

**2010 Lilly Conference on College & University Teaching – West
Kellogg West Conference Center
Pomona, California**

PROGRAM

Friday – March 12, 2010

8:30am - 5:30pm – Registration & Resource Fair

9:00am - 10:15am – Welcome

Laurie Richlin, Director
Lilly-West Conference

Milton D. Cox, Founder & Director
International Lilly Conference on College Teaching

KEYNOTE PRESENTATION

1 – Auditorium

Designing Evidence-Based Courses Across the Curriculum

Laurie Richlin, Faculty Development
Charles Drew University of Medicine and Science

Practicing doctors and teachers are applied professionals, practical people making interventions in the lives of their clients in order to promote worthwhile ends – health or learning. Doctors and teachers are similar in that they make decisions involving complex judgments. Many doctors draw upon research about the effects of their practice to inform and improve their decisions; most teachers do not, and this is a difference. (Hargreaves 1997, p. 200)

One reason to turn to evidence-based education is that doing so would make it less vulnerable to “political ideology, conventional wisdom, folklore, and wishful thinking,” not to mention “trendy teaching methods based on activity-based, student-centered, self-directed learning and problem solving” (Davies, 1999, p. 109). But what constitutes evidence? The dictionary (m-w.com) says that evidence is “something that furnishes proof.” To be able to provide proof that a teaching activity works it is necessary both to measure the outcome of the activity in question, and to describe how the measured outcomes relate to the activity. This presentation will discuss a) how instructors do or do not use evidence; b) how instructors contribute to the knowledge base about effective teaching, and c) the process of teaching and learning with evidence.

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

2A – Auditorium

Creating Assessment That Improves Student Learning

Dee Fabry, *Teacher Education*

National University

Our goal as educators is to produce the highest possible quality of student learning (Angelo & Cross, 1993). To meet that goal, faculty members need to be clear about their role in ongoing assessment to improve student learning. Classroom assignments aligned to course learning outcomes that are reflectively evaluated provide evidence of student learning and are valuable for course improvement. Understand, apply, and create an effective assessment plan to increase student learning in this collaborative session.

2B – Campus Vista

Civic Engagement: What is that? Is that my job?

Joanne C. Caniglia, *Teaching, Learning, and Curriculum Studies*

Kent State University

The current project presents data from faculty discussions on their perceived role and responsibility in fostering student civic engagement. Institutions across the nation have caught on to this dynamic transformation in higher education pedagogy that embraces experiential education and civic engagement as fostering high impact, high quality student learning. Faculty perceptions of their ability to influence student learning, retention, and graduation of underrepresented students through experiential education and civic engagement will be discussed.

2C – Valley Vista

When Will I Use Math?

Rachid Ait Maalem Lahcen, Lauren Valle, & Tashana Howse, *Mathematics*

Bethune-Cookman University

The focus on teaching pure mathematics in order to resolve math problems often results in lack of understanding to math's relationship to the real world. We propose an approach where service/experiential learning is integrated into curriculum and community. This approach will help students understand when, where and how to use mathematics inside and outside of the classroom. The community will benefit from this service as well.

2D – Garden Vista

Abstractly Thinking: Portfolios, Free-Writing and Interactive Learning in the Classroom

A. Danielle Parker, *Marketing*

Woodbury University

Have you ever spent hours grading an assignment or blocked off two days of class for student project presentations? Well this traditional method for assessment is gradually dissolving and being replaced by new, more comprehensive and objective forms of evaluation known as portfolio assessment. With portfolio assessment professors are able to review syllabus objectives and measure whether those objectives were met by students (and professor) during the academic term. In this session we will review a few creative techniques for creating an interactive and satisfying academic experience for students and professors alike. Other topics for discussion will be rubric development and quick and easy discussion starters for group discussion within the classroom.

2E – Mountain Vista 1 & 4

Libraries of Their Own: Encouraging Pleasure in Reading for a Required Composition and Literature Course

Beth Rigel Daugherty, *English*

Otterbein College

Wanting to improve attitudes about reading in a required course, I revised it to include choice, book clubs, and reading memoirs. Both quantitative and qualitative evidence suggest such interventions worked. But a Dee Fink workshop inspired another assignment, one that would encourage students to see themselves as readers. Participants will learn what student autobiographies and libraries reveal about the relationship between pleasure and learning and develop ideas for using that relationship in their own disciplines.

2F – Mountain Vista 2 & 3

Changing Roles: One University's Perspective

Linda K. Smedley & Diana Wheeler, *Pupil Personnel - School Psychology*

National University

This presentation will explore the changing role of school psychologists and the impact it has graduate programs. A comparative survey was completed by school psychology students at the beginning and end of their program to determine their perceptions of their future professional roles. This information is used by departmental personnel to determine course signature activities that would align with leadership learning goals. Participants will engage in an interactive dialogue about challenges to change.

2G – Hillside West 1

Using Voice Over Internet Protocol, SKYPE, and Social Presence in an Hybrid Graduate Course

Nancy Prince-Cohen, *Education*

California State Polytechnic University, Pomona

This research investigated students' perceptions of one aspect of online social presence, interactions, when required to use SKYPE for synchronous communication. After the completion of the course, students were queried about their perceptions of the level of interaction and responsibility in this course as compared to other hybrid courses. Results indicated that a majority of students felt a greater degree of group interaction and responsibility in this course than they had in other hybrid courses.

2H – Hillside West 2

Science and Technology Undergraduates Developing Interdisciplinary Opportunities (STUDIO)

Greg Salamo, *Physics*

David Paul, *Chemistry*

University of Arkansas

At the University of Arkansas, like many other universities, we have provided opportunities for one-on-one research, between student and faculty, typically in the student's junior/senior years. While this has been very successful for many students, it is far from capturing the interest of many students. Meanwhile college freshmen and sophomores are making decisions about both their interest and ability in science without ever experiencing this excitement of research and thrill of discovery. Recognizing that this "one approach fits all" may miss talented

students an interdisciplinary group of researchers at the leading edge of nanoscience at the University of Arkansas developed a cross-disciplinary undergraduate education, within a studio (not unlike a studio for the arts) that provides a new and exciting approach to connecting freshman and sophomores to undergraduate research at the frontier of nanoscience and nanotechnology. We will discuss early results from this experiment at the conference.

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

3A – Auditorium

Evaluating ePortfolios for Program Improvement

Lesley S. Farmer, ASEC

California State University, Long Beach

Increasingly, professional education preparation programs are using eportfolios as an effective mechanism to assess candidates authentically. Especially as educators now need to be technologically competent, eportfolios enable them to demonstrate their skills as well as how they can organize and reflect upon their pre-professional experience. Less evident, though, is the use of eportfolios to improve these preparation programs. This session will discuss how the assessment of teacher librarian eportfolios has informed a Librarianship Program.

3B – Campus Vista

What Constitutes Evidence? What We Say and What We Incorporate in Our Teaching Practice.

