

18<sup>th</sup> Annual  
Lilly Conference of College & University Teaching – West  
March 17 & 18, 2006

## Learning So Everyone Teaches

### Program

Friday \* March 17, 2006

8:30am-5:30pm      Registration Open      Registration Area

9:00am-10:15am      1 – Welcome & Keynote Address      Auditorium

#### Welcome

**Laurie Richlin**

*Director, Preparing Future Faculty & Learning Communities Program  
Claremont Graduate University  
President, International Alliance of Teacher Scholars  
Executive Editor, Journal on Excellence in College Teaching  
Director, Lilly Conference on College and University Teaching – West*

**Milton D. Cox**

*Director, Center for the Enhancement of Learning and Teaching; Mathematics  
Miami University  
Editor-in-chief, Journal on Excellence in College Teaching  
Founder and Director, Lilly Conference on College Teaching*

#### Keynote Panel

##### ***Transdisciplinary Community in a Graduate Institution***

**Lourdes Arguelles**, *Education*

**Teri Hollingsworth & Andy Behr**, *Education Students*  
Claremont Graduate University

**Peter Chen**, *Director, Qualitative Inquiry, TENDS Project, HeartMath  
Institute & Claremont Graduate Institute*

**Laurie S. Schroeder**, *Education, University of La Verne*

**Alane Daugherty**, *Kinesiology and Health Promotion, Cal Poly Pomona*

**Emily Wolk**, *Curriculum Specialist, Pio Pico Elementary School*

**Sam Bouman**, *District Psychologist, Glendora Unified School District*

**Jefferey Lagozzino**, *Principal, Mountain View School District*

**Rollin McCraty**, *Institute of HeartMath*  
Claremont Graduate University

Emotional mastery is required for effective learning and for happiness in life. CGU's *Heart in Education Student Learning Community* offers a course for graduate education students on the role of the heart in living and learning. Taught from the perspectives of wisdom traditions, learning theory, and the science of neuro-cardiology, students in the course develop, implement, and evaluate heart-based teaching, learning, and research strategies. This interactive, multimedia presentation is based partly on results of a national study.

## 10:30am-11:15am – Concurrent Sessions

### Mountain Vista

2A - *Developing Collaborative Computer Classrooms: Bringing Students Together With Technology*

**Nathan D. Garrett**, *Educational Technology*

**Phyllis Cremer**, *Academic Support and Instructional Services*

**Douglas Cremer**, *Arts and Sciences*

Woodbury University

Participants attending this session will receive a hands-on introduction to computer-enhanced collaborative learning suites. We will present an overview of the collaborative design process, implementation choices, and pedagogical impact of three upgraded classrooms at Woodbury University. Collaborative oval tables, one computer per group, and dual projectors resulted in improved learning spaces that both students and faculty enjoy.

### Campus Vista

2B - *Too Many Ideas, Too Little Time: Dilemmas of Integrating New Teaching Strategies*

**Elaine K. Yakura**, *Labor and Industrial Relations*

Michigan State University

Instructors on a quest to improve their teaching are faced with many effective strategies, tips, and handbooks. But how do we wade through this information to find appropriate strategies, and then integrate them into our teaching? This session will draw on participants' experiences to identify ways of successfully implementing new methods, and propose a framework for taming the vast literature on strategies and assessing their impact.

### Valley Vista

2C - *Effective Use of Chat-Rooms in Online Teaching*

**Farhang Mossavar-Rahmani**, *Finance, Accounting, and Economics*

National University

As noted in *Linking for Learning* (U.S. Congress, 1989), "The critical role of the teacher in the distance learning setting makes it imperative that teachers get adequate training not only in the technical aspects of the system, but also in the educational applications of technology." The report contends that training is a critical component of any distance education program and should not be overlooked. This session will discuss a specific training on how to manage chat-room.

### Garden Vista

2D - *Community-Based Learning and Online Discussion Boards: Teaching and Learning on the Edge of Chaos*

**Julya Westfall**, *Occupational Therapy*

Eastern Kentucky University

Community-based learning puts students on the edge of chaos where the stability of the classroom and the turbulence of the wider world collide – a circumstance ripe for fostering adaptation. Online discussion boards are a way for students to share reflection-in-action and act as catalysts for each other as they creatively integrate knowing and doing. This session will review relevant theories and approaches and will describe a practicum course design and implementation. Participants will explore ideas and possible applications to their practice.

### Hillside West

2E - *Using Case Study Methodology to Address Issues of Diversity*

**Barbara G. Bowman**, *Teacher Education*

Clafin University

The ethnic makeup of the United States is increasingly diverse. Students must not only be aware of but appreciative of diversity in order to function effectively in this global society. This session will discuss how case studies can be used to bridge the gap between theory and practice, allowing students to observe and record behaviors objectively. Using research knowledge and skills, students are able to interpret behaviors to better understand themselves and others. Participants will have the opportunity to assess the effectiveness of this strategy.

