

*8<sup>th</sup> Annual*  
Lilly Conference on College & University Teaching - South  
February 8 & 9, 2002 \* Athens, Georgia

# Program

## Friday \* February 8, 2002

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

### **Registration & Resource Fair Open**

**Room J/S**

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

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

### **1 \* Welcome & Keynote**

**Room K/L**

#### **Welcome**

International Alliance of Teacher Scholars  
Miami University  
The University of Georgia

#### **Keynote**

#### ***The Affectively Effective Teacher: Emotion in Teaching and Learning***

**Donald A. Misch, *Psychiatry & Health Behavior***  
Medical College of Georgia

Teaching and learning are more than simple intellectual exercises; they are often emotional experiences as well. That emotions matter in education may seem intuitively obvious, but how and why they do so is less clear. How do feelings add to, or detract from, learning? What are the mechanisms by which emotions impact the learning environments and individual students? Using humor as a focal point, we will explore how teachers can use emotion constructively in the classroom.

**10:30am – 11:15am**

### **Concurrent Sessions**

#### **Room Q**

#### ***2A \* Keeping It Real: Hip-Hop Culture and the Framing of Values for African-American Students***

**Louis B. Gallien, Jr., *Urban Education***  
Spelman College

This session centers around hip-hop culture and the contrasting value bases in contemporary African-American culture. Few scholars have deconstructed the lyrics and value bases of the music and the messages in genre areas such as gangsta rap and their effect on contemporary African-American youth. Also, a discussion will take place on competing value systems in the African-American community; from the traditional base centering around spirituality, solidarity and service over and against power, pleasure, and property.

## **Room R**

### **2B \* *The Story Project: A College-Wide Project to Publish On Line***

**Sally Padgett Wheeler**, *English*

Georgia Perimeter College

The Story Project is an on-line college site where students, faculty, staff, and the community are all invited to publish and share their stories, memories, and experiences. Come and learn the benefits and how-to's of a project that encourages interest in writing, heritage, our differences, and commonalities. The Story Project also provides a public forum for our writing, so that you can adopt and adapt this project for yourself.

## **Room Y/Z**

### **2C \* *A Multiple-Case Study of Exemplary Internet Courses***

**Keith B. Hopper**, *Humanities & Technical Communication*

Southern Polytechnic State University

This interactive presentation addresses the expectations of top on-line courses, findings of a qualitative research study, and implications for college teaching. The study addressed the attributes of exemplary Internet courses. Are there common construction, design, application, and interaction elements in Internet courses of excellence? What is the role of learning theory in exemplary Internet courses? Five attributes of highest quality on-line courses were identified and will be discussed.

## **Room T/U**

### **2D \* *Integrating Higher Level Thinking Skills in Intensive Format Classes***

**Jimmy D. Sanders**, *University College*

Troy State University

Participants will learn strategies for guiding students in development of activities associated with higher level learning skills in intensive learning structures like weekend classes. Exercises will enable attendees to plan class exercises associated with course papers, development of class seminars and publications of "Proceeding" of class seminar presentations.

## **Room V/W**

### **2E \* *Bridging the Gap Between Theory and Practice***

**William M. Brown**, *School of Education*

Piedmont College

This presentation will focus on innovative experiences designed to bridge and apply concepts and theories of learning and cognition to actual practice in the classroom. In this session, the presenter will discuss how to create an active, participatory classroom setting. Through discussions, participants will exchange ideas about active learning, peer coaching of students, and reflective learning. Participants will learn strategies to create and maintain successful student learning communities.

## **Room D**

### **2F \* *Considerations for Developing and Evaluating On-Line Courses***

**Sue D. Achtemeier**, *Institute of Higher Education*

The University of Georgia

Exploration of how to assure effective teaching and learning on line is extremely important and timely as many faculty and institutions seek to maximize the educational benefits from this constantly developing technology. This presentation reviews pertinent literature that addresses effective teaching and learning on line and examines the comparison between literature and practice. It also investigates the integration of these insights in a sample of current assessment instruments.