Christina I. Petersen & Jane O'Brien, Center for Teaching and Learning

University of Minnesota

In this interactive session we will discuss a survey we developed to measure faculty attitudes towards SoTL and present our findings. Participants will be asked to consider three hypotheses that explain the interesting inconsistencies we found between what college instructors regard as convincing evidence and what they report they will incorporate into their teaching practice. Possible implications of this research and strategies for incorporating SoTL into your practice will be evaluated.

3C – Valley Vista

Are They Getting What You're Selling: The Effect of Faculty and Professional Development on Participant's Teaching Philosophies

Kenneth Sagendorf & D. Brent Morris, Center For Educational Excellence

Robert K. Noyd, Biology

U.S. Air Force Academy

Many of our faculty and professional development opportunities focus on moving from a teacher-centered instructional model to one that is learning-focused. This session will present the research done on approximately 200 faculty and administrators attending three different faculty/professional development activities specifically designed to identify and promote the incorporation of learning-focused practices. Session participants will share their reflections on increasing the potential impact of the professional development opportunities on their own campuses.

3D – Garden Vista

Evaluating Service-Learning Outcomes and a Relationship to Critical Thinking Ability

Brooke Flinders, Nursing

Miami University

Educators are continually searching for an all-inclusive definition of service-learning, in relation to teaching strategy and learning outcomes. We will discuss the replication and extension of a Callister and Hobbins study (2000) to further explore and quantify student-identified impacts and abilities in the areas of personal satisfaction, professional growth, critical thinking, feelings of preparedness for practice, and awareness of unmet community health needs. Service-learning experiences were embedded in a junior level, baccalaureate, nursing course, and perceived outcomes were evaluated via Prezza Checkbox Surveys. Critical reflection was evaluated with the Health Sciences Reasoning Test, and appraisal of critical reflection journals was performed, with the Washington State University Guide to Rating Critical and Integrative Thinking.

3E – Mountain Vista 1 & 4

Concrete Feminist Pedagogies for Decolonizing Knowledge

Joe Parker, International and Intercultural Studies.

Pitzer College

How can pedagogical strategies question moments of rendering difference intelligible under the modern power/knowledge regime? Postcolonial feminist strategies may interrupt domestications of difference to refuse normative gendered and colonizing relations. This session will discuss how to experiment with logics and terms outside masculinized Eurocentric modernity in student activities, evaluation and grading, and course content. We will also explore exercises showing how students and teachers might perform forms of difference that are “quite Other” to modernity.

3F – Mountain Vista 2 & 3

Fantasy, Fad or Feature: How "Engaged Learning" Could Bless a New Generation of Learners

Scott Hammond, Academic Affairs

Utah Valley University

Engaged learning has been a classroom fad, a marketing ploy, a strategic direction and a passion for many in higher education. But even on Carnegie designated "community engaged" institutions are having difficulty getting institutional traction for this new paradigm of learning. Trying to avoid "the folly of hoping for A but rewarding B," Hammond and Sanders discuss the history of engaged learning and the institutional support mechanisms needed in order to sustain this important approach. Participants will have the opportunity to assess and discuss their own institution.

3G – Hillside West 1

Discovering The New World: A Journey Into Online Education

Breck A. Harris, School of Business

Matt Gehrett, Continuing Education

Fresno Pacific University

Are you a newbie in the online world? Is your institution being invaded by the cyber conquistadors? Come take a journey with us as we explore this vast, new, and incredibly exciting world. The two presenters will first share resources and ideas that can be used by

participants in their workplace for successfully teaching online courses. The remaining time of this presentation will be spent in dialogue with participants reflecting on the important issues related to this brave new world.

12:15pm

4 – Lunch

Tables by Discipline

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 & Performance Arts
9. Humanities, Philosophy, Interdisciplinary Studies
10. Mathematics, Statistics
11. Medical, Nursing, Health Professions
12. Psychology, Sociology, Social Work

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

5A – Auditorium

Using Metacognitive Instruments to Help Students Become More Effective Learners

Anton Tolman, Behavioral Sciences

Barbara Biggs, Developmental Mathematics

Utah Valley University

Metacognition (i.e. thinking about thinking) has been identified as a key component of effective learning with links to motivation and participation. Teaching "how to learn skills" promotes student success and learning. This workshop presents instruments developed to promote student metacognition about their own learning and explores the impact on student motivation. Participants will learn the theories used to create the instruments and will design a plan to utilize metacognitive strategies in their classroom.

5B – Campus Vista

Appreciating Diverse Cultures & Peoples: Museum Site Visits and Links

Geraldine Macdonald, Nursing

University of Toronto

This presentation will introduce educators to the potential role of the museum in enhancing arts-based experiential learning in undergraduate and graduate college/university students. Participants will engage with a learning companion to reflect upon the need to assist students in developing knowledge of and appreciation for diverse cultures and peoples within their own teaching practice. The presenter will then share her experience utilizing museum site visits and photo journals to bring the museum to the classroom.

5C – Valley Vista

Enhancing Student Learning Through Appreciative Inquiry

Anna Dor, *Higher Education*

Claremont Graduate University

Appreciative Inquiry (AI) is a phenomenon that looks at what is working right in organizations by engaging people to look at the best of their past experiences in order to imagine the future they want. In AI, language that describes deficiencies is replaced by positive questions and approaches. This workshop examines the four phases of AI and includes opportunities for dialogue, application to educational settings, subgroup work, questions and answers, and peer-assisted learning. Specifically as part of the workshop, the participants will engage in a discussion of how AI can be applied in a higher education setting to enhance the student learning experience

5D – Garden Vista

Games in the College Classroom: Student Participation and Learning Perceptions

Jennifer Livingston, *Exercise and Sport Science*

Azusa Pacific University

Attendees are encouraged to participate in a demonstration of an original game designed to focus on concepts related to the human body and meet the needs of multiple learning styles, particularly kinesthetic. Results from pre- and post-game tests as well as student surveys will be discussed and compared to existing research related to games in higher education. Faculty who teach in the health sciences, anatomy, exercise science, and kinesiology are encouraged to attend.

5E – Mountain Vista 1 & 4

Root Based Teaching Strategy for Quantitative Classes

Mohammed Miah, *Arts and Sciences*

University of Phoenix

In an interactive session, the author will present how he uses the “root based” teaching strategy for an economics class. In this presentation, he will demonstrate that most of the theories and formulas in a graduate or in an undergraduate economics class can be explained on the basis of three or four root concepts. The presenter will then demonstrate how he covers a semester worth of materials using those root concepts.

5F – Mountain Vista 2 & 3

Teaching Academic Course Online: Alaskan Experience

Victor A. Zinger, *Mathematics*

Natalia D. Zinger, *Developmental and Cultural Studies*

University of Alaska, Fairbanks

Workshop provides participants with firsthand experience in developing and delivering academic courses in online interactive format. The model utilizes LMS Blackboard and Elluminate Live virtual classroom supported by theory, research and best practices of online teaching. Integration of Web 2.0 instruments for learners’ communication and collaboration are demonstrated and discussed. New instructors’ and students’ roles are evaluated. Examples of

faculty and students' insights are shared. Participants are engaged in the set of hands-on activities.

