested students to participate in research by evaluating and supporting families who have adopted children internationally. Some students have accompanied their professor during humanitarian work in Romania and Russia. The academic program format will be presented and student faculty experiences and learning will be shared.

## **Stoneleigh**

### **10D \* *The Course Web Site in the Interdisciplinary Learning Community***

**Michael Austin**, *English*  
**Laura Renninger**, *Music*  
Shepherd College

This session will demonstrate the ways that a course web site can help to forge a sense of inclusion and community in an interdisciplinary environment. The presentation will be based on a model used in a two-course (English-Music) learning community taught last fall at Shepherd College. We will present various strategies for using the community-building tools available in cyberspace to foster a sense of community in the classroom and to increase the overall effectiveness of the learning community approach.

## **Greenridge**

### **10E \* *First-Year Course: A Site for Faculty Development***

**Cathryn Mercier**, *English*  
**Thomas Montagno**, *Biology*  
**Niloufer Sohrabji**, *Economics*  
Simmons College

Simmons College reshaped its freshman writing requirement into a multidisciplinary course. Using a case study, faculty members from English, economics, and biology will facilitate a discussion about the challenges and benefits of teaching “outside” one’s academic discipline. We will address mentoring relationships, teaching in a first-year course as a junior faculty member, the Multidisciplinary Core Course (MCC) faculty as another “department” of colleagues, influence on pedagogy (in/out of MCC), and institutional support for faculty in the program.

## **Hampton**

### **10F \* *Alternative Modes of Instruction and Assessment at the University***

**Helenrose Fives & Ann Battle**, *Human Development*

University of Maryland – College Park

This session will introduce other scholar-teachers to our efforts to create engaging and thoughtful learning experiences for our students. We will focus on the use of concept mapping as a means of instruction and assessment. Specifically, we will discuss how this method has been tailored and used in the conduction of an undergraduate course in adolescent development.

## **11:15am – 12:00noon**

## **Concurrent Sessions**

## **Rodgers Forge**

### **11A \* *Infrastructure Issues in On-line Learning (LOL)***

**Habtu Braha**, *Management Science & Economics*

Coppin State College

**Cheryl Fisher**, *School of Nursing*

University of Maryland School of Nursing

**Joan McMahon**, *Human Resource Development Program*

Towson University

Most schools lack the infrastructure and change in culture necessary to meet the increasing demand of distance programs. In addition to curricular needs, institutions must consider supporting the needs of the learners, developing and maintaining the technological and human infrastructure, and sustaining administrative and organizational commitment. Here is how three different campuses worked through these issues.

## **Oak Hill**

### **11B \* *Service-Learning Across Disciplines***

**Kandice Johnson**, *Health Science*

**Lee Ramsdell**, *Modern Languages*

Towson University

How can service-learning be incorporated into a course? -Activities to prepare the student to serve. –Methods for establishing community partnerships and monitoring student involvement in the community. –Ideas for integrating the service experience into coursework. What will I see or hear in this presentation? -Samples of student work -Recorded interviews -Articles on service-learning -Online discussion board.

## **Lutherville**

### **11C \* *Know Thyself: Race, Class and Gender as Philosophy***

**Jo-Ann Pilardi**, *Philosophy & Women's Studies*

Towson University

“Race, Class, and Gender,” a Philosophy general education course, presents opportunities beyond my expectations. Of great current interest in American classrooms, race, class, and gender are addressed primarily in the social science classroom. But they can be introduced easily into philosophy or other humanities’ classrooms, to help students think critically and reflect productively on their lives. We’ll view video clips, do writing exercises, and brainstorm on instructional materials as well as classroom interactional processes.

## Stoneleigh

### 11D \* *Advancing Writing in the Disciplines Through a Team-Teaching Model*

**Catharine O'Connell**, *Academic Affairs*

Cabrini College

**Deborah VanderBilt**, *English*

St. John Fisher College

Writing Across the Curriculum. Writing in the Disciplines. Team Teaching. Faculty Development. These are valuable initiatives, but often difficult to implement. This session will describe a team-teaching model for developing writing in the disciplines courses and mentoring faculty members not trained in writing instruction. Pairing an English department faculty member with a colleague from another discipline, this model involves a two-year collaboration during which the non-English faculty member learns writing instruction and the English faculty member becomes more familiar with other disciplinary discourse conventions.

## Greenridge

### 11E \* *Can Nationally-Normed Tests Improve Student Learning?*

**Douglas Ross & Douglas Sanford**, *Management*

Towson University

A framework is presented whereby information from nationally-normed tests and student surveys are used to improve curriculum development, teaching emphasis, and student motivations. A college's assessment process will be described, which includes having graduating seniors take a nationally-normed assessment test. In addition, students were surveyed regarding their attitudes towards the test and its position in the curriculum. The framework involves sharing this information with faculty and non-graduating students in order to enhance learning.