**11:30am – 12:15pm**

## **Concurrent Sessions**

## **Room Q**

### **3A \* *Lilly Revisited and Embroidered: Creating an Integrated Student Friendly Course***

**Joyce W. Fields**, *Human Relations*

Columbia College

This session will reinforce the importance of the Lilly Conferences by showing how I incorporated various suggestions from Lilly 2001 in preparing a more “student friendly” learning environment. I will suggest ways that popular culture can be included in the traditional curriculum to; create student interest, provide for application of objective case study, provide direct connection between the classroom and the “real world,” and emphasize critical thinking skills.

## **Room R**

### **3B \* *WYSIWYGs, HTML, and WWW: Stirring this Alphabet Soup***

**Susan Copeland Henry**, *Humanities*

Clayton College & State University

HTML editors make the process of writing for the Web seem like word processing. However, many HTML editors have glitches when used with other software, and many also do not encode functions considered essential for academic writing. Learning some HTML can help Web writers to overcome these problems. This session is for an audience that wants to learn some simple hypertext language commands and to find other resources to improve writing for the Web.

## **Room Y/Z**

### **3C \* *Attaining Reliability of a Teaching Effectiveness Instrument***

**Shinaz G. Jindani**, *Social Work*

Savannah State University

After reviewing the literature, the presenter identified variables that measure teaching effectiveness. They include communicating at a level appropriate to the ability of the students, stimulating and sustaining attention and involvement, broadening student outlook, teaching relationships and concepts, providing feedback, establishing respect and rapport, providing and utilizing course goals and objectives, evaluating student performance, course preparation and organization, assignments, other teaching methodologies, instructional media and laboratory activities. Data were gathered on these variables and reliability was tested. This session will focus on the process of tool development, importance of reliability, and how to interpret findings.

## Room T/U

### 3D \* *"False Beginners": An Accelerated Review Response*

Steven G. Symmes, *Languages & Literature*

Ferris State University

"False beginners" spoil the elementary language classroom dynamic through unintentional intimidation of the inexperienced student, complaints about the "slow" pace of instruction, and frequent absences or disruptions caused by boredom. This session will describe a course that exceeded all initial expectations as a possible solution to this problem. In addition to saving students a year of seat time, it rewarded them with seven free credits of Spanish and saved the taxpayers thousands of dollars in funding.

## Room V/W

### 3E \* *Starting Conversations: Faculty Promoting and Facilitating Campuswide Scholarship of Teaching*

Nancy Lawson Remler, *Languages, Literature & Philosophy*

Armstrong Atlantic State University

Although support of scholarship of teaching is growing among colleges and universities, administrative preference for the traditional notion of scholarship and limited budgets often impede faculty's activity in teaching and learning scholarship. Many times, faculty are unaware that others on their campuses share the interest in teacher scholarship and are frustrated by such external impediments. This presentation will describe how one faculty member planted a seed for scholarship of teaching activities and helped those activities blossom campus-wide, from its conception to its current scholarship of teaching activities across disciplines. She also will suggest several ways to generate such activities within one's department and across one's campus in light of administrative or budgetary constraints. A subsequent interactive portion of the presentation will invite participants to share their experiences in general.

12:15pm

### Lunch \* Tables by Discipline

### Banquet Area

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

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

**1:30pm – 3:00pm**

## **Concurrent Workshops**

### **Room Q**

#### **4A \* *Functional Subgrouping as a Strategy for Managing Controversial Topics***

**Elizabeth E. Parks**, *Psychology*

Kennesaw State University

Ever wondered how to deepen the discussion of highly controversial topics in the classroom? Have you hesitated to use class discussion to explore “hot” topics in your field? Functional sub-grouping is a conflict management technique used in Systems-Centered psychotherapy and consulting practice to improve discussion of conflict-laden themes. Participants will learn the details of the technique, see the results of recent research on its use, and participate in functional sub-grouping skill-building activities.

