

***Designing for Learning***

**PROGRAM**

**Friday March 21, 2008**

<b>8:30am- 5:30pm</b>	<b>Registration &amp; Resource Fair</b>	<b>Registration Area</b>
<b>9:00am- 10:15am</b>	<b>1 – Welcome &amp; Keynote</b>	<b>Auditorium</b>

**Welcome**

**Laurie Richlin**

*Director, Lilly Conference on College and University Teaching – West  
Director, Preparing Future Faculty & Learning Communities Program  
Claremont Graduate University*

*President, International Alliance of Teacher Scholars*

*Executive Editor, Journal on Excellence in College Teaching*

**Milton D. Cox**

*Founder and Director, International Lilly Conference on College Teaching*

*Mathematics & Director, Center for the Enhancement of Learning and Teaching  
Miami University*

*Editor-in-Chief, Journal on Excellence in College Teaching*

**Keynote**

***Overcoming Apathy in the Classroom: Teaching Strategies Drawn From the Psychology of Learning***

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

Central Michigan University

What can instructors do to facilitate learning when they encounter students who seem uninterested and even apathetic toward course content and assignments? Part of the responsibility for learning belongs to students, but as faculty, we can find new ways to motivate, inspire, and maybe even cajole students to learn. This session will demonstrate and explain how instructors can make classroom learning, perhaps one of the most artificial learning settings, a more meaningful experience for students. The presenter uses theories of learning and motivation as a basis for creating strategies to increase student engagement in course content and class sessions. Participants will have an opportunity to try out and experience firsthand some of these techniques. Topics covered in this session include a discussion of active learning, motivation, collaborative learning, metacognition, learning theory, and interpersonal communication.

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

### Auditorium

#### 2A - *Improving Motivation and Learning of Students Using Simulations*

**Ebru Reis**, *Finance*

Miami University

In theory-based lectures the motivation of many students is very low. The instructor's challenge is to link and apply the academic material to students' needs and current interests. Putting students in real-life situations in a simulated environment could be the answer to this problem. In this session we analyze the advantages and disadvantages of using "participatory simulations" in improving student motivation and learning. The presenter will discuss the results of the application of "Investment Simulation" in her Investments class.

### Campus Vista

#### 2B - *Operationalizing the Effective Classroom: A Learning-Focused Observation Rubric*

**Kenneth S. Sagendorf**, *Center for Educational Excellence*

United States Air Force Academy

In this session, I will present a "learning-focused observation rubric" that outlines classroom practices that research indicates are most effective in promoting student learning. I will describe the development and evolution of the rubric and will conclude by discussing how the rubric is being used and helping participants identify how they could use a similar rubric to promote effective learning on their home campuses.

### Valley Vista

#### 2C - *Investigating Teacher Resistance to Technology: A SoTL Project in a Graduate Education Program*

**Maureen P. Hall & Norman Barber**, *Education*

University of Massachusetts, Dartmouth

This SoTL research project investigates teachers' resistance to technology and is part of our work for the Carnegie Academy for the Scholarship of Teaching and Learning. The participants in this study were practicing K-12 teachers enrolled in a graduate-level educational research and technology course. The ultimate objective of this project is to develop strategies to improve teacher attitudes towards technology, and, in turn, the quality of classroom instruction.

### Garden Vista

#### 2D - *The Social Portfolio: Supporting Student Control and Peer Learning*

**Nathan Garrett**, *Institutional Research*

Woodbury University

This session presents the social portfolio, a system dedicated to the ideals of self-representation, student control, and peer interaction. ePortfolio systems today are often unimaginative, unfriendly, and institution-centric systems. Participants will leave this session with an understanding of the need to concentrate on portfolio pedagogical benefits (as opposed to assessment), and will have seen a demonstration of a heavily customized social networking system used by several hundred students.

## **Mountain Vista 1 & 4**

### **2E - *Evaluating Course Design: Student Input on Effectiveness***

**Enid Acosta-Tello**, *Education*  
National University

**CANCELLED**

## **Mountain Vista 2 & 3**

### **2F - *Assessment of Excellence of Academic Advising: Lessons Learned***

**Tahmoures Afshar & Satinder Dhiman**, *Business*  
Woodbury University

This interactive session is designed to share the results of our research and gain perspectives on future directions in academic advising. Numerous studies have described the importance of the quality of academic advising in student retention. For the purpose of our study, a sample of 225 students in an urban, private university was used to assess the excellence in academic advising. We found that excellence in academic advising is greatly linked to such factors as students' personal, cultural, and academic background, including the quality of their relationship with their advisor.

## **Hillside Central 1 & 2**

### **2G - *Assurance of Learning: From Idea to Assessment Implementation***

**Michael Tucker**, *Finance*  
**Curt Naser**, *Philosophy*  
Fairfield University

This presentation will discuss the design, development, politics, and implementation of an assessment system and show the basics of the institution's computer software in action. Using institution-designed computer software that has since evolved into a comprehensive course management tool as well, we have created writing, critical thinking and oral presentation rubrics and assessed computer-stored student work for the first two rubrics to date.

## **Hillside Central 3**

### **2H – *A Qualitative Study of the Effects of a Multicultural Literature Course on Perspectives of Tolerance and Diversity***

**Suzanne F. Evans**, *Teacher Education*  
National University

This presentation shares results of a qualitative study of teacher candidates enrolled in a Multicultural Literature Course and the change in perspectives towards diversity and tolerance that occurred for those teachers. Participants will explore how to develop opportunities for teacher candidates to hear, read and discuss multicultural literature in a critical literacy stance in order to help candidates appreciate other ethnic groups, eliminate cultural ethnocentrism, develop multiple perspectives, and challenge institutional racism.

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

### Auditorium

#### 3A - *Developing and Integrating Spatial Technology Coursework on a Budget*

**Stephen C. Brown**, *Cooperative Extension Service*

University of Alaska Fairbanks

Have you wanted to get your school going with Geographic Information Systems (GIS) and/or the Global Positioning System (GPS), but have little money? Based upon the experiences of many universities and community colleges, this presentation will demonstrate how you can start small and grow a great program. Participants will learn how to take advantage of free resources, pitfalls to avoid, and where to go for further guidance.

### Campus Vista

#### 3B - *Accentuating Student Performance in Science Classes*

**Diana Spillman**, *Kinesiology & Health*

**Mysore Narayanan**, *Engineering Technology*

Miami University

In this presentation, participants will learn findings pertaining to accentuating student performance by creating different learning environments. The professors, in diverse science disciplines, will report on student-centered performance pedagogy they have used to enhance student learning in their respective classes.

### Valley Vista

#### 3C – *How Satisfied Are Community College Faculty With Their Preparation for Teaching?*

**Star Romero**, *Educational Studies*

Claremont Graduate University

Many first-time teachers are faced with overwhelming nervousness in their first college class. Their trepidation is heightened when they realize that they were not truly prepared during graduate school to teach college! This session will discuss the research findings of a study conducted at a community college to discover how satisfied instructors were with their teaching preparation and learn what faculty development opportunities they would like to participate in to become better teachers. This information is useful, not only for all members of the faculty development community, but for new instructors as well!