## **Auditorium**

2F - *Replacing the Lecture: The Online Learning Object as Lecturer*

**Julia M. Guichard**, *Theatre*

Miami University

Sometimes lecture is the best way to accomplish a teaching goal, but sometimes... maybe not. A valuable classroom commodity, regardless of discipline, is time. Effective strategies-such as PBL, group projects, and discussion-all take class time. If lecture material is delivered and learned effectively online, students can spend precious classroom hours in active learning. This session will present strategies for identifying appropriate material to move online and examples of learning objects for a theatre voice and speech course.

## **11:30am-12:15pm – Concurrent Sessions**

### **Mountain Vista**

3A - *The Internet as a Source of Teaching Support*

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

California State Polytechnic University, Pomona

Have you ever taught something that your students just don't get? Used a plethora of examples? Varied your vocabulary? Practically stood on your head? In all disciplines, there are concepts that are difficult to absorb. Sometimes we need a different approach to make them more student friendly. This session will introduce ideas and resources to finding out how others teach those difficult, or any, topics.

### **Campus Vista**

3B - *Engaging Active Learning Models: A Case Study of WebQuest Assignments*

**Kaye Bragg**, *Political Science*

California State University, Bakersfield

Referencing the Merlot resources of WebQuest, this presentation explains the application of this resource to hybrid courses (Webwork/face-to-face activities). Each application shows the range of different activities, contrasts learning objectives, rubric usage and student engagement per assignment. Participants will identify applications across curriculum areas and a spectrum of course activities from face-to-face with Webwork, to full online courses.

### **Valley Vista**

3C - *Teaching Perceptions of Online Instructors*

**Victor C. X. Wang**, *Professional Studies*

California State University, Long Beach

Andragogical and/or pedagogical teaching philosophies of online instructors determine whether there is a helping relationship or a direct relationship between instructors and students. Without awareness of these education models, our teaching may disappoint our students. Both the teacher-centered approach to teaching and the student-centered approach to teaching are supported by relevant andragogical and pedagogical teaching philosophies. The research presented in this session is designed to equip us with new skills and techniques that we can apply to either our online instruction or our traditional classroom settings.

### **Garden Vista**

3D - *Race, Culture and Online Learning*

**Matthew D. Laliberte**, *Academic Technology Center*

Worcester Polytechnic Institute

Race and culture are important considerations in the design of any instructional experience. Yet, the widespread proliferation of online learning over the past few years has taken place largely devoid of these vital factors. In this session we will discuss the role race and culture play in the design of online learning. We will survey briefly the existing literature, and explore practical techniques to incorporate culturally relevant learning experiences into online instruction.

## **Hillside West**

3E - *Team Teaching in Higher Education*

**Patricia Skalnik & Robert Skalnik**, *School of Business and Management*

Azusa Pacific University

This presentation and discussion shares team-teaching strategies that improved the learning experience for students who were able to take part in making the capstone strategic management course more integrative. A two-professor team-teaching approach made the course more interesting to students. Professors were able to deliver their academic subject materials and case study analyses based upon their interests in business topics and an energy-based team approach that encouraged students to perform their best.

## **12:15pm-1:15pm**

**Lunch 4 - Tables by Discipline**

**Dining Room**

***Join your colleagues at the table of your choice.***

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

## **1:30pm-2:45pm – Concurrent Workshops**

### **Mountain Vista**

5A - *Technology-Based Simulation and Gaming Environments in Higher Education*

**David Kaufman**, *Learning & Instructional Development Centre*

**Alice Ireland**, *Education*

Simon Fraser University

The presenters will outline the use of games and simulations in higher education, with illustrative examples, and discuss the rationale for using games and simulations in higher education. Participants will consider how simulations and games could be implemented in their own settings.

### **Campus Vista**

5B - *Re-imagining a Curricular Architecture to Effect a Liberating Education: An Integrative and Interdisciplinary Capstone Seminar on the Environment*

**Ricardo A. Machón**, *Psychology*

**James M. Landry**, *Natural Science*

**Judith Royer**, *Theatre and Dance*

**Stephen Duncan**, *Film and Television*

Loyola Marymount University

The session will examine how our university is re-imagining its curricular architecture to affect the fundamental goals of a truly liberating education. A major objective will be to describe an architecture employing backward mapping for a senior capstone core course, starting with our core curriculum objectives, then developing the processes necessary to achieve these outcomes. This same backward mapping process can be used as a model for restructuring the entire core curriculum.

## **Valley Vista**

5C - *Teaching Projects and SoTL: Recommendations for Development, Assessment, Presentation, and Publication*

**Milton D. Cox**, *Center for the Enhancement of Learning and Teaching; Mathematics*  
Miami University

In this session we will examine the connections between the scholarship of teaching and learning (SoTL), teaching projects, and assessment to determine resulting student learning. Participants will see examples and have an opportunity to propose teaching projects. We will discuss resources, strategies, and practices that can enable teaching project development, presentation, and publication, including a faculty learning community approach. Our focus will be on classroom research rather than detailed educational research.

## **Garden Vista**

5D - *Achieving Balance: A Key to Excellent Teaching*

**Eleanor Boyle**, *Psychology*  
Capilano College

To be excellent teachers, we want to develop classes that are structured, yet flexible, and rigorous, yet amicable. We want to encourage student participation, yet exercise leadership. We want to be our warm and wonderful selves, yet keep an appropriate personal distance. Great teaching requires that we achieve balance. This highly participatory workshop will enable participants to address specific challenging classroom situations, and bring their own issues for discussion and colleague input.