### **Room R**

#### **4B \* *Who Let the CATs Out?***

**Holly H. Wise & Elizabeth B. Ricciardone**, *College of Health Professions*

**Jennie C. Ariail**, *Center for Academic Excellence*

Medical University of South Carolina

This interactive session will describe the purpose of classroom assessment techniques (CATs). CATs are rooted in good teaching practice as they enhance active learning and also can serve as data collection tools for broader classroom research projects. Specific examples of CATs that are useful given participants’ specific educational situation will be identified. The practical steps necessary to implement CATs will be shared with the participants. This workshop will conclude with the participants identifying an opportunity to conduct research in their own classroom and “capturing” a CAT for future application.

### **Room Y/Z**

#### **4C \* *Law and Ethics on the Web***

**Rebecca H. Rutherford**

*Information Technology/School of Computing & Software Engineering*

Southern Polytechnic State University

Faculty need to become aware of many of the new laws pertaining to copyright, and trademarks – especially the new laws of the Digital Millennium Copyright Act and the new Teach Act. In addition, faculty need to understand the ethics pertaining to computing. This is particularly important for distance learning and web presentations. This workshop will give up-to-date information about current laws, and help faculty create their own scenarios to use in the classroom setting.

### **Room T/U**

#### **4D \* *Answers to Common Questions About Teaching Portfolios***

**John Zubizarreta**, *English*

Columbia College

Teaching portfolios are perhaps the most effective tool in simultaneously improving instruction and providing a formative process of teaching assessment. Interest in how portfolios strengthen teaching and learning continues to grow, and this presentation offers a brief review of the portfolio, focusing more specifically on common questions about the portfolio’s efficacy and on recent, new literature on portfolio development. Ample opportunity will be provided for interaction with participants and for sharing of information and experiences.

## **Room V/W**

### **4E \* *Organize and Categorize: Instructional Strategies to Facilitate Student Learning***

**Marcia J. Keith**, *Education*

Maryville College

This workshop will actively involve participants in examining three categorization strategies that assist students in organizing and then recalling course content. These strategies (closed/open sorts) data retrieval matrices, and concept development provide instructional frameworks that encourage both depth and quality in student processing. Such elaborative rehearsal has been shown to improve student encoding and retrieval of information. The frameworks are appropriate for various content areas and both large and small classes.

**3:15pm – 4:00pm**

**Concurrent Sessions**

## **Room Q**

### **5A \* *The Best Teacher***

**William Schreck, Jr.**, *English*

Columbia College

What makes a really good teacher? What are the traits that make these people so good, so effective as educators? What are the qualities and characteristics of the best? Come and join in as we explore this serious question together. It may be interesting to see what we come up with, especially when we compare our responses with the research!

## **Room R**

### **5B \* *On-Line Synchronous Chats - The Good, the Bad and the Ugly***

**Ruby Evans**, *Educational Leadership and Human Services*

Florida A & M University

In this session participants will gain insight into one professor's use of a chat forum as a supplement to face-to-face course interaction. Participants will see examples of the structure of the chat sessions, as well as narrative excerpts, including feedback from class participants. We will discuss pros and cons of using a chat forum in this way.

## **Room Y/Z**

### **5C \* *International Travel with Student Learners While Enjoying the Trip!***

**Marlene K. Wren**, *Computer Science*

Tallulah Falls School

This presentation will communicate two ideas: a) The intrinsic value of traveling with students to foreign countries where each day is filled to capacity with learning and awareness. The time you spend with the students will enrich their lives and their classroom learning. The joys along the way will help mold more confident, more expansive, and more understanding students. b) The benefits you will obtain by becoming a group leader will be manifested in your daily teaching and approach to students. And, you will have fun doing it!