### Garden Vista

#### 3D - *Faster Foreign Language Learning with Digitized Sound*

**Montserrat Reguant**, *Languages and Culture*

**Jennifer Chotiner**, *Biological Sciences*

Mount Saint Mary's College

This session will present the planning, process, and results of a research project using digitized sound with different sections of students learning Spanish as a foreign language and students who are heritage speakers. How has the retraining of the cortex affected their speaking and writing abilities? Participants will be able to practice some of the exercises, discuss, and plan a possible integration of digitized sound in their classes or curriculum.

## **Mountain Vista 1 & 4**

### **3E - *Information Literacy: More Than Just a Library Thing***

**Kathy A. Lynch**, *Library*

**Elizabeth Skinner, Lauren J. Yena, & Li Kang** *Liberal Arts*  
GateWay Community College

How do we infuse information literacy into a college curriculum? Do we need to sequence information literacy instruction? What other literacies do students need to make information literacy happen? This interactive session will describe findings from a year-long collaboration among faculty, librarians, and students at a two-year urban college. Participants will engage in a dialogue about possible applications within their institutions.

## **Mountain Vista 2 & 3**

### **3F - *Does Service Learning Enhance Soft Skills for Engineering Students?***

**Sally A. Blomstrom**, *Humanities & Communication*

Embry-Riddle Aeronautical University

**Hak W. Tam**, *Education*

University of California, Santa Barbara

Engineering accreditation requires outcome measures for soft skills. In this interactive workshop, presenters will discuss implementing service learning in communication courses to address those requirements. Participants are invited to share their experiences with service learning and how they assessed learning particularly in the area of soft skills. We will discuss both quantitative and qualitative assessment methods.

## **Hillside Central 1 & 2**

### **3G - *The Shaggy Black Box: Medical Record as Laboratory Notebook***

**Amanda J. Fales-Williams**, *Veterinary Pathology*

Iowa State University

This presentation is for every science teacher who insists on clarity and accuracy within laboratory notebooks. For undergraduate students who enter medical fields, early expectations for excellence in written scientific communication may establish life-long habits for good medical record-keeping skills. Data collected from senior veterinary-medical students indicates they recognize the value of well-kept medical records. A dialogue between science and medical educators will help the participants find parallels between laboratory notebooks and medical records.

## **Hillside Central 3**

### **3H - *Application and Appreciation: Changing Course Structure to Change Student Attitudes***

**Janet Burge**, *Computer Science and Systems Analysis*

Miami University

Student attitudes toward courses with heavy workloads vary depending on how they assess the value and difficulty of the material, tolerating a heavier workload if they see it as challenging and useful. It is different when students have to work hard to succeed, consider assignments “busy work,” and view material as being mostly “common sense.” To address these difficulties and influence student attitudes toward the material, I restructured my software engineering course to include weekly laboratory sessions. In this session, we will discuss how additional time spent in active application versus passive lecture has given students an appreciation for what they are learning.

**12:15pm – 1:15pm**

**4 – Lunch**

**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 & Performance 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**

### **Auditorium**

**5A - *Engaging Howard Gardner's Multiple Intelligence Concept to Enhance Learning: A SoTL Project***

**Milton D. Cox, *Enhancement of Learning and Teaching***

Miami University

Teaching projects in our courses involve classroom research, and this can lead to scholarly teaching and the scholarship of teaching and learning (SoTL). A course may involve few of the multiple intelligences (MIs) in Howard Gardner's model, so could engaging more of the intelligences enhance learning? In this session we will discuss the MI model, look at the result in my courses, and consider how you could explore the model in your courses.

### **Campus Vista**

**5B - *A Beginner's Guide to the Scholarship of Teaching and Learning***

**Jacqueline Dewar, *Center for Teaching Excellence***

Loyola Marymount University

This interactive workshop will help participants initiate a Scholarship of Teaching and Learning (SoTL) investigation by identifying a teaching problem and reframing it as a question to investigate. They will see a framework that illustrates the similarities between disciplinary research and SoTL work, examples of SoTL projects, methods for investigation, and learn about useful resources to make this work public.

### **Valley Vista**

**5C - *Helping Students Learn in a Learner-Centered Environment***

**Terry J. Doyle, *Faculty Development Center***

Ferris State University

In this workshop, teaching faculty will learn why many students initially resist a learner-centered teaching environment and how to help them adjust and embrace learner-centered teaching. Faculty members also will learn how to help their students develop the learning skills they will need to take on the new roles and responsibilities asked of them in a learner-centered classroom.

## **Garden Vista**

### **5D - *Student Self-Assessment: Using Belenky's Epistemological Model in a Woman Writers Classroom***

**Apryl L. Denny**, *English / Women's Studies*  
Viterbo University

In this session participants will work in five small groups, each of which will learn one of Belenky's five epistemological stages and present it to the whole group. Participants will explore their own learning history and its application to Belenky's stages. A large-group discussion of the ideas generated will follow, and we will end by describing actual students' self-assessment projects and their relationship to the literature studied in class.

## **Mountain Vista 1 & 4**

### **5E - *Maintaining Your Creative Spark***

**Peggy Walton**, *English*  
Howard Community College  
**Isabel Van Sicklen**  
Toriway Coaching and Consulting

Please join us for an experiential exploration of our lives as stories and as a cycle, living with intention and deliberation. We will present Hudson's cycle of renewal, a signature contribution to adult development, and use it as a springboard to reflecting on our life purpose.

## **Mountain Vista 2 & 3**

### **5F - *Improving Instruction and Student Learning Outcomes Through Systematic Program Review***

**Stacie Begin, Dee Fabry & Cynthia Schubert-Irastorza**, *Teacher Education*  
National University

Participants in this interactive workshop will experience the process of conducting a systematic program review designed to improve instruction and ensure positive student learning outcomes. Session content focuses on the need for consistency and congruence among individual courses within the program and the alignment of overall program goals with external professional standards. Using curriculum mapping techniques and standard comparison rubrics, presenters will demonstrate how participants can apply this procedure to any program and/or series of related courses.

## **Hillside Central 1 & 2**

### **5G - *Helping Students Deal With Challenges of Life Through Animated Video/DVD Media***

**Donald Doty**, *Business Management*  
Northwest University

Relevant theory and constructs in Animated Video/DVD Media will be presented to facilitate student learning in dealing with life challenges such as perseverance, spirituality, wisdom, service, integrity, and following authority. The workshop will demonstrate how to use guiding questions and participation methods with actual video media to facilitate student learning. Participants also will receive student surveys evidencing the efficacy of Animated Video/DVD Media methods.

## **Hillside Central 3**

### **5H - *Conflict Resolution in the Undergraduate Curriculum***

**Ray R. Leal**, *Criminal Justice and Criminology*

St. Mary's University

Conflict on and off campus is a daily occurrence, but few college students are taught to resolve conflict. This interactive workshop will show participants how to incorporate conflict resolution into their undergraduate curriculum. Participants will select from a menu of outcomes and will learn some basic conflict resolution skills including perception (point of view), conflict analysis, and active listening skills through a series of workshop activities.