## **Hillside West**

5E - *The Art of Facilitation: How It Benefits the Academy*

**Paul W. Decker**, *Institute for Excellence in Teaching and Learning*  
**Phyllis Cremer**, *Academic Support and Instruction Services*  
**Yael Hellman**, *Organizational Leadership/Arts and Sciences*  
Woodbury University

Want to start a faculty learning community but cannot find a facilitator? Tired of straight lecture in your classroom but unsure how to utilize active learning activities? Want to run a better meeting? Interested in intensive learning formats with non-traditional students but can only lecture? Join us then and participate in a hands-on workshop demonstrating the art of facilitation and its multiple uses in the academy.

## **Auditorium**

5F - *How Values Affect Work in a Culturally Diverse Milieu*

**Wendy Klepetar**, *Learning Enhancement Center*  
**Virginia Arthur**, *Management*  
College of Saint Benedict

This presentation will discuss our experience in teaching cultural diversity from a multicultural perspective. There are several theoretical approaches to the latter topic, but they tend to be embedded in Euro-American perspectives. Participants will use a collaborative exercise we have created which stimulates the development of ethical reasoning in a multicultural milieu.

## 3:00pm-3:45pm – Concurrent Sessions

### Mountain Vista

6A - *Inquiry of How Technology Can Improve Learning: From a Faculty Learning Community*

**Amy Essington**, *History*

**Marc Simões**, *English*

**Margaret Costa**, *Interdisciplinary Studies*

California State University, Long Beach, Claremont Graduate University

In this session, participants will learn about the structure and working of a Faculty Learning Community (FLC), participate in a discussion on use of technology in the classroom, and learn about the application of technology through the FLC member's projects. Members of the "Inquiry of How Technology Can Improve Learning" at California State University, Long Beach are spending the year exploring the best practices of the use of technology in their classrooms to improve student learning.

### Campus Vista

6B - *Collaborative Integration of Information Literacy: Lessons from Faculty, Librarian, and Students*

**Jung R. Oh**, *Arts, Sciences, and Business*

Kansas State University

How do we learn to teach today's information-literate students? This session shares experiences from the faculty and librarians' collaborative endeavor on Information Literacy (IL) instruction. One example is from the University General Education Chemistry course and involves a pre-lab search summary assignment integrated with library In-service lecture and writing-center consultation. Participants will share experiences on designing assignments tailored to the desired information literacy competencies in their fields and will discuss IL instruction success and challenges.

### Valley Vista

6C - *A Noble Discontent: The Challenge of Diversity Training*

**James A. Bryant**, *Curriculum and Instruction*

Appalachian State University

Alfred North Whitehead described "a noble discontent" as being at the heart of education. He assumed a degree of social consciousness that drives individuals to learn, grow, and change. An appreciation of diversity is a requisite for such growth. This session will examine practical methods of teaching for diversity so that we may honor, value, and encourage a broad understanding of diversity in a pluralistic society.

### Garden Vista

6D - *The Best of Both Worlds: The Hybrid Course*

**Lynn Ritchey**, *Behavioral Science*

University of Cincinnati, Raymond Walters

If you dislike distance education, you should consider the hybrid course. A hybrid course delivers 40-80% of course content and activities online, yet continues to meet with students. The hybrid format blends the best of the traditional face-to-face format with the best of the online format. This session will introduce you to the hybrid format of course delivery. By the end of this session, you will have a detailed action plan for transitioning to a hybrid format in your courses.

### Auditorium

6E - *Teaching as Psychotherapy Across Disciplines for Learning and Growth*

**Mason Fries**, *Psychology*

National University

Teaching is more than presenting facts and information to a passive audience. When teaching one must be aware of the Gestalt (entire field) in the classroom. In this session, I will demonstrate the similarities between teaching and psychotherapy for maximum learning and growth. Awareness, being "fully present", emotion, and interpersonal relationships are all critical. Video clips, short stories, discussion, and brief mindfulness exercises will be utilized to demonstrate how to increase the probability of learning.

## 4:00pm-4:45pm – Concurrent Sessions

### Mountain Vista

7A - *The Side-Effects of Reading: Epistemological Differences in Oral, Literate and Post-literate Learning Environments*

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

Learning differences, multiple intelligences, etc., are increasingly well-known. There are also epistemological differences in student learning, according to the modality of learning and teaching. Reading, a relatively modern occupation, is identified as the gateway to social justice, academic success and the exercise of freedom. This session investigates co-emergent 'side-effects' to education through reading from pre-literate to manuscript culture, then through printing to the modern age of electronic media. How we teach is what we teach.

### Campus Vista

7B - Using iLinc to Fuel A Tech-based FLC

**Denise Tolbert & Valerie Amber**, *Teacher Education*  
National University

Several institutions have used FLCs to mentor new faculty and increase faculty productivity. What happens, however, when everyone is somewhere else? This session will show students iLinc a meeting technology that is used to bring everyone together.