## **Room T/U**

### **5D \* *Strategies That Connect Teaching to Learning***

**Ann Taylor**, *Teacher Development*

Augusta State University

This session will introduce an array of teaching strategies including critical thinking skills, using effective questioning techniques, mapping strategies to address students' individual learning styles, techniques to improve retention, transfer, and memory. Additionally, the session will focus on using the integrative model of instruction along with planning for increasing academic performance of students working below their potential. The session will introduce activities that will help develop skills in authentic assessment of students' performance. Participants will be given hands-on experience in developing grant-writing skills to extend their classroom practice and provide experiences for their students and will be given examples on how to apply research findings to their teaching style and students learning patterns.

## **Room V/W**

### **5E \* *Racism and Sexism: Diving Into the Heart in College Composition***

**Cindy Lutenbacher**, *English*

Morehouse College

My original title was more: "Racism, Sexism, Fifty Young African-American Men, One Old European-American Woman, and What They Did With It All." This session will describe the English composition course that I overhauled in order to engage students and teachers in a personal/political investigation into our roles in facing oppression. Participants will engage in sample activities. Student work will be shared. Discussion and critical questioning of the premises of the course will also be invited.

**4:15pm – 5:00pm**

**Concurrent Sessions**

## **Room Q**

### **6A \* *Teaching Students to SOLO***

**Whei-Jane Wei**, *Early Childhood Education*

Taipei Municipal Teachers College

**James Hammons**, *Higher Educational Leadership*

University of Arkansas

The vast majority of today's students work 10-50 hours a week to pay their college expenses and/or support themselves and a family. Many of these students enroll in college because they realize the value of higher education and, while motivated to do well, are pressured for time. The presenters describe how they and colleagues in college classes from graduate schools to community colleges, have, with only minimal changes in how they prepare for teaching and evaluating, are using SOLOs to help students perform better (statistically, significantly so) on higher level cognitive assessments. An associated by-product of using SOLOs is high student ratings, a not inconsequential result in today's evaluation environment. In the session you will learn what SOLOs are, how to use them, their advantages and disadvantages and have the opportunity to examine several.

## **Room R**

### **6B \* *Enhancing Core Courses Via Webquests***

**Judy Davis Butler**, *Curriculum & Instruction*

State University of West Georgia

This session is an introduction to some key ideas behind WebQuests. If you're like most educators, you get excited about new ideas for helping students learn and grow, but then feel your chest tighten when you remember your already bursting curriculum requirements and the logistical demands of classroom teaching, as well as preparation of Web-based material. With everything else that we must do, how can we add these new and important strategies? WebQuests were designed to address this dilemma by bringing together the most effective instructional practices into one integrated student activity.

## **Room Y/Z**

### **6C \* *Success in the Classroom with Internet Notes and PowerPoint™***

**Erwin J. Mantei**, *Geography, Geology & Planning*

Southwest Missouri State University

This multi-year study outlines the benefits of using Internet Notes and PowerPoint™ in a physical geology classroom. The study compares the use of these computer activities with the chalkboard and overhead transparency methods of presentation. Results showed that students desired the use of the computer-related activities over the traditional methods and performed better on exams. Also, the use of the computer-related activities took 15-20% less time to cover the same material.

## **Room T/U**

### **6D \* *Do I Know You? Building Communities to Improve Student Learning and Teaching Excellence***

**Sabrena R. Parton, Jeff Anderson & Keisha Hoerrner**, *Communication*

Kennesaw State University

In today's environment, faculty members are increasingly concerned with building learning communities and obtaining resources to improve teaching. To accomplish these objectives, three colleagues in a department of eight full-time faculty with over 500 majors have developed three student associations to build a sense of community and to obtain resources needed to enhance teaching effectiveness and student learning. Learn strategies for accomplishing these objectives using a general student association, an honors association, and an alumni association.

