

Conference Theme:
Evidence-Based Teaching and Learning



Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING

NEWPORT BEACH, CA
FEBRUARY 20-23, 2014

Conference Program and Workbook

HOSTED BY THE:

ITLC | INTERNATIONAL TEACHING
LEARNING COOPERATIVE, LLC



Welcome - we're glad you're here!

For over 33 years, the Lilly Conferences on College and University Teaching and Learning have provided opportunities for the presentation of the Scholarship of Teaching and learning. Individuals from a variety of disciplines have gathered at Lilly Conferences to discuss issues related to teaching and student learning. Thousands of conversations among a diverse population of teachers have focused on sharing ideas, debating issues, and forming lasting friendships. We sincerely hope this conference extends that fine tradition.

Please note that you are part of a truly remarkable gathering of individuals. Those around you have a deep commitment to student learning and we trust the conversations over the next few days, and the new friendships formed, will influence you for years to come. Casual conversations in the lobby, during the reception, during the meals, and even while walking across the property or at the beach can be as informative and uplifting as scheduled sessions. As you attend sessions, pay attention to not only the content of the session but also the delivery of the message. Seek out those with interests similar to your own and build new professional contacts. It is our hope that as the conference unfolds, participants will develop a sense of community that will become future friendships and collaborations. This sense of connection and community is referred to as the Lilly Conference Spirit!

Our conference theme, “Evidenced-Based Teaching and Learning”, reflects the importance of scholarly teaching. The conference also has subthemes, identified to reflect the newest challenges and accomplishments with respect to student learning. The subthemes focusing our discussion consist of: Academic Success; Student Learning; Creating Communities of Learners; Course/Curriculum Design/Redesign; Engaging and Motivating Students; Innovative Pedagogical Approaches; Multiculturalism/Diversity/Inclusion; Online Learning and Teaching; Promoting Social Responsibility and Sustainability; Service/Experiential Learning; and Teaching Well with Classroom Technologies.

We are pleased to be in Newport Beach this February and are encouraged that over 225 attendees have come from 96 different institutions, 26 different states, and 4 countries. The program showcases 4 plenary speakers, 65 concurrent sessions, 10 round-table discussions, and 12 poster presentations across the program.

In the hundreds of hours of work completed to make this conference possible, right at the forefront was the concept of a close-knit “community of learners” coming together to learn from one another. We hope you notice over the next few days the small touches provided to help that feeling of community develop and grow. The conference pace is brisk, there are many choices among concurrent sessions, and the risk of information overload is always present. If you need a break, please use the Hyatt property to it's fullest. Enjoy a quick walk across the property, sit poolside or on one of the patios, take a walk. Pace yourself!

Thank you very much for attending the conference this year. Unless a critical mass of individuals agree to come together and share information there can be no “gathering” from which we can all learn. Essentially, because each of you agreed to come and participate, we have a very unique learning opportunity. This really is a group effort and I appreciate your willingness and commitment to make this important event possible.

Sincerely,

Todd Zakrajsek, Ph.D.
Conference Director

Acknowledgments

Thank you to our presenters and participants who have made the commitment to come together in Newport Beach for this conference. We appreciate that you have many obligations both professional and personal, and your presence here demonstrates your commitment to your work and the outcome of student learning. By arranging to attend the conference you also show that you value the opportunity to come together to think about, talk about, and apply new ways of approaching teaching and learning. This conference is designed to help foster opportunities for sharing, reflecting, and collaborating among a variety of educators. Over the next days it is our hope that a sense of community will grow and that you will find many ways to strengthen your own teaching. We also hope you will leave this gathering with an understanding of how many faculty like you, are committed to teaching and learning.

We also appreciate our Cosponsoring Institutions. Early in the planning stages, cosponsors pledge to bring a minimum of five participants to the conference as well as to assist with program development and selection of speakers.

2014 Cosponsors: California State University-San Bernardino, IDEA Center, Jossey-Bass, Loyola Marymount University, Riverside City College, Stylus Publishing, Tacoma Community College, University of Alaska-Anchorage, University of Alaska-Fairbanks, and University of California-Santa Barbara.

Reviewers

We wish to take this opportunity to recognize our proposal reviewers. The following individuals took time out of their very busy schedules to help us make programming decisions.

2014 Reviewers: Pamela Barnett (Temple University), David Brobeck (Walsh University), Summer Burke (University Nevada Las Vegas), Milt Cox (Miami University), Sarah DeHaas (Juniata College), Marcia Dixson (Indiana University-Purdue University, Fort Wayne), Bonnie Farley-Lucas (Southern Connecticut State University), S. Pixy Ferris (William Paterson University), Lou Foltz (Warner Pacific College), Heather Haverback (The Catholic University of America), Nicholas Holton (Kirtland Community College), Elene Kent (Capital University), Lunden MacDonald (Metropolitan State University of Denver), Carl Moore (Temple University), Mildred Pearson (Eastern Illinois University), Chris Penna (University of Delaware), Gail Rice (Loma Linda University), Tamara Rosier (Cornerstone University), Jeff Straw (Northwestern Michigan College), Jeff Thomas (University of Southern Indiana), Jim Therrell (Central Michigan University), Olga Vilceanu (Rowan University), John Vinton (Baker College), Gregg Wentzell (Miami University), Keith Whittington (Rochester Institute of Technology) and Jan Worth-Nelson (University of Michigan, Flint).

Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching over 30 years ago. He recognized the importance of bringing together individuals from a variety of disciplines to discuss issues that face us all, and did this before the concept of a conference centered on teaching and learning was common. He has done so much for so many, and been an exceptional friend to all who care about student learning and faculty development.



Name Badges

Networking is one of the most valued aspects of this conference. Please wear your name badge at all times during the conference, as it will help others to learn your name and facilitate the feeling of a community. It will also be necessary for entrance to sessions and access to food. Please note that it is the tradition of Lilly Conferences to NOT include titles or contributions on name badges, such as “Dr.” or “Presenter.” We certainly understand you have all worked very hard to achieve your titles and also worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of the titles for this conference helps to facilitate building community.

Book Raffle

Through kind donations from Stylus Publishing and Jossey-Bass Publishing, we have approximately \$500 in value of books to give away to conference participants this year. You received book raffle tickets with your conference registration materials. Tear each ticket along the perforated edged, place half the ticket in the envelopes next to the books you most desire to win and keep the other half with you as it will be necessary to claim the book. The drawing will be held during lunch on Saturday. Although you do not need to be present to win, you must pick up the book by Saturday at 4:00 pm in the registration desk area. Book winners will be posted at the registration desk by ticket number. Unclaimed books will be given away during the Sunday morning plenary.

Session Handouts

In an attempt to avoid waste and evolve into a “greener” conference, we have suggested that each presenter bring 25 copies of their session handout. If you are in a session and the presenter runs out of handouts, simply ask the person to send a handout to you. If you are presenting and have extra handouts, please take them to the registration area. We will have a table for participants to pick up extra handouts from sessions they were not able to attend. We will link handouts to presentation abstracts for electronic access by participants. Please check with the presenter to see if the handouts are available online before requesting additional paper handouts.

Copy Centers

If you need to print a file or make additional photocopies for your session, the Hyatt offers an automated business center with computer access as well as use of printers. There is also a FedEx Office Print Center from Kinkos at Fashion Island.

Length of Sessions

We have built a program with many different types and lengths of sessions. This is done to facilitate learning for individuals with vast differences in session preferences. There are one-hundred, sixty, forty and twenty-minute sessions; poster sessions; and round-table discussions. The program is difficult to structure so that these different sessions line up well, but we feel it is very much worth the effort. Please note that most sessions would be better if given more time, however the program is filled to capacity, so more time for one person means either less time for someone else or fewer presenters on the program.

Meals

We provide many opportunities for you to eat at this conference so that you may eat at your preferred time and also the amount you wish. Some rise early and always eat breakfast, whereas other will start with a cup of coffee and have a muffin a bit later; some have dessert with lunch and others prefer a snack in the afternoon. We do our best to meet everyone’s needs. Your name badge is the one way we have to differentiate between who is part of the conference and who is staying at the hotel and not part of our group. To ensure only Lilly participants are partaking the provided food, we will need to see conference badges for entrance to meals and refreshment breaks.

Guest Meal Policy

If you are being accompanied by a guest who would like to join you for breakfast or lunch, please come to the Conference Registration Desk to purchase a meal ticket in advance.

Award for Outstanding Poster

This year we again present the award for Outstanding Poster. Awards will be announced at lunch on Saturday. The award includes \$200 in credit toward registration at a **2014 National Lilly Conference** that may be used by each presenter (these are nontransferable) AND a \$200 credit toward a 2014 National Lilly Conference registration to be given by the poster presenters to **any ONE** person who has never been to a Lilly Conference on College and University Teaching.



2014 Plenary Presenters

Stephen Brookfield

Stephen Brookfield is the John Ireland Endowed Chair at the University of St. Thomas. Since beginning his teaching career in 1970, he has worked in England, Canada, Australia, and the United States, teaching in a variety of college settings. He has written, co-written or edited sixteen books on adult learning, teaching, critical thinking, discussion methods and critical theory, six of which have won the Cyril O. Houle World Award for Literature in Adult Education. Dr. Brookfield currently serves on the editorial boards of educational journals in Britain, Canada and Australia, as well as in the United States.



Diane Halpern



Diane F. Halpern is the Dean of Social Sciences at Minerva Schools at Keck Graduate Institute. She is also a Professor at Claremont McKenna College and a past president of the American Psychological Association. Diane has published hundreds of articles and many books. Her most recent projects are the development of Operation ARA, a computerized game that teaches critical thinking and scientific reasoning (with Keith Millis, Northern Illinois University and Art Graesser, University of Memphis) and the Halpern Critical Thinking Assessment (Schuhfried Publishers) that uses multiple response formats, which allow test takers to demonstrate their ability to think about everyday topics using both constructed response and recognition formats.

Session: Thursday, Feb. 20 at 1:30 pm

Becoming a Skillful Teacher

Skillful teachers attempt to find out how students experience learning and then use that information to make good pedagogic decisions. Without some knowledge of how our students are learning, the choices we make concerning how and what to teach are stabs in the dark. Teaching skillfully involves us deliberately placing ourselves in the role of student and reflecting on the experience of how we, and they, confront difficult and intimidating learning. In this presentation Stephen Brookfield will draw on his autobiography as both learner and teacher to show how this frames four core assumptions of skillful teaching: that good teaching constitutes whatever helps students learn, that the most effective teachers reflect critically on their assumptions, that the most important pedagogic knowledge we need is an awareness of how our students learn, and, that context changes everything.