### Valley Vista

7C - *The MBA Writing Project*

**David E. Smith**, *Business & Information Technology*  
**E. Alyn Warren, III**, *Writing and Communication*  
National University

It has been widely suggested, and increasing evidence supports, the theory that team-taught classes can represent significant improvements in learning, compared to traditional delivery approaches. A ten-year study of the MBA writing project compares team-taught and traditional delivery approaches. This presentation will compare completion rates, expressed student satisfaction, and outcomes. Case study analyses will be used as a basis for the presentation.

### Garden Vista

7D - Encouraging a Deep Approach to Learning through Interviewing

**Antoinette Lynch**, *Accountancy*  
Miami University

We will discuss my study examining the effect of self-directed interviewing on student learning. The results will reveal whether there is a learning difference between students who engaged in self-directed interviewing and those who did not. I will use an example that involves junior and senior accounting majors enrolled in an Accounting Information Systems (AIS) course at a major mid-West university. Although information systems is a prominent career path in the accounting profession, a majority of AIS educators find that students are uninformed and not knowledgeable about AIS.

## 5:00pm-5:45pm – Concurrent Sessions

### Mountain Vista

8A - A Student Course Assessment & Evaluation Form: An Educative Assessment Model

**Michael Georges Gholam**, *Higher Education Consultants*

Learner's World, Lebanon

In the absence of a coherent criterion that clearly depicts what good teaching is all about, student-filled course rating forms will continue to be a hit-or-miss, "scientific" measure of our performance, and hence faculty opportunities for advancement. In this interactive session, faculty, chairs, and faculty developers will come together to question the face validity and reliability of student course rating forms and the items used. The presenter will share a Student Course Assessment & Evaluation Form that he recently developed in light of Dee Fink's model of course design for significant learning.

### Campus Vista

8B - *Instruction/Learning Recognition: Catch a Student Doing Well*

**Paul W. Johnson**, *Teacher Education*

National University

This session will discuss an analysis of the opinions of credential candidates on the instruction/learning recognition. Students were asked to respond to ten statements about the teaching and learning of the classroom teacher. The credential candidates showed significant differences of opinion regarding the teacher's role. The results showed they held high expectations for teacher's behavior in teaching/learning recognition.

### Valley Vista

8C - *Reading as Subject Matter: Teaching Fluency and Appreciation*

**Alison A. Baker**, *English and Foreign Languages*

California State Polytechnic University, Pomona

This session will include a report on preliminary research on the ability of students in a general education literature course to understand and appreciate Early English literature. Participants then will walk through some of the exercises and strategies geared toward increasing reading fluency--that is, comprehension as well as sensitivity to aesthetics--with an eye to different functions and success rates.

### Garden Vista

8D - *INSPIRE Seminars Virtual Campus (ISVC)*

**Kathleen M. Klinger**, *Special Education and Technology*

National University

Fundamental to the effectiveness of new learning environments is a comprehensive, advanced professional development system using resources from the George Lucas Educational Foundation (GLEF) that will provide all educators in grades K-20 with opportunities to recreate their teaching and learning practices while strengthening their content knowledge. The Digital Equity website supports the INSPIRE Seminars Virtual Campus (ISVC) to change educators' perspectives of the research potential of GLEF resources and the INSPIRE seminars for K-20 classrooms.

## 5:45pm – 6:45pm – Poster Session & Reception

## Exhibit Lounge

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

### 9A - Evaluation Leadership: Facilitating Innovation

**John Alexander**, *Psychology*

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

Claremont Graduate University

This poster describes a course being designed as a transdisciplinary, intensive graduate level seminar in which students will use an integrated learning approach to evaluate complex organizational problems. The goal of the course is to enable students to understand if their organization's current programs are fostering innovation and the ability to compete effectively in today's global economy. The course formally discusses evaluation, leadership, and management systems, and then incorporates the disciplines of students in the class to solve meaningful problems. Students will participate in a series of class activities that enable them to integrate other disciplines into their context and to stretch beyond the boundaries of their individual disciplines. Teams of students will define a complex organizational problem and then design an appropriate evaluation by incorporating multiple perspectives.

### 9B - Rebuilding New Orleans: A Transdisciplinary Course

**Mandy Bennett**, *History*

**Ariana Brooks**, *Psychology*

**Laurie Richlin**, *Director, Preparing Future Faculty & Learning Communities Program*

**Edward Robinson**, *Cultural Studies*

Claremont Graduate University

This poster will provide details on the development of a transdisciplinary course bringing a multitude of methodologies to solving the authentic problem of rebuilding New Orleans. Students will work in teams to investigate the history, culture, politics, infrastructure, geology, and economics of New Orleans and to bring that knowledge to bear on answering the questions "What needs to be decided?" and "Who should do the deciding?"