## **Room V/W**

### **6E \* *Lessons About Teaching Learned From Yoga***

**Roberta S. Lacefield**, *Mathematics, Business, & Physical Education*

Waycross College

In yoga, when one asks the Guru a question, the answer usually comes in the form of a story. In this session, I will share some stories from my yoga practice that have impacted my teaching practice. Each story will be followed by an opportunity for individual reflection and a little yoga!

**5:30pm Reception, Poster Session, & Resource Fair Banquet Area**

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

**7A \* *Scholarship of Teaching – On-line PBL Course Portfolio***

**Clara Gerhardt**, *School of Education*

Samford University

Samford University has made significant inroads into the area of scholarship of teaching. Several faculty have used their PBL course portfolios as documentation of their scholarship of teaching. One faculty member in pharmacy received tenure based on her published portfolio via the Internet. This poster session will display the development of the PBL course portfolio, the process of peer review, its role in scholarship of teaching, and the rewards associated with this work. Examples of PBL published portfolios via the Internet that underwent external peer review and received high ratings will be on display.

**7B \* *Teaching Professional Ethics by Applying What Computing Students Do Best: Develop Code***

**Richard Halstead-Nussloch**, *School of Computing & Software Engineering*

Southern Polytechnic State University

Michael Davis argues that professional ethics should be taught across the curriculum and outlines eight ways to accomplish that. I developed an additional method where computing sophomores write personalized professional codes to implement throughout their studies. Pedagogically, writing code is familiar, allows reflective integration, facilitates active learning, and affords students to tune their personalized professional principles based on feedback throughout their studies. I also will discuss the cognitive basis, an ongoing evaluation, and use interactive, exemplary exercises.

**7C \* *An Overview of the PBL Portfolio Peer Review Project at Samford University***

**Valerie L. McCombs**, *Center for Problem-Based Learning*

Samford University

This session will provide an overview of the Samford-Pew project to establish a national center for peer review of PBL course portfolios. The center's objective is to demonstrate that the work required to design, deliver, assess, and improve PBL instruction can be reliably documented and evaluated as scholarship. Project goals include the following: 1) A cost-effective system by which faculty using PBL can submit documentation of teaching for peer review and rating. These reviews can be used in personnel decisions such as hiring, promotion, tenure, and post-tenure review. 2) Via the World Wide Web, make publicly available the protocols for the documentation and evaluation of PBL teaching. 3) Via the World Wide Web, more publicly available examples of peer-reviewed PBL courses and curricula. Participants will learn about the opportunity to apply for portfolio development mini-grants and the processes of developing, reviewing, and disseminating the portfolios.

<b>6:00pm</b>	<b>Dinner</b>	<b>Banquet Area</b>
<b>7:00pm- 8:00pm</b>	<b>After-Dinner Conversation</b> <b><i>Publishing the Scholars of Teaching</i></b> <b>Laurie Richlin, Executive Editor</b> <i>Journal on Excellence in College Teaching</i> What does it take to have your work published in a peer-reviewed journal of the scholarship of teaching? How does your implicit, professional decision making influence the way that your teaching takes place? and how could it be standing in the way of designing publishable projects? This session will go over the process of implementing publishable teaching projects and will detail how manuscripts are reviewed by the board of a multi-disciplinary, peer-reviewed journal.	<b>Banquet Area</b>

## **Saturday \* February 9, 2002**

<b>7:30am</b>	<b>Breakfast</b>	<b>Banquet Area</b>
<b>8:30am - 3:00pm</b>	<b>Registration &amp; Resource Fair Open</b>	<b>Room J/S</b>
<b>9:00am - 10:00am</b>	<b>8 * Plenary Address</b> <b><i>Teach What You Test - Test What You Teach</i></b> <b>Terrence J. Doyle, Faculty Development CTL</b> Ferris State University Most college faculty lack any formal training in test development (Thorndike 1991) yet tests are the primary evaluation tools used by faculty to assess students' knowledge and skills. The result is that often tests developed by faculty do not measure accurately what was taught, have elements that try to measure more than what was taught , have ambiguities, biases or other faults. These tests "problems" often go unsolved because most faculty members are not aware that they exist. This presentation will share ways to improve tests development, increase the accuracy of testing what you teach, increase the reliability and validity of tests and not require that you become a "testing expert" to implement them.	<b>Room K/L</b>