Session: Friday, Feb. 21 at 12:45 pm

Teaching Critical Thinking for Transfer: The Why of Higher Education

The data are clear: we can teach critical thinking skills so that they generalize across domains and last long into the future. Our primary goal as instructors is not anything that happens in our classrooms or on our campuses. The sole reason we have universities and other formal settings for learning is the belief that whatever is learned in these buildings will be applied in some other setting at a later time when we are not present, such as at work, home, or in the community. We will discuss how to teach critical thinking for transfer and how to assess if we have been successful.

2014 Plenary Presenters

Todd Zakrajsek

Todd Zakrajsek is an Associate Professor in the Department of Family Medicine and Executive Director of the Academy of Educators at UNC Chapel Hill. Todd served as a tenured associate professor of psychology at Southern Oregon University before directing three teaching centers over the past 15 years. Todd currently serves in leadership roles for several educational efforts, including board membership at Lenovo Computer and Microsoft. He has published and presented widely on the topic of effective teaching and on student learning.



Christy Price



A professor of psychology and the founding director of the Center for Academic Excellence at Dalton State College, Christy Price has been teaching at the collegiate level for 20 years. She is a nationally recognized authority on innovative teaching techniques to engage modern learners and was chosen by the Carnegie Foundation for the Advancement of Teaching as the Outstanding U.S. Professor for 2012 in the Baccalaureate Colleges category. She regularly presents as a keynote speaker and has led faculty development workshops and retreats across the United States and abroad. As a recipient of an institutional foundation grant award, Dr. Price has studied teaching techniques that influence student motivation. Her most recent research focuses on engaging Millennial learners and preventing incivility in the classroom.

Session: Friday, Feb. 20 at 4:10 pm

Teaching: Joys and Challenges of the Greatest Profession

Teaching in higher education is in many ways a gift. Having the opportunity to mold future societies is an amazing experience. That said, this profession also comes with a multitude of challenges. In this session we will explore teaching as a “profession,” looking both at why teaching is exceptionally important to everyone and how research on teaching can help all of us to be better at educating others. This session is designed to encourage attendees to think about education, the role of the teacher, and the role of the student in new and fundamentally different ways.

At the conclusion of this session participants will be able to:

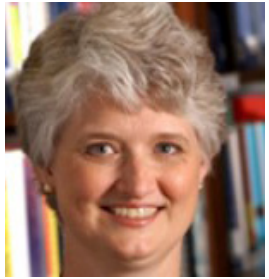
- 1. List at least three current student behavioral patterns and beliefs that make teaching challenging.
- 2. Identify three distinctive abilities that illustrate the skills of great teachers.
- 3. Differentiate “professional” teaching from “novice” teaching

Session: Saturday, Feb. 22 at 3:20 pm

Why Don’t My Students Think I’m Groovy? The New “R”s for Engaging Millennial Learners

What factors influence student motivation and desire to learn? Obviously there are some influences beyond the professor’s control, but research in educational psychology suggests one thing we can do to increase student engagement is to create learning environments that are in some ways linked to, and supportive of, the current student culture. During this engaging and often humorous address we will briefly review the literature and apply the findings of the presenter’s research regarding Millennial learners. Millennials’ ideal learning environments, their preferences regarding assessments, their perceptions regarding the characteristics of the ideal professor, and their ideal institutional practices will be revealed.

2014 Plenary Presenters, continued



Tara Gray

Tara Gray serves as an associate professor of criminal justice and the founding director of the Teaching Academy at New Mexico State University. She has used these steps to publish three books, including *Publish & Flourish: Become a Prolific Scholar*. She has presented workshops to more than 5,000 scholars in more

than thirty states, and in Guatemala, Mexico, Canada, Thailand, Saudi Arabia and the United Arab Emirates. As a workshop presenter, Dr. Gray is “spirited, informative and entertaining—she’s anything but gray!”

Session: Sunday, Feb. 23 at 9:00 am

Publish and Flourish! Become a Prolific Scholar

Many scholarly writers are educated at the School of Hard Knocks, but it’s not the only school, or even the best. Much is known about how to become a better, more prolific scholar and anybody can. Even when you can’t work harder, there are important ways to work smarter. Research points to specific steps scholars can take to become better, more prolific scholars, including:

- Write daily for 15-30 minutes
- Organize around key or topic sentences
- Solicit the right feedback from the right colleagues

Previous participants who took these steps increased their scholarly productivity by a factor of three.

Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING

CONFERENCE SCHEDULE



NEWPORT BEACH 2014

Agenda Overview

Thursday

- 12:30 p - 5:30 p
- Registration Open
- 1:30 p - 2:30 p
- Plenary Presentation (*Plaza I*)
- 2:45 p - 3:45 p
- Concurrent Sessions
- 4:00 p - 4:40 p
- Concurrent Sessions
- 5:00 p - 6:00 p
- Concurrent Sessions

Friday

- 8:00 a - 5:00 p
- Registration Open
- 7:30 a - 8:30 a
- Breakfast (*Plaza I*)
- 8:30 a - 8:50 a
- Round Table Sessions (*Plaza I*)
- 9:00 a -10:00 a
- Concurrent Sessions
- 10:20 a - 11:00 a
- Concurrent Sessions
- 11:20 a - 12:00 p
- Concurrent Sessions
- 12:00p -12:45p
- Lunch (*Plaza I*)
- 12:45 p - 1:45 p
- Plenary Presentation (*Plaza I*)
- 2:00 p - 2:40 p
- Concurrent Sessions
- 3:00 p - 4:00 p
- Concurrent Sessions
- 4:10 p - 5:00 p
- Plenary Presentation (*Plaza I*)
- 5:00 p - 6:00 p
- Poster Session Reception (*Plaza Arbor*)

Saturday

- 8:00 a - 4:30 p
- Registration Open
- 7:30 a - 8:30 a
- Breakfast (*Plaza I*)
- 8:30 a - 8:50 a
- Round Table Sessions (*Plaza I*)
- 9:00 a -10:00 a
- Concurrent Sessions
- 10:20 a -11:00 a
- Concurrent Sessions
- 11:20 a -12:00 p
- Concurrent Sessions
- 12:00 p - 1:00 p
- Lunch (*Plaza I*)
- 1:00 p - 2:00 p
- Concurrent Sessions
- 2:20 p - 3:00 p
- Concurrent Sessions
- 3:20 p - 4:20 p
- Plenary Presentation (*Plaza I*)

Sunday

- 7:45 a - 8:45 a
- Breakfast (*Plaza I*)
- 9:00 a - 11:00 a
- Plenary Presentation (*Plaza I*)



Menu

Thursday

PM Break Super Foods Break
Quinoa pudding with sundried cherries; black bean hummus with crackers; sundried fruit; roasted nuts; spiced cider, soft drinks, coffee, and tea

Friday

Breakfast Continental Breakfast, fruit juices, coffee, & tea
Assorted danish, croissants, muffins, and breakfast breads with butters, jams, and preserves; cut fruit

Lunch Buffet Lunch
Green Salad; Chicken and Vegetarian entrées

PM Snack Crisp Snack Break
Grilled herb crostini; bagel chips; lavosh and fresh local vegetables with white bean hummus; bruschetta; truffled goat cheese cream; lavender iced tea and lemon cucumber infused water

Reception Wine and Cheese Reception with Sliders
Kobe beef, crabcake with cajun remoulade, and portabello with pesto sliders; fried onion strings, house made potato chip; selection of artisanal cheeses

Saturday

Breakfast Continental Breakfast, fruit juices, coffee, & tea
Assorted danish, croissants, muffins, and breakfast breads with butters, jams, and preserves; cut fruit

Lunch Buffet Lunch
Assortment of sandwiches and wraps; green salad, side salad, chips

PM Snack Taste of Newport Snack Break
Local salt water taffy; salsa, guacamole, and tortilla chips; local whole fruit; Mexican cinnamon cookies; non-alcoholic traditional margaritas

Sunday

Breakfast Continental Breakfast, fruit juices, coffee, & tea
Assorted danish, croissants, muffins, and breakfast breads with butters, jams, and preserves; cut fruit; yogurt parfaits



Lilly Conference on Teaching and Learning

Daily Conference Schedule | Thursday, Feb 20, 2014

12:30p - 5:30p

REGISTRATION OPEN

1:30p - 2:30p

Plenary Presentation: Stephen Brookfield - Becoming a Skillful Teacher - *Plaza I*

2:30p - 3:45p

BREAK (15 MINUTES)

ROOMS

Palm

Patio

Plaza II

Plaza III

Lido

2:45p - 3:45p

Engaged Learning for Moral Reasoning and Moral Growth in Humanities Courses
- *Sheliah Jones*

Engaging Students with Video Scribing: Academic Entertainment or Animated Education?
- *Christal Williams*

Implementing Effective Team-Based Learning: Practical Ideas on How to Engage Students in the Learning Process
- *Joseph Ritter & Libby Scheiern*

Creating Intentional Dialogue: Utilizing Engaged Learning Strategies to Promote Critical Thinking
- *Karen Moroz & Angie Nippert*

Integrating Simulation of IOM Quality and Safety Core Competencies for...
- *Linda Flores* 2:45-3:05
Teaching Strategies to Enhance Student Learning
- *Tim Becker* 3:15-3:35

3:45p - 4:00p

PM SNACK BREAK

(15 MINUTES)

4:00p - 4:40p

GHQ2: Using Non-Traditional Strategies to Engage Non-Traditional Learners
- *Raymond Hurst*

Class Participation Policies: How to Avoid Ambiguity, Mixed Signals, and Unintended Consequences
- *Lolita Paff*

Connecting, Learning, and Looking Ahead: The Impact of a STEM Learning Community Program at a Liberal Arts University
- *Erin Curran, et al.*

Teaching Service Learning: Understanding Student Challenges...
- *Helen Lim* 4:00-4:20
Impact of Service Learning in Higher Education
- *Oralib Mango, et al.* 4:25-4:45

4:40p - 5:00p

BREAK (20 MINUTES)

5:00p - 6:00p

Principles of Practices for Faculty Learning Communities: The CSUF Experience
- *Andrea Guillaume & Susan Gaitan*

Teaching, Technology and Us: Teaching in the 21st Century
- *Lynne Anderson & Mary Ann Weegar*