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

### **Auditorium**

#### **6A - *Classroom Technologies: Tools That Aid Instruction or Tools That Draw Attention to Themselves?***

**Dave Yearwood**, *Technology*

University of North Dakota

Attendees will participate in brainstorming activities designed to identify various types of presentation technologies that have potential to engage and challenge learners to take a more active role in their own learning. Discussion will center around the distraction element of some tools, pedagogical use of identified technologies, and how these modern tools could best help educators achieve their intended goals and objectives. The presenter will share several samples and scenarios using an assortment of technological tools and will lead a discussion about the effectiveness of these tools to accomplish a desired task that results in maximizing learning and adding value to instruction.

### **Campus Vista**

#### **6B - *Transforming Traditional Labs Into Inquiry-Based Student-Centered Labs***

**Abdi M. Mohamed**, *Math, Science, & Social Science*

North Seattle Community College

This presentation will discuss how to transform traditional laboratories in the sciences to student-centered laboratories using an inquiry-based approach. Topics discussed include how to write guided-inquiry laboratory activities based on the NSF-funded Process-Oriented Guided Inquiry Learning philosophy and how to assess the effectiveness of this method. It will be shown how this approach fosters scientific thinking and leads to higher-order thinking skills.

### **Valley Vista**

#### **6C - *Hits and Misses: What Faculty and Students Value in Classes***

**Elizabeth Cara**, *Occupational Therapy*

**Emily Allen**, *Chemical and Materials Engineering*

**Ronald Rogers**, *Psychology*

**Joanne Becker**, *Math*

San Jose State University

In this session, the presenters will describe the Classroom Survey of Student Engagement (CLASSE), faculty and student versions, developed at Indiana University by those who created the National Survey of Student Engagement (NSSE). It was administered to over 400 students and 13 faculty, in both face-to-face and online classes at a large, ethnically, economically, and

academically diverse public university. Each session participant will complete a CLASSE and the instrument, methods, and results will be discussed in small groups.

## **Garden Vista**

### **6D - *Get Real: Creating Presence in the Online Classroom***

**Brenda Talley & Deborah Allen, *Nursing***

Georgia Southern University

In traditional classrooms, teachers use physical presence, tone of voice, cadence of words, facial expression, gestures, and body position to underscore the meaning of spoken words. Meaning is at once interpreted and affirmed, in the hope of establishing the basis for support, encouragement, understanding, and trust. The online teacher must rely heavily on written communication. This presentation offers suggestions for creating a sense of "being real" to students and facilitating the use "self" in engaging students in active learning.

## **Mountain Vista 1 & 4**

### **6E - *Adventures at Sea***

**Jeanne Ballantine, *Sociology***

Wright State University

Travel, adventure, education, active learning, and so much more are themes in this session. The presentation will describe types of study-abroad experiences and benefits to students AND faculty. Experiencing the world from outside of the U.S. provides new perspectives and helps prepare students for global interactions. This session will provide participants with models for study abroad, discussion of specific types of study abroad programs, and results from student interviews from the Semester at Sea Program.

## **Mountain Vista 2 & 3**

### **6F - *Fostering Critical Thinking Using the Constructivism Model and a Personal Response System***

**Carol S. Sternberger, *Nursing***

Indiana University-Purdue University Fort Wayne

Educational trends such as discovery learning, cooperative learning, drill and practice, and project-based instruction, are but a few of the philosophies and methods that were touted as new-and-improved instructional methods. Such trends come and go, yet teachers continue to teach in the traditional lecture format, a format that learners find boring and does not facilitate dialogue. This session describes how personal response systems provide interactive technology that engages learners, moving them from passive to active participants.

## **Hillside Central 1 & 2**

### **6G - *Building Course Narrative: What Story Are You Telling?***

**Elizabeth Frye, *Teacher Education***

Miami University

This presentation addresses one of the most challenging aspects of teaching a new course: creating a cohesive flow from beginning to end. At the urging of my teaching mentor, I am looking at my courses through the lens of a narrative structure. I am paying particular attention to the elements of a narrative including the setting, initiating event, conflict, and resolution. We will discuss the data I am collecting on students' participation in creating my course narrative to answer the question "What is the narrative perceived by the students and how does it differ from the story I would like to tell?"

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

### Auditorium

#### 7A - *Best Practices for Threaded Discussions*

**George J. Drops**, *Leadership and Business Administration*  
National University

Threaded Discussions are central to online learning and provide opportunities for both faculty and students to share ideas, reflect on postings, respond in a meaningful way, and integrate relevant resources into the discussion. This session presents six different approaches to managing, participating in, and evaluating Threaded Discussions.

### Campus Vista

#### 7B - *It Sounds Write: Reinforcing the Fundamentals Through Writing*

**Jay Rozema**, *Theatre*  
Miami University

At the beginning of an advanced course it isn't uncommon to find yourself creating a few classes where students are reminded of what was covered in the introductory course. Is there a way to eliminate the need for these review class meetings and still know that students are 'up to speed'? In this session we will discuss classroom research that looks into how writing in the fundamentals course can reinforce the student's ability to jump into the advanced material. This study looks at how writing in a Fundamentals of Sound course helped the students apply this knowledge in the advanced Sound Design course.

### Valley Vista

#### 7C - *How Stimulating is Your Teaching?*

**Edwin G. Ralph**, *Curriculum Studies*  
University of Saskatchewan

In this session, attendees will answer the question, "How stimulating is my teaching?" by engaging in a personal self-assessment activity. They will rate their own instructional performance for each of 12 key principles derived from the research on motivating teaching and learning across the disciplines. Throughout this interactive session, participants also will be invited to share with the group particular techniques that they have found effective in enhancing their own instruction and the learning of their students.

### Garden Vista

#### 7D - *Landscapes of Learning: A Mentorship Program for New Faculty*

**Rosalinda Haddon & Laura Blank**, *Nursing*  
Northern Arizona University

Landscapes of Learning is a three year initiative to assist new teachers to develop the scholarship of teaching and learning within a framework of learning-centered education. This mentorship program was designed to help recruit and retain expert nurses who have not had exposure to the pedagogy of teaching as teachers. Participants will discuss the program, its goals, content, context, outcome criteria, and results to date, and how to duplicate the program elsewhere.

## **Mountain Vista 1 & 4**

### **7E - *Predictors for Success: Designing Professional Development for School Librarians and Other Educators***

**Lesley S. Farmer**, *EdPAC*

California State University, Long Beach

What factors predict success for Library Media Teachers (LMT)? This session details a study of beginning LMTs to determine what dispositions and experiences predict professional success. With that data, LMT preparation faculty can optimize student learning. Ideas for research about other educational professional predictors and professional development are noted.

## **Mountain Vista 2 & 3**

### **7F - *Using Field Interviews as Culminating Experiences***

**Kenneth S. Shultz**, *Psychology*

California State University, San Bernardino

We will begin the session by briefly summarizing what is known regarding the use of field interviews in college-level classrooms. Next, we will share our experiences using field interviews in both psychology and business classes. We will then encourage the audience to share their experiences with the use of field interviews. Finally, we will leave the audience with a sense of best practices (i.e., Do's and Don'ts) for using field interviews in their courses.