### 9C - *Reversing the Downward Spiral: Students Write their own Syllabus for First-Year Seminar Taken as a Repeated Course*

**Dolores B. Bertoti**, *Academic Advancement*

Alvernia College

This presentation will discuss a unique approach to teaching a first-year-seminar course, in the event that the course has to be retaken by an unsuccessful, at-risk student. Upon entrance to the course, the students' first assignment is to write their own syllabus, including choosing a learning theme, selecting a text, determining meaningful and measurable objectives, establishing evaluation criteria, and proposing measurement of outcomes. The individual student and the class as a whole forge a powerful partnership to execute the syllabus where the main driver is the student. This approach emphasizes the importance of student autonomy, empowerment and self-regulation.

### 9D - *Service Learning as a Cornerstone Rather Than an Extension of First-Year Seminar Course: An Example and Model*

**Dolores B. Bertoti**, *Academic Advancement*

Alvernia College

Service learning has earned recognition as a valuable ingredient in higher education both as part of coursework and programming from first year experiences through capstone. The literature demonstrates that service learning benefits learning, facilitates the development of values and promotes engagement, all desirable goals especially for first-year college students. In most instances, it is a tangential extension or an outreach from the primary curriculum. This presentation will demonstrate the effectiveness of building a first-year seminar course around an integrative and collaborative service learning project, whereby the service and the project drive the learning outcomes.

9E - *Use of Student Response Devices to Enhance Learning and Teaching*

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

University of Illinois at Urbana-Champaign

Students in a general education course (advanced composition, natural science) both learned from and enjoyed the use of a personal response system (IClickers) that allowed immediate, anonymous response to instructor questions. For two semesters, students completed early and late surveys on IClicker use. IClicker questions were used to check background knowledge, assess comprehension of material, review quizzes, and poll opinions. The system also was used to encourage peer teaching in a relatively large lecture class.

9F – *Building a Sustainable Word: A Transdisciplinary Course*

**Moana Vercoe**, *Politics & Policy*

Claremont Graduate University

This poster describes a successful process for designing transdisciplinary courses. A Peer Learning Community of advanced graduate students coordinated a research group comprised of four teams working on separate, individual projects united by a common commitment to transdisciplinary teaching and learning.

**6:45pm – 7:45pm**      **10 - Dinner**  
**Participants' Dinner**  
**FLC Dinner Meeting**

**Dining Rooms A-B-C**  
**Dining Rooms D-E-F-G**

**7:45pm - 9:00pm**      **11 - Featured Presentation**

**Auditorium**

*Revealing the Magic: "Secrets" of How People Learn*

**Todd Zakrajsek**, *Faculty Center for Innovative Teaching*

Central Michigan University

There was a time the secrets of magic tricks were never revealed. Now magicians regularly show how tricks are completed and audiences are more intrigued than ever. Higher education is similar in that many aspects of student learning is mysterious and few instructors know the many "tricks" involved. To be a good facilitator of learning, one must learn how and why students learn. Once a foundation is learned one can truly teach others, thus "Learning so Everyone Teaches." In this session I will expose major findings on student learning. Find out what motivates students, why active learning works, the major brain functions involved in learning, and how we can help our students better learn both the process and content of what we desire to teach them.

# Saturday \* March 18, 2006

8:30am-2:30pm – Registration and Resource Fair

Registration Area

9:00am-10:15am 12 - Plenary Presentation

Auditorium

## ***The Web, The Mouse, and The Flat Screen: Learning and Teaching in the Real Virtual World***

**A. Cathleen Greiner**, *Vice President for Academic Affairs and Provost*  
National University

With access to information and technology—the web, mouse and screen—we are entering a new world. This presentation will provide an overview of the impact and implications of the digital age on teaching and learning in higher education. Through video clips of EverQuest, River City, etc., participants will consider the new ways students will learn, faculty will teach and facilitate, and institutions of higher education will prepare for and accommodate the “millenials.” We are challenged to start now: EverQuest, a MMOG, represents 3 million participants at any one time and constitutes the world's 77<sup>th</sup> largest economy. Further, examining the themes developed by Thomas Friedman (*The World is Flat*)—globalization, ubiquitous technology and knowledge management—provides a framework for reflecting on the need to adapt and incorporate new modalities and strategies to support learning communities, for both faculty and students.

## **10:30am-11:15am – Concurrent Sessions**

### **Mountain Vista**

13A - Using Sequences of Images to Improve Teaching and Learning

**Robert Blackey**, *History Department*

California State University, San Bernardino

Visual images, and several episodes from history will be discussed--with audience/student participation--Via projected images such as, the evolution of Renaissance art, the fall of Constantinople, the role of relics in the Catholic Church, the trial and beheading of King Charles I, and dehumanization. All disciplines welcome.

### **Campus Vista**

13B - Educational Administration Intern Program: A Partnership Learning Experience

**Clifford E. Tyler & Robert W. Kibby**, *Education Administration*

National University

We have created a fieldwork learning experience for educational interns. We are studying the learning and assessment process and activities, and the resulting pedagogical role that each of the stakeholders assume. These involved stakeholders include the intern, the intern's mentor, the staff and students at the intern's school site, the university supervisor, and other graduate students in the internship program.