5G – Hillside West 1

New Trends in Evidence Based Student Engagement in Classroom Learning

Janaki Santhiveeran, *Social Work*

California State University, Long Beach

Engagement occurs when the students analyze and synthesize the given information. Interest in engagement research is growing across the disciplines due to its impact on knowledge and skill development. Although the Blackboard Learning System (BLS) is widely used in several countries, very few have compared its effectiveness in promoting engagement. The data for this study was collected during the past year from nontraditional students. The presentation will include presentation of instrument development process, instrument reliability, results highlighting the correlation between use of BLS and student engagement in classroom learning. The presenter will share the instrument with other researchers for further validation.

3:00pm - 3:45pm – Concurrent Sessions

6A – Auditorium

Maximizing Team Based Learning: Strategies for Development and Assessment

C. Kelly Ottman, *Business*

Milwaukee School of Engineering

Chriss Cazayoux, *Administration*

RoundBox Global

Is there a difference between team based learning (TBL) and student groups? What are the benefits of TBL? What strategies promote effective teams? How can I effectively and efficiently manage team feedback and assessment? Can this be done online or in large-lectures? Based on the research and experience of the presenters, the above will be addressed through demonstration and use of interactive TBL strategies. You will leave the session with new ideas and tools.

6B – Campus Vista

In With the New, But Keep the Tried and True: Using Evidence-Based Teaching Strategies in the Digital Age

Bridget Arend, *Center for Teaching and Learning*

University of Denver

College teachers are under many pressures including producing critical thinking, problem solving, and skill development outcomes in their students and using the latest technology to do so. This workshop will explore seven college teaching strategies grounded in a century of research in the learning sciences, and how they can be used effectively with the latest educational technologies. Participants will learn techniques for successfully using these strategies and will experience some of these strategies first-hand.

6C – Valley Vista

21st Century Teaching and Learning for First-Generation College Students

Karen Boden, *Higher Education*

Azusa Pacific University

For first-generation college students' transition to higher education may be daunting. Professors who use 21st century teaching and learning methods may mitigate these students' transition. Attendees will participate in demonstrations using methods of collaboration, activities, games, and technology that not only enhance student success but also facilitate students' first year in college. Regardless of subject matter, professors who teach freshmen and sophomore are encouraged to attend.

6D – Garden Vista

Problem-Based Learning as Foundation for an Introductory New Course for Non-Engineering and Engineering Students

Dmitriy Garmatyuk, *Electrical and Computer Engineering*

Miami University

Our teaching project has a broad goal of developing a new engineering course designed to provide the insight into the profession for engineering and non-engineering audiences. In the course of our work we have come to an intermediate conclusion that, perhaps, the best way to structure this course is to build it according to the concepts of Problem-Based Learning (PBL), which has been gaining interest in the engineering community for the past 15 years. Another benefit of considering PBL is its applicability to the current curriculum – specifically, the introductory course of electromagnetics taught by the author at Miami. In this report we review the concepts of PBL, illustrate the elements of this approach implemented so far in the course Applied Electromagnetics (ECE 325) during 2007-09 academic years, describe new topics and strategies to be tested in this course during the Spring 2010 semester and, finally, tie these findings to our original goal and conclude with the discussion of proposed future work.

6E – Mountain Vista 1 & 4

A Baker's Dozen Evidence-Based Principles of Technology Integration in Higher Education

Keith B. Hopper, *English, Technical Communication and Media Arts*

Southern Polytechnic State University

Educational technology integration in higher education consumes enormous resources but with little evidence of efficacy, due largely to lack of vision or a cohesive strategy, and confusion between information-communication technologies and educational technologies. Instructors perceive formidable technical skills in undergraduate students, untapped in an instructional role, but this may be unfounded—widespread evangelizing to the contrary notwithstanding. This presentation proposes a technology integration framework comprising three broad principles, and suggests thirteen evidence-based, corresponding strategies.

6F – Mountain Vista 2 & 3

Great Expectations? A Gap Analysis of NSSE, FSSE, and BCSSE

Maureen Mancuso, *Political Science*

Serge Desmarais, *Psychology*

University of Guelph

Using NSSE-based data, we explore the gaps between prospective student expectations and the freshman experience, and between that experience and faculty expectations for student performance. Do new students adequately understand what they are getting into? Do instructors and students agree on goals? Some of the biggest misunderstandings on all sides have to do with student-faculty interaction and the realities of the teacher-learner relationship. Join us to discuss challenges and strategies for reconciling perceptions and maximizing engagement.

6G – Hillside West 1

Adding Sparkle to Your Online Class!

Cynthia Schubert-Irastorza, Marilyn Koeller, & Jan Richards, *Teacher Education*

National University

Current research underscores the importance of interactivity and communication in online classes. Make it fun! Make it interactive! Keep it interesting! Three Teacher Education professors demonstrate proven, easy to use, games, activities, projects and assignments that can perk up your online class and increase student learning and satisfaction. Session handouts provide step-by-step guidelines, detailed instructions and valuable resources. Interactive discussion format and self assessment encourages participants to share suggestions and exchange ideas on “what works.”

6H – Hillside West 2

Making Teaching and Learning Visible With Course Portfolios

Amy M. Goodburn, *English*

University of Nebraska-Lincoln

This session describes how a year-long program supports faculty in collecting and analyzing data about their teaching in order to produce electronic course portfolios. The presenter will describe how she documented the impact of a reading partnership between high school and pre-service students via these inquiry methods. Participants will leave with resources for using portfolios via SOTL inquiry.

4:00pm – 4:45pm – Concurrent Sessions

7A – Auditorium

Designing Experiential Projects Which Engage Students in the Learning Process

Deborah Olson, *Management and Leadership*

University of La Verne

This presentation will provide a framework describing how to efficiently adopt an experiential project assignment to engage students in the learning process (the example used in this presentation is of a consulting case assignment in a marketing class). Participants in this session will engage in a variety of activities including how to select cases for adoption, develop realistic project objectives, and ways to prepare students to be successful in the experiential project assignment.

7B – Campus Vista

Online Exams: Good, Bad, Just Different?

M. Catharine McElwain, *Biology*

James M. Landry, *Chemistry*

Joseph Russo, *Information Technology Services*

Loyola Marymount University

We will begin the session with hands-on use of on-line testing, both from a student and faculty perspective. We will then discuss how students in three courses (general biology, general chemistry and precalculus) responded to the opportunity for nearly unlimited attempts to demonstrate mastery of material. We will then engage the participants in a discussion on using on-line instruments so that students perceive a formative rather than purely evaluative approach to assessment.

7C – Valley Vista

Effective Online Learning: Managing Threaded Discussions

Cynthia Larson-Daugherty, *President*

Spectrum Pacific Learning Company

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

National University

“Modern online learning includes offerings that run the gamut from conventional didactic lectures or textbook-like information delivered over the Web, to Internet-based collaborative role-playing in social simulations and highly interactive multiplayer games” (Center for Technology in Learning, 2009). Threaded discussion is a tool that, if used and managed properly, could play a major role in the success of online programs. In our university, faculty that want to teach online courses are encouraged not only to use threaded discussions, but use it in a way that stimulates discussion and problem solving, promotes critical thinking and helps students better understand the concepts and theories in the subjects they study. In this article we will review the critical factors that help both students and faculty get the optimal use to enhance the learning experience from threaded discussions.

