

17<sup>th</sup> Annual  
Lilly Conference on College & University Teaching - West  
March 18 & 19, 2005  
Pomona, California

# **TEACHING SO EVERYONE LEARNS**

## **PROGRAM**

**Friday \* March 18, 2005**

**8:00am -  
5:30pm**

### **Registration & Resource Fair**

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.

**9:00am -  
10:15am**

### **Welcome & Keynote**

**Auditorium**

#### **Welcome**

#### **Keynote**

**1 \* *Transforming Our Classrooms, Courses and Colleges for Authentic Intercultural Education***

**Peter J. Frederick**, *American Studies*  
Heritage University

Within this overly-pompous title is a simple but scary question: what happens when "teaching so everyone learns," especially teaching about diversity to increasingly diverse learners, *really* starts to work and our students actually begin to engage each other intellectually and emotionally? For many of us, that's scary. This interactive keynote will suggest some teaching/learning strategies for a deeper, more authentic, intercultural, multicultural education. There also will be a session Saturday, 8:30am-9:15am, for further discussion of the keynote themes, particularly on "The Power of Stories for Authentic Intercultural Learning."

**Auditorium****2A \* *An Active Learning Approach to Teaching Multicultural Skills: Activities and Outcomes***

**Peter A. Lopez**, *Psychology*

California State University - Chico

How do we teach students the multicultural skills needed to succeed in our increasingly pluralistic society? This session will discuss and demonstrate active learning strategies designed to increase multicultural awareness, knowledge, and skills. A key component of this workshop will be your participation in activities designed to reveal how culture influences your perceptions and behavior. Data also will be presented that assessed the effectiveness of a course that uses these and other active learning activities.

**Campus Vista****2B \* *Reaching Down Deep: A Variety of Teaching Strategies Designed to Facilitate Deeper Processing and Improved Learning***

**Debra L. Frame & Margo Bowman**, *Psychology*

Wayne State University

Lecture, drill, practice – followed by testing. As you know, this teaching approach tends to result in rote recall, rather than true learning. But what are the alternatives for today's classrooms, highly diverse in both learning style and ability? This session demonstrates learning strategies and how to encourage meaningful processing for more students. We include interactive demonstrations that show how deeper processing encourages greater recall and helps learners to assign added meaning during instruction.

**Valley Vista****2C \* *Academic and Student Affairs Collaboration: An Integrative Learning Community Model for First-Year Students***

**Kathleen Carroll**, *English/General Education*

**Aaron Hendershott**, *Wackerlin Center for Faith and Action*

Aurora University

Aurora University is focused on first year programs because of their status as a founding institution for the Foundations of Excellence in the First Year Project. An integrative learning community has evolved from this focus, linking service-learning, peer-mentoring, and student life to academic learning through a core, interdisciplinary course. Assessment demonstrates that participation in these learning communities strengthens first-year students' connection to academic life. This session will facilitate follow-up discussions on building stronger learning community programs.

**Garden Vista****2D \* *"It Takes a Village": Creative Collaborations to Optimize Student Learning and Campus Resources***

**Bridget Driscoll**, *Freshman Programs*

California State University - Fullerton

As we all know, supporting students in their educational journeys is multi-faceted. With growing demands to achieve multiple outcomes while on constricting budgets, we must look at campus partners strategically. The Freshman Programs' learning communities on our campus have capitalized on mutually beneficial campus collaborations within the Academic and Student Affairs

divisions to build a strong holistic learning environment for students. This session will explore successes and challenges, and provide a medium for discussion on other successful learning communities and campus-wide collaborations.

## **Mountain Vista**

### **2E \* *Tracking Student Experiences Using the Web***

**Linda Meyer & Carol Sternberger**, *Nursing*

Indiana University-Purdue University Fort Wayne

We created the Essential Clinical Behavior (ECB) database, a self-report, menu driven, free entry web application designed to enhance students' learning, to assist faculty in making student assignments and evaluating student progress, and to support curriculum decisions. The presentation will discuss the rationale for the development of the web application, features that benefit students and educators, statistical survey data, and collaborative agreements with other universities.

## **Hillside West**

### **2F \* *Critical Pedagogy for Non-Majors: Getting Rid of the Textbook***

**Bruce D'Arcus**, *Geography*

Miami University

Large introductory courses are a challenge. The majority of students are commonly non-majors, with little inherent interest in your course or your discipline. How, then, to both engage a diversity of students in the unique perspective your discipline can offer, while using that insight to challenge students to think critically? How, in other words, to make students interested in the course material, and also to ensure they learn something useful in the process? This session presents my own attempt to answer these questions in revising an introductory human geography course. Among those strategies is getting rid of the textbook, which tends to discourage critical thinking.

**11:30am - 12:15pm**

**Concurrent Sessions**

## **Auditorium**

### **3A \* *Teaching So Everyone DOESN'T Learn: Barriers to Student Learning***

**Jeanne Ballantine**, *Sociology*

Wright State University

Not everyone learns! Not every instructor teaches for maximum learning. In this interactive session, participants will learn briefly what research says about barriers to student learning, broken out by ethnicity and gender, and discuss and experience ways to address those barriers. A brief presentation of a research study on barriers to student learning, conducted with over 800 students at two diverse mid-western state universities, will be followed by activities and discussion of how to overcome barriers.

## **Campus Vista**

### **3B \* *A Comparison of Lecture-Based and Problem-Based Teaching***

**Patricia Ellerson**, *Psychology*

Miami University I am currently teaching two Introductory Psychology courses, one using traditional lecture-based methods and one using problem-based methods, in order to compare the effectiveness of these teaching methods. In this session I will discuss the process of restructuring the course as well as preliminary assessments of the effectiveness of this restructuring. I will assess both classes using the same measurement tools, and I will present a comparison of learning effectiveness.

## **Valley Vista**

### **3C \* *Teaching Industry Software: Dedicated or Integrated Courses?***

**Laurie M. Apple & Kathleen Smith**, *Human Environmental Sciences*

University of Arkansas

Professional careers in the apparel industry, including product development, design and manufacturing, are increasingly reliant on computing technology. For students to be competitive in the career marketplace, they must have exposure to industry software in their courses. This session will focus on how and where to teach industry software. Should a course be dedicated software specific or should software be integrated into existing courses?