Learning Facilitators: A New Model for Supporting Student Learning and Success
- *Stephen Carroll, et al.*

The Teacher as Student: Online Faculty Development for Online Educators
- *Rosemary Jyrrell*

The W.I.P.E. Rubric: Assessing Student Presentations of Mathematical Proofs
- *Christina Eubanks-Turner* 5:00-5:20
University of Texas Pan America Quality Matters: Teaching Structured Online...
- *Tamer Baldi* 5:30-5:50



8:00a - 5:00p

REGISTRATION OPEN

7:30a - 8:30a

BREAKFAST - PLAZA I

8:30a - 8:50a

Round Table Sessions: -M. Fusaro & R. Mathur; D. Grassian; J. Mills & K. Tronsen; S. Rubarth & M. Vu; and D. Smith - *Plaza I*
(See title list on the following pages)

8:50a - 9:00a

BREAK (10 MINUTES)

ROOMS

Palm

Patio

Plaza II

Plaza III

Pacific

9:00a - 10:00a

The Chemistry of Curiosity
- *Lou Foltz*

Employing What We Have learned from the Faculty Learning Community Movement to Build and Sustain Effective FLCs Today
- *Milt Cox*

Valuing the Students'Voice: Learning from our Students about our own Teaching
- *Judith Ableser*

Busywork Versus Meaningful Work: What is the Difference?
- *Matt DeLong*

Teaching with the Learning Cycle in Economics and Business
- *Matthew Metzgar* 9:00-9:20
Linking Space and Pedagogy
- *Pamela Harwood* 9:30-9:50

10:00a-10:20a

BREAK (20 MINUTES)

10:20a - 11:00a

Deeper, More Authentic Learning: Faculty and Student Video Evidence
- *Vivienne McClendon & Nipali Kamdar*

Maximizing Collaboration and Active Learning in Faculty Development
- *Holly Schmies & Tim Wright*

Digital Storytelling, Student Learning and Assessment
- *Joi Carr*

Critical Assessment and Meaningful Feedback: One Way Does Not Fit All
- *Lori Poole*

Continuous Reflection: Promoting and Recognizing Personal Growth
- *Robert Wolfe & Hejla Antola Crowe*
Experiential Entrepreneurial Success in an Integrated Business Program
- *Sue Caple* 10:45-11:05

11:00a-11:20a

BREAK (20 MINUTES)

11:20a - 12:00p

Library Information Literacy Instruction in an Online Environment: A Measure of Effectiveness
- *Joseph Rawson & Julie Harding*

What isn't Working? Using Course and Program Assessments for Instructional Improvement
- *Amy Vinlove*

Facilitating Inquiry-Based Learning through Contemplative Practices
- *Patricia Owen-Smith*

Learning by Doing: How and Why Civic Engagement Improves Learning
- *Stephen Carroll*

Evidence-Based Teaching and Learning



12:00p - 12:45p

LUNCH - PLAZA I

12:45p - 1:45p

Plenary Presentation: Diane Halpern -Teaching Critical Thinking for Transfer: The Why of Higher Education - *Plaza I*

1:45p - 2:00p

BREAK (15 MINUTES)

ROOMS

Palm

Patio

Plaza II

Plaza III

Pacific

2:00p - 2:40p

Sharing Learning and Teaching Experiences: An Australian Perspective on Evidence-Based Practice
- *Natasha Hard*

Comparing Content Knowledge Change in Online Problem-Based Learning Versus Traditional Instruction
- *Kathleen Gould*

Utilizing Purpose-Driven Classroom Assessment Techniques as a Means to Improve Student Learning
- *Cynthia Glenn*

Data Collection Demystified: Simple Strategies for Integrating Assessment Tools into Your Teaching
- *Deborah Periman*

Theory to Practice in the Visual Arts Programs
- *Arnold Holland* 2:00-2:20
Digging for Gold: Finding Our Way to a Culture of Writing
- *Kay Tronsen* 2:25-2:45

2:40p - 3:00p

PM SNACK BREAK (20 MINUTES)

3:00p - 4:00p

Unleashing Collaborative Learning through Technology: A Study of Tablet-Mediated Student Learning in Two STEM Courses
- *Cassandra Horii & Julius Su*

Revitalizing Student Curiosity in the University Classroom
- *Frank Kowalski & Susan Kowalski*

The Eight Characteristics of the Excellent University Instructor
- *Breck Harris & Jim Bryan*

Closing the Gap: Learner-Centered Teaching & Motivational Techniques for Increasing the Success of Struggling Students
- *Kathleen Gabriele*

Want to Teach More Effectively? B.F. Skinner Is Your BFF
- *Jan Worth Nelson*

4:00p - 4:10p

BREAK (10 MINUTES)

4:10p - 5:00p

Plenary Presentation: Todd Zakrajsek - Teaching: Joys and Challenges of the Greatest Profession - *Plaza I*

5:00p - 6:00p

Poster Reception: (See list of names and titles on following pages) - *Plaza Arbor*



Lilly Conference on Teaching and Learning

8:00a - 4:30p	REGISTRATION OPEN			
7:30a - 8:30a	BREAKFAST - PLAZA I			
8:30a - 8:50a	Round Table Sessions: - T. Brothen; L. Dreuth Zeman & J. Swanke; M. Fusaro & R. Mathur; J. Lehmbeck, et al.; and C. Ottman - Plaza I (See title list on the following pages)			
8:50a - 9:00a	BREAK (10 MINUTES)			
ROOMS	Palm	Patio	Plaza II	Plaza III
9:00a - 10:00a	Use of Computer Technology for Today's Teachers - Mohammed Miah	Faculty Voice and Online Professional Learning Communities - Linda Maier & Michael Shepard	Engaging Students In STEM Courses - Nicholas Holton & Amanda Brindley	Learning through Laughter - Alan Seidman
10:00a-10:20a	BREAK (20 MINUTES)			
10:20a - 11:00a	A Heutagogical Approach to Faculty Learning Communities (FLCs) Project - Tinukwa Boulder, et al.	Helping Students Develop the Ability of Communicating Mathematics Ideas in College Classroom - Su Liang	Creating Authentic and Significant Preparatory Assignments to Improve In-Class Participation, Learning, and Retention - Sierra Dawson & Jon Runyeon	Publishing the Scholarship of Teaching and Learning - Milt Cox & Gregg Wentzell
11:00a-11:20a	BREAK (20 MINUTES)			
11:20a - 12:00p	Spirituality and Teaching: Is It New Age or Science? - Oren Hertz	Dispositions and Applications for Classroom Management: Facilitating a Community of Learners in Teacher Education - Jan Byers-Kirsch & Kimberlee Bartel		Studio Learning: Montessori Methods for Engaged Learning in the Higher Education Classroom - Jo Munroe, et al.
12:00p - 1:00p	LUNCH - PLAZA I			

Evidence-Based Teaching and Learning



Lilly Conference on Teaching and Learning

ROOMS	Palm	Patio	Plaza II	Plaza III
1:00p - 2:00p	"Is this going to be on the test?" Making Undergraduate Research Matter to Students - Summer Burke & Priscilla Finley	Course Introduction: Student-Centered from the First Day of Class - Cathlin Davis	Revealing Student Thinking with Digital Ink - Susan Kowalski	Words Versus Numbers: Dealing with Qualitative Data - Jacqueline Dewar
2:00p - 2:20p	BREAK (20 MINUTES)			
2:20p - 3:00p	Enriching Undergraduate Level Courses to Meet the Needs of Graduate Students - Tim Wright & Holly Schmies	Generational Impact of Historical Trauma on Teaching and Learning - Kathryn England Aytes	Empowering Your Community: 10 Do's and Don'ts of Service Learning Partnerships - Nicholas Holton	Working with First-Generation and Adult Learners - Lori Poole
3:00p - 3:20p	PM SNACK BREAK (20 MINUTES)			
3:20p - 4:20p	Plenary Presentation: Christy Price - Why Don't My Students Think I'm Groovy? The New "R's" for Engaging Millennial Learners - Plaza I			

7:45a - 8:45a	BREAKFAST - PLAZA I			
9:00a - 11:00a	Plenary Presentation: - Tara Gray - Publish and Flourish! Become a Prolific Scholar - Plaza I			



Friday Morning Round Tables

8:30 a - 8:50 a
Plaza I

a	Evidence-Based Approaches for Implementing Effective Team-Based Learning Strategies - J. Mills & K. Tronsen
b	From Academic Freedom to Political Power: Redefining Tenure in the 21st Century - D. Grassian
c	Incorporating University Learning Goals into Our Capstone Course: Developing Curricula and... - M. Fusaro & R. Mathur
d	Rethinking Latin: A Pedagogical Approach Addressing the Needs of Millennial Students - S. Rubarth & M. Vu
e	Globalization: What Has Been Taught Versus What Should Have Been Taught - D. Smith

Saturday Morning Round Tables

8:30 a - 8:50 a
Plaza I

a	Developing a Global Learning Continuum for Non-traditional Adult Learners - C. Ottman
b	What Happens When Students Take the Driver's Seat in Focus Groups? Faculty Members' Lessons... - J. Lehmbeck, et al.
c	How Do You Increase Students' Critical Thinking and How Do You Know You Succeeded? - T. Brothen
d	Based Learning in an Online Diagnostic Skills Course in Graduate Social Work Education - L. Dreuth Zeman & J. Swanke
e	A Department-Level Approach to Identifying and Adapting to Undergraduates' Changing Career... - M. Fusaro & R. Mathur