## **Hillside Central 1 & 2**

### **7G - *The Professional Utility of TA Training from a TA's Perspective***

**Christine L. Gardiner**, *Criminology, Law and Society*

**Lori A. Ziolkowski**, *Earth System Science*

University of California, Irvine

What are the benefits of TA training beyond pedagogical development? Using introspective journals written by TAs at various stages in their careers, the correlations between TA training and professional development, with emphasis on transferable skills, will be presented. To enhance buy-in for their future TAs, participants will examine how to incorporate layering professoriate preparation into TA training.

**5:00pm-**

**6:00pm**

**Poster Session & Reception**

**Exhibit Lounge**

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

### **8A - *Improving Program Quality Through Systematic Review***

**Stacy Begin, Dee Fabry, & Cynthia Schubert-Irastorza**, *Teacher Education*

National University

Presenters of this poster session will explain the systematic program review designed to improve instruction and ensure positive student learning outcomes. The content and materials will focus on the need for consistency and congruence among individual courses within the program and alignment of overall program goals with external professional standards. The curriculum mapping techniques and model comparison rubrics used in the study will be displayed. The presenters will provide information on how participants can apply this procedure to any program and/or series of related courses.

**8B - *Studying Pedagogy and Designing Active Learning for a Large Lecture Course***

**Wendy J. Binder**, *Biology*

Loyola Marymount University

This poster will describe a novel seminar I developed to promote increased learning (participation, understanding, and retention) and understanding of teaching and learning in undergraduates. I created a new upper-division seminar: "Teaching, Learning and Introductory Biology," which was taught in Fall 2007. My seminar students discuss articles, write a term paper, attend my introductory biology course and present changes to individual lectures that add appropriate active learning components. The result of the seminar will be implemented next Fall.

**8C –*Just-in-Time Learning: A Learning Centered Approach in Online Teaching***

**Rosalinda Haddon & Laura Blank**, *Nursing*

Northern Arizona University

Just-in-time learning is based on four assumptions: that nursing theory and clinical application are the same; that they are closely interconnected components of the whole process of student learning; that content does not have to be sequential for students to learn concepts and applicability; and that learning-centered principles can successfully be incorporated into online discussions. Participants will learn how to link teaching to the students' need to know.

**8D - *Improving Science Literacy in Elementary Education Undergraduates***

**Martha Hatch**, *Liberal Studies*

**Sarah Gerken**, *Biological Sciences*

**Patricia Heiser**, *Geography*

**Frances Pekar**, *Biological Sciences*

University of Alaska Anchorage

In 2000, the College of Arts and Sciences faculty at UAA was asked to work with the College of Education faculty to design a curriculum that would improve the subject content for aspiring elementary teachers. In this session, we will describe the development and implementation of portions of the curriculum. Integrated Sciences faculty will provide examples of inquiry-based activities, assessment processes, collaborations across the curriculum, and ongoing efforts to create a culturally responsive teaching environment for students.

**8E - *Responding to Disasters: An Interprofessional Approach to Link Health Science Students with Their Communities***

**Suzie Kovacs, Lisa Goldstein & Helen Engelke**, *Veterinary Medicine*

Western University of Health Sciences

The presenters will describe their journey in developing an interprofessional curriculum for disaster response in a health science university. Student professionals included doctors of osteopathy, graduate nurses, pharmacists, physician assistants, physical therapists, and veterinarians.

**8F - *Tools for Teaching and Assessing Evidence-Based Practice (EBP)***

**Katherine Mitsouras**, *Basic Medical Sciences*

Western University of Health Sciences

The presenter and a faculty member from Veterinary Medicine are developing an EBP toolkit. It will include a wide variety of teaching and assessment methods that can be incorporated into an existing course or be used as a self-standing EBP module/course. The tools will focus on background and foreground EBP areas separately to allow for incorporation into courses independent of the level of student knowledge or clinical experience. Knowledge, skills, behaviors, and attitudes will be addressed through various stages of assessment. Once developed, but preceding dissemination, faculty training material will be distributed to interested faculty and administration. Overall effectiveness of EBP curricular incorporation will be assessed through an educational effectiveness review and/or capstone projects applied across the curricula.

**8G - “The More the Merrier?”: The Pedagogy of Group Projects and Team Skills in Problem Based Learning.**

**Susan J. Mulley**, *Landscape Architecture*

California Polytechnic State University, Pomona

The ability to function as an efficient, collaborative and productive team member is increasingly important. Too often, our students graduate disenchanted and stressed by their experiences of group work within their academic experience. This poster examines the issues of group dynamics and team performance within student teams, and will identify methods through which faculty can improve the group experience for students in their classrooms.

**8H – *Accentuating Performance in Student-Centered Learning***

**Mysore Narayanan**, *Engineering Technology*

Miami University

If instructors want to accentuate student performance in a particular topic or a chosen field of expertise, they have to provide multiple outlets for experimentation and learning exploration. Fleming and Mills (1992) suggested four categories that seemed to identify students’ learning behavior. *VAR*K is an acronym that stands for Visual, Auditory, Read (includes writing), and Kinesthetic sensory modalities that humans employ for learning and processing information. In this poster session the author presents the data he has collected by applying the principles of *VAR*K to certain selected topics in an engineering classroom.

**8I - *An Innovative Faculty Development Workshop on Managing Student Relations and Promoting Professional Development***

**Gail Singer-Chang**, *Institute for Medical Educators*

**Gisele Tackoor**, *Student Affairs*

Western University of Health Sciences

A new workshop was conducted in response to the needs for encouraging student professionalism and faculty training in student advisement. This poster presentation focuses on the innovative learning strategies utilized which included the event’s timing, a live student panel, role playing exercises, and a discussion of generational differences. Follow-up research is needed to determine skill improvement; however initial feedback indicated that participants strongly valued this workshop, reporting perceived improvement in their ability to perform their jobs.

**8J - Multiple Intelligences Among Education Professionals and Linking Them to Teacher Preparation Programs**

**Mindy Sloan**, *Special Education*

**Michael Stuckhardt & Linda Wendler**, *Education*

Chapman University, University College

Are all educators cut from the same cloth? To what extent does a multiple intelligences profile predict one's profession? Although higher education may advocate for individualized instruction and modified curriculum for K-12 learners, we do not always walk the talk of providing such services to students. This presentation will introduce the concept of multiple intelligences as they relate to specific strategies for instruction.

**8K - Teaching Medical Students Self-Testing on the Glucometer**

**Diana Spillman**, *Kinesiology & Health*

Miami University

Medical students have traditionally been taught to draw a drop of blood using a learning partner. In the pre-testing quiz the students usually were able to give a 75% recall of instructions. However, this time, it was announced that their would be a self test. The students reported that they had concern about self testing, but after the assay, they reported more confidence in their ability. The quiz concerning the steps for the assay was recorded at 100% compared to the 75% recall previously.