## **Garden Vista**

### **3D \* *Training Peer Mentors With Active Learning Strategies to Utilize in the Classroom***

**Briana D. Roumeliotis**, *Freshman Programs*

California State University – Fullerton

This session will provide active learning strategies to utilize while training peer mentors to assist students in overcoming the barriers to their students' achievement. The barriers discussed have been proposed through the work of Page and Mukherjee in the "Barriers to High Student Achievement at the Undergraduate Level" (2000). As a result of training, the paraprofessional peer mentors about these barriers, they have been able to recognize the relevance of the barriers and use the principles immediately to assist their freshman students in and out of the classroom.

## **Mountain Vista**

### **3E \* *You Don't Have to Reinvent the Wheel - Using the Internet to Reinforce Teaching and Learning***

**Nancy B. Prince-Cohen**, *Education*

California State Polytechnic University, Pomona

Educators and students around the world share the difficulties we have in teaching and learning. The Internet is a tool that can help soften the complexities of learning for diverse learners and dedicated teachers. Learn to use the Internet as an asset for all members of your learning community.

## **Hillside West**

### **3F \* *The Conversational Gesture at the Heart of Education***

**Elizabeth Seward**, *Education*

Claremont Graduate University

Drawing on several theoretical and practical perspectives, we will revisit the basic conversational gesture at the heart of education (such as listening, an attitude of inquiry, authentic interest, and a willingness to embrace different perspectives) and distill some fundamental elements of good conversation, which can be used successfully in any inclusive teaching and learning situation. We will also consider whether engaging in conversation could be the foundation of educational experience, and of social justice.

## **12:15pm-1:25pm                      Lunch \* Tables by Discipline**

*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

## **1:15pm – 2:30pm**

## **Concurrent Workshops**

### **Auditorium**

#### **5A \* INVITED WORKSHOP**

##### **The “Heritage Core”: Embracing Ourselves/Embracing Others**

**Mary C. James**, *English & Humanities*

Heritage University

To achieve the goal of multicultural inclusiveness and communication, faculty members increasingly design course objectives and activities that facilitate diverse students' active engagement with each other—not the faculty member. In this workshop, participants will experience “first day” activities designed to introduce students to themselves, each other, and course objectives. Specific workshop activities will include the story of our names and an animal totem activity to introduce in-groups, out-groups, and ethnocentricity.

### **Campus Vista**

#### **5B \* *Speaking Millennial: Understanding and Teaching a New Generation of Students***

**Leslie O. Wilson**, *College of Professional Studies*

**Susan Gingrasso**, *Theatre and Dance*

**Marty Loy**, *Health Promotion and Human Development*

**Craig Wendorf**, *Psychology*

University of Wisconsin - Stevens Point

As effective teaching is inalterably linked to the quality of communication between students and teacher, a new imperative for faculty is understanding the culture of a diverse newer generation. This presentation centers on available facts and investigations into the Millennial culture and the relational learning needs and expectations of these students. Participants will: explore profiles of Millennials, discuss implications as related to the future of teaching and learning, and investigate teaching strategies.

## **Valley Vista**

### **5C \* Collaborative Practice Groups: Building Community Clinical Competence Through Mentoring Relationships**

**Shirley L. Bristol & Susan Lloyd**, *Nursing*

California State University - San Bernardino

Learning to be collaborative is essential for students soon to be involved in interdisciplinary community practice. In this session, a powerpoint presentation will describe a project mentoring graduate and undergraduate nursing students as they practiced their professional roles in three underserved community populations. A role play will show how the Mentoring/Collaboration Process was developed, implemented and evaluated. Finally, participants will evaluate similar opportunities for students in a variety of disciplines.

## **Garden Vista**

### **5D \* Faculty, Learning, and Community: A Recipe for Scholarly Teaching and Learning**

**Milton D. Cox**, *Center for the Enhancement of Learning and Teaching*

Miami University

In this session I will give a brief overview of Faculty and Professional Learning Communities (FPLCs) and the opportunities they provide. I will provide components of a community of practice that have proven successful in fostering scholarly teaching and the support to initiate new teaching innovations. We will look at the role of community, teaching projects, and assessment of learning in FPLCs. Teaching and learning center members, faculty development colleagues, and interested faculty and administrators are especially welcome. Bring your teaching and learning challenges and opportunities to share with us.

## **Mountain Vista**

### **5E \* Wringing the Best Out of PowerPoint**

**Mark Stoner**, *Communication Studies*

**Robert Jensen**, *Psychology*

California State University, Sacramento

In this active, low tech workshop, you will examine the affordances of PowerPoint for facilitating student comprehension of and learning of significant course content. You will design a brief presentation and get feedback on its effects. You'll create your own decision rules for choosing whether to use PowerPoint in class, when and in what ways.

## **Hillside West**

### **5F \* Focusing on the "Instructional" in Instructional Technology**

**Lydia S. Soleil**, *Student Services*

University of California, Irvine

Participants who attend this interactive workshop will analyze the potential impact on student learning of various elements that can be used on course web sites and in course Management Systems (CMS), like Blackboard or WebCT. This workshop will be useful to those instructors who are interested in instructional technology as a tool to enhance learning whether or not the instructor has experience building a course web site or using a CMS.

**2:45pm – 3:30pm**

**Concurrent Sessions**

### **Auditorium**

#### **6A \* "Eye Witnessing History": Visual Images in the Classroom**

**Jaclyn A. LaPlaca & Alison Fletcher, *History***

Kent State University

This panel will demonstrate how using images helps students develop interpretative strategies that promote learning and retention in the history classroom. We will use concrete examples to show how visual sources such as photographs, cartoons, and films (etc.) can raise challenging questions about interpretation and representation for students. The second part of this presentation will focus on ways that students can actively apply their new interpretative ability of images outside the classroom using World History Interactive Learning Modules, digital storytelling and digital oral history projects.