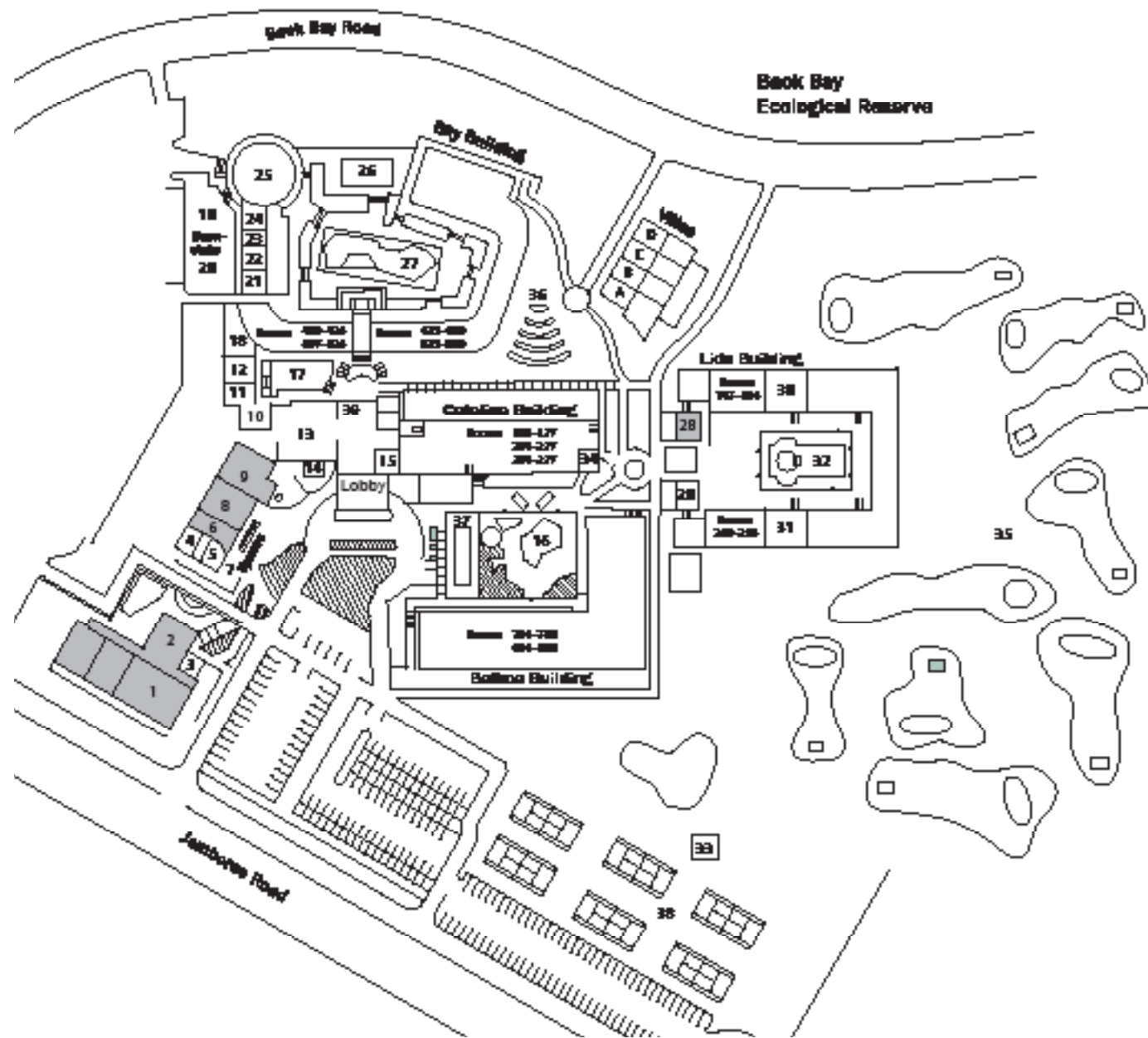
Friday Evening Poster Session

5:00 p - 6:00 p
Plaza Arbor

a	Faculty Members Professional Skills at AI - Imam Muhammad Ibn Saud Islamic University (IMISIU) - G. Al Sulim
b	Humanity's 2050 Challenge: Using Authentic Challenge and Audience to Promote Social Responsibility... - T. Balser
c	Creating Informal Intellectual Community: How Faculty, Students, and Administration Collaborated... - S. Benack
d	Correlation of Patient Satisfaction Scores with Nurses' Attitudes - S. Bosveld
e	Integrating Theory with Experiential Learning to Maximize Leadership Education in... - T. Capellino & L. Hightower
f	A Geospatial Approach to Understand Cities - R. Kaira
g	Service Learning in Museums and Archives - T. Long
h	Distance Education and History - F. Mani
i	Pathways to Promotion for Midcareer Faculty: A Faculty Learning Community Model - G. Peterson
j	What, Why, and Where: Teaching about Evidence-Based Practices (EBPs) in Early Childhood - C. Purper
k	Creating Community in the Online Learning Environment: A Place-Based Approach - S. Steinburg
l	Improving Mathematics Achievement: The Effects of CHC Factors on College Student's Mathematics - G. Taub
m	Improving Reading Comprehension: The Effects of Specific CHC Factors on College Students' Reading...- G. Taub
n	Managing Student Internships Online: Incorporating Ethics and Professionalism via Electronic Delivery - K. Zeiler



Conference Map of the Hyatt



1. Plaza Ballrooms I, II, & III

2. Plaza Arbor

3. Plaza Office

4. Spa by the Sea

5. Vicerino's Trading Post

6. Palm Room

7. Executive Offices, Sales, Catering

8. Patio Room

9. Pacific Room

10. Garden Room III

11. Garden Room II

12. Garden Room I

13. Sol Restaurant

14. Box Office

15. Front Desk

16. Balboa Pool & Spa

17. The Garden

18. The Wine Cellar

19. Harbor Room

20. Beach Room

21. Surf Room

22. Lagoon Room

23. Ocean Room

24. Human Resources

25. Terrace Room

26. Terrace Arbor

27. Bay Pool & Spa

28. Lido I

29. Fitness Center

30. Capri Room

31. Avalon Room

32. Lido Pool & Spa

33. Golf Pro Shop

34. Executive Boardroom

35. Golf Course

36. Amphitheater

37. Shuffle Board Court

38. Palisades Tennis Club

39. Lobby Lounge

Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING

CONFERENCE ABSTRACTS



NEWPORT BEACH 2014

Thursday’s Session Abstracts

1:30pm - 2:30pm	<p>Plenary Presentation: Becoming a Skillful Teacher</p> <p>Stephen Brookfield - <i>University of St. Thomas</i></p> <p>Skillful teachers attempt to find out how students experience learning and then use that information to make good pedagogic decisions. Without some knowledge of how our students are learning, the choices we make concerning how and what to teach are stabs in the dark. Teaching skillfully involves us deliberately placing ourselves in the role of student and reflecting on the experience of how we, and they, confront difficult and intimidating learning. In this presentation Stephen Brookfield will draw on his autobiography as both learner and teacher to show how this frames four core assumptions of skillful teaching: that good teaching constitutes whatever helps students learn, that the most effective teachers reflect critically on their assumptions, that the most important pedagogic knowledge we need is an awareness of how our students learn, and, that context changes everything.</p> <p>Venue: Plaza I</p>
2:45pm - 3:45pm	<p>Engaged Learning for Moral Reasoning and Moral Growth in Humanities Courses</p> <p>Sheilah Jones - <i>Loyola Marymount University</i></p> <p>In a highly interactive session, I will present a model for a college project that integrates research, writing, media presentation, and classroom participation to enhance students’ moral reasoning and growth. These pedagogical methods combine many of the challenges listed in the National Survey of Student Engagement (NSSE) as effective in increasing student learning. Participants will walk away with proven techniques to apply to their own courses, sample lesson plans and essay prompts, and an annotated bibliography for future reference.</p> <p>Objectives, participants will leave with tools for:</p> <p>Designing research and writing projects that help students develop moral reasoning; combining research, writing, media presentation, and participation to help students achieve moral growth; and writing essay exams through which students can assess their individual moral growth as a result of engagement in a humanities course.</p> <p>Venue: Palm</p>
2:45pm - 3:45pm	<p>Engaging Students with Video Scribing: Academic Entertainment or Animated Education?</p> <p>Christol Williams - <i>Midwestern University</i></p> <p>Video scribing, a highly-acclaimed and engaging marketing tool in the business sector, is an information delivery method well-suited for teaching foundation concepts in many disciplines. Its’ instructional worth has not been explored in the literature. One pilot study revealed that integrating a video scribe into the educational process has invaluable potential to improve the learner’s experience. This interactive session invites all participants to view a video scribe series and to bring their smart phones, laptops and/ or iPads for engaging audience response participation. The academic value of an engaging video scribe, its educational implications and video-instruction support resources are explored.</p>



Objectives:

Discuss the educational benefits and limitations of a video scribe after viewing one; identify at least 4 components of high-quality, effective video scribe creation; generate 3 educational topics that may be well-suited for video scribe instruction; and receive hand-outs on resources describing how to create a video scribe for classroom instruction.

Venue: Patio

2:45pm - 4:40pm **Implementing Effective Team-Based Learning: Practical Ideas on How to Engage Students in the Learning Process**

Joseph Ritter and Libby Scheiern - *Principia College*

When we move beyond simple group work to a more foundational team-based strategy, incredible results can occur. Students take more ownership, take responsibility for the learning process, and learn to reflect metacognitively. Setting up engaging projects allows students to be creative and to find meaning and relevance in their shared role as a teacher-learner. Not only do they learn content, they also learn communication, teamwork, and life skills, including improved self-knowledge. In this interactive workshop, we will design team-based activities that can be adapted to your educational setting.

Objectives, participants will leave with tools for:

Define and give examples of team-based learning—learning that results from cooperative and transformative instructional strategies, engages students actively in the learning process, and promotes significant learning; describe methods of team-based learning that include: development of a community of learners through team skill and group bonding/formation methods; analysis of group process skills; and structure of activities and projects; and identify the four principles associated with team-based learning.

Venue: Plaza II

2:45pm - 3:45pm **Creating Intentional Dialogue: Utilizing Engaged Learning Strategies to Promote Critical Thinking**

Karen Moroz and Angie Nippert - *Hamline University, Concordia University, St. Paul*

As educators continue to discover more about an instructor’s role in ensuring student comprehension of content, engaged learning strategies become an essential tool. Applying these engaged strategies allows implicit thinking to become more explicit, better preparing students to reach the learning outcomes that have been identified by the instructor. Ultimately, by participating in engaged learning strategies that foster intentional dialogue, students discover the relevancy of learning while seeing the content through the perspective of others. An additional benefit of intentional dialogue is that it allows students and instructors to formatively assess student comprehension.

Objectives:

Better understand how intentional dialogue enhances student understanding of content; participate in engaged learning strategies that foster intentional dialogue; brainstorm ways to utilize intentional dialogue, through the use of engaged learning strategies, in their own classroom and discipline; and understand how intentional dialogue allows both students and instructors to formatively assess understanding.

Venue: Plaza III



2:45pm - 3:05pm **Integrating Simulation of IOM Quality and Safety Core Competencies for Improving Safety in the Clinical Setting**

Linda Flores - *Western University of Health Sciences*

Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) Institute empower nurse educators to create nursing students with knowledge, skills, and attitudes (KSA) to improve quality and safety in health care. Using simulation, students participated in a latent and active failure simulation. The following week, the students then identify and fix similar infractions found in their supervised clinical setting. Simulation is an effective method to teach patient centeredness, safety, evidence based practices, informatics, quality improvement, and team work. Applicability of QSEN based simulation exercises can be translated across all healthcare fields to make the workplace safer.