**8L - Designing an Interprofessional Self-Assessment Instrument**

**John Tegzes & Maria Fahie**, *Veterinary Medicine*

**Sandra Stuckey**, *Physical Therapy Education*

**Rubin Lin**, *Family Medicine*

Western University of Health Sciences

This poster will discuss why student self assessment is important in health education. It will include a review of the literature stating the goals of self-assessment, evidence of the benefits, and challenges of consistency. We will describe our experiences using various tools. We will present a new tool that we will use for students undergoing interprofessional group education from various health professions.

**8M - Assisting Students with Asperger's and Autism Spectrum Disorder in the Classroom**

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

Central Michigan University

Asperger Syndrome (AS) is a developmental disorder characterized by poor social skills and restricted areas of interest. These individuals often acquire great knowledge in specific areas and possess high vocabulary levels, thereby giving them specific abilities desirable in academe. In fact, these individuals with AS are often referred to as "Little Professors" (Lockett & Powell, 2003). The occurrence of Asperger Syndrome (AS) among college students is growing, and given current statistics, you probably have had these students in your classes and most likely have a few as colleagues right now. This session is devoted to better understanding typical behaviors of these individuals and ways we can create learning environments that will greatly assist them and others.

**6:00pm-7:00pm**

**Main Dining Room**

**9 – Dinner**

**7:00pm-8:45pm**

**10 – Plenary Workshop**

**Auditorium**

***Creative Learning: The Art of Mindfulness, Connection, and Fun***

**Carol Bliss, *Higher Education***

Claremont Graduate University

Do you sometimes feel flat and uninspired? Come rediscover the joy of creating a learning environment where neural pathways fire and minds come alive. In this workshop, we will develop strategies and techniques to connect students in satisfying and engaged learning experiences. As we become more present and aware, we can begin to connect with students in ways that make learning more enjoyable. Using the principles of simplicity and elegant design, we will develop ways to create learning environments that are more rewarding for our students and ourselves, bringing greater authenticity, imagination, and purpose to the learning experience. Have your students give testimonials like this one from Fall 2007: *“Just a note to thank you for designing such a satisfying class with options and opportunities beyond my wildest dreams in higher education! I know I'm in the right place.”*

# Saturday March 22, 2008

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

**9:00am-10:15am – Concurrent Workshops**

## **Auditorium**

**11A - *Useful Strategies for Supporting Students with Diverse Learning Needs (Part I)***

**Kelly D. Roberts & Robert A. Stodden, *Center on Disability Studies***  
University of Hawaii

This two-part workshop is designed for faculty developers and instructors interested in expanding their knowledge relating to teaching students with diverse learning needs such as physical disabilities, minority cultural status, English as a second language learners, and first-generation college students. Participants will be provided with strategies and materials that can be used in the classroom to make their curricula content more accessible to all students. Part II is scheduled as Session 15A from 1:30pm-2:45pm Saturday.

## **Campus Vista**

**11B - *Exceptional Practices for Teaching At-Risk and Unprepared Students***

**Kathleen Gabriel, *Professional Studies in Education***  
California State University, Chico

Colleges have many diverse students along with an increase in first-generation students who may be at risk, students with learning disabilities who may be vulnerable, and students who simply arrive unprepared for collegiate academic rigors. When teaching unprepared students, professors must use learner-centered educational methods as well as universal design strategies. This workshop will address methods for engaging and teaching peripheral students so they have a greater chance of success in the college arena.

## **Valley Vista**

**11C - *Diversity Workshop***

**Tzu-I Chung, *University Studies***  
University of Texas El Paso

This workshop will give participants a set of ready-to-use diversity activities developed out of research on the diversities in American society, which they can take back to their own institutions and start using in their classrooms immediately. These activities will help students engage in a more critical look at our diverse society through documentary screening, reflection, and hands-on activities, enhancing student success in our increasing diverse classrooms and society.

## **Garden Vista**

### **11D – *Developing an ePortfolio for Graduate Student Advising***

**Cheryl Van Den Handel**, *Politics & Economics*

**Mandy Bennett**, *History*

**Ivy Melgar**, *Politics & Economics*

**Brian Thoms**, *Information Systems & Technology*

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

**Susan Roig**, *Academic Technology*

Claremont Graduate University

In this session the presenters will describe how they are developing an ePortfolio to facilitate graduate student advising using a faculty learning community (FLC) format. During 2006-2007, members of two FLCs investigated graduate advising, conducted a survey of graduate students and graduate faculty members, and selected an ePortfolio system to facilitate graduate student progress. This year, members of a follow-up FLC are working with individual academic programs to develop Learning Matrices to create an ePortfolio using Sakai.

## **Mountain Vista 1 & 4**

### **11E - *Encouraging Intellectual Development: Re-Exploring the Perry Scheme***

**Julie-Ann M. McFann**, *Coach*

New Professor Mentor Coaching

**Suzanne M. Swiderski**, *Educational Foundation*

University of Wisconsin Oshkosh

Although instructors are interested in promoting students' thinking, they often are unfamiliar with relevant strategies for doing so. A useful framework for supporting this effort is the Perry Scheme, which explains students' intellectual and ethical development. In this workshop, participants will be introduced to the Perry Scheme and a translation of Perry's theory for classroom settings. Additionally, they will work collaboratively to analyze instructional case studies and identify best practices for assisting their students.

## **Mountain Vista 2 & 3**

### **11F - *Jumpstarting Pedagogical Research: Using & Doing SoTL to Optimize Teaching & Learning***

**Regan Gurung**, *Psychology & Human Development*

University of Wisconsin-Green Bay

**Beth Schwartz**, *Psychology & Human Development*

Randolph College

What is optimal teaching? How can we optimize learning? Few of us have time to find the answers to these questions. Furthermore, few academics have had the opportunity to develop a "scholarship of teaching" to parallel the long-dominant "scholarship of discovery" embodied in traditional, discipline-based research. In this workshop, we summarize key SoTL, outline the defining characteristics of pedagogical research, and provide a pragmatic guide to doing pedagogical research.

## **Hillside Central 1 & 2**

### **11G - *Ethical Responses to Evaluation Dilemmas***

**Deborah A. Byrnes**, *Elementary Education*

Utah State University

Candor and forthrightness in letters of reference and reference calls are necessary to assure that employers or graduate schools have reliable information as they make selection decisions regarding our students. This session addresses how evaluation tasks can create ethical dilemmas for professors as they weigh their relationships with students, the needs of students, and their responsibilities to their profession. Participants will engage in clarifying, challenging, and questioning professional ethics as they relate to evaluation decisions.

## **Hillside Central 3**

### **11H - *Class Participation – Are We on the Same Page?***

**Carolyn S. Ottman**, *Engineering*

Milwaukee School of Engineering

How do students define class participation? What is the value of participation? Do the answers differ if the student is an undergraduate or graduate student? What promotes participation and what are the barriers to participation? How does technology influence participation? In this interactive workshop, we will explore responses to these questions and compare them with findings based on a Scholarship of Teaching and Learning research study of undergraduate and graduate students in hybrid courses.

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

### **Auditorium**

#### **12A - *Early Bird Special: A Constructive Use of Class Time Before Class***

**Robert A. Blackey**, *History*

California State University, San Bernardino

If you have more subject matter to teach than a class period or teaching term allows, this session could serve to stimulate your imagination in ways to use pre-class time constructively. Examples from history, geography, and art will be projected, music will be played, and your reactions and ideas will be solicited to assist in this creative way to engage students outside the bounds of what we do during regulation class time.