### **Campus Vista**

#### **6B \* Teacher Preparation Program Using Computers in the Core Classes**

**Rita Mulholland & Monica Diamond, *Professional Studies in Education***

California State University - Chico

Our teacher preparation program redesigned courses to include technology, with students using computers while they are being instructed in specific teaching strategies. The purpose of the inclusion of technology was to meet the immediate needs of classroom teachers in assisting their struggling pupils in meeting program standards. Join us to learn how this is accomplished, to generate ideas for assisting teachers in meeting technology standards, and to create a sample teaching agenda using technology.

### **Valley Vista**

#### **6C \* Utilizing an Inquiry-Based Teaching Portfolio to Evaluate Learning**

**Olukemi O. Sawyerr, *Management and Human Resources***

California State Polytechnic University, Pomona

This session will focus on the development of an Inquiry-Based Teaching Portfolio to address a specific question or issue regarding teaching practices, course structures and student learning over time. The portfolio focuses on helping you investigate questions about your course that you really care about and that you have encountered over successive course offerings, and cycle the results back into your teaching for improved student learning.

### **Garden Vista**

#### **6D \* Ritual Pedagogy: Principles and Performance as Interpretive Acts in the Classroom**

**Helene Adams, *English***

Miami University

Rites of passage typically fall into three significant phases: separation, transition, and incorporation. Different cultures or societies mark these rites in different ways that are unique and meaningful. In this session I will discuss how ritual pedagogy makes four main principles work in a classroom to accomplish diversity, critical thinking, and student engagement. I will show how activities in a ritual space are designed so that students can identify them as integrative of their past knowledge and skills, new knowledge and skills, and increased insight to be applied for understanding themselves and their worlds. To accomplish this, activities are designed as interpretations of reality through performance.

## **Mountain Vista**

### **6E \* *Pop Music in the Classroom: Further Exploration of Its Use***

Glenn Muschert, *Sociology & Gerontology*  
Miami University

Sociological research has revealed the rhetoric of violence in rap and country genres, and in this session I explore its use in criminology and delinquency courses. The presentation includes a discussion of the usefulness of pop music in the classroom and an examination of its specific utility in criminology courses. I include an analysis of qualitative and quantitative evidence derived from past and on-going classroom testing. Finally, I will tie the pedagogical effectiveness to findings in sociological research on violence in pop music.

**3:45pm – 5:00pm**

## **Concurrent Workshops**

### **Auditorium**

#### **7A \* *Lessons in Black and White***

Ivan Banks, *College of Education*  
New Jersey City University

Suzanne Philips, *Student Personnel Services*  
Rockland Community College

What can Historically Black Colleges and predominantly white institutions learn from each other about successful recruitment, retention, and subsequent graduation of underrepresented students? This highly interactive session will expose participants to effective strategies at historically black and predominantly white institutions that have assisted underrepresented students in making successful transitions from high school to college, and raised the retention and graduation rates of these students. Using experiential knowledge of students, educators, and multi-media technologies, participants will be guided through a process for program development that can be implemented on individual campuses.

### **Campus Vista**

#### **7B \* *Ten Successful Instructional Strategies That Reach and Teach Diverse Learners***

Susan F. Belgrad, *Elementary Education*  
CSU - Northridge

Teacher educators are increasingly challenged to utilize instructional strategies that not only assist candidates to acquire knowledge, but to successfully teach them pedagogical knowledge. This presentation will engage participants in ten highly effective strategies for "teaching for transfer" while providing participants with opportunities to share their own effective strategies.

### **Valley Vista**

#### **7C \* *Making Assignments Invitations to Possibilities***

Susan Slick, Patricia Shaw, & Dayle Upham, *Education*  
University of Wisconsin - Stevens Point

In this session participants will share and examine course assignments. The presenters will share stories about their personal and professional exploration of creating open-ended assignments that inspire student-centered learning and unique creative project results. Participants will brainstorm new innovations for assignments and consider alternative authentic assessments of students' work.

## **Garden Vista**

### **7D \* *Facilitating Engaging Discussions: A Learning Community's Perspective***

**David Brenner**, *Classical and Modern Languages*

**Alison Fletcher**, *History*

**Claudia Khourey-Bowers**, *Science Teacher Education*

**Jaclyn LaPlaca**, *History*

**Me-Chen Lin**, *Communication Studies*

**Molly Merryman**, *Justice Studies*

**Eric Mintz**, *Biology*

**Megan E. Vogias**, *Student*

Kent State University

Engaging students in classroom discussions can be exhilarating, stimulating, and a great opportunity to promote critical thinking. This method has also been identified as an effective way to teach students to express their thoughts in an organized fashion and listen to various perspectives from their peers. The dynamic interaction provides students opportunity to be an active learner and a way for them to gain ownership of their learning process. This session will present discussion facilitation techniques and observations from applied and theoretical perspectives. Presenters represent various disciplines including the humanities, history, education, communication, justice studies, and biology. They will offer techniques they have used in their disciplines and observations made as well as large and small classrooms. (*Presenters are listed in alphabetical order as all have equally contributed to the development and presentation of this session.*)

## **Mountain Vista**

### **7E \* *Focusing on the "Instructional" in Instructional Technology***

**Lydia S. Soleil**, Instructional Resources Center

University of California, Irvine

The focus of this interactive workshop will be an analysis of the potential impact on student learning of various elements that can be used on course web sites and in course Management Systems (CMS), like Blackboard or WebCT. This session will be useful to those instructors who are interested in instructional technology as a tool to enhance learning whether or not the instructor has experience building a course web site or using a CMS.

## **Hillside West**

### **7F \* *Redefining the Roles of Faculty and Students in a Learner-Centered Classroom***

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

Ferris State University

Faculty members do too much and students do too little when it comes to learning in the typical college classroom. This presentation will look at the changing roles of both students and faculty that occur in a learner-centered teaching environment. The participants will be asked for input on ways to implement the role changes and come away with a better understanding of how to teach in a learner-centered way.

*Join your colleagues for libation and snacks while you visit with poster session presenters.*

**8A \* Teaching Personal Financial Management on a Budget**

**James C. Bassett & Patty Worsham**, *Management & Human Resources*

California State Polytechnic University, Pomona

National studies have documented a remarkably low level of personal financial literacy. Lack of adequate retirement savings, poor credit and lack of investing skills may all stem, in part, from this knowledge deficit. This presentation illustrates a pilot program that has successfully increased personal financial management skills among college students.