**12:00noon**

**Lunch \* Tables by Topic**

**Nathan T's**

Sit at the table of your choice. Choose from among:

1. Classroom Assessment/Research
2. Collaborative/Cooperative Learning
3. Creating Learning Communities
4. Evaluating Teaching
5. Ethics in the Classroom
6. Grading
7. Teaching in the Diverse Classroom
8. Teaching in Research –Intensive Universities
9. Technology Across the Curriculum
10. Writing Across the Curriculum
11. Problem-Based Learning

**Rodgers Forge****12A \* *Orienting Students to On-line Learning: Approaches and Methods (LOL)***

**Ellen Varley**, *Communications & Information Technology*

**K. Marc Tefteau**, *Wye Research & Education Center*

**David Ross**, *Biological Resources Engineering*

**John Lea-Cox**, *Natural Resource Sciences & Landscape Architecture*

University of Maryland College Park

Successful and efficient student use of course management systems (CMS) for on-line learning depends partly on how the student is trained in the use of the various components of the CMS learning environment. This session will examine student orientation methods used by the University of Maryland College Park CANR Web Initiative in Teaching (WIT) team and by WIT teams from other University System of Maryland campuses. Emphasis will be on a review of the specific components to be considered in the design, implementation and evaluation of successful student orientation programs for the on-line learning environment.

**Oak Hill****12B \* *Learning, Emotion and Potential Applications to Teaching Practice***

**Luz P. Mangurian**, *Institute for Applied Cognition & Teaching*

Towson University

This presentation will start with some basics of neuroanatomy and neurophysiology needed to follow current findings in cognitive neuroscience. The importance of holistic interpretations of the body and mind, and the importance of emotion in the making of consciousness will also be explored. Empirical findings regarding learning will be examined with an evolutionary perspective. Important and inspiring work from professional educators, such as Parker Palmer and Stephen Brookfield will be discussed in the context of pedagogical research in cooperative learning.

**Lutherville****12C \* *Spitituality and University Teaching***

**Jack D. Osman & Daniel Agle**, *Health Science*

Towson University

Is it ethical to withhold information that you know is important to more fully understand and appreciate your discipline? Many professors believe that the spiritual domain is directly linked to their field of study but are reluctant to talk about it. Perhaps they want to maintain a distinct wall of separation between church and state. Perhaps, since they were never taught about the spiritual in college, they wouldn't know how to go about it. Be assured. You are not alone. Also be assured that there is a growing body of scholarship available on the topic. Come and meet fellow teacher-scholars who are interested (and albeit, skeptical) about exploring spiritual dialogue in the classroom.

## Stoneleigh

### 12D \* *Creating and Sustaining Community in On line Courses*

**Paulette Robinson**, *Office of Information Technology*

University of Maryland

This interactive workshop will build on participants' on line teaching (either practical experience or interest in on line teaching) to enrich their teaching practices. It will establish how community is essential for successful on line teaching. Participants will discuss the challenges of creating community on-line. The instructors will illustrate these techniques through their experiences teaching on line in BlackBoard and WebCT. Participants will apply what they have learned to create an on-line activity specific to their course.

**3:00pm – 4:30pm**

## Concurrent Workshops

### Rodgers Forge

#### 13A \* *Transforming Teaching and Learning Behavior Through the Use of Instructional Technology (LOL)*

**Deloris James**, *English & Modern Languages*

Bowie State University

**Delois Maxwell**, *Curriculum & Instruction*

Coppin State College

**Kwaku Walker**,

Bowie State College

**Carolyn Bowden**, *Seidel School of Education*

Salisbury State University

Teaching Web-based (and, often, Web-enhanced) courses requires faculty to engage in critical thinking about current teaching and learning behavior, to assess the effectiveness of current teaching and learning practices, and to re-invent them, if necessary, to incorporate current theories about e-learning, student learning, on-line course design, and student-to-student and student-to-instructor interactivity. Faculty from four campuses lead a discussion about the transformational process.

### Oak Hill

#### 13B \* *Passionate Teaching/Passionate Learning: The Successes and Failures of On-line Teaching*

**Richard L. Wilson**, *Philosophy & Religious Studies*

Towson University

This workshop will present the lessons learned from teaching a management course on-line. My purpose is not just to say this is what I did, but to attempt to address the legitimate philosophical concerns that I think must be addressed from both sides of the on-line learning debate. What are the positive experiences involved with on-line education? What are negative experiences involved with on-line teaching and learning? I will create an interactive debate from both defenders and detractors of on-line education.

## **Lutherville**

### **13C \* *In the Stars: Examining Leadership Styles and ISUC Standards***

**Roxana DellaVecchia & A. Sue Rathbone**, *College of Education*

Towson University

This workshop is designed to explore personal and global concepts of leadership through personal reflection, cooperative learning, and analyzing Hollywood film-clips. The workshop will address how to approach diversity and standards of accountability through instructional strategies focused on critical thinking and problem solving.

## **Stoneleigh**

### **13D \* *Implementing the BESTEAMS Model of Team Development: Training the Trainers***

**David Bigio, Linda Schmidt & Janet Schmidt**, *Mechanical Engineering*

University of Maryland

The BESTEAMS group will offer a workshop to assist faculty in adopting materials and lesson plans to train teamwork skills in the engineering classroom. The faculty will work with the various instruments that are distributed to the students. The faculty will be provided with module implementation packets, which provide to the faculty "how-to" information and additional information for delivering the module and tailoring the module to their particular environment. Finally, we will facilitate a discussion of the five most common problems encountered in engineering project team work: dealing with slackers, assigning teams, team graders, adding training to already ambitious course schedules, and maximizing the comfort and performance of women and minorities on teams.

## **Greenridge**

**4:30pm-**

**5:00pm**

### **14 \* *Closing Session***

***"But what will I do on Monday?!"***

**Laurie Richlin**, *President & Conference Director*

This wrap-up assembly will consider ways of bringing back your Lilly inspirations to create communities of scholars of teaching on your campus colleagues.