7D – Garden Vista

Getting Fish to See the Water: Strategies to Help Students Experience Culture without Leaving the Country

Stephanie S. Rollie, *Communication*

Miami University

Study abroad opportunities and programs are growing as more colleges and universities recognize the value of experiential education. However, many students either can't afford to study abroad or are unable to fit it into their degree program. The challenge for instructors, then, is to create opportunities for students to internalize concepts of culture without leaving the country. This session describes some tools used in an intercultural communication classroom for getting students to “experience” and understand the role of culture in shaping worldviews, communication patterns, relationships, and opportunities.

7E – Mountain Vista 1 & 4

Sustainability and Transdisciplinarity: A Student-Centered Approach to Course and Curriculum Design

Douglas J. Cremer, *Institute of Transdisciplinary Studies*

Woodbury University

This session will show how student-driven, participatory, and transdisciplinary courses and interdisciplinary curricula can be created in order to deliver the kinds of expected learning outcomes associated with sustainability, moving beyond narrow conceptions of green technology and climate change towards more universal ideas of social responsibility and equitable development. Each part of the session will include reflection and application of the ideas to the participants' home institutions, exploring the opportunities and challenges involved.

7F – Mountain Vista 2 & 3

Empathy with "The Other" and the Ethics of Care: Evidence and Assessment

Annette Berndt, *Applied Science (Engineering)*

Carla Paterson, *Applied Science (Engineering) and Faculty of Arts (History)*

University of British Columbia

What evidence do instructors have of students' ability (skill/value) to empathize with "the other"? How can instructors assess this evidence with fairness? By introducing an engineering elective course called "Appropriate Technology in International Development," we discuss problems associated with the assessment of the "ethics of care" in Community Service Learning projects that focus on global citizenship. In this session, we explore some of the challenges of assessing qualitative evidence.

7G – Hillside West 1

Encountering Texts: The Multicultural Theatre Project and Pedegogy

Joi M. Carr, *Humanities and Teacher Education*

Pepperdine University

How can the instructor create a learning environment that heightens students' level of engagement in the teaching and learning process as it relates to such difficult questions posed by minority texts that often alienate students? The Multicultural Theatre Project provides an environment where students can explore issues of diversity spiritually, intellectually and emotionally. Each semester the director identifies texts and writes a production that focuses the dialogue on: race, gender, class, age, religion and disabilities. Students encounter these various literary and historical texts over a six-eight week period.

7H – Hillside West 2

Redefining the Role of Higher Education in Preparing School Administrators in Light of Competition by Non-Higher Education Institutions

Clifford E. Tyler & Robert Scharf, *Educational Administration*

National University

Have you noticed higher education struggling with increased competition from non-traditional higher education institutions offering competitive training programs with enabling state legislation? Why this transition has happened will be discussed, citing higher education

traditional inflexibility, lack of awareness, inadequate marketing efforts, political in-activism, and little vision to cope with non-higher education institutions missions of wanting a share of school administrator training. This session will define higher education's role for more relevancy in today's world of competing non higher education organizations.

5:00pm - 6:00pm – Poster Session & Reception

8A – Transforming a Large Introductory Biology Course Using Active Learning Techniques

Wendy J. Binder, *Biology*

Loyola Marymount University

I want to determine how a change in pedagogy, from a lecture-based course to an active and group learning, multimodal teaching environment will change attitude, interest and performance in my Introductory Biology course for majors. I have taught this primarily freshman class of 90+ students for years, and implemented new techniques in 2008. With the same content and changed pedagogy, presentation and feedback, I want to demonstrate the effect and degree of importance of pedagogy.

8B – Do Professors' Beliefs About Teaching Predict Their Responses to Professional Development?

Jacqueline M. Dewar, *Center for Teaching Excellence*

Loyola Marymount University

Implicit theories about the malleability of skills/abilities have been shown to predict learners' willingness to participate in learning opportunities. This study of 130 college faculty was conducted by the presenter and Drs. Vandana Thadana (LMU) and William Breland (USC). It examined whether faculty members' implicit theories about the malleability of teaching skills predicted their willingness to engage in professional development (PD) related to teaching. The findings have implications for colleges/universities, which face increased pressure to engage faculty in PD in order to meet goals for institutional excellence.

8C – The Assessment of Medical Professional Behavior Over Generations

Jennifer Buur, *Veterinary Medicine*

Western University of Health Sciences

Medical professional behavior is now formally taught in medical education in response to increased numbers of preceptor reported incidents of student unprofessional conduct. The Millennial generation is associated with an extended adolescence and is entering clinical rotations much earlier in their medical education than previous generations. This presentation looks at how medical professional behavior has been assessed in the past and applied to previous generation gaps and to assess the effectiveness of current curriculums.

8D – Developing Learning Outcomes for Online Modules About Library Research Skills

Priscilla Finley, *University Libraries*

University of Nevada, Las Vegas

Clearly articulated goals for student learning were a crucial element in developing relevant online lessons about library use for multiple sections of a core history course. This poster describes a project where graduate students in a history program gathered information from faculty and past students in two targeted courses to develop learning outcomes for online

lessons that challenge students to learn library use strategies and how historians use information.

8E – *Measuring Humanism across Western University’s Health Professions in Response to Interprofessional Education (IPE)*

Suzie Kovacs, *Veterinary Medicine*,
Western University of Health Sciences

Western University of Health Sciences prides itself on its humanistic tradition. Two qualities of a humanistic health professional are empathy and caring. The Medical Student Survey and Jefferson Scale of Physician Empathy are two instruments that are currently being used to investigate attitudes toward the underserved and empathy, respectively, of medical, pharmacy, physical therapy, law, and veterinary students. The new university-wide IPE course provides us with an opportunity to measure its impact on student humanism. Fellow researchers include Richard Sugerman from Osteopathic Medicine and Georgeanne Vlad from Physical Therapy Education.

8F – *Are Millennials Perceived to be Less Professional on Clinical Rotations? A Medical School’s Plan to Determine if there is a Relationship between Alleged Generational Differences and Performance Evaluations.*

Gail Singer-Chang, *Institute for Medical Educators*
Jennifer Buur, *Veterinary Medicine*
Scott Helf, *Social Medicine & Healthcare Leadership*
Western University of Health Sciences

Current educational literature is wrought with claims that today’s students are more self-centered and lacking in work ethic. Chief among these “complaints” is that Millennials are deficient in professionalism when compared to previous generations. We attempt to validate or refute this assertion by analyzing preceptor evaluations of students on rotations over the past several years, using correlation analysis as a straight function of age, and of age controlled generational cohort. The presenters will be available at the session to answer questions about the study, discuss the importance of research to study trends in educator perceptions with regard to alleged generational differences, debate the effectiveness of current educational paradigms as related to the operational definition and evaluation of professionalism, and facilitate “brainstorming” type activities to encourage further research and foster potential collaborations. Special attention will be paid to the claims being made about the “millennial” generation as well as the need for innovative informatics to address this complex issue. Two of the authors have additional, related poster presentations which will serve to further reinforce and complement the session’s activities.