**8B \* How Students' Learning Styles Relate to Their Perceptions of Different Instructional Formats and Media**

**Cleora J. D'Arcy**, *Crop Sciences*

University of Illinois at Urbana-Champaign

Preliminary results of a classroom study demonstrate that students value particular instructional formats and media differently, depending on their own learning style(s). For three semesters, undergraduates in a general education course (advanced composition and natural science) completed the Gregorc Style Delineator and a survey on perceived effectiveness of 18 instructional formats and media. The distribution of learning styles, ratings of effectiveness of different instructional formats and media, and relationships between these two will be presented.

**8C \* Assessment: Projects from a Faculty Learning Community**

**Amy Essington & Mandy Bennett**, *History*

**Joy Kliewer**, *Alumni Association*

Claremont Graduate University

**Kerry Karukstis**, *Chemistry*

Harvey Mudd College

**Laurie Richlin**, *Preparing Future Faculty*

Claremont Graduate University

Members of the "Teaching to Know How Well Students Are Learning" Faculty Learning Community (FLC) at The Claremont Colleges are spending the year exploring assessment in their classrooms and university programs. This poster session will display the projects developed by the community members to provide evidence of student learning.

**8D \* Portfolios: A Learning and Resource Tool for the New Major**

**Kathie C. Garbe**, *Exercise and Sport Performance*

University of New England

A new model of Portfolio Construction and how it is used during the 4-year academic experience will be shared at this presentation. Making a career choice and choosing a specific major is a typical decision for students entering a 4-year academic program. This tool can be used to substantiate choice, enhance learning about specific careers, and provide direction throughout the academic experience. Discussion will center on the importance of developing this Portfolio early, the content, and what learning strategies can be embedded into this process. Also, suggestions on ways to incorporate this Portfolio Model into the academic major's curriculum and how this tool can be used to assess curricular content will also be discussed.

**8E \* *Creating Universal Design Pedagogy for Disability Studies Courses: A Collaborative, Cross-Disciplinary Project***

**Kathleen Hutchinson**, *Communication*

Miami University

Universal Design for Learning (UDL) is based on the premises that all students, not just those with disabilities, learn in different ways; that teachers should address learner differences through a diverse and multimodal curriculum using online resources as well as traditional technologies of teaching. This presentation will provide research from the (dis)abled student point of view and also active models of pedagogy for all to develop methods of incorporating UDL into our courses.

**8F \* *Increasing Students' Information Literacy Through a Faculty-Librarian Collaboration***

**Marcia Marx**, *Sociology, Ethnic, and Women's Studies*

**Barbara Quarton**, *Pfau Library*

California State University - San Bernardino

A librarian can function in a role critical to helping a faculty member develop and implement a classroom assignment. The professor-librarian collaboration that we will discuss in this presentation involved a research project that the faculty member assigned her students. We will show how such a collaboration resulted in significantly increasing the information literacy skill levels of students and improved the quality of their research papers.

**8G \* *Making Learning Meaningful***

**Monalisa Mullins**, *Teacher Education*

University of Dayton

"Whether we do it with mindfulness and art, or whether it takes place in unmitigated unconsciousness, work affects the soul profoundly" (Thomas Moore). What are the implications of our pedagogical practice for our students' lives? Can we really make a significant impact on the totality of the college learning experience? By engaging in self-exploration about our own goals as educators, we will have an opportunity to investigate these questions through shared dialogue and critical reflection. Together, we will search for a deeper understanding of the role of vocation as a creative calling that provides meaning for our lives, and explore ways to strengthen our spiritual consciousness as an intrinsic characteristic of our identity as educators.

**8H \* *Assessing Learning Preferences & Outcomes Across Delivery Formats***

**Don A. Wicks**, *Library & Information Science*

Kent State University

This presentation reports the findings of a study of three different modes of instruction used for a graduate level course. In one year, the researcher taught the same course in three modes: a traditional classroom setting, via videoconferencing, and via the web. Learn about students' preferred method of delivery, their assessment of how much they learned, and their evaluation of the effectiveness of instructional delivery and support.

**8I \* *Using Technology to Promote Cooperative Learning in a Distributed Learning Class and f2f***

**Yin Zhang**, *Library and Information Science*  
Kent State University

Cooperative learning and its impacts on teaching and learning in higher education have been well recognized. However, most cooperative learning techniques are developed in the traditional educational setting. There is a need to adapt these techniques and develop new ones that are suitable to cooperative learning in distance education. This presentation will present and discuss techniques to promote cooperative learning in a distance learning class. Evaluations of these techniques will also be presented and discussed.

**6:00pm**

**9 - Dinner**

**Dining Room**

**FLC Dinner Meeting:  
Members of CGU, Miami,  
Cal Poly, Kent State FLCs**

**Side Dining Room**

**7:00pm -  
8:00pm**

**10 - Featured Presentation**

**Auditorium**

***Understanding Why Our Minds Make Mistakes: Applications and Implications for the Classroom***

**Todd Zakrajsek**, *Faculty Center for Innovative Teaching*  
Central Michigan University

If you have ever sat in wonder as student after student messed up something you thought was easy, this session is for you. Misremembering facts, coming to conclusions that seem inconsistent with reality, and inability to recall simple concepts are all very likely outcomes of cognitive processing errors. Cognitive psychologists have long studied how the human mind processes information and we all know the amazing capacity of the human mind. In order to realize that capacity, our minds must operate according to specific processing rules. However, with these processes come both advantages and disadvantages. During this session we will explore some of the disadvantages and ways to set up learning opportunities to maximize learning in ways we want students to learn.



## **Mountain Vista**

### **11E \* *Games and Simulations in Higher Education: How Can They Enhance Learning?***

**David Kaufman & Alice Ireland, *Education***

Simon Fraser University

The presenters will begin this workshop by facilitating workshop attendees' participation (in teams) in one game and one simulation, both displayed through an LCD projector. The workshop presenters then will present an overview of games and simulations in education. The rationale for using games and simulations in higher education also will be discussed. Participants will discuss the types of games and or simulations that could be used to enhance learning in their courses.