### **Campus Vista**

#### **12B - *Designing Instructional Strategies Through Exemplars***

**Keith Barker**, *Institute for Teaching & Learning*

University of Connecticut

This session is all about using the best faculty to illustrate and explain good practices in teaching. There are lots of great examples and ideas to discuss and take away. The project involves videotaping each expert in the classroom, interviewing each one later, and producing exemplar discs for use in faculty development and seminar sessions. We will view segments, discuss the structure, envisage a range of uses, and propose further topics.

## **Valley Vista**

### **12C - *Effective Online Course Delivery and Instruction***

**Clifford Tyler & Robert Infelise**, *Educational Administration*  
National University

As online instruction becomes more popular, often completely replacing on-ground classes for both credential and degree programs, critics question the quality of instruction, qualifications and adequacy of instructors, academic honesty of some students, and the overall academic rigor compared to onsite/ground classes. This session will examine how quality online instruction can be improved or maintained.

## **Garden Vista**

### **12D - *Dancing: The Other Side of Darkness***

**Curt M. Paulsen**, *Social Work & Leadership*  
**Cathy Paulsen**, *Leadership*  
Augsburg College

Knowledge and skill acquisition may mask associated student movement toward their essence, but away from significant people, creating loneliness and tension. So, too, is this the journey of educators resulting in their becoming the same as, and different from, students, a powerful dialectic for the educational process. In this session we will explore constructive enhancement of this dialectic.

## **Mountain Vista 1 & 4**

### **12E - *Rituals of Excellence in a Classroom***

**Mohammed J. Miah**, *Arts & Sciences*  
University of Phoenix

This session will discuss how the rituals of excellence can help teachers to develop the virtues such as clear thinking; objective decision making; following daily discipline; maintaining positive mental attitude; willingness to go an extra mile; having a purpose in the profession; taking personal initiatives to guide the students; having enthusiasm in the classroom; continuously learning and improving classroom management strategies; using time as the most valuable coin in the classroom; establishing, enhancing, and maintaining meaningful relationships with the students; and being willing to learn and grow with the students.

## **Mountain Vista 2 & 3**

### **12F - *Traditional Online Teaching Versus Andragogical Online Teaching***

**Victor Wang**, *Professional Studies*  
California State University, Long Beach

In an effort to promote the andragogical teaching model in helping adult learners learn online, the presenter has sought to compare and contrast this model with conventional online teaching model. In doing so, he argues that while conventional online teaching is guided by behaviorism, in order to help adults learn in the online environment, instructors must go beyond the model characterized by the use of Bloom's Taxonomy of Educational Objectives and embrace humanism from which andragogy flows.

## **Hillside Central 1 & 2**

### **12G - *Improving Learning Using Multiple Intelligences and VARK***

**Mysore Narayanan**, *Engineering Technology*

Miami University

In this session, the presenter describes how he has implemented, incorporated and assessed ideas from Fleming & Mills' VARK Learning Styles into his classroom activities and compares them with Hunter Boylan's research findings. It is important to acknowledge that students learn better when alternative modes of information processing are made available at college campuses. Student performance can be accentuated by delivering information in varied formats. The degree of processing speed, accuracy and retention that an individual is able to accomplish when encountering information depends upon to what extent the medium in which information presented matches his or her learning style.

## **Hillside Central 3**

### **12H - *Becoming Learner Centered: Improving Academic Quality Through Outcomes Assessment and Active Learning Strategies***

**Mary C. Hassinger**, *Chemistry*

**Theresa R. Moore**, *Instructional Design*

Viterbo University

How do you change academic quality on your campus? Best practices in outcomes-based assessment assert that institutional change occurs best when faculty have direct engagement in the process. With this perspective in mind, participants will be given a hypothetical case to solve. The presenters will share the results of a successful project to build a learner-centered teaching and assessment culture at a liberal arts university. Faculty and student data suggest a correlation between faculty participation in the project and faculty and student satisfaction.

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

### **Auditorium**

#### **13A - *"She's White—I Guarantee It": Teaching and Learning About Race in Higher Education***

**María Villaseñor**, *Chicana/o-Latina/o Studies*

California State University, Monterey Bay

**Luisa Giulianetti**, *Student Learning Center & African American Studies*

University of California, Berkeley

How can instructors facilitate students' moving beyond essentialist understandings of race? How do we contend with the racial dynamics that play out in our classrooms? We will describe the "teachable moments" that emerged from our recent discussions of race in the classroom, sharing activities and assignments for promoting student learning about race. We will explore the pedagogical rationale for this kind of work and will model the kinds of activities we have conducted.

## **Campus Vista**

### **13B – “Affinity Learning Communities” and Institutional Change**

**Paul Decker**, *Institute for Excellence in Teaching & Learning*

**Douglas J. Cremer**, *Institute of Transdisciplinary Studies*

**Phyllis Cremer**, *Student Development*

Woodbury University

This session examines how a university initiated a process of institutional change by adapting faculty learning communities into “affinity learning communities” for faculty, staff, and students and what we learned from the process. The presentation focuses on the proposed educational initiative arising from our NSSE results (learning outside the classroom), the selection and formation of newly designed learning communities, the dynamic among the communities, and the strategies and recommendations presented to the university administration.

## **Valley Vista**

### **13C - *Using Team-Based Learning to Tackle Difficult Concepts***

**David Shrider**, *Finance*

Miami University

In this session we will investigate two questions that involve efforts to engage team-based learning to improve learning in a part of a course that students consider one of the most difficult and least enjoyable. First, is a team-based approach more satisfying from the student’s perspective? Second, will this approach make students understand the material better as demonstrated by their performance on an exam? While this approach was tested in a finance class, the lessons learned are applicable to any course where students struggle with difficult concepts.

## **Garden Vista**

### **13D - *Ten Things New Faculty Need for Successful Class Management***

**Susan F. Belgrad**, *Elementary Education*

California State University, Northridge

This presentation looks at the other side of the classroom management issue: how young adult students view themselves as learners in the higher education classroom. It will assist new faculty in developing strategies and activities for promoting a lively, positive learning culture in the college classroom.

## **Mountain Vista 1 & 4**

### **13E - *Planning Steps to Implement Teacher Performance Assessments***

**Ida Randall & Marilyn Laughridge**, *Teacher Education*

National University

How can universities implement the law requiring administration of teacher performance assessment tasks? This session will explain the process we used to incorporate the tasks in the Teacher Credential Program. The presentation will describe how the task components were embedded in the course work and will identify the professional development training provided to all stakeholders. The presenters will share a management system for administering and scoring the assessments.

## **Mountain Vista 2 & 3**

13F - ***“Just Say NO,” My Mentor Said***

**Diana Spillman**, *Kinesiology and Health*  
Miami University

There is an art to being a mentor. Universities are now looking for senior faculty who can mentor junior faculty to successful conclusions. How can that be done? The presenter developed a five-step plan to mentor junior faculty using both formal and informal processes. Along the way to successful conclusions were some pretty unexpected turns and funny stories.