10:15am – 11:00am

## Concurrent Sessions

### Room Q

#### **9A \* *Using Pictorial Representations to Improve Student Writing***

**Paul Quick**, *English*

The University of Georgia

Regardless of discipline, one aspect of effective student writing often lacking is paragraph coherency, usually known to students and teachers alike as “flow.” However, one of the hallmarks of effective writing is the ease with which a writer can communicate in a logical manner by linking sentences within a paragraph. Because instructors find it difficult to discuss paragraph coherency in the abstract, students often struggle to apply such lessons to their own work. In this session I will describe a teaching technique using pictorial representations to show the importance of paragraph coherency.

### Room R

#### **9B \* *Field-Based, On-Line Training for the Preparation of School Leaders***

**Tish Seay**, *Educational Leadership*

Georgia College & State University

This presentation will demonstrate a program where educational experiences are designed to prepare leaders who are capable of embracing an entire community of learners and guiding them toward success. In this age of accountability, leader preparation faculty members have had to make major paradigm shifts from traditional imparters to content to facilitators, who provide venues for learning where information is gathered, field experiences are real, and technology is infused. The presenter will provide information on an innovative program to train school leaders in their home communities, discuss strategies such as experiential field-based activities infused with on-line training and support to prepare practitioners to lead schools where the emphasis is teacher and student success, and will demonstrate part of a lesson, which will allow an interactive exchange between the presenter and the session participants.

### Room Y/Z

#### **9C \* *Teaching On Line - Boon or Boondoggle: A Study of Faculty Perceptions***

**Ronald Childress**, *Graduate School of Education & Professional Development*

Marshall University

On-line delivery of instruction is expanding at a rapid pace. In many instances, this expansion is taking place with little, if any, attention to the differing requirements and needs to delivering instruction on line. This presentation will report the results of a study of the perceptions of 40 faculty, all experienced online instructors, regarding selected components of on-line instruction. Study findings will be used as a framework for developing a set of “best practices” for on-line instructions.

## Room T/U

### **9D \* *Establishing Faculty Learning Communities on Your Campus***

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

Miami University

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

## Room V/W

### **9E \* *What's in a Grade? Helping Students Become Formative Self-Assessors***

**Alan L. Letarte**, *Faculty Center for Teaching and Learning*

North Carolina State University

Through analysis of case studies and whole-group discussion, participants at this presentation will arrive at an understanding of the summative nature of traditional assessment; identify key factors in helping students develop a formative mindset with regard to assessment of their learning; and analyze, with respect to these factors, the effectiveness of specific formative assessment techniques in various instructional contexts. The presentation will conclude with a list of references for further study about formative assessment.

**11:15am – 12:00noon**

**Concurrent Sessions**

## Room Q

### **10A \* *From "Inches to Miles": Computer-Based Courses at a Distance***

**Ingrid Thompson-Sellers**, *Business Information Systems*

Georgia Perimeter College

This presentation is based on the design, pilot, and teaching of on-line courses, using the WebCT™ program as a method of course instruction and delivery. This involved freshmen/sophomore computer literacy courses and a business information systems course. Based on the differences with respect to requirements of the students, desired learning outcomes, and delivery method, the study showed more success in one type of on-line course versus the other.