Objectives:

Identify Institute of Medicine (IOM) core competencies for quality and safety in health care; modify Quality and Safety education for nurses (QSEN) core competencies to be utilized in other health care fields; identify an IOM quality and safety competency to create a simulation scenario; create a simulation integrating one or more IOM quality and safety core competency; and verbalize how to create a blameless system or communication method to fix the safety infraction if the infraction is encountered in the health care system.

Venue: Lido

3:15pm - 3:35pm **Teaching Strategies to Enhance Student Learning**

Tim Becker - *Brandman University*

Over 20 years ago with support from a Lilly Endowment, seven principles of good teaching in undergraduate education were identified that when operationalized increase student engagement and learning. This presentation will update effective ways to implement the seven principles by examining effective teaching strategies in the traditional and online classroom environments that motivate students and enhance their learning. Session participants will have opportunities to assess alternative methodologies that encourage collaborative learning among instructors, students and their peers; promote active learning; achieve greater academic rigor and higher standards; and increase student responsibility for their own learning.

Objectives:

Understand the seven principles of good teaching in undergraduate education as identified by the research of Chickering and Gamson (1987); examine teaching strategies to operationalize each of the seven principles in traditional, blended and online classroom environments; and evaluate the impact of teaching strategies based on the seven principles to enhance student learning.

Venue: Lido

4:00pm - 4:40pm **GHQ2: Using Non-Traditional Strategies to Engage Non-Traditional Learners**

Raymond Hurst - *Brandman University*

Using the principles of adult learning theory, the GHQ2 model offers attendees an energizing, hands-on series of learning activities that deepen conceptual understanding and student engagement. This is a follow up to last year’s workshop. Originally developed at the University of California, Riverside and further refined through ongoing research and application, the GHQ2 model engages adult learners in meaningful, inquiry-based classroom activities that deepen learning and student understanding in blended learning environments.



Objectives:
Increase understanding of Inquiry Based instructional strategies; improve Androgogical skills; and deepen knowledge of best practices for blended learning environments.

Venue: Palm

4:00pm - 4:40pm **Class Participation Policies: How to Avoid Ambiguity, Mixed Signals, and Unintended Consequences**
Lolita Paff - *Pennsylvania State University, Berks*

A clear and effective class participation policy requires consideration of several key issues. First, an understanding of the learning theories and evidence of the role of student talk in learning. Second, identification of the learning outcomes the policy is designed to facilitate. Third, an understanding of student perceptions about class participation, and last the means by which participation and interaction will be assessed. In this interactive session, we will work through those four issues through brief presentations, pair-and-share analysis of sample class participation policies, review of data, and large group discussion of participation assessment.

Objectives:
Learn about the literature supporting the role of discussion and interaction in learning; discuss participation policy and learning goal congruence; and identify and discuss the strengths and weaknesses of sample participation policies.

Venue: Patio

4:00pm - 4:40pm **Connecting, Learning and Looking Ahead: The Impact of a STEM Learning Community Program at a Liberal Arts University**
Erin Curran, Dayius Turvold, Melissa Loe, Mithra Marcus, and Kerri Carlson - *University of St. Thomas*

In 2010, a multidisciplinary committee at a liberal arts university initiated a STEM Learning Community Program. This program provides weekly, semi-structured opportunities for small groups of students taking courses in biology, chemistry, calculus, and statistics to collaborate on course-related activities. Program evaluation data suggest significant impacts on student learning as well as positive impacts on students’ problem solving and teamwork abilities, sense of community, and overall study habits. The structure of the program, its impact on students, and its influence on teachers and teaching will be discussed. Additionally, several collaborative problem solving activities for introductory STEM courses will be shared.

Objectives:
Identify the hallmarks of peer-led team learning and collaborative learning; provide an overview of the history of collaborative learning in undergraduate STEM education; articulate both catalysts and barriers to collaborative learning in undergraduate STEM education; and design and implement collaborative learning activities with their students.

Venue: Plaza III



4:00pm - 4:20pm **Teaching Service Learning: Understanding Student Challenges and Improving Impact**
Helen Lim - *California Lutheran University*

Though the rewards of service learning are great, service learning courses can be full of challenges. Instructors who teach service learning, especially for the first time, may find it daunting, particularly in implementing a new teaching strategy and in forming community partnerships. Students who enroll in service learning courses also face challenges that impact their experiences and successes. This presentation explores some of the challenges of teaching service learning from a student-centered perspective, and how navigating these challenges may impede or improve student-learning experiences and outcomes.

Objectives:
Discuss the core elements of service learning; share about the challenges and strategies in implementing service learning; highlight the challenges from the student-perspective; and discuss how understanding and adapting to student challenges can help improve student experiences and learning outcomes without compromising the rigors of service learning.

Venue: Lido

4:25pm - 4:45pm **Impact of Service Learning in Higher Education**
Oraib Mango, Carrera Allred, and Vanessa Marin - *California State University, San Bernardino*

Service learning can have an impact on students’ academic learning, civic engagement, interpersonal skills and self-awareness. In this session, the presenters (including students) will discuss their engagement in a community service project comprised of teaching at a local high school. The presenters will discuss the implementation of the project and the use of wikis and guided journals as tools to record students’ reflections on their service learning experience and its impact on their academic, social and personal growth.

Objectives, participants will learn:
Why service learning is significant in higher ed; how service learning can be implemented within a course at the university level; and how to augment the potential benefits of service learning to increase student learning and critical reflection.

Venue: Lido

5:00pm - 6:00pm **Principles of Practices for Faculty Learning Communities: The CSUF Experience**
Andrea Guillaume and Susan Gaitan - *California University, Fullerton*

Faculty Learning Communities (FLCs) bring together faculty from across disciplines to explore, over time, an issue of interest to all members. FLCs can provide powerful collaborative professional development for innovative teaching. In this session, CSUF Faculty Development Center personnel—an Academic Technology Consultant and a Faculty Coordinator—describe the literature guiding the development of FLCs. We share principles of practice from three years of experience in running teaching-related FLCs for face-to-face, blended, and online courses. We provide support as participants begin planning teaching-related FLCs for their own contexts.

Thursday Abstracts

Thursday Abstracts



Objectives:

Describe the literature guiding development of Faculty Learning Communities (FLC); list promising practices for FLCs based on CSUF experiences; and begin planning for an FLC appropriate for their own contexts.

Venue: Palm

5:00pm - 6:00pm Teaching, Technology and Us: Teaching in the 21st Century

Lynne Anderson and Mary Anne Weegar - *National University*

Advances in technology have drastically changed the way we interact with the world and each other. The digital age requires that we understand and are able to harness the power of technology to live and teach. Being able to use technology is no longer enough. Today’s teachers need to be able to use technology to analyze, learn, and explore. Digital age skills are vital for preparing their students to work, live, and contribute to the social and civic fabric of their communities. Teaching in higher education is difficult, because the 21st Century commands teaching with technology while having been educated in another teaching paradigm. In a workshop format, participants will dissect the contrasting 20th and 21st Century classrooms. Participants will also formulate the shift in thinking required for taking technology as an intrusion in teaching to a level of excitement about learning and teaching.

Objectives:

Analyze differences in teaching and learning with technological advances; share the burden of becoming a 21st Century learner; and reframe their perspective on that burden to become a stimulating opportunity to learn and to teach.

Venue: Patio

5:00pm - 6:00pm Learning Facilitators: A New Model for Supporting Student Learning and Success

Stephen Carroll, Lauren Chin, Jessica Jong, Kathryn McAuliffe, Xavier Moya and Allegra Thomas - *Santa Clara University*

Learning Facilitators are peer tutors who specialize in supporting student learning using the latest research from cognitive science, learning theory and neurobiology. They help students learn how to learn, develop effective study habits and become self-directed learners. Following a brief overview of the program, the learning facilitators will demonstrate some of their techniques, discuss their experiences and explain how the program works.

Objectives:

Recognize and understand some of the myths and misperceptions that inhibit students’ ability to learn efficiently and effectively; acquire some ideas, techniques and resources that will help them better support student learning; be motivated to use learning facilitators to support student learning; and leave the session with resources and experiences that will allow them to integrate what they’ve learned into their teaching practices.

Venue: Plaza II

5:00pm - 6:00pm The Teacher as Student: Online Faculty Development for Online Educators

Rosemary Tyrrell - *Fashion Institute of Design and Merchandising*

The rising tide of online courses has fueled debate over quality. Teaching online requires a different set of skills than teaching face-to-face, yet most instructors of online courses



receive minimal preparation before teaching their first course. My study explored the needs of online faculty for professional training and development. Online instructors experienced the program as students in a four-week new faculty orientation course. Findings showed that 100% of the faculty surveyed and interviewed felt they had received insufficient training before teaching online. This session will explore methods for creating an online faculty orientation course.

Objectives:

Discover methods for establishing an online faculty orientation course that meets the needs of online faculty; create a strategy for improving online teaching through effective faculty development; incorporate best practices to create faculty development for online educators; and organize and outline modules for faculty development for online educators.

Venue: Plaza III

5:00pm - 5:20pm The W.I.P.E. Rubric: Assessing Student Presentations of Mathematical Proofs

Christina Eubanks-Turner - *Loyola Marymount University*

In many student-centered mathematics courses, students are required to give class presentations of mathematical proofs, which are solutions to theoretical exercises. In this session, an assessment rubric used to evaluate student presentations of theoretical exercises will be introduced. Then participants will analyze the evaluation categories of the rubric. As the rubric was created to evaluate in-class presentations in undergraduate mathematics courses, participants will discuss modifications of the rubric to evaluate presentations in courses in other disciplines.

Objectives:

Introduce the W.I.P.E. rubric and discuss how it is implemented; discuss successes and challenges of using the rubric; analyze the rubrics evaluation categories; and discuss how the rubric can be modified to strengthen assessment of student presentations in other disciplines.

Venue: Lido

5:30pm - 5:50pm University of Texas Pan America Quality Matters: Teaching Structured Online Humanities Courses

Tamer Balci - *University of Texas, Pan American*

This study examines the standardized online teaching program Quality Matters (QM) based on original data. Using data collected from online world history courses, which were designed and taught with QM standards, this presentation will exhibit key benefits and obstacles for instructors teaching humanities courses with QM. Participants will be able to learn strategies to deal with the potential obstacles of teaching with QM rubrics in humanities courses. Also, using the empirical data collected from Second Life Program chats, participants will comparatively learn strategies to make discussion board an effective learning tool.