8G – *Going Virtual: Here Comes Educational Leadership*

Mindy Sloan, *Special Education*
Michael Stuckhardt, James Spence & Douglas Sexton, *Education*
Brandman University, of the Chapman University System

Candidates are demanding alternative modes of instruction to accommodate their nontraditional lives. Doing so brings with it a new series of challenges, and opportunities for higher education. This presentation showcases several approaches to online learning in an Administrative Services Credential program. A particular emphasis on performance based experiences and cooperative learning is included. The essential challenge continues: How does one link an online learning experience with real-life needs in a school or district setting?

8H – Signature Assignments and Candidate Performance: Special Education Goes Data-Driven

**Mindy Sloan, Lynn Larsen, Melissa Phillips, Raymond Hurst,
Ann Marie Hagmaier, & Tracy Catalde, *Special Education***

Brandman University, of the Chapman University System

Assurance of Learning is nothing without valid measures of student knowledge and skills. This presentation showcases Signature Assignments embedded throughout a special education program. Performance-based measures, while theoretically preferred, are some of the most challenging to score. Their subjective nature brings with it difficulties with validity and reliability. Sharing of strategies and tools will support lively discussions. Observers are encouraged to challenge presenters and offer novel approaches.

8I – Grade Inflation, the Issue, the History, the Solution

Kristie Ogilvie, *Management*

California State University, San Bernardino

Grade inflation has an effect on student performance, expectations, reputation, as well as a host of other variables. This presentation will engage teaching professionals in their consideration of their own grading criteria, as well as considerations of the effects on students, other faculty, and their institution.

8J – An Interprofessional Faculty Learning Community on Generational Issues in Health Professions Education: A University's Example of Creating a Critical Forum

Gail Singer-Chang, *Institute for Medical Educators*

Western University of Health Sciences

“Generational issues” have gained tremendous attention, with increasing numbers of faculty encountering communication barriers. These often involve the “millennial” generation and perceived narcissistic trends. This dynamic is of specific concern in Health Professions Education, where the primary goal is “patient-centered” care. Western University is home to nine different health professions. Recognizing the inherent opportunities, a Faculty Learning Community (FLC) was formed. This session will describe the themes which emerged and highlight resulting endeavors.

8K – Two DF Boomers working with Single DF Gen X-er learn to FB Millennials !

Gisele G. Tackoor, *Student Affairs*

Western University of Health Sciences

Working with students from the Millennial generation and understanding the concept of FaceBook, the COMP Student Affairs Office developed a FaceBook “Fan” page. This allowed students to become a Fan of the Student Affairs page while denying the Office access to their private information. With this popular venue now non-threatening, it has become an important forum for discussion, photographs, and announcements. This presentation will describe the FaceBook page and its many benefits.

6:00pm

9 – Dinner Tables by Topic

Join your colleagues from across 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. Service Learning
12. Millennial Students

7:15pm- 8:30pm – Featured Presentation

10 – A Multi-Faceted Approach to Inquiry-Based Learning

Michael R. Brudzinski, *Geology*

Miami University

To fully attain benefits of inquiry-based learning, instructors who employ the traditional lecture format need to make several adjustments. This change in styles can be intimidating and logistically difficult, thus a stepwise approach to this transformation may be more manageable. In this session, I will describe features that we are implementing in our introductory geology course with the goal of converting to an entirely inquiry-based approach. Our project is part of the Miami University initiative in the top-25 enrolled courses to move towards the "student as scholar" model for engaged learning. Some of the features we developed include: student learning and development outcomes, out-of-class content quizzes, in-class concepttests, pre-/post-course assessment, reflective knowledge surveys, and strategic group arrangements. I will demonstrate some of these features with handheld response devices used in our course.

Saturday – March 13, 2010

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

8:45am - 10:00am – Concurrent Workshops

11A – Auditorium

The Future of Teaching Based on Technology Trends

George J. Drops, Leadership, Management & Marketing
National University

While relationships between teachers and students are most important, technology is driving change that disrupts education while providing ways for improving both teaching and learning. This session presents a way of reviewing the evidence that will impact education and change the way that instructors teach and students learn. Three specific roles for teachers will be identified and discussed in relation to three dramatic changes occurring in society.

11B – Campus Vista

How I Stopped Worrying about Grade Inflation and Learned to Love Assessment

Eleanor Wittrup, Philosophy
University of the Pacific

One way to convert some members of the university community to a commitment to evidence-based grading is through their concern about grade inflation. In order to do that, however, it helps to know what the research says and to be clear about the possible relationships between grades, grading, and learning. In this session I review the relevant studies, look at the ethics of grading, and offer some strategies for having useful conversations with our colleagues. The session includes three exercises; The first to learn about the problems of interpreting grades, the second to develop insight into how grading practices effect student learning, and the last is an opportunity to develop your own strategy for how to talk to your colleagues about evidence-based learning.

11C – Valley Vista

Science Education and Civic Engagement: Designing a SENCER Course

Amy Shachter, Chemistry
Stephen Carroll, English
Santa Clara University

Initiated in 2001, Science Education for New Civic Engagements and Responsibilities (SENCER) is a national science education reform project funded by the National Science Foundation. SENCER seeks to improve science education by helping to develop and strengthen efforts that teach through complex social issues to the basic science necessary to comprehend and intelligently act on them. This session will provide opportunities for participants to discuss SENCER approaches and apply SENCER principles to design a course.

11D – Garden Vista

Excavating Stories: Using Autoethnography to Access Critical Reflection in Teaching and Research

Linda K. Shadiow, *Faculty Development Program*

Northern Arizona University

Purposeful identification and analysis of stories we tell around professional campfires (Grumet calls it “excavation”) provide insights for our growth as critically reflective teachers and researchers. Using an approach informed by the methods in autoethnography, participants will begin identifying and analyzing critical incidents that undergird their work. The analysis of the “roots” and resulting “routes” of our work is at the center of a deeper understanding of our pedagogical practices and research agendas.

11E – Mountain Vista 1 & 4

Nothing Is As Practical As a Good Learner-Centered Instruction Theory. How Do You Know It Works?

Annie Marie Ennis, *School of Nursing*

Georgia Southern University

This workshop will explore both theoretical and practical underpinnings in a learner-centered approach to teaching. Pedagogical and methodological issues are discussed that will assist participants in the planning, development, implementation, and evaluation of learning environments designed to promote student buy-in. Participants also will explore personal skills and limitations as facilitators of learning.