### **Valley Vista**

13C - Out of Order: Breaking Away from the Lecture-Focused History Course

**Rebecca A. Weller**, *Art*

California State University, Bakersfield

In spite of the numerous studies that have demonstrated how little students are able to retain after a lecture-only class, this art historian has continued to struggle with how to teach a chronologically-oriented course without being so coverage-centered. The solution turned out to be twofold: organize the course according to major themes/issues and then replace essay exams with short papers. This presentation will use an upper-division Contemporary Art course as example, but could apply to any history-based discipline.

## **Garden Vista**

13D - Think R.A.P. (Read, Attend, Participate)

**Angie Williams-Chehmani**, *English/Communications/Foreign Languages*

Davenport University

Sometimes, one of the biggest challenges we face as educators is getting students to read their textbooks, to attend class, and to participate in classroom discussions. Today's students face many academic and personal challenges, which they often see as obstacles to their reading, attending, and participating in class. During this presentation, the presenter discusses reasons why students do not "Think R.A.P." and provides practical activities that we can use to get our students to do so in order that they may persist not only in our classrooms but also in their personal lives.

## **Hillside West**

13E - Creative Resourcing: When Budgets Get in the Way of Inspired Teaching

**Tami J. Moore**, *Family Studies*

University of Nebraska

Teaching is creative. Funding is concrete. In an era of budget reductions, new ideas lose. Participants will explore sources of external funding to support their teaching objectives, both in their classrooms and in service-oriented workshops. They will create the framework for such a project during the session, while learning the ropes of securing and managing these monetary gifts. Methods for integrating such efforts into professional research and publication agendas will also be discussed.

## **Auditorium**

13F - With a Little Help from My Critical Friend — Developing Cultural Competence Through Case Study and Dialogue

**David Shriberg**, *Educational Psychology*

Miami University

I will describe the results of a pilot program seeking to develop cultural competence through use of technology and critical dialogue around case studies. Students participating in field placements working with children and families were required to post short case conceptualizations as part of a practicum seminar. Students then received confidential feedback from "critical friends." I will describe the impact of this project on students' self-reported attitudes and behaviors as relates to developing enhanced cultural competence.

## **11:30am-12:15pm – Concurrent Sessions**

### **Mountain Vista**

14A - Creative Responses that Teach Memorable Lessons

**Mari Firkatian**, *History*

University of Hartford

This presentation/workshop provides a strategy for engaging students who take history as a requirement and find the class difficult. The assignment helps students synthesize what they need to learn by a process that they will immediately own. Creativity becomes a tool that hooks the students, they become engaged and willing to learn. Using contemporary symbols/images that are familiar to them (popular culture figures portrayed in magazines, iconic representatives of their cultural milieu like movie stars, sports stars, dramatic headlines, commercial pitches) – students create a representation of the historical moment with contemporary visuals.

### **Campus Vista**

14B - A Software Tool That Analyzes Word Patterns From Shakespeare's Plays to Technical Articles

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

Lawrence Technological University

We propose an approach that analyzes word patterns in articles. The approach includes a sequence of steps of searching for interesting words and their synonyms. Knowledge is accumulated from each search step. The result of the approach may accelerate students' comprehension of articles of a wide range of subjects such as Shakespeare's classic plays to technical matters of modern days. We also present a software tool that automates the analyses.

## **Valley Vista**

14C - Blending an Understanding of Cognitive Psychology with Educational Methodologies for Optimal Academic Outcomes

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

Wayne State University

Learning about the human information processing system is essential to fully understand how students learn. Blending cognitive psychology research with educational methodologies leads to more successful learning outcome. This session demonstrates several cognitive factors that impact learning and retention. Through interactive demonstrations, participants will experience elements of the human processing system that impact the learning process. After experiencing these critical elements, they will discuss ways to bridge the gap between cognitive theory and educational practice.

## **Garden Vista**

14D - *A Team-Based Approach to Teaching the Research Paper: Scaffolding for Success*

**Donna K. Loudon, ESOL/Language and Linguistics**

University of Texas, El Paso

This presentation addresses difficulties inexperienced writers encounter when learning to write their first academic research paper. I will present assignments that are effective in helping first-year students succeed at this challenging writing project. The key to student success is a combination of collaboration and individual accountability. The assignments can be used in regular, ESL, and developmental English composition courses and can be adapted for courses that introduce research-based writing in the disciplines.

## **Auditorium**

14E - *Enhancing Social Presence and Community in Online Courses*

**M. C. Ware, Foundations and Social Advocacy, School of Education**

State University of New York, Cortland

**Mary F. Stuck, Sociology**

State University of New York, Oswego

The authors have taught and developed distance learning courses in social gerontology, sociology of tourism, and issues in foundations of education. Over a span of several years, they have refined techniques that enhance the development of community within a distance learning setting. They will discuss techniques which worked, and techniques which had less success. They will describe their growth in the process of self-revelation, which allows a DL teacher to be seen as more "human" by the students. This realization - that the teacher is human - also helps the class to develop its own community identity. The presentation will allow time for participant self-reflection regarding social presence and development of "community".