Objectives:

Demonstrate in oral form the key benefits of using QM rubrics in humanities courses; identify main obstacles of teaching with QM rubrics in humanities courses; and demonstrate in written form the ways to deal with the potential obstacles of teaching with QM rubrics in humanities courses.

Venue: Lido



Friday’s Session Abstracts

- 8:30am - 8:50am

Incorporating University Learning Goals into our Capstone Course: Developing Curricula and Challenges to Integration

Maria Fusaro and Ravisha Mathur - *San Jose State University*

After the recent development at our university of University Learning Goals (ULGs), our department embarked upon a project to integrate these goals into department curricula. One substantive place that ULGs (e.g., applied learning) can be infused is our capstone seminar. Of central concern to our faculty is enhancing our existing curricula to meet the standards of our discipline while aligning with the university goals and mission. In this session, we will elaborate on the curricula that we are developing in our capstone course in response to these broad ULGs, as well some challenges we have faced thus far.

Objectives:
Discuss the department-level process to integrate ULGs into curricula and the challenges in doing so; discuss the impact of the capstone course for our curricula and describe the benefits and drawbacks of these capstone courses in meeting university-based goals; and identify practical evidence-based activities that connect theory to practice, but that also address significant integrative content required in a policy/advocacy course.

Venue: Plaza I
- 8:30am - 8:50am

From Academic Freedom to Political Power: Redefining Tenure in the 21st Century

Daniel Grassian - *Fairleigh Dickinson University*

This presentation explores recent challenges and developments in the tenure process at American colleges and universities. It presents specific ways the tenure process can be modified to encourage and maintain productivity and excellence at the pre- and post-tenure levels. In addition, the paper argues that tenure should be viewed more as a means to achieve political power as opposed to primarily a means of safeguarding academic freedom.

Objectives:
To gain a better understanding of the ways in which tenure has changed at American universities and colleges in recent years; to examine ways faculty can thrive with or without tenure; to consider ways that the tenure process itself can be improved and made more just; and to consider alternative reasons for tenure beyond safeguarding academic freedom.

Venue: Plaza I
- 8:30am - 8:50am

Evidence-Based Approaches for Implementing Effective Team-Based Learning Strategies

Jennifer Mills and Kay Tronsen - *Moody Bible Institute*

Research on Team-based Learning (TBL) evidences that students can experience higher-level cognitive functioning (based upon Bloom’s Taxonomy), increased information retention, and heightened engagement using these high-impact educational practices. This session will begin with an overview of cognitive development theories that empirically support TBL, then demonstrate effective methods of intentional design using interactive case-studies and structured peer discussions. Participants will collaboratively



- 8:30am - 8:50am

consider best practices for implementing these strategies in multiple disciplines and can expect to gain practical evidence-based strategies of interest to those at any stage in the implementation of TBL that they can adapt and use immediately, as well as resources and references for further engagement.

Objectives:
To analyze proven strategies for implementing successful Team-Based Learning; to provide participants with the opportunity to participate in Team-Based Learning; and to promote engagement with various models of learner-centered pedagogy.

Venue: Plaza I
- 8:30am - 8:50am

Rethinking Latin: A Pedagogical Approach Addressing the Needs of Millennial Students

Scott Rubarth and Marcus Vu - *Rollins College and Florida Virtual School*

Can Latin survive and thrive in the 21st century? Today’s millennial students struggle more than ever with tradition grammatical-analytical approaches used in Latin instruction. In this presentation two Latin instructors, one a seasoned Classics professor at a traditional liberal arts college, the other a younger Millennial-age instructor at a leading online K-12 institution, examine and evaluate the scholarship and emerging pedagogical practices that address the needs of Millennial students, focusing on the use of the flipped or inverted classroom, holistic language strategies, and cooperative learning, both on and off-line.

Objectives:
Participants will be: exposed to contrasting generational views regarding pedagogical challenges of Latin for Millennial student; able to identify effective strategies for the inverted classroom in language instruction; able to identify cooperative techniques that can be used both in the traditional classroom and the virtual classroom; and able to understand how to employ wholistic language-learning techniques to scaffold the grammatical skills required in mastering Latin syntax.

Venue: Plaza I
- 8:30am - 8:50am

Globalization: What Has Been Taught Versus What Should Have Been Taught

David E. Smith - *National University*

Detailed presentation of the concept of globalization. Group beak outs, to allow individuals to share their views. Coming together, where groups share their conclusions from the group discussions.

Objectives:
Understanding the concept of globalization; and using the concept of globalization in the classroom.

Venue: Plaza I
- 9:00am - 10:00am

The Chemistry of Curiosity

Lou Foltz - *Warner Pacific College*

The construction of engaging lessons can be seen as the art of cognitive choreography. Neural research shows us eight distinct mental “dance steps” which may be selected to design student encounters with subject matter. And more importantly, recent research into autonomic emotional functions identifies seven unique affective “dance floors”; some of which should be constructed while others must be avoided.

Venue: Palm



9:00am - 10:00am **Employing What We Have Learned from the Faculty Learning Community Movement to Build and Sustain Effective FLCs Today**

Milt Cox - *Miami University*

Faculty learning communities (FLCs) were initiated in 1979 and have now been implemented at many institutions, including two-year colleges, four year liberal arts colleges, comprehensive and research universities, and medical schools. FLC programs have been initiated by individual entrepreneurs, teaching and learning centers, and system-wide consortia. We will begin our session with an overview of FLCs and then consider some key items and numbers: 7 reasons why we initiated FLCs, 16 recommendations for building a successful FLC infrastructure, 12 decision points in the design and implementation of FLCs, and 7 important lessons we have learned.

Venue: Patio

9:00am - 10:00am **Valuing the Students’ Voice: Learning from our Students about our own Teaching**

Judith Ableser - *Oakland University*

What can we learn from listening to our students? This interactive session will provide a research and experiential base for listening to and valuing our students’ voices as an essential ingredient in reflecting on and improving our own teaching. We will explore methods beyond (or alternative to) traditional “student evaluations” that can enhance our own practice and engage partnerships in the scholarship of teaching and learning (SoTL). Participants will return to their own campuses with a range of effective methods for listening to and learning from students in order to enhance their own teaching.

Objectives:

Use research and evidence-based practices, to describe and outline how and why “engaging the student voice” can enhance their own teaching and positively impact the Scholarship of Teaching and Learning; analyze how the students’ voice is represented through initiatives including course evaluations, formative student feedback, student forums, student and faculty partnerships in learning communities, SoTL and course design; reflect on strategies implemented in a Faculty Development Center that values and incorporates the student voice to enhance Teaching and Learning; and develop strategies to engage your students’ voices in order to reflect on and enhance your own teaching, implement student-centered learning, curriculum development and/or the impact that students can have in a Faculty Development Centers’ programs.

Venue: Plaza II

9:00am - 10:00am **Busywork Versus Meaningful Work: What is the Difference?**

Matt DeLong - *Taylor University*

When students perceive class assignments to be busywork rather than meaningful work, they are likely to resent both the amount of work and their lack of learning. In a culture of student distraction and overload, it is vital that instructors know how to assign work that will lead to meaningful student learning. In this session, we will examine students’ and instructors’ differing perspectives on what busywork and meaningful work are. We will then draw on the work of Bean, Bain, Palmer and others to learn how to avoid busywork and instead how to motivate students with engaging and meaningful work.

Venue: Plaza III

9:00am - 9:20am **Teaching With The Learning Cycle in Economics and Business**

Matthew Metzgar - *University of North Carolina, Charlotte*

The learning cycle has become a dominant method of instruction in inquiry-based science. However, this method does not appear as well-known in other disciplines. The learning cycle provides a universal framework for how people develop reasoning skills. While top-down content teaching may produce adequate test scores, it does not necessarily develop reasoning skills. By taking students through all parts of the learning cycle, they can both learn content and improve reasoning skills. This session will explain the learning cycle and give examples of related assignments and activities.

Objectives:

Acquire basic knowledge about the learning cycle; understand how the learning cycle can be applied across disciplines; and learn how to integrate various assignments into a learning cycle framework.

Venue: Pacific

9:30am - 9:50am **Linking Space and Pedagogy**

Pamela Harwood - *Ball State University*

This session looks at the interactive learning setting as an appropriate space of creative collaborative learning. I am looking at learning space design, particularly focusing on the form and manipulation of physical space concerning learning in five different levels of knowledge sharing, development and creation. In looking at these five knowledge environments, I am assessing how a singular, node chair classroom can be outfitted to accommodate each of these differing forms of knowledge exchange in a project based, collaborative, active learning setting. I will illustrate the successes and failures of the space in each learning environment through photo documentation and teacher and student reflections. The differing ways that the room is adapted, its degree of flexibility, its ease in exchange, are all factors that will be a part of its success. A series of learning setting principles with sketches, photos, sizes, settings and furnishings, and space and pedagogy needs are shared as the outcome of this research of the node chair, interactive learning classroom. As a research community, we seek to build a body of knowledge that elevates the inhabitable environment of learning to something that is not only beautiful or merely functional, but that also adapts to the complex needs of an ever-changing landscape of learning.

Objectives:

We must examine critically both the distinctive characteristics of learning and teaching in higher education pedagogy AND what it is that matters about the design of its material and virtual space; through a discussion of five archetypal attributes for knowledge environments, we will look at the different physical spaces in which learning takes place and assess their relative effectiveness; learning in contemporary educational theory is shown to be a transitional or liminal journey where students negotiate ‘thresholds’ or ‘sticking places’ to knowledge creation; space is not so much a setting for learning as one of the many mechanisms through which learning can be articulated; and architectural space must be understood as neither deterministic nor neutral, but as always in interaction with the practices that take place in it and with the perceptions and experiences of its inhabitants.

Venue: Pacific





10:20am - 11:00am **Deeper, More Authentic Learning: Faculty and Student Video Evidence**

Vivienne McClendon and Nipoli Kamdar - *CSU, The Maritime Academy*

This session describes authentic learning techniques to extend student abilities in critical thinking, discrimination and crossover skills. Effectiveness is measured in a variety of ways. Surveys and student scores provide quantitative data supporting the use of authentic strategies. Videos illustrate student and faculty perceptions in such courses as information literacy, economics, and circuits engineering. The presenters will provide brief examples of data collected and short videos of student and instructor comments on implementation of authentic learning modules.