11F – Mountain Vista 2 & 3

A Call for Graphic Literacy

Thomas E. Heinzen, *Psychology*

William Paterson University

Graphic literacy is a necessary critical-thinking skill in the information age. If you don't believe that yet, you will be persuaded when you discover the many different ways that visual displays of data are used to lie to you. More importantly, visual displays of data can a) save lives (the Challenger space shuttle); b) tell history in novel ways (Napoleon's doomed march to Moscow), and provide insights into complex topics (teaching evaluations).

11G – Hillside West 1

Do Secondary Databases Facilitate Evidence-based Teaching and Learning?

Janaki Santhiveeran, *Social Work*

California State University, Long Beach

Secondary databases are revolutionizing the way we do research and the way we teach research methods and statistics courses in higher education. Since several of the national and state level secondary databases are very large, they can be readily imported to SPSS or SAS, research is becoming a friendly enterprise not only for scholars but also for teachers who want to promote evidence-based teaching and learning by actively collaborative and student-centered research projects. The presenter will download popular databases such as California Health Interview Survey (CHIS) and Current Population Survey (CPS) and carry out research projects (from problem formulation to hypothesis testing) real time during presentation. The presenter will provide a list of secondary –database publications.

10:15am - 11:00am – Concurrent Sessions

12A – Auditorium

Learning Through Simulation: Initial Emergency Responsiveness

Geraldine Macdonald, Nursing

University of Toronto

This workshop introduces participants to best practices in simulation learning. Participants will work with a learning companion to identify the need for simulation learning within their own teaching practice, engage in a safe, non-threatening simulation where they learn how to triage injured people/teddy bears if they should unexpectedly find themselves in an emergency situation. Debriefing will follow and the workshop will conclude with participants considering the potential use of simulation in their future teaching practice.

12B – Campus Vista

Assessing Student Learning Through Analyzing Feature Films and Experiential Simulations

Deborah Olson, Management and Leadership

University of La Verne

Finding new ways of engaging students in learning concepts and theories presented in courses, and then assessing how well students integrated the course content, is an ongoing challenge. This presentation will provide a detailed overview of one approach that can be used to design experiential learning simulations and use feature films as part of the final exam process to assess student learning and integration of course concepts.

12C – Valley Vista

Creating a Culture of Evidence Through Professional Accreditation

Patricia Skalnik & Bob Skalnik, Business & Management

Azusa Pacific University

Evidence-driven professional, discipline-specific accreditation programs have proven valuable in assisting institutions to develop a framework in which meaningful assessment can take place. Once a ‘culture of evidence’ has been established, data obtained can be used to reflect on institutional decision-making and to embark on programs of continuous improvement. Specific case studies will be examined, and Task Stream a software program well-suited for collecting and managing assessment data will be reviewed. This interactive session will allow participants to share their own experiences, frustrations, and concerns encountered as part of the accreditation process.

12D – Garden Vista

Enhancing Student Learning: A Discussion-Based Approach Using Cooperative Learning

Melissa Schulz, Teacher Education

Miami University

In this session, I will describe aspects of implementing structured, small discussion groups into a graduate-level Phonics and Reading Improvement course. The project involved six cooperative learning groups with three students in each group. In each small discussion group, the students created a contract for student behavior expectations for each member of the group. The students also engaged in reflection and discussion of assigned reading material. Students engaged in two measurements of effectiveness of the cooperative learning approach

through two different assessments, the sample Group Work Evaluation and the Minute Paper. I assessed the small, structured discussion work by creating and implementing a group-work evaluation. Students reported finding the small, structured discussion work valuable and it made an impact on their learning.

12F – Mountain Vista 2 & 3

Creating an Innovative Learning Opportunity Through the Use of Technology in A Non-Traditional Classroom Setting

Scott Campbell, *Communication*
National University

The traditional classroom model, along with the methods and amount of technology used in education, are changing dramatically. As a result, both challenges and opportunities arise. This session will show that the use of technology, along with creative ways to conduct classroom meetings and assignments, can be effective ways for students to learn. An oral communication class will be examined to see how well technology, and the changing classroom, provide increasingly strong opportunities for student learning.

12G – Hillside West 1

Web Mapping in Social Sciences: Exploring and Learning Some Free-Mapping Skills

Rajrani Kalra, *Geography and Environmental Studies*
California State University, San Bernardino

This workshop will introduce you to Spatial Thinking in your class rooms. It will demonstrate some very interesting free web mapping tools and software (Geographic Information Systems). Spatial thinking using mapping will make your class more interesting and will encourage active participation and discussion. You will leave this workshop as spatially aware professionals with web mapping tools and resources ready to use in your class or research.

12H – Hillside West 2

Actively Engaging Students in Writing -Preventing Plagiarism

Ida Jones, *Finance and Business Law*

Are your students editing material they have copied from the internet instead of writing? Attend this presentation to participate in a teaching exercise on plagiarism and develop a method to create assignments that are less likely to result in plagiarism.

11:15am - 12:00noon – Concurrent Sessions

13A – Auditorium

"Keep Your Eye on the Prize": Incentives & Motivators

Kathleen F. Gabriel, *Education*
California State University, Chico

Many students come to college motivated, but when academics become strenuous, their enthusiasm waivers. To reach the pinnacle of the undergraduate college experience -- graduation -- students need to develop self-discipline and perseverance to meet the challenges and obstacles in college. This interactive workshop will present evidence-based practices and strategies for increasing student motivation. Proven practices will be discussed, and participants will leave with ideas for motivating student effort and performance.

Participants will leave with ideas for how to stimulate student motivation for improved effort and performance.

13B – Campus Vista

Using Student Evaluations to Improve Online Faculty Performance

Dee Fabry & Cynthia Schubert-Irastorza, Teacher Education

National University

Listen to the students! Student evaluations provide vital information for increasing the quality of online instruction. This interactive session focuses on why some online instructors receive low student evaluation scores...and what to do about it. Two teacher education professors present the results of their research study on effective remediation strategies for improving the performance of low-scoring online instructors. Participants are encouraged to share experiences and discuss lessons learned from the evolving process of instructional evaluation.

13C – Valley Vista

The Myth that College and Major Choices Decide Johnny's Future

Janis Dietz, Business and Public Management

University of LaVerne

This research was undertaken to test the theory that a specific major or choice of college has a significant impact on one's career "success", as measured by the total compensation and industry ranking of the CEOs of the Fortune 500 companies in 2007. Data presented include the names, colleges, degrees, birthdates and majors of 500 people. Correlations between the relevant variables and the hypotheses are discussed.

13D – Garden Vista

Inquiry-Based Assignments on a Service-Learning Platform

Eva Rodriguez-Gonzalez, Spanish & Portuguese

Miami University

This session begins with introductory remarks about service learning. The participants will engage in a brainstorming written activity about the benefits and challenges of embedding service learning in courses. We will discuss student samples of a writing community-based project (research draft, peer feedback comments, bilingual brochures) and results from a post-implementation survey on service learning (quantitative and qualitative). Participants will share their thoughts about incorporating community-based research assignments in courses.