## **Hillside West**

### **11F \* *The Power of Stories for Authentic Intercultural Learning***

**Peter J. Frederick, *American Studies***

Heritage University

Hearing student stories affirms student voices and prior experience, and diverse voices deepens learning for all. Stories connect students' multiple identities, lives, hopes, fears and aspirations with key course concepts and themes. Continuing themes from the keynote, we will explore in more depth a variety of ways of using student stories as "texts" for deepening authentic intercultural learning.

**9:30am – 10:15am**

**Concurrent Sessions**

## **Auditorium**

### **12A \* *Preparing Teachers for Today's Linguistically Diverse Classrooms: Connecting Theory and Practice***

**Rayma Garcia Ramos & Linda Purrington, *Education and Psychology***

Pepperdine University

Preparing teachers to work with K-12 English language learners should be an easier process for credentialing institutions given the amount of good research that points to effective pedagogical strategies. A challenge for universities is to change the perceptions that candidates bring as a result of their lack of contact with English learners. We will present a model of a course that is taking candidates out to the communities of English language learners and producing educators that are better prepared for today's classrooms.

## **Campus Vista**

### **12B \* *Making the CONNECTION: A Service Learning Partnership***

**Carol Savrin, *Nursing***

Case Western Reserve University

Service learning benefits all involved parties, both university students and the community partner. There must be commitment, orientation, and negotiation among all involved. The plan must be networked so that all parties are aware of the plan, and students must be engaged in the project. The key to the success is communication. Finally, everything must be tied together. The university and the community will then be CONNECTed for future projects endeavors.

## **Valley Vista**

### **12C \* *Strategies to Understand and Reduce Disruptive Student Behaviors in the College Classroom***

**David E. Smith**, *Business & Information Technology*  
National University

Many faculty members are unprepared to deal with disruptive students in the classroom environment. Classroom disruptions range from mild affronts to outright hostile behavior. Analysis of the causes and effective measures for prevention, as well as solutions, will be discussed. A comprehensive literature review will be included, as well as actual classroom situations, based on extensive interviews with colleagues and personal experience.

## **Garden Vista**

### **12D \* *Engaging the University Community in Conversations Related to Assessment and Accountability***

**JoAnn Canales**, *Teacher Education*  
Texas A&M University – Corpus Christi

The presenter will share a strategy for engaging the university community in conversations related to the development of assessment/accountability skills among faculty. Examples from a variety of formats, from individual consultation to assisting with the development of departmental strategic plans, will be provided. Lessons learned from the experience will also be discussed. The presenter will also engage participants in the discussion and they will be invited to share their own practices and experiences.

## **Mountain Vista**

### **12E \* *A Teaching Model Utilizing Digital Technology***

**Derek T. Mason**, *Sociology*  
**Diane Calloway-Graham**, *Sociology, Social Work, & Anthropology*  
Utah State University

We will demonstrate a teaching model that utilizes digital technology linked to the quality of learner outcomes, socialization, and intellectual growth of students. Specifically, we will demonstrate how the use of CD-Rom technology can enhance skills development in the following ways: (1) be a supportive technique, both inside and outside the classroom, (2) reduce student anxiety when using role-play methodology, and (3) increase student conceptualization of the process being rehearsed.

## **Hillside West**

### **12F \* *Assessment: An FLC on "Knowing How Well Students Are Learning"***

**Amy Essington & Mandy Bennett**, *History*  
**Joy Kliewer**, *Alumni Association*  
Claremont Graduate University

Members of the "Teaching to Know How Well Students Are Learning" Faculty Learning Community (FLC) at The Claremont Colleges are spending the year exploring assessment in their classrooms and university programs. Each community member is developing an individual project to provide evidence of student learning. Participants in this session will learn about the structure and working of an FLC, participate in a discussion on assessment practices, and hear about the various member projects.

**Auditorium**

**13A \* *Reaching the Rest***

**Michael J. Jothen, *Music***

Towson University

Experience materials and teaching strategies developed and designed to address the diverse learning styles, needs, and interests of general students in music instruction. We will define, discuss, and apply visual, aural, kinesthetic, and tactile means useful in music instruction to enhance learning in other disciplines.

**Campus Vista**

**13B \* *When I Dare to Dream, I Dare to Teach: Navigating and Negotiating Teaching as Social Justice***

**Denise Baszile, *Educational Leadership***

Miami University

What does it mean to teach for social justice? And how does one go about imagining and creating courses that place social justice at the center rather than the margins of one's teaching and learning process. In this session, I will engage participants in 1) a brief discussion of some of the challenges of teaching for social justice, 2) share some of the philosophical and theoretical assumptions I bring to the meaning of teaching for social justice, 3) introduce a framework for taking on the challenge of teaching for social justice, and 4) identify ways to document and justify a social justice pedagogy.

**Valley Vista**

**13C \* *From Chaos to Order by Way of a Seven-Step Process From Freedom to Empathy***

**Curt Paulsen, *Social Work***

Augsburg College

Dynamic teaching and learning often result in shifts of inner consciousness and changed perceptions, creating various degrees of inner chaos. In this fluid condition of openness to change, participants are more likely to take a circular journey through seven steps: freedom, options, responsibility, loneliness, identity, resolution and empathy. To the degree educators follow these steps significantly determines the extent to which they can be empathic with students who engage in this same wonderful, but arduous journey.

**Garden Vista**

**13D \* *Assessment of the "Ten Principles of Learning" Using Bloom's Taxonomy***

**Mysore Narayanan, *Engineering***

Miami University - Hamilton

In this presentation, we will correlate the Ten Principles of learning to Bloom's Taxonomy and explain various assessment tools that can be successfully utilized to document assessment of student learning and instructor participation.

## **Mountain Vista**

### **13E \* *Models for Developing IT-Related Interdisciplinary Curricula***

**Hesham Ali**, *Computer Science*

University of Nebraska at Omaha

Recent years have witnessed a tremendous development and growth in the area of Information Technology (IT). The impact of such development has significantly impacted many scientific disciplines directly or indirectly. As a result, a number of interdisciplinary projects have been developed to integrate IT with many fields, resulting in new emerging disciplines such as Bioinformatics, Integrated Media, Instructional Technology and Information Security. Various attempts have been taken place in academic institutes to create educational curricula to satisfy these new areas. This presentation will address this issue by discussing and comparing several models for developing IT-related interdisciplinary curricula.