## **Hillside Central 1 & 2**

13G - ***Enhancing the Information Skills of Business Students***

**Carol Blaszczyński**, *Information Systems*  
**Catherine Haras**, *Library*

California State University, Los Angeles

Are your students information savvy? Would they be able to compete with other new graduates in the workplace? Come learn about our experience with the iSkills™ exam, created by the Educational Testing Service, that measures information skills. Prompted by increasing concern about accountability in higher education and to provide evidence of student learning, we conducted a one-year study about the effectiveness of selected interventions for enhancing business student information literacy. We will share our results with the participants.

**12:15pm – 1:30pm**

### **14A – Lunch      Tables by Topic**

**Main Dining Room**

***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. Creative 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

### **14B – SoCal Faculty Developers’ FLC Meeting**

**Side Dining Room**

***All faculty developers are invited to join the Southern California group to discuss issues of interest. Sign up at the Registration Desk to reserve space.***

## 1:30-2:45 – Concurrent Workshops

### Auditorium

#### 15A - *Useful Strategies for Supporting Students With Diverse Learning Needs (Part II)*

**Kelly D. Roberts & Robert A. Stodden**, *Center on Disability Studies*  
University of Hawaii

This two-part workshop is designed for faculty developers and instructors interested in expanding their knowledge relating to teaching students with diverse learning needs such as physical disabilities, minority cultural status, English as a second language learners and first-generation college students. Participants will be provided with strategies and materials that can be used in the classroom to make their curricula content more accessible to all students. Part I is scheduled, as Session 11A, Saturday morning from 9:00am to 10:15am.

### Campus Vista

#### 15B - *What Are They Thinking? Small Group Instructional Diagnosis to Stay in Touch With Your Students*

**Gregg Wentzell**, *Center for the Enhancement of Teaching and Learning*  
Miami University

How do we know what students in our classes think about the course, our teaching, and their learning? Small-Group Instructional Diagnosis (SGID) is a teaching evaluation procedure that can help. Like Classroom Assessment Techniques (CATs), SGID provides formative feedback that teachers can use to improve their teaching and student learning. Unlike CATs, SGID invites students to address anything and everything about the teacher and the course. Participants in the session will experience an SGID simulation, see examples of what students are saying in SGIDs, and hear from faculty who have had SGIDs done in their classes. Come learn more about how this procedure can enlighten and inspire your teaching!

### Valley Vista

#### 15C - *The Trading Zone: Signature Pedagogies and Practices in the Disciplines*

**Aeron Haynie**, *English*  
**Regan Gurung**, *Psychology & Human Development*  
University of Wisconsin-Green Bay  
**Nancy Chick**, *English*  
University of Wisconsin-Barron County

This workshop will provide follow up on Lee Shulman's work on signature pedagogies in the professions and answer his subsequent call for signature pedagogies in the academic disciplines--including some of the natural sciences, social sciences, math, business, humanities, and fine arts--to confront disciplinary misconceptions and replace them with specific disciplinary understandings and habits of mind. Presenters will model a few of these signature pedagogies and provide a framework for audience members to analyze their own disciplines.

## **Garden Vista**

### **15D – *Second Life as an Educational Tool for Various Disciplines and Student Groups in Higher Education***

**Agi Horspool**, *Psychology*

**Janice Adelman**, *Psychology*

**Omar Safie**, *Educational Studies*

**Daniel Firpo**, *Information Systems & Technology*

**Wen-Yang Chang**, *Politics & Policy*

**Kiki Komura**, *Educational Studies*

**Paula McGee**, *Women's Studies in Religion*

**Stephanie McKinney**, *History*

**Star Romero**, *Educational Studies*

**Candace Vickers**, *Educational Studies*

**Renee Willers**, *English*

*Preparing Future Faculty*, Claremont Graduate University

This workshop will provide an opportunity for participants to learn about the virtual world of *Second Life*. Major universities own “land,” have build campuses, and conduct classes in *Second Life*. The presenters, 2007-2008 Preparing Future Faculty Fellows, assessed the impact of teaching with *Second Life* on various types of disciplines and groups of students. The session will include entry into the world of virtual reality.

## **Mountain Vista 1 & 4**

### **15E - *A Multi-Dimensional Approach to Assessing Students' Mastery of Content, Clinical Reasoning Skills, and Communication Skills***

**Jon S. Patterson**, *Pathobiology & Diagnostic Investigation*

Michigan State University College of Veterinary Medicine

This interactive workshop explores a multi-dimensional model for assessing student learning outcomes in clinical, case-based, and performance-based settings, with focus on the measurement of mastery of content, clinical reasoning skills, and communication skills. Participants will discuss the validity and reliability of the assessment tools, conclusions from a study in which the model was used in a case-based veterinary medical course, and the applicability of the assessment model to their own courses.

## **Mountain Vista 2 & 3**

### **15F - *Hybrid for Teachers***

**Jay L. Caulfield**, *Professional Studies*

Marquette University

Hybrid is a way of teaching and learning that places the primary responsibility of learning with the learner and, in doing so, makes the primary responsibility of the teacher one of creating opportunities and fostering environments that encourage student learning rather than simply telling students what they need to know. This workshop is for all who teach, and especially for those who have chosen to teach in a hybrid learning format.

## **Hillside Central 1 & 2**

15G - ***Playing the Fool in the Classroom***

**Steven Sternfeld**, *Linguistics*

University of Utah

Outside the classroom we are learners who recognize that risk-taking is integral to personal growth. Yet, once inside the classroom many of us become risk averse. This workshop allows participants to explore firsthand the challenges and benefits of taking risks in the classroom as we learn to play the fool, the one who “takes too many chances, [who] wins sometimes and loses often,” as Theodore I. Rubin reminds us in *Love Me, Love My Fool*.

## **Hillside Central 3**

15H – ***Flexible Edge and Solid Core of a Rhythmically Structured Course***

**Joomi Chung**, *Art*

Miami University

A vortex is a massive force that looks chaotic but yet has its own rhythmic order. It is not a stationary mass but a dynamic one that constantly moves around and absorbs multiple forces in its way. Its edge is super sensitive and flexible to expand and contract while its center is solid and calm with a maximum degree of order. This presentation offers a vortex-like pedagogical model that helps students gain a substantial learning experience and establish their own creative learning structure. I will use my Drawing courses from introductory to advanced levels to visualize how this model serves as foundation for structuring a course as well as for designing a curriculum of a subject.

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

### **Auditorium**

16A - ***Developing Significant Learning Through Fink’s Taxonomy***

**Stewart Ross**, *Center for Excellence in Teaching and Learning*

Minnesota State University Mankato

A key component of Fink’s Integrated Course Design is developing learner outcomes that lead to significant learning for students. This presentation begins with a dreaming exercise: what do we want our students to be able to do after graduation from college because they were in OUR course? We will also explore Fink’s Taxonomy of Significant Learning as related to our dreams for students. Finally, participants will have some time to write new learner outcomes for courses.