## **12:15pm-1:30pm**

**Participants' Lunch 15 - Tables by Topics Dining Rooms A-B-C**

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

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

## **Southern California Faculty Developers Learning Community Meeting**

## **Dining Rooms D-E-F-G**

*Faculty development professionals are invited to join the SCFDPLC to discuss important ideas in faculty development.*

### **1:30pm-2:45pm – Concurrent Workshops**

#### **Mountain Vista**

16A - *"EXTRA!! EXTRA!! Read all about it!" Getting Behind the News to Develop Critical Thinking Skills and Information Competencies*

**Robert G. Jensen, Psychology**

CSU – Sacramento

The news of the day is ready-made for the development and strengthening of critical thinking skills. This workshop will give participants experience in identifying a specific set of critical thinking tools and a process for applying these skills to print media that is applicable to wide array of disciplines. Ways to assess student learning and the location of critical thinking in the broader context of learning theory will be addressed.

#### **Campus Vista**

16B - *Designing Writing Assignments: Helping Students Learn to Write and Write to Learn*

**Karen R. Danbom, Elementary and Early Childhood Education**

**SuEllen Shaw, English/Writing Center**

Minnesota State University, Moorhead

This workshop will focus on how to help students improve their writing through the creation of effective writing assignments. Participants will have an opportunity to analyze and design assignments across-the-curriculum that will promote both better writing and more learning. The workshop will use a variety of formats from large group presentation of examples to small-group brainstorming, and discussion to individual reflection and response.

#### **Valley Vista**

16C - *Tenure Trax™- An Interactive Game To Help Faculty Recognize, Handle, and Reduce the Stresses of Day-to-Day Life*

**Preparing Future Faculty Fellows:**

**Nathan Botts, Danuvasin Charoen, Kristie Kosaka, Tamara Roust, Information Systems & Technology**

**Elizabeth Chamberlin, Andrew Lac, Clayton Stephenson, Sarah Ting, Psychology**

**Denisa Chatman-Riley, English**

**Jacqueline Hidalgo, Jae Hyung Cho, Religion**

**Steven Lee, Philosophy**

**Aya Nakagoshi, Cultural Studies**

**Christina Nix, Blessing Ubani, Education**

**Tharon Smith, Ran Tao, Economics**

Claremont Graduate University

Come join your colleagues to play *Tenure Trax™* a new game of academic life. This activity will give you a broad understanding of the impact of personal characteristics and family experience on the stresses of faculty work. After playing *Tenure Trax™* you will be able to recognize (and sympathize with) the many events that can cause stress in yourself and other faculty members.

## **Garden Vista**

16D - *Crossing Disciplinary Boundaries of Thought: A Faculty Workshop Model for Integrating Disciplines*

**Jeff D. Weld**, *Biology*

**Marilyn Drury**, *ITS - Educational Technology*

University of Northern Iowa

This presentation is a distilled version of the active, team-oriented 50-hour "Interdisciplinary Institute," designed to emphasize the interconnections among disciplines that lead to critical thought. The very techniques employed in an effective classroom are modeled in exploring the concept of interdisciplinarity. This work was developed through a grant from the Roy J. Carver Charitable Trust to the University of Northern Iowa to enhance learning in the Liberal Arts Core, the general education program of the university.

## **Hillside West**

16E - *New Perspectives on Teaching Performing Arts in Liberal Arts Environments*

**Ricardo Averbach**, *Music*

Miami University

While the concept of teaching performing arts in universities can be traced back to ancient times, in practice this model is not effective, particularly in liberal arts education oriented environments. In this session we will examine the challenges and possible approaches to improve the quality of teaching and learning the arts, focusing on music. However, we will not address private studio classes where students have private lessons.

## **Auditorium**

16F – *Learning Portfolios: Reflective Practice for Improving Student Learning*

**John Zubizarreta**, *Faculty Development*

Columbia College

Interested in discovering or sharing an alternative or complementary approach to improving and assessing student learning? Wondering how reflection, collaboration, and evidence promote higher-level learning? Faculty and faculty developers, come find out about the benefits and challenges of learning portfolios, the value of reflective practice in enhancing learning, and the diverse applications of student portfolios. Bring your experiences and your varied models for active conversation, for sharing of ideas and resources on learning portfolios, and for writing a plan for implementation of a learning portfolio in a selected course.

## **3:00pm-3:45pm – Concurrent Sessions**

### **Mountain Vista**

17A - *Learning Quantitative Skills Through Local Civic Problems*

**Thomas M. Zachariah & Jacqueline M. Dewar**, *Mathematics*

Loyola Marymount University

In this talk we will share our experiences in incorporating a civic engagement component into a Quantitative Literacy Course. Our goal is to prepare students, to play active roles in addressing the problems and challenges of the larger society and world in which they live, using mathematics as tool. Several projects designed to understand and analyze unsolved local civic problems are being developed for this course. We will discuss these projects, logistics, and assessment issues encountered in teaching this course.

## **Campus Vista**

17B - *Intentional and Incidental Learning: Creating the International Study Experience*

**Sylvia M. Asay & Tami J. Moore**, *Family Studies*

University of Nebraska, Kearney

International study experiences provide an effective pedagogical approach changing the way students view and interact with the world - transforming them from the role of tourist to that of traveler. This presentation will include an overview of intentional and incidental learning of the study experience; will demonstrate the Cultural Transformation Model that organizes attitudinal changes that students experience; and will outline how to identify and plan the study experience, prepare students, offer course credit, and evaluate.