## Room R

### **10B \* *Stuck in a Book? Using the Web to Promote Active Learning***

**Sabrena Parton**, *Communication*

Kennesaw State University

**Michele Manting-Brewer**, *Obstetrics & Gynecology*

Medical College of Georgia

The Internet is a fact of life in the 21<sup>st</sup> Century. This exponential proliferation of unfiltered information has forever changed the way faculty are called upon to prepare students. Faculty committed to engaging students in active learning can discover diverse opportunities through use of technology and the worldwide web. An interdisciplinary team (communication, medicine, and landscape architecture) demonstrate that regardless of the specific content area, the web can be employed as an active learning environment.

## Room Y/Z

### 10C \* *Learning Portfolios: Reflective Practice for Improving Student Learning*

**John Zubizarreta**, *Center for Educational Excellence*

**Mary Stepling**, *Education*

Columbia College

Interested in discovering or sharing an alternative or complementary approach to improving and assessing student learning? Wonder how reflection, collaboration, and evidence promote higher-level learning? Come find out about the benefits and challenges of learning portfolios, the value of reflective practice in enhancing learning, and the diverse applications of student portfolios. Bring your experiences and your varied models for active conversation and sharing of ideas and resources on learning portfolios.

## Room T/U

### 10D \* *How What I Learned at Lilly Helped Me Improve Student Learning*

**James Hammons**, *Higher Educational Leadership*

University of Arkansas

Some people attend Lilly to share something or to try out an idea. Others attend to publish and present. The opportunity to get away for a few days and talk about teaching and learning may entice others. Ratings of individual sessions and of the conference itself clearly show that the reaction to attending is consistently very positive and that those who attend are quite glad they came. But did they learn anything? And if they did learn something, did they try it out when they returned to their campuses? And if they did try something, did it work for them like it did for the person(s) from whom they got the idea? In this session, "old timers" are invited to off by share what they learned that seemed to make sense and their success(es) or failures when they tried it. Audience members will have an opportunity to address questions to them or to share their stories about what worked (and didn't).

## Room V/W

### 10E \* *Integrating Technology in the Curriculum - Focus on First Generation Students From Rural Areas*

**Louis C. Mancuso, Manual Yunggar, & Tara Saracina**, *Business Administration*

Clafin University

In this session, participants will learn how the presenters developed a model integrating technology for teaching business administration to first generation students from rural areas and will participate in a discussion of the problems associated with technology, success stories, failures, and a discussion of the case study.

## 12:00noon

### Lunch \* Tables by Topic

### Banquet Area

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

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

1:15pm – 2:45pm

## Concurrent Workshops

### Room Q

#### 11A \* *Technology as a Tool for Teaching Music*

Kevin Johnson, *Music*

Spelman College

This workshop will demonstrate various uses of music software hardware in the music classroom. Areas including music theory, orchestration, voice, instruments, choir, band and orchestra will be addressed during this session. There are no prerequisites for this workshop. All you need is a desire to enhance your teaching methodology using technology. This workshop will provide basic information on the use of technology in the music classroom and hands on opportunities will be provided.

### Room R

#### 11B \* *Informing Our Teaching: Understanding the Nature and Issues of Disabilities*

Cheryl L. Beverly & Reid Linn, *Special Education*

James Madison University

Compared to their non-disabled peers, postsecondary students with disabilities are less likely to stay enrolled or to earn a degree or credential within five years and are more likely to leave college without attaining a degree or credential. This presentation offers you the opportunity to explore the nature and issues of disability, to experience learning through a disability, and to reflect on how this experience can inform your teaching and positively impact postsecondary students with disabilities.

### Room Y/Z

#### 11C \* *How Organizational Complexity Can Transform the Teaching/Learning Enterprise*

Brian Lofman, *International Business*

Rollins College

This workshop explores the many benefits derived from employing an innovative and highly interactive collaborative learning approach; treating students as employees in rotating teams within a complex organization. Working toward shared goals: students are assigned diverse roles and tasks in consecutive rounds of a consensually agreed upon project. Students in this learning community increasingly take ownership of “their” project, gaining multiple skills in the process. Participants in the workshop will consider how they might customize organizational learning designs to their particular fields of study.