## **Hillside West**

### **13F \* *Student Perspectives on Classroom Discussion of Controversial Topics*** Stacy

**McGoldrick**, *Sociology & Gerontology*

Miami Universtiy

This session will address students' opinions about when they are most likely to join in on classroom discussions and in what ways they feel discussion is important to their learning experience. Featuring interviews conducted with Christine Caffrey and research on the learning process, this session seeks to address students' perspectives on the classroom experience and what instructors can do to help students both feel comfortable speaking up and understand the importance of discussion to learning. Furthermore, I will highlight the topic of discussing controversial topics such as the death penalty, welfare, and abortion.

**11:30am – 12:15pm**

**Concurrent Sessions**

## **Auditorium**

### **14A \* *Utilizing Technology to Improve Educational Opportunities***

**Patricia Skalnik**, *Marketing and Web Information Technologies*

Azusa Pacific University

This discussion will be in a sharing format, highlighting what has worked in a technological environment of teaching in the classroom and out-of-the-classroom. Utilizing both synchronous and asynchronous communication methods, classroom discussions can be extended from an in-classroom lecture to out-of-classroom time. Distance education delivery systems can enhance the classroom experience by having students participate in peer-to-peer discussions regarding current issues pertaining to the classroom discussion. On-line quizzes can assist the instructor in saving time and automatically calculating the student performance and grading. Improved web design techniques will be discussed that will ensure a better quality of web site usability for improved interaction and usage.

## **Campus Vista**

### **14B \* *Good Teaching: Musing of a Fallible Instructor***

**Satinder K. Dhiman**, *Business & Management*

Woodbury University

These observations are in the nature philosophical meditations on teaching and learning, culled from the wisdom traditions of the world. The main purpose is to explore learning as a two-fold process of self-discovery and growth. Some current literature on learning and teaching will also be reviewed. The presenter recently received the Association of Collegiate Business Schools and Programs (ACBSP) 2004 International Teaching Excellence Award. This session will share some winning strategies on what constitutes good learning and teaching.

## **Valley Vista**

### **14C \* *Rethinking the Introductory Course***

**Maira Casey**, *English*

Gateway courses give faculty the opportunity to provide students not only with basic content, but also with knowledge of the requirements, faculty specialties, and theoretical underpinnings of the major. This presentation will address the function of gateway courses within majors and ask audience members to consider the various roles a gateway course might play within their own departments. The session will begin with a discussion of the session leader's own struggles to develop a gateway course for English majors on a regional campus and lead in to an interactive discussion of how gateway courses might have several different functions within any major.

## **Garden Vista**

### **14D \* *Development and Evaluation of a Faculty Designed Courseware CD-ROM***

**Carol Sternberger & Linda Meyer**, *Nursing*

Indiana University-Purdue University Fort Wayne

Electronic delivery of courses is an evolving process and one that necessitates a change in the architecture of learning designs. The inclusion of interactive courseware in an electronically delivered course addresses varied learning styles and provides options for learning. This presentation discusses a hyperlearning model, the development of a courseware CD-ROM, and an analysis of the learners' satisfaction with the teaching methodologies, self-efficacy in learning, and self-reliance in learning.

## **Mountain Vista**

### **14E \* *Learning to Be a Servant-Leader With Learners***

**Breck A. Harris**, *School of Professional Studies*

Fresno Pacific University

This presentation will focus on ways to increase excellence in college teaching by learning how to become a servant-leader with students. Participants will explore how six key characteristics of Robert K. Greenleaf's theory of servant-leadership can be applied. We will discuss listening, empathy, healing, persuasion, commitment to the growth of people, and building community. To increase participant interaction, Classroom Performance System (CPS) technology will be utilized to allow participants to respond to discussion questions and view tabulated group responses on a large screen.

## Hillside West

### 14F \* *Teaching as a Reflective Practice: Learning From Action Research*

**Enamul Choudhury**, *Political Science*

Miami University

Teaching not only imparts content learning to students, but also creates an opportunity for process learning for the teacher. Balancing the needs of both learners constitutes a measure of effective teaching. In this session I report two related aspects of transforming a course to affect such a balance: the effort made to move towards learning centered teaching and the adoption of selective classroom assessment techniques to measure progress of the effort. I will indicate how I amended both initiatives as the course progressed. The amendments were affected to balance the needs of students with a variety of institutional requirements in place.

## 12:15pm - 1:15pm

## Lunch

## Dining Room

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

1. Active Learning
2. Classroom Assessment
3. Group/Team Learning
4. Creating Student and Faculty 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

## 1:15pm – 2:30pm

## Concurrent Workshops

### Auditorium

#### 16A \* *The Status of the Scholarship of Teaching and Learning in the Disciplines*

**Marlene Biseda**, *Drucker Ito School of Management*

**Dorothea Kahena Viale**, *Women's Studies in Religion*; **Elizabeth Seward**, *Education*;

**John Alexander**, *Psychology*; **Robin Owens**, *Religion*;

**Paul Witman & Al Arboleda**, *Information Science*

**Kelly Thompson-Eggersten**, *English*; **Moana Vercoe**, *Politics & Economics*

**Erin Andrade-Lopez**, *Education*; **Edward Robinson**, *Cultural Studies*

**Akiko Otsu & LaMesha Carter**, *Education*; **Ariana Brooks**, *Psychology &*

**Nathan Garrett**, *Information Science*

Claremont Graduate University

Participants in this session will learn about the status of the SoTL in a variety of disciplines. Activities will clarify how they can apply research-based methods to improving their students' learning and document their successes. The presentation will include research results from a transdisciplinary study of the role of the SoTL in the major disciplines, including forums for publication and presentation.

## **Campus Vista**

### **16B \* "Slow Down, I Can't Keep Up": A Faculty-Student Model for Changing Teaching Behaviors**

**Lisa B. Elliot, Susan Foster, & Gary Long, NTID Research**  
Rochester Institute of Technology

Using students with hearing loss as a case study, the workshop will present strategies from Project Access for changing teaching behavior to provide better access to instruction for all students utilizing principles of Universal Instructional Design. Participants will experience student perspectives and examine how their own teaching behaviors could be changed. While the case study focuses on students with hearing loss, the teaching behaviors modeled in this workshop are applicable to any group of students.