## **Valley Vista**

17C - *The Origins of Learning Outcomes and the Development of Assessment Rubrics*

**George Drops**, *Center for the Improvement of Teaching Effectiveness*

National University

This presentation will describe nine sources of learning outcomes and will check to see which sources instructors for different subjects use. I will present a model for developing rubrics linked to learning outcomes that will be analyzed and evaluated by session participants in small groups.

## **Garden Vista**

17D - *Learning and Teaching - The Significance of the Initial Event in the Classroom*

**Helen L. Eckmann**, *Business and Management*

National University

This session will offer three ways to craft a successful initial event in the classroom. First, there are ways to connect the initial event to the broad scope of the content area of a class. Second, there are ways to craft the initial event to suit an instructor's individual temperament type. Third, we will describe how to connect the initial event to the take-away or synthesis ("sound bite") for the overall learning in a particular course.

## **Auditorium**

17E - *Short-Term memory (STM): Just Seven, or So, "Chunks" of Information*

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

Wayne State University

Research indicates that short-term memory (STM) holds 7 plus or minus 2 "pieces" of information, which ultimately affects learning. By chunking bits of information this can be greatly expanded. But, wait...what's a "chunk?" Do you have a real sense of STM limitations? Are there other factors that affect STM? This session demonstrates STM limitations by actually measuring an individual's STM span. We highlight various memory strategies and illustrate how to incorporate them into your instructional materials. Through interactive demonstrations, participants will experience STM overload and learn strategies for circumventing STM limitations.

## **4:00pm-4:45pm – Concurrent Sessions**

### **Mountain Vista**

18A - *Behaviors that Contribute to Effective Teaching and Learning*

**John S. Cartafalsa**, *Early Childhood Education*

**Lynne E. Anderson**, *Teacher Education*

National University

Faculty in higher education often reflect upon their teaching and develop broad goals for improvement. Rarely are those goals shared or considered within the relationships so essential for effective teaching and learning. Students and teachers alike are involved in the relationships which foster and enhance teaching and learning. In this workshop session, those broad goals are once again revealed from our research and from your and our experiences. These goals are common to those within the higher education community. What we will do is move beyond the recognition of those shared, common goals to applying specific interactive behaviors that will increase our interactions and, thus, our teaching effectiveness.

## **Campus Vista**

18B - *Mirrors of Practice: An Exploration of Self-Reflective Techniques in Teaching*  
**David M. Dees & Tricia Niesz**, *Educational Foundations and Special Services*  
**Susan Emens**, *Business Management and Related Technologies*  
**Meghan Harper**, *School of Library and Information Science*  
**Gro Hovhannisyan**, *Mathematics*  
**Koon Hwee Kan**, *Art Education*  
**Tsunghui Tu**, *Teaching, Leadership, and Curriculum Studies*  
**Gina Zavota**, *Philosophy*  
Kent State University

Stephen Brookfield writes that "through personal self-reflection, we become aware of the paradigmatic assumption and instinctive reasonings that frame how we work". In this session, members of a teaching scholars learning community outline the autobiographical findings identified through various self-reflection techniques including teaching logs, role model profiles, videotaping and ideological critiques. Participants will learn the strengths and weaknesses to these self-reflective approaches as well as engage documented evidence of how these techniques can improve classroom practice.

## **Valley Vista**

18C - *Course Improvement Through Student-Led Experiments*  
**Jose A. Saez**, *Civil Engineering and Environmental Science*  
Loyola Marymont University

The presentation will first introduce the student-led experimental approach. We will then cover development of specific objectives and assessment tools in experimental design, followed by a description of how students developed procedures and conducted the experiments. Examples will be presented in the fields of Fluid Mechanics, Water Resources and Hydrology, which are part of LMU's undergraduate Civil Engineering curriculum. Lastly, results of this effort and future plans will be shared with the audience.

## **Garden Vista**

18D - *Developing Online Modules to Increase Success of Readmitted Students*  
**LeAnn Schlamb**, *Nursing*  
Miami University

Students have dropped from our program prior to the end of a term due to health and family concerns, feeling overwhelmed, and failing tests. Readmitted students may still not be successful and continue to struggle. Offering an online course prior to their return will allow students wanting to reenter our program to stay engaged with learning and use critical thinking skills during their time away. I will discuss my proposed course and seek suggestions from participants.

**4:45pm-5:30pm – 19 - Closing Remarks**

**Auditorium**

## ***But What Will I Do on Monday?***

**Laurie Richlin**  
*Director, Preparing Future Faculty & Learning Communities Program*  
Claremont Graduate University  
*President, International Alliance of Teacher Scholars*  
*Executive Editor, Journal on Excellence in College Teaching*  
*Director, Lilly Conference on College and University Teaching – West*

As the two days of the Lilly Conference draw to a close, it is useful to consider what we have learned and how it applies to our own classrooms and campuses. Join your colleagues to plan for bringing the research and good ideas you have found to your own work.