### Room T/U

#### 11D \* *Designing In-Class Group Tasks that Promote Higher-Order Thinking*

Alan L. Letarte, *Faculty Center for Teaching & Learning*

North Carolina State University

This workshop will focus on identifying characteristics of higher-order thinking, designing group tasks that promote such thinking, and fitting group interaction into the overall instructional scheme. Important design principles will be illustrated by example. Participants will work in groups to draft actual group tasks for students in their respective disciplines, then share their results with one another. The workshop will conclude with a list of references for further study about group work.

## **Room V/W**

### **11E \* *What Would Constructivism Look Like in Practice?***

**Cynthia J. Alby**, *Foundations and Secondary Education*  
Georgia College & State University

What is constructivism, and how can it be defined in such a way that theory can make its way more easily into practice? What does a constructivist classroom in higher education even look like? What are some examples of such classrooms? How can I redesign lessons and even entire courses based on this theory, which is so in keeping with what we are now learning about how the brain works? Come find out.

**3:00pm – 3:45pm**

## **Concurrent Sessions**

## **Room Q**

### **12A \* *From English to Engineering: The Common Ground of Professional Colleagues***

**Susan Copeland Henry**, *Humanities*  
Clayton College & State University  
**Jerry W. Samples**, *Engineering Technology*  
University of Pittsburgh at Johnstown

Join us to recognize that the principles of good teaching are the same across disciplines as well as in both traditional classrooms and in those that are changing in the face of emerging technologies. The audience for this session includes every level of instructor, from traditional lecturers to professors who use collaborative, problem-based, or case studies methods. However, this session will be particularly helpful to new teachers and to mentors of new teachers.

## **Room R**

### **12B \* *Web Pages: Educating Students and Promoting Profession***

**Lester Hardegree & Hassan Aziz**, *Medical Technology*  
Armstrong Atlantic State University

The presentation will demonstrate various ways information is communicated to the public, prospective applicants, and current students. Web pages should include admission policies and procedures, degree requirements, curriculum, links to other professional sites, and even photographs of the students and activities going on in the program. Use of multiple Internet modes can enhance instruction and increase communications with and between students and faculty. Frequent student utilization of the Internet via the various modes can ensure the breadth and depth of their computer technology skills.

## **Room Y/Z**

### **12C \* *Developing an Assessment-Based Comprehensive Academic and Career Advisement Program***

**Patrick J. Devine**, *Psychology*  
Kennesaw State University

What do students want out of academic and career advisement? I will present information on an assessment-driven model of a comprehensive academic and career advisement program that incorporates a "Careers in..." course along with individual advisement. The program is designed to meet the needs of a large academic major program (500 plus majors), but will work very well with smaller programs. I also will present assessment results and program materials.

**Room T/U****12D \* *Vee Diagram Construction: Meaningful Learning Activity and Laboratory Assessment Tool***

**Gregory G. Passmore**, *Radiologic Sciences*  
Medical College of Georgia

Vee diagrams are concise representations of the conceptual and methodological relationships in a student's knowledge set. Using Vee diagrams as laboratory reports can simultaneously encourage and assess meaningful learning. Following a learning cycle approach, the presentation begins with an exploration phase where participants learn how to develop their own diagrams. Next, the explanation phase provides a discussion of the theoretical foundations for diagramming. The presentation concludes with a practicum on diagram construction and assessment.

**Room V/W****12E \* *Methods of Using Reflection to Enhance Classroom Decision-Making Skills***

**Linda R. Sanders**, *School of Education*  
Auburn University at Montgomery

Using a reflection model, this presentation will include methods of using reflection as a means of enhancing student decision-making skills. Current methods used by presenter will be described. Participants will be grouped by teaching fields or disciplines and will generate a list of projects or activities that might be used in their own classrooms to enhance the decision making skills of their students through the use of reflection.

**3:45pm****Closing Reception****Break Area**