13E – Mountain Vista 1 & 4

The Virtual Engineering Sciences Learning Lab ("VESLL"): Teaching Engineering Sciences in a Virtual World

Michele L. Hammers, Communication Studies

Loyola Marymount University

This session will describe a project that focuses on the development of an online interactive learning environment within the Second Life virtual world. This project, which is being undertaken by the presenter and Dr. Stephanie E. August (LMU), represents an exploration of the many benefits of virtual learning environments, including: improved opportunities for visualization, increased student autonomy, increased access to resources without the demands of co-presence, and innovative ways to evaluate student learning. The presentation will address early design and implementation issues and provide a demonstration of Second Life's pedagogical potential.

13F – Mountain Vista 2 & 3

Engaging A Campus in SoTL: From the Ground Up

Randy H. Magen, *Social Work*

Elizabeth Predeger, *Nursing*

University of Alaska, Anchorage

This will be a lively discussion about starting an SoTL movement on your campus from the ground up, that is, from faculty interest rather than top down due to demands by your Dean or Provost. We will share lessons learned about collaborating across rank and discipline to intentionally create a campus culture conducive to achieve teaching excellence. Be prepared to share your stories of creating healthy dialogue about teaching and learning.

13G – Hillside West 1

Autoethnography as a Teaching Strategy: Engaging the Faculty and Learner in Simulation Exercises on Cultural Diversity Using Autographic Accounts From Minority Students

Ora V. Robinson, *Nursing*

California State University, San Bernardino

This session will offer insight into the autoethnographic experiences of minority nursing students who experienced racism in their nursing education. Using scripted minority dialogue as a point of discussion to “stomp out racism one story at a time,” the audience will participate in role reversal activities. The session will conclude with an open discussion on the potential use of autoethnographic as a teaching tool and retention strategy.

12:00noon - 1:30pm

14 – Lunch & Featured Event

Informal Conversation with Stephen Brookfield

Stephen D. Brookfield, *Distinguished University Professor*

University of St. Thomas (Minneapolis-St. Paul)

Join one of the most influential writers and scholarly teachers of our time for to discuss teaching and learning.

From Brookfield’s *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass, 1995

We teach to change the world. The hope that undergirds our efforts to help students learn is that doing this will help them act towards each other, and to their environment, with compassion, understanding and fairness. But our attempts to increase the amount of love and justice in the world are never simple, never ambiguous. What we think are democratic, respectful ways of treating people can be experienced by them as oppressive and constraining. One of the hardest things teachers learn is that the sincerity of their intentions does not guarantee the purity of their practice. The cultural, psychological and political complexities of learning, and the ways in which power complicates all human

relationships (including those between students and teachers) means that teaching can never be innocent.

Teaching innocently means thinking that we're always understanding exactly what it is that we're doing and what effect we're having. Teaching innocently means assuming that the meanings and significance we place in our actions are the ones that students take from them. At best, teaching this way is naive. At worst, it induces pessimism, guilt and lethargy. Since we rarely have full awareness of what we're doing, and since we frequently misread how others perceive our actions, an uncritical stance towards our practice sets us up for a lifetime of frustration. Nothing seems to work out as it should. Our inability to control what looks like chaos becomes, to our eyes, evidence of our incompetence.

1:45pm - 3:00pm – Concurrent Workshops

15B – Campus Vista

Forming – Storming – Norming – Performing – Adjourning: Facilitating Effective Faculty and Professional Learning Communities

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

A key outcome of a recent study of faculty and professional learning communities finds that the facilitator plays a key role in building a successful and productive community of practice. In this session we will discuss facilitation during the five stages in the life of a group and the skills and personal qualities that contribute to being an effective facilitator. In addition to recommendations for effective facilitation, we will include a brief introduction to faculty and professional learning communities and communities of practice.

15C – Valley Vista

Designing & Implementing Student Research Projects for Maximum Learning

Gale Burrow & Kimberly Franklin, *Claremont Colleges Libraries*
Claremont University Consortium

Laurie Richlin, *Faculty Development*

Charles Drew University of Medicine and Science

Do your students' research projects disappoint you? Would you like to incorporate best practices into your students' projects in order to facilitate more student learning? This workshop will apply the principles of evidence-based teaching so that participants can develop useful assignments, teaching methods, and assessment strategies. This will be a very practical workshop and participants can expect to leave with new ideas for well-designed course research assignments.

15D – Garden Vista

The Knowledge Survey: An Instrument for Empowering Instructors and Learners

Edward Nuhfer, Faculty Development

Stephen R. Lefevre, Political Science

California State University, Channel Islands

Knowledge surveys are multidimensional, reliable, and valid assessment instruments that collect unique blended information from cognitive and affective domains. They promote interactive engagement, develop self-assessment skill, improve organization of classes, courses, departmental and institutional curricula, and increase student success while simultaneously accumulating powerful longitudinal data for improvement. Participants will learn how to design and construct a knowledge survey and see case results where employment of the instrument in many institutions yielded superb keys to improvements.

15E – Mountain Vista 1 & 4

Leading Effective Discussions

Ted Coleman, Health Science

California State University, San Bernardino

Some teachers seem to have an innate talent for getting students involved in stimulating, effective discussions. Regardless of whether we share that knack, certain basic skills and techniques can help each of us become more effective at engaging students, encouraging mindful responses in the classroom, and reinforcing students for their efforts. This session will provide a model for community building and effective questioning and an opportunity to practice and apply the concepts across academic disciplines.

15F – Mountain Vista 2 & 3

Hallelujah! Integrating Institution, Program and Course Assessment Into One Package

John W. Williams, Political Science

Principia College

It is possible to integrate institutional, programmatic, and course-level outcomes in one course. And, it is possible to assess institutional, programmatic, and course outcomes. This workshop is the practical application of the assessment model proposed last year by the School of Education of National University.

15G – Hillside West 1

Banish Boredom! Building Student Engagement Through the Six Skills of Interest

Wilkins-O'Riley Zinn, Education

Southern Oregon University

Participants will explore “six skills of interest,” an application of the themes of fun in learning uncovered in analysis of hundreds of surveys (Zinn, 2008). These skills correlate with motivation theory and creativity research, and help students develop intellectual responsibility and actualize lifelong learning. In addition, they build “discovery skills” (Fryer, 2009) shown to be hallmarks of innovative workplace leadership. Concrete examples and minds-on activities will demonstrate ways to integrate all of these skills in multiple disciplines.

3:15pm - 4:00pm – Concurrent Sessions

16A – Auditorium

Using Reflective Learning Portfolios for Significant Learning

John Zubizarreta, Faculty Development

Columbia College

Interested in exploring a powerful approach to improving and assessing significant student learning? Wondering how reflection, collaboration, and evidence promote higher-level learning? Come find out new and updated information 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 varied experiences and models for active conversation, for sharing of ideas and resources, and for beginning a plan for learning portfolios in your own practice.