## **Valley Vista**

### **16C \* Object-Oriented Math: A Teaching Strategy to Increase Student Retention**

**Mohammed Miah & Richard Schuttler, University College**  
University of Phoenix

The math concepts will be introduced as objects and their characteristics. The participants will be engaged in activities where various math problems will be solved by using those objects. The primary focus of this teaching strategy is to enhance students' capacity to think critically; therefore, math will not be viewed as set of rules, methods, and procedures that need to be memorized; it will rather be viewed as a tool to sharpen students' critical thinking skills.

## **Garden Vista**

### **16D \* The Power of the Word: A Two-Part Workshop (PART I)**

**Lois Owens & Martha Golensky Social Work**  
Grand Valley State University

This is the first part of a two-part workshop will help faculty increase understanding and appreciation of the issues related to teaching cultural competency. It will introduce a critical thinking approach, the Six Thinking Hats Method, which has proven effective in managing issues related to diversity in the classroom. Attendees will gain direct experience in facilitating discussions on sensitive topics. To prepare for the workshop, participants will read 'nigger' by Randall Kennedy and a handout on the Six Thinking Hats, both of which will be available at the Registration Desk. Part II follows immediately in the same room.

## **Mountain Vista**

### **16E \* Solving Instructional Dilemmas: Four Core Components of Instructional Planning**

**E. Alyn Warren, III, Writing and Communication**  
**Gary Barton, Teacher Education**  
National University

The current educational focus on subject matter, student and milieu (Schwab, 1977) leave the fourth curricular component, the teacher, with the daunting task of providing rigorous learning experiences that meet the needs of the learner and the demands of a variety of stakeholders. Drawing on current brain learning research as well as instructional design and learning theories, the authors propose four core components of coherent instruction to guide instructional planning: Control, Focus, Feedback and Reflection.

## **Hillside West**

### **16F \* *Teacher Ways of Knowing***

**Kristi L. Pearce**, *Faculty Development*  
Black Hills State University

This workshop presents how to use action research to promote the scholarship of teaching and learning. It enhances understanding of how action research systematically uses reflective practice to improve instruction and be accountable for student learning. Through organized storytelling, participants articulate a SoTL question to study. In addition, the workshop examines multiple data collection methods. And as a result, participants design an action research brief to structure the scholarship of teaching and learning!

**2:45pm – 3:30pm**

**Concurrent Sessions**

## **Auditorium**

### **17A \* *Transformative Learning and Spiritual Intelligence: Infusing Transcendental Reflection***

**Stephen White**, *Leadership and Educational Studies*  
Appalachian State University

Recently a number of adult educators are advocating infusing spirituality into educational thought. Their objective is to augment knowledge construction and learning experiences. Simultaneously, a group of psychologists are exploring the notion of spiritual intelligence. Spiritual intelligence has no connection to a specific religious orientation; it is an interconnected configuration of affective cognitive dispositions that are intimately linked to meaning construction. These developments can have an important impact upon the context of college teaching and impact how we conceive the adult learners' intellectual property is constructed. The objective of the presentation is to provide a narrative assessment of spirituality in current educational musing and the emerging concept of spiritual intelligence.

## **Campus Vista**

### **17B \* *Relationship at the Heart of Learning***

**Lawrence B. Gold**, *Art and International Programs*  
Pacific Lutheran University

Relational Pedagogy is based on an ecosystems approach to learning. It challenges who we are and how we view teaching. It suggests a revamping of course structures and asks us all to review how we approach our subjects and our students. It centers itself in the spaces between rather than on objects themselves. Content is important in that, through it, relationships can be revealed and examined. Content then is used as a device to get at the processes that are at work creating, defining, and bearing on relationships. Since, in this model, the primary relationship examined involves the student in one way or another, much of the teaching has to be ce

## **Valley Vista**

### **17C \* (Re)Designing the Senior Assignment - A Student-Driven Approach**

**E. Duff Wrobbel**, *Speech Communication*

Southern Illinois University - Edwardsville

Our departmental capstone course, once touted as one of the best in the nation, was showing its age. Because we tracked the course all along, we knew where we started and where we hoped to go with our redesign. We were successful in many, though not all respects, and learned (and continue to learn) a great deal in the process. This session shares our hard-won insights and helps others to develop or re-develop capstone courses.

## **Garden Vista**

### **17D \* The Power of the Word: A Two-Part Workshop (PART II)**

**Lois Owens & Martha Golensky** *Social Work*

Grand Valley State University

This is the second part of a two-part workshop will help faculty increase understanding and appreciation of the issues related to teaching cultural competency. It will introduce a critical thinking approach, the Six Thinking Hats Method, which has proven effective in managing issues related to diversity in the classroom. Attendees will gain direct experience in facilitating discussions on sensitive topics. To prepare for the workshop, participants will read 'nigger' by Randall Kennedy and a handout on the Six Thinking Hats, both of which will be available at the Registration Desk.

## **Mountain Vista**

### **17E \* Data Collection and Data Analysis for Distance Learning**

**Peter H. Chang**, *College of Management*

Lawrence Technological University

Distance learning through Internet requires frequent non-face to face interactions between an instructor and students on the web. These interactions involve with online testing, questions and answers through emails, and online chatting, among others. Although this approach is effective, recording the data of the interactions for future reference is still ad hoc. We present a more rigid approach of analysis and design for data recording processes, which may help an instructor improve future interaction method.

## **Hillside West**

### **17F \* Assessing a Collaborative Learning Approach**

**Suguna Bommaraju**, *Engineering Technology*

Miami University

Albeit the appropriateness of lectures in some situations, more often than not, they tend to reach only those students who learn auditorily. In this session I will discuss and demonstrate the collaborative learning exercises that are created and implemented to achieve better high-level reasoning, critical thinking skills, and deeper understanding of learned material. I will present data collected from the assessments and evaluations in a digital switching course.