Objectives:

Understand and articulate a variety of instructional methods to provide more authentic learning opportunities for the classroom; articulate the benefits of authentic learning to extend students learning outcomes; and list a number of assessment measures to capture evidence of student learning using authentic projects.

Venue: Palm

10:20am - 11:00am **Maximizing Collaboration and Active Learning in Faculty Development**

Holly Schmies and Tim Wright - *University of Wisconsin, Stevens Point*

Faculty development practices are necessary in higher education but often times take a back seat to the other responsibilities faculty must attend to. However, programs such as lesson study and a teaching partner program within a state-wide public university system have helped to limit the barriers to faculty development due to the collaborative nature and active participation of faculty. The purpose of this presentation is to share these collaborative ideas for faculty development and promote the scholarship of teaching and learning. The goal is to create discussion for implementation, evaluation and administrative support for these programs.

Objectives:

Understand the importance of collaboration and active learning to maximize faculty development; and explore the use of Lesson Study as a successful tool for faculty development within all disciplines.

Venue: Patio

10:20am - 12:00pm **Digital Storytelling, Student Learning, and Assessment**

Joi Carr - *Pepperdine University*

This session is the second installment on Digital Storytelling as critical pedagogy. How can an instructor help facilitate transformative opportunities with reluctant students? Use technology; technology that students are familiar with and often use to tell their stories. Students would rather hide behind “objectivity” rather than participate in what hermetical scholar Hans-Georg Gadamer calls “real conversation.” However, when students are given an opportunity to seemingly “play,” they often engage in critical reflective discourse. Digital Storytelling is a new and cutting edge pedagogical strategy that can be used. Each participant will leave with practical instruction/tools toward developing and implementing this strategy.



Objectives:

Provide a best practices pedagogical model for instructors seeking to engage students in active learning and critical self-reflection, especially with difficult subject matter like issues related to diversity; rubrics to use for assessment; an A to Z guide on how to implement this pedagogy; and understand theoretical framework for this tool and assessment strategy.

Venue: Plaza II

10:20am - 11:00am **Critical Assessment and Meaningful Feedback: One Way Does Not Fit All**

Lori Poole - *Colorado State University, Global Campus*

Do you think there is only one way to provide feedback to students? Are you tired of seeing the same errors assignment to assignment, even though you may have addressed mistakes in previous feedback? Providing timely and detailed feedback on student assignments is imperative in any teaching situation, particularly in the online class environment. Drawing on faculty training at CSU-Global Campus, this presentation will present and discuss the theoretical concepts behind assessing with impact, the power of properly utilized rubrics, and ways to incorporate effective, meaningful feedback in your teaching efforts.

Objectives:

Apply educational theory into discussions and grading feedback; identify successful achievement of critical thinking skills in student work; examine weaknesses in grading resulting in grade inflation; and implement consistent grading standards based on course objectives and improve feedback to students.

Venue: Plaza III

10:20am - 10:40am **Continuous Reflection: Promoting and Recognizing Personal Growth**

Robert Wolffe and Heljä Antola Crowe - *Bradley University*

Reflective thinking, experiences, activities and intentional emphasis on metacognition lead to positive impacts on awareness of one’s growth and learning as a professional teacher. A capstone portfolio process in a cohort of Master’s degree students in STEM K-8 teachers (N=20) was used to reflect about personal growth. Analysis of portfolio data and artifacts demonstrated increased awareness of teachers’ learning in content and professional knowledge. Growth was noted in areas of strategies to improve student learning, teachers’ notions of the importance of reflective practice, their role as a teacher, dedication to life-long learning and their confidence in being a professional educator.

Objectives:

To enumerate and explain benefits gained by having students reflect upon their learning experiences; to describe strategies that can be used in courses and across program plans to incorporate a variety of reflective approaches; and to identify changes they can make to their current course or programs to better take advantage of the benefits of reflective practices.

Venue: Pacific



10:45am - 11:05am **Experiential Entrepreneurial Success in an Integrated Business Program**

Sue Caple - *University of La Verne*

This presentation provides an overview of an integrated business program developed by a West-Coast College. Finance, management, and marketing courses were integrated into single 12-unit course and an experiential four-unit learning entity. An exploratory study was conducted by the professors teaching in the program concerning an outcome assessment of the program. The study concluded that this course enhanced students’ understanding of entrepreneurship and how the disciplines were integrated in a business environment. The authors determined through content analysis of the students’ comments that such integration had positive outcomes.

Objectives:

Understand the organization and objectives of an Integrated Business Program (IBP); increase knowledge on Learning Communities; understand the results of the IBP at this College; and discuss the integrated program/learning community concept with the audience.

Venue: Pacific

11:20am - 12:00pm **Library Information Literacy Instruction in an Online Environment: A Measure of Effectiveness**

Joseph Rawson and Julie Harding - *University of Maryland University College*

This study looks at the effectiveness of asynchronous online library instruction through the examination and categorization of responses by students to a required online library database searching exercise as well as the comparison of grades in student projects in classes with and without library instruction.

Objectives:

Create and integrate online information literacy exercises into their online classrooms; evaluate student responses to the exercise on a graded scale; learn ways of assessing whether the online information exercise literacy aided in increasing student success in classroom projects.

Venue: Palm

11:20am - 12:00pm **What isn’t Working? Using Course and Program Assessments for Instructional Improvement**

Amy Vinlove - *University of Alaska, Fairbanks*

What can we learn about the courses we teach and the programs we work in by examining the experiences of the students who do not experience success? How can we gather data from our own courses or programs to look for trends and to strengthen our future practices? This session will present and give participants hands-on experience with a framework developed for examining course and program assessments to learn more about our students’ successes and struggles. Participants will be provided with strategies to use both collaboratively and individually to critically examine student learning outcomes for the purposes of improving instruction.



Objectives:

Participants will understand that a careful analysis of student assessments can provide valuable information that will lead to new ideas for instructional improvement; participants will learn a series of steps to purposefully examine course assessment data in order to find patterns reflecting student understanding of course material or lack of understanding. Analyzing these patterns can lead to ideas for improving instruction; participants will see examples of the use of course and program assessment data for program improvement in the field of teacher preparation.

Venue: Patio

11:20am - 12:00pm **Facilitating Inquiry-Based Learning through Contemplative Practices**

Patricia Owen-Smith - *Oxford College of Emory University*

This presentation is focused on inquiry-based learning, a pedagogy that is currently framing many general education programs in higher education today. While this type of pedagogy is compelling, it is nevertheless difficult to implement for many of us given the developmental stage of our undergraduates and their lack of preparation for inquiry. I will argue that the burgeoning empirical evidence surrounding specific contemplative practices such as silence, reflection, journaling, etc. provides substantive support for the construction of an effective inquiry based classroom. Participants will be given the opportunity to construct a syllabus and assignments that will incorporate contemplative practices into an inquiry based course.

Objectives:

Define inquiry-based learning and explore the strengths and hurdles; define contemplative practices and their role in scaffolding the inquiry based learning; and provide evidence for the role of contemplative practices in teaching and learning particularly in the inquiry-based classroom.

Venue: Plaza III

11:20am - 12:00pm **Learning by Doing: How and Why Civic Engagement Improves Learning**

Stephen Carroll - *Santa Clara University*

If we want students to remember what they learned in our classes past finals week; if we want to motivate lasting changes in the ways our students think, feel and act; if we want our students engaged in making our world a better place; few options are than better learning by doing. Service learning—especially as civic engagement—so often stimulates meaningful education because it necessarily enmeshes students in activities that best promote durable learning. Come explore how and why service learning is so effective. We’ll also consider how evidence from a large, national study should shape best practices.

Objectives:

Recognize and understand some of the myths and misperceptions that inhibit students’ ability to learn efficiently and effectively; acquire some ideas, techniques and resources that will better support student learning; understand how service learning leverages the primary ways that people learn to result in better learning outcomes; be motivated to add some service learning components to you classes.

Venue: Pacific

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12:45pm - 1:45pm **Plenary Presentation: Teaching Critical Thinking for Transfer: The Why of Higher Education**

Diane Halpern - *Minerva Schools at Keck Graduate Institute*

The data are clear: we can teach critical thinking skills so that they generalize across domains and last long into the future. Our primary goal as instructors is not anything that happens in our classrooms or on our campuses. The sole reason we have universities and other formal settings for learning is the belief that whatever is learned in these buildings will be applied in some other setting at a later time when we are not present, such as at work, home, or in the community. We will discuss how to teach critical thinking for transfer and how to assess if we have been successful.

Venue: Plaza I

2:00pm - 2:40pm **Sharing Learning and Teaching Experiences: An Australian Perspective on Evidence-Based Practice**

Natasha Hard - *University of Southern Queensland*

Effectively disseminating the outcomes and experiences of funded learning and teaching projects is a challenge in any learning context. The development and dissemination of 11 Good Practice reports commissioned by the Australian Learning and Teaching Council (ALTC) and the Australian Government's Office for Learning and Teaching (OLT) between 2004 and 2011 illustrate this issue. The reports, written by topic experts' collated funded learning and teaching projects, providing findings and recommendations back to the sector. Whilst offering great potential to influence practice through the evidence-based findings, dissemination issues highlighted the problematic nature of sharing learning experiences in a dispersed educational environment.

Objectives:

Enhanced awareness and engagement with the key complexities of effectively disseminating learning and teaching project outcomes and experiences; working understanding of the ALTC/OLT Good Practice Reports and how they may be used to inform and improve practice; enhanced understanding and awareness of the Australian higher education context; improved awareness of approaches to disseminating learning and teaching experiences and supporting evidence-based practice.

Venue: Palm

2:00pm - 2:40pm **Comparing Content Knowledge Change in Online Problem-Based Learning Versus Traditional Instruction**

Kathleen Gould - *Towson University*

Problem Based Learning (PBL) has been implemented to bridge the gap between theoretical knowledge and practical application. PBL, a student centered instructional strategy, potentially provides for active and collaborative learning in the online environment. Current research is inconclusive regarding the effect of online PBL on content knowledge change. Furthermore student self-directed learning readiness (SDLR) and motivation may affect student success in PBL and online learning environments. This presentation will present findings from a study that explored changes in student content knowledge after participation in an online PBL module and the relationships between student SDLR and motivation with content knowledge change.