### **Campus Vista**

16B - ***The Effectiveness of a Faculty-Peer Coaching Model to Create a Culture of Assessment on a University Campus***

**Judith Talbot**, *Nursing*

**Carol Klitzke**, *Nutrition & Dietetics*

Viterbo University

With the goal of creating a culture of assessment, a team of four faculty served as peer coaches, assisting faculty in implementing assessment plans and active learning techniques in their teaching. Two of the coaches will share their experiences, present evidence on the effectiveness of this model, and facilitate discussion on the applicability of this model for other universities.

## **Valley Vista**

16C – ***Instructional Hybrid Cohorts That are PEPed***

**Robert W. Kibby & Floria Trimble**, *Educational Administration*

National University

Higher education institutions offering online instruction and hybrid courses to earn degrees and credentials indicate there is critical need to enhance the online process to ensure that it provides a similar quality alternative to on-ground instruction. What changes are necessary to the online process so that it incorporates the best of the instructional methodologies used in the on-ground instructional programs? This presentation will address the question from an examination of online and on-ground programs.

## **Garden Vista**

16D - ***Effective Use of Computer-Assisted and Web-Based Learning***

**Yin Zhang**, *Library and Information Science*

Kent State University

Teaching technology is a challenge in a class where students have diverse technological backgrounds. This presentation reports an evaluation case study of how computer-assisted and web-based learning and assessment tools can be used to motivate and help students learn. Participants will benefit from discussions of practical design and implementation issues using these tools. Variables that motivate better student engagement and learning will be presented, explored and discussed.

## **Mountain Vista 1 & 4**

16E - ***Moving Away From “Whatdyaget”***: ***Learning Contracts as Part of Learning Design***

**Mary C. Ware**, *Education*

State University of New York – Cortland

**CANCELLED**

## **Mountain Vista 2 & 3**

16F - ***Teaching Immigration: Exploring Students’ Attitudes and Reflections***

**Anthony Peguero**, *Sociology and Gerontology*

Miami University

Recent demographic changes have supported the emerging research on one of the fastest growing segments of the United States population: children in immigrant families. As a result, more attention has been given by a variety of disciplines to include the social issue of immigration in the curriculum. However, with the current social and political climate over immigration policy, it is uncertain how immigration courses are received by students. In this session I discuss the results from attitudinal surveys administered throughout the semester and student reflection essays about films that portray the complexities between immigration, ethnicity, and justice in our nation.

## **Hillside Central 1 & 2**

### **16G - *Active Learning***

**Roz A. Jaffer**, *Business*

Davenport University

Regardless of the area of your discipline, whether you are in business or technology, this workshop is guaranteed to give you the necessary tools to engage students in their own learning. This session will share some of the most successful active-learning techniques proven to work in a classroom setting. In addition, you will have an opportunity to present your own ideas as part of a group exercise.

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

### **Auditorium**

#### **17A - *Varying Instructional Delivery to Promote Optimal Achievement***

**Karen S. Bradley & Jack Bradley**, *Curriculum & Instruction*

Texas A&M-Kingsville

This session will focus on increasing faculty and student interaction by varying the method of lesson delivery. Students become more actively involved in their own learning when they participate in varied discussion strategies. However, the lecture format continues to be the most effective for transmitting knowledge quickly. This session will demonstrate the distribution of lecture and discussion and the benefits of using both in different situations.

### **Campus Vista**

#### **17B - *Managing a Collaborative Problem-Based-Learning Curriculum***

**Kristopher J.L. Irizarry**, *Veterinary Medicine*

Western University of Health Sciences

The “problem based learning” (PBL) curriculum offers exciting opportunities for collaborative curricular management and student-centered learning. However, it also presents unique information technology challenges that limit how collaborative curriculum, management, and assessment of student learning can be implemented. This session will enable attendees to gain experience with PBL firsthand through an interactive PBL session, followed by a presentation of a novel database solution for collaborative management and real-time assessment of student learning issues.

### **Valley Vista**

#### **17C - *Using Film as a Learning Tool***

**Mark S. Giles**, *Educational Leadership*

Miami University

In this session we examine the pros and cons of using film as a supplemental learning tool. The use of film brings to life assigned readings and class conversations. When combined with case studies and PBL, films offer an alternative way to engage students. Through assessment techniques such as minute essays, student feedback offers interesting themes that can inform the effectiveness of not only the technique, but how students make connections between readings, discussions, and film interpretation. An example will be my Organizational Development course for graduate students. For future leaders, what is learned, retained, and useable is of concern.

## **Garden Vista**

17D - ***From Here to Mecca: Working With Saudi Students at University of Nebraska at Omaha***

**Bridget Blomfield**, *Religion*

University of Nebraska at Omaha

This presentation addresses the issues that Saudi Arabian students who are Arabic-speaking Muslims face as they enter into a radically different educational and social environment at the University of Nebraska at Omaha. Issues to be presented are the difficulties of learning when English is a second language, challenging stereotypes as Muslims and Arabs and what various professors and departments have done to help the students adjust, succeed and flourish.

## **Mountain Vista 1 & 4**

17E - ***Storytelling As Instructional Pedagogy***

**Craig E. Abrahamson**, *Psychology*

James Madison University

This presentation will describe the educational and theoretic values of story telling within the classroom. The purpose is to provide attendees with concrete objectives in the methodology of storytelling. Real examples (stories) will be used to illustrate the objectives of this presentation and to illustrate the value of storytelling within the formal learning process that enhances student understanding and application of lecture content. The primary objectives are to provide a brief overview of the history of storytelling, to describe cognitive processing in storytelling, to demonstrate implementation of the “trance” stance within the storytelling process, and to focus on the implications of storytelling within higher education.

## **Mountain Vista 2 & 3**

17F - ***Helping Students See the Trees in the Forest: Using Writing Trees for Improving Writing***

**Susan J. Mulley**, *Landscape Architecture*

California Polytechnic State University, Pomona

Faculty in design disciplines face challenges in improving student writing. New technique uses an image visualization of 'trees' to examine how authors construct their writing, how students should marshal evidence for their writing, and how reports, papers, and theses can be constructed. The image of branching limbs seems particularly effective for students in design programs, and illustrates both the need for complexity of evidentiary support and the relative ease of planning such a structure. Participants will engage in a participatory exercise designed to experience this technique and will assess its effectiveness and its wider applicability.

## **Hillside Central 1 & 2**

17G - ***Developing Candidate Reflection via Online Threaded Discussion***

**Gary Barton**, *Teacher Education*

National University, Costa Mesa

This presentation will explore the possibility of improving reflection and reflective practice through online threaded discussions coupled with peer and instructor feedback. Additionally, it will consider the viability of using BlackBoard, eCollege, or other “shells” for conducting online threaded discussions. In addition, the presentation will examine the role of instruction, models, rubrics, and feedback as methods of instruction. Finally, it will consider the question of whether reflection can be assessed reliably.

## **4:45pm-5:30pm Conference Closing & Book Drawing**

18 - ***But What Will I Do on Monday? Designing for Learning!***

**Laurie Richlin, *Director***

Lilly Conference on College & University Teaching – West

This conference wrap-up will address the issues of bringing your Lilly experience back to your classroom and campus. In addition, the display books will be raffled off – must be present to win!