**3:45pm- 4:30pm**

## **Concurrent Sessions**

### **Auditorium**

#### **18A \* *Maximize Instructional Effectiveness in Large Lecture Settings Through an Understanding of Cognitive Processing***

**Margo Bowman & Debra Frame, *Psychology***  
Wayne State University

In developing a teaching format geared at reaching the wide range of abilities and learning styles found in a large lecture setting, it is necessary to know and understand factors that influence human learning. This session will demonstrate factors that impact learning and retention through audience participation and interactive demonstrations of classic cognitive psychology experiments. Participants will experience the effect of having information presented in the manner most conducive to a variety of learning styles.

### **Campus Vista**

#### **18B \* *Student Portfolios to Promote Active Learning***

**Clifford Tyler & Robert W. Kibby, *Educational Administration***  
National University

How about student portfolios as an effective strategy to promote active learning through demonstration of their work? Portfolios examine pedagogy and imaginative assessment of student competency to become school administrators. Education schools assess their programs through student portfolio analysis, along with advantages and shortcomings. Two alternative portfolio strategies-distance learning E-Portfolio and CD-Portfolios, will also be introduced.

### **Valley Vista**

#### **18C \* *Fostering Creative Expression and Connecting Learning: Let Students Gladly Work on "It is My Project"***

**Jung R. Oh, *Arts, Sciences, and Business***  
Kansas State University

How do we practice to accommodate different learning styles? The first part of this session will provide brief introduction on learning styles and present sample periodic table projects (e.g. quilt, rap song, video clip) from a chemistry course. After that, participants will work on periodic table project with their own academic discipline expertise while examining learning styles and then share their endeavor to respect diverse talents and ways of learning in their teaching practices.

### **Garden Vista**

#### **18D \* *Unity and Freedom: The Relevance of the Seven Liberal Arts to Education Today***

**Elizabeth Seward, *Education***  
Claremont Graduate University

The medieval tradition of the Seven Liberal Arts is radically different from the practice of education today: the goal of studying was to discover the unity of knowledge and to approach it from various points of view. In our time of increasing disciplinary specialization, and 'methodological fences', this session will offer a refreshing and non-empirical alternative. Explore the diversity of thinking at the core of the medieval approach and discuss its relevance today.

## Mountain Vista

### 18E \* *But We've Never Done It This Way Before: Courses and Majors in Transition and Lessons Learned*

Cheryl Heckler, *Journalism*  
Miami University

Change can be challenging when academic majors and courses are integrated. This session will address such an occurrence, assessment of results, and lessons learned. As an example I will report on students' responses about integrated courses in a new journalism program combining print and broadcast majors formerly in different departments, including course-end evaluations and observations from a student peer evaluator. We will address students' perspectives on the integration experience and what instructors can do to help with convergence into a single course.

## Hillside West

### 18F \* *Converting a Regular Learning Course Into a Distance Course*

Peter L. Stanchev, *Science & Mathematics*  
Kettering University

In this session we will present the methodological aspects of the distance education courses; present the conversion process on a singular lecture from regular into a distance course; discuss the "Web technology" distance course information (course description, objectives, topics, grading, policies, staff information, streaming video sessions, course documents, assignments, communications, tools); and discuss examples from the "Web technology" distance course materials (course outline, assignments, midterms, final).

4:45pm - 5:30pm

Concurrent Sessions

## Auditorium

### 19A \* *Innovations To Teaching Educational Psychology: Preparing Reflective Teachers*

Nancy Harding, *Education*  
Pepperdine University

Educational psychology is a required course in teacher credentialing programs across the state of California. The course presents multiple challenges since it has a heavy emphasis on theoretical constructs and requires that content be presented in a practical way. Our main goal is for students to learn the foundations of educational psychology, but also to become teachers who think, reflect, and revise their thinking through nontraditional approaches. We will present models on how we are now producing critically active participants who are better prepared for today's classrooms.

## Campus Vista

### 19B \* *Recognizing, Facilitating, and Assessing HOTS in a General Education Plan Course*

Jeffrey Merhout, *Decision Sciences & Management Information Systems*

Miami University's general education program designates certain courses as Miami Plan courses, where the following liberal education objectives are pursued: thinking critically, understanding contexts, engaging with other learners, and reflection and informed action. These objectives can also conceivably be viewed through the taxonomy of educational objectives (Bloom et al): knowledge, comprehension, application, analysis, synthesis, and evaluation. In this session I report on a study that attempts to recognize when the higher order thinking skill (HOTS) objectives are attained. I will briefly discuss the HOTS, the development of assignments that facilitate the development of these skills, and a critical thinking rubric that will be used to assess such thinking skills.

## **Valley Vista**

### **19C \* *Students Learning From Their Own Words: From Intro to Graduate Classes***

**M. C. Ware**, *Foundations and Social Advocacy, School of Education*  
State University of New York, Cortland

This session will describe a number of techniques such as autobiographical assignments, journal entries, and philosophical statements the presenter has used in graduate and undergraduate classes. The presenter then uses such student-produced materials to develop handouts in which every student becomes an author. These techniques have much motivational and pedagogical value as will be demonstrated. The presentation will also include some hands-on time to model selected techniques and to see their results.

## **Garden Vista**

### **19D \* *Can We Teach Social Responsibility to Liberal Arts Mathematics Students?***

**Richard A. Zang**, *Mathematics*  
University of New Hampshire

We will discuss the justification for this service-learning endeavor, what did and didn't work, and how it evolved over a six-year period. Discussing social responsibility will be central to the presentation; I have been concerned with the question, "How can we teach social responsibility if we don't expect students to exercise any?" and I saw an opportunity to address two important social issues: diversity challenges preconceived misconceptions; and, we learn from those whose experiences are different than our own.

## **Mountain Vista**

### **19E \* *Measuring Virtual Community: Integrating Learning Communities into Distance Education***

**David C. DiRamio**, *Higher Education Leadership*  
University of Nevada, Las Vegas

While online education shows promise for setting collegiate learning free from the confines of the lecture hall, new challenges have emerged. Perhaps faculty can meet these challenges by building learning communities within their online courses? This study chronicles an eighteen-month, multi-stage campaign aimed at designing a valid and reliable measure of an "Online Learning Community". A three-element theoretical construct will be presented. Measuring community and student engagement should assist professors and administrators in evaluating online courses.