16B – Campus Vista

“K-12, I Do Science” or KIDS

Greg Salamo, Physics Department

University of Arkansas

Many of us were excited and driven to science and engineering careers by the natural investigative nature of the subjects. Consequently those of us who teach try passionately to convey to our students the excitement we experience when, with relentless step-by-step pursuit, we are the first to uncover the answer to a scientific mystery. In these endeavors, we have learned that there is no substitute to experiencing these emotions first hand. Despite our personal experiences, however, the challenge remains to integrate this experience into the K-12 classroom. Meanwhile middle school students are making decisions about both their interest and ability in science without ever experiencing this excitement of research and thrill of discovery. Recognizing the merit of this challenge, we established a partnership between the University of Arkansas and Arkansas middle schools called KIDS (K-12, I Do Science), an experiment designed to demonstrate the value of teaching mathematics, science, and technology based on the “learning through doing” paradigm. I will present evidence for our progress in accomplishing our goals. I will try to capture a glimpse of what our GK-12 Fellows and Teachers are thinking as well as early statistical data from our evaluation team.

16C – Valley Vista

Inquiry-Based Learning : An Experiment in Group Reporting

Stephen Siff, Journalism

Miami University

In this session we will discuss an inquiry-based learning project to teach journalism students how to teach interviewing and research skills in a controlled environment. Groups of students invited subjects to be interviewed by the entire class, an inversion of the usual journalism research process where interviews take place outside the classroom. Students reported finding the group interviews valuable, but ranked them less useful to their learning than individual assignments. The repeated application of a standard instrument to measure communication apprehension found that students became more comfortable with interviewing over the duration of the project.

16D – Garden Vista

7 Research-Based Ways to Support and Retain Intern Teachers and Student Teachers

Ida Randall, *Teacher Education*

National University

Have you observed teacher interns and student teachers being overwhelmed with the negativity expressed in schools? Do they talk about the boring curriculum students are required to learn? Are they starting to have doubts about the profession? If so, participate in this session, learn and share additional effective strategies to assist intern teachers and student teachers to get through the initial phase and embrace the teaching profession.

16E – Mountain Vista 1 & 4

Preparing Teachers for Diverse Classrooms in Urban Schools

Linda M. Gresik, *Teacher Education*

Floria Trimble, *Educational Administration*

National University

As the need for teachers in large urban schools increases, are we preparing teachers to be successful and improve student achievement? This presentation looks at the relationship of teaching strategies, content information, and management systems in which students are active learners. The discussion in this presentation centers on using theory, research, and teacher-constructed practices while encompassing an understanding of diverse cultures. Will culturally responsive teaching improve classroom management as well as increase student achievement? How will we know and what will it look like in the classroom?

16F – Mountain Vista 2 & 3

Planning Classroom Size: Finding the Right Fit for Instructors and Students

Denise L. Stanley, *Economics*

California State University, Fullerton

Given budget cutbacks, many public universities are moving towards larger-sized classrooms. The session will gather opinions of the audience on this trend and then summarize the literature in several fields which demonstrates how instructors teach and how students learn in different-sized classrooms. Participants will work in small groups to develop discipline best practices regarding the type of instructor, the type of technology and audio visuals, and the type of student needed to make learning successful in the larger rooms. Practices can be shared at the session and the home institution.

16G – Hillside West 1

Instructor Tone in Written Communication: Are We Saying What We Want Them to Hear?

Carol Rubel, Marie Wallace, *Graduate Education*

Kaplan University

An inviting atmosphere is essential in online instruction. Since written communication is the primary format for teacher/ student interaction, instructors must be knowledgeable about their word choice in feedback and its effect on students. Tone in written communication may influence students' perceptions of: a) encouragement; b) community; and c) course

participation. This presentation will heighten faculty awareness of tone through case study and interactive sessions on "Say This Not That."

4:15pm - 5:00pm – Concurrent Sessions

17A – Auditorium

Teaching World History Online With Evidence-Based Methodology

Tamer Balci, *History and Philosophy*

The University of Texas-Pan American

World history survey course instructors mainly rely on a secondary source textbook and supplement it with primary document readings. I argue that student learning performance will largely improve when an instructor uses mainly primary documents and supplement them with a secondary source textbook. In order to understand the background on the primary documents and answer exam questions, students have to read the secondary source textbook with details that will facilitate better student learning.

17B – Campus Vista

Effects of Directed Reading & Salons on Classroom Learning - Or: How I turned my love of gaming into classroom fun!

Denisa Chatman-Riley, *English*

Claremont Graduate University

Tired of those dead spots in discussion because of the unprepared student? Come see how to use dice and cards to help liven discussion and enhance community in and out of the classroom.

17C – Valley Vista

How Teachers Manage Stress in These Challenging Times: The Results of a National Survey

Jan Richards, *Teacher Education*

National University

We will reflect on the results of the presenter's recent survey, the "Teacher Stress and Coping Survey" given online to 1200 teachers across the U.S. This survey has three parts: a) sources of stress; b) manifestations of stress; and c) teacher's coping behaviors. We will discuss the findings of this critical topic and will have an opportunity to create an original survey on SurveyMonkey! SurveyMonkey is a great resource for researchers in any field.

17D – Garden Vista

Gender, Race and Age Variables Affecting Success in Online Learning

Mary C. Ware, *Foundations and Social Advocacy*

State University of New York, Cortland

The presenter recently completed an extensive literature review on gender, race and age as variables related to success in online learning. She will share findings (and resources) with the attendees, as well as involve attendees in discussion regarding gaps in the research knowledge base and issues which online instructors should consider regarding age, race, and gender differences in their students. Mary Stuck was a co-researcher on this project.

17E – Mountain Vista 1 & 4

Making Global Connections Through Online Teaching

Marilyn Koeller, *Teacher Education*

National University

This presentation will address the areas of e-learning possibilities currently utilized in universities today to make global connections with other countries. Strategies of successful online teaching between countries will be explored. Input from the audience on their experiences with online teaching with other countries will be discussed through an interactive dialogue.

17F – Mountain Vista 2 & 3

TARGET: Hitting the Mark on Informed Decision Making Within the Academic Community

Allison Galbraith MacKenzie, *Communication Studies*

Elaine Rose Mullen, *Academic Development Centre*

Mount Royal University

How can institutions engage faculty in an effective process for research, evaluation, dialogue, and dissemination on issues of institutional importance? Like many similar institutions, Mount Royal University is undergoing a period of rapid, systemic change. To support effective change management, the University created The Advisory Resource Group on Evaluation of Teaching (TARGET). The purpose of this innovative Faculty Learning Community is two fold: to create an extensive resource base of information on the assessment of teaching to be used by key decision makers and to foster informed decision making within the academic community. During the past 18 months TARGET has become a primary resource for Senate, GFC and key decision making bodies. This session will highlight the process we employed, the response to it, stakeholders engaged, results generated, and, importantly, the lessons learned.

5:00pm - 5:30pm – Conference Closing & Book Drawing

18 – Auditorium

But What Will I Do on Monday? Evidence for Learning!

Laurie Richlin, *Faculty Development*

Charles Drew University of Medicine and Science

Join your colleagues to focus on how you can implement the wonderful ideas you found at the conference when you return to your own campus. There will be a drawing for books and other wonderful goodies (Starbucks & Staples certificates, fancy office supplies, movie tickets, and more). Must be present to win!