Objectives:

State the principle steps involved in Problem Based Learning; demonstrate an understanding of student attributes of self-directed learning readiness and motivation as it relates to PBL and online learning; and gain an understanding of the effectiveness of online PBL versus traditional instruction on content knowledge change.

Venue: Patio

2:00pm - 2:40pm **Utilizing Purpose-Driven Classroom Assessment Techniques as a Means to Improve Student Learning**

Cynthia Glenn - *Keiser University*

It is possible to create a safe learning environment that encourages students to take academic risks by providing dignity and relevance as a means to motivate learners, and by utilizing the "5 Fs" of teaching—friendly, "funky," fun, fast, and focused—in a classroom setting. The best way to assess whether or not a concept has been understood is to provide opportunities for students to give authentic feedback to their instructors on a regular basis. These three exercises provide quick and easy-to-use classroom assessments that are engaging and relevant to monitor student learning, efficiently and accurately reflecting students' knowledge base.

Objectives:

Creating a safe learning environment that encourages students to take academic risks by providing dignity and relevance as a means to motivate learners; utilizing the "5 Fs" of teaching--friendly, "funky," fun, fast, and focused--in a classroom setting; and learning 3 quick and easy-to-use classroom assessment techniques that are engaging and relevant to monitor student learning, efficiently and accurately reflecting students' knowledge base.

Venue: Plaza II

2:00pm - 2:40pm **Data Collection Demystified: Simple Strategies for Integrating Assessment Tools into Your Teaching**

Deborah Periman - *University of Alaska, Anchorage*

This session is directed toward faculty whose expertise lies in areas other than quantitative data analysis. This is data collection for the rest of us! Engage in a collaborative discussion of the newest and/or easiest strategies for using online tools to collect assessment data on your students' progress toward course or program outcomes. Explore strategies for incorporating assessment and data collection into your normal teaching routine without significantly adding to your workload. Participants are encouraged to bring laptops or tablets for hands-on work.

Objectives:

Reflect upon their individual goals for improving assessment of student learning and/or progress toward program outcomes; examine strategies for integrating assessment activities into their regular teaching practices; review online options for collecting and compiling data; and acquire/share tips and tricks for reducing time spent on data collection.

Venue: Plaza III

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2:00pm - 2:20pm **Theory to Practice in the Visual Arts Programs**
Arnold Holland - *California State University, Fullerton*

The presentation will illuminate the responses of visual arts faculty involved in negotiating the demands of instructing and preparing students for success within multifaceted visual arts teaching and learning missions. Through in-depth phenomenological interviews, faculty members shared their perspectives on matters surrounding theory to practice in teaching foundational level courses. The research revealed faculty’s overall impressions of teaching, their preferences for learning materials, and their views of the outside forces that influence students.

Objectives:
Better understand the need to decrease the theory to practice gaps in college visual arts programs; gain an enhanced awareness of course and curriculum alignment; and clearly balance between transfer opportunities and the mission of higher education.

Venue: Pacific

2:25pm - 2:45pm **Digging for Gold: Finding Our Way to a Culture of Writing**
Kay Tronsen - *Moody Bible Institute, Spokane*

What happens when two writing teachers strive to change the writing-as-duty culture at their small college? We developed a four-step strategy with the end goal of influencing and slowly changing our colleagues’ valuing of writing through Writing-Across-the-Curriculum strategies like writing to learn, based on the well-known scholarship of Fulwiler, Parker and Goodkin, and others. We will discuss the challenges of unearthing connections and maximizing them in order to foster a learning community that recognizes writing as one of its core values. We will share our process, our insights and our challenges, and invite discussion.

Objectives:
Assess different methods for changing organizational culture; generate possible strategies for changing organizational culture within the context of small colleges; and point out Writing Across the Curriculum strategies that apply to small-college settings.

Venue: Pacific

3:00pm - 4:00pm **Unleashing Collaborative Learning through Technology: A Study of Tablet-Mediated Student Learning in Two STEM Courses**
Cassandra Horii and Julius Su - *California Institute of Technology*

Increasing student engagement in college-level STEM courses is a shared goal on many campuses. As faculty seek ways to accomplish this goal, new evidence-based methods for collaborative learning are needed. We present a study of tablet-mediated collaborative learning in two mixed undergraduate/graduate courses: computer science and genetics. Student data from a novel tablet app and a survey reveal patterns of student collaboration and interaction, during and outside of class. Session participants will have a hands-on opportunity to experience tablet-mediated collaborative learning similar to that implemented in the study.



Objectives:
Recognize research findings from the study of tablet-mediated collaborative learning in two STEM courses; evaluate applicability of collaborative learning methods used in the STEM courses to their own teaching or campus contexts; and create an in-session concept map of insights, take-aways, and further questions using a tablet-mediated collaborative learning activity.

Venue: Palm

3:00pm - 4:00pm **Revitalizing Student Curiosity in the University Classroom**
Frank Kowalski and Susan Kowalski - *Colorado School of Mines*

Evidence shows that curiosity is a powerful motivator of learning. Although the ability to ask meaningful and productive questions is often nurtured in early childhood and elementary education, too often in the classrooms in higher education it is only the instructor who poses questions, leaving students little practice in cultivating their curiosity. We describe and demonstrate an intervention strategy to help students become more fluent in meaningful questioning over time; evidence supporting the efficacy of this intervention is also presented. Session participants also develop and share applications of this intervention to be used in their own teaching environments.

Objectives:
Through evidence, regard curiosity as a powerful motivator of learning; become familiar with different categories of curiosity (as reflected in questions); experience generating questions of various categories in response to a prompt; and contribute to the session examples of how they could increase students’ fluency in curiosity in their own teaching environments.

Venue: Patio

3:00pm - 4:00pm **The Eight Characteristics of the Excellent University Instructor**
Breck Harris and Jim Bryan - *Fresno Pacific University*

In this workshop session, the presenters will reflect on their 40 years plus of combined teaching experience with college students to share their top eight characteristics of the excellent college teacher. The presenters will demonstrate the use of passion in a group exercise to enhance the teaching experience.

Objectives:
Outline 8 characteristics of excellent instruction; briefly discuss results of research related to these eight characteristics of excellent instruction; and demonstrate the use of passion in a experiential exercise.

Venue: Plaza II

3:00pm - 4:00pm **Closing the Gap: Learner-centered Teaching and Motivational Techniques for Increasing the Success of Struggling Students**
Kathleen Gabriele- *California State University, Chico*

Colleges have many diverse students, with increasing numbers of struggling students. The graduation gap remains among various student groups (i.e., first-generation, students of color, and traditional students). Professors can make a difference in “closing the gap” without lowering their standards. By using learner-centered pedagogy and motivational

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strategies (including “tough-mindedness”), we can help all students become engaged and improve their performance. Hence, peripheral students will have more than a merge chance of success in college.

Venue: Plaza III

3:00pm - 4:00pm **Want to Teach More Effectively? B.F. Skinner Is Your BFF**
Jan Worth Nelson - *University of Michigan, Flint*

Harvard psychologist B.F. Skinner’s infamous theory of behavior modification was denounced 50 years ago as “a fascist, manipulative vehicle for government control.” But his ideas are making a comeback. Might reclaiming Skinner make us better teachers? Our students better learners? A review of Skinner’s basic premises suggests a resounding yes: pedagogy centered in skillful reinforcement practices makes refreshing good sense in enlivening course design and increasing the likelihood that our students will learn.

Venue: Pacific

4:10pm - 5:00pm **Plenary Presentation: Teaching: Joys and Challenges of the Greatest Profession**
Todd Zakrajsek - *University of North Carolina, Chapel Hill*

Teaching in higher education is in many ways a gift. Having the opportunity to mold future societies is an amazing experience. That said, this profession also comes with a multitude of challenges. In this session we will explore teaching as a “profession,” looking both at why teaching is exceptionally important to everyone and how research on teaching can help all of us to be better at educating others. This session is designed to encourage attendees to think about education, the role of the teacher, and the role of the student in new and fundamentally different ways.

Objectives:

List at least three current student behavioral patterns and beliefs that make teaching challenging; identify three distinctive abilities that illustrate the skills of great teachers; and differentiate “professional” teaching from “novice” teaching.

Venue: Plaza I

5:00pm - 6:00pm **Faculty Members Professional Skills at Al-Imam Muhammad Ibn Saud Islamic University (IMISIU)**
Galya Al Sulim - *Al-Imam Muhammad Ibn Saud Islamic University*

This poster lists professional competencies for the faculty members in educational specializations based on standards of total quality assurance. It also uses female students’ perspectives to know about the extent of quality in the teaching performance of the faculty members at the College of Social Sciences at Al Imam University. One hundred twenty-two female graduate students from the College of Social science majoring in educational administration, curriculum and teaching methods, education principles, and Islamic education, participated in the study conducted in the second semester of the academic year 2011. The study addresses professional competencies associated with personal characteristics and human relations, knowledge in specialization, teaching delivery, motivating and assessment and reinforcement.



Objectives:

Improving the faculty member’s teaching performance in the classroom; providing the faculty member with a kind of feedback that would enable him to diagnose the strengths and weaknesses in his teaching performance (Jame’ 1993); providing administrators, including departments heads and deans of colleges, with the necessary information they need for making administrative decisions related to the faculty member’s job duties; providing students with information that help them in the selection of courses and instructors; and creating a scientific research database about university teaching as one of the university functions.

Venue: Plaza Arbor

5:00pm - 6:00pm **Humanity’s 2050 Challenge: Using Authentic Challenge and Audience to Promote Social Responsibility and Ownership**
Teresa Balser - *University of Florida*

Complex and adaptive challenges threaten human wellbeing and sustainability. However our graduates often lack capacity and/or commitment to address these challenges. We offered a new course where students are given ownership of their learning in confronting an authentic and complex challenge. Students address the problem of how to feed 9-11 billion people sustainably by 2050 and present their solutions to state industry leaders. This poster provides insight into the impact that real world challenge and authentic audience had on student work, attitude (social responsibility), and sense of ownership over the course and their own learning.

Objectives:

Define challenge learning and authentic audience; explain how the use of challenge and authenticity impacts student attitude in an undergraduate class; and imagine ways to apply the concepts presented in their own classroom teaching.

Venue: Plaza Arbor

5:00pm - 6:00pm **Creating Informal Intellectual Community: How Faculty, Students, and Administration Collaborated to Transform a Campus Culture**
Suzie Benack - *Union College*

This presentation describes one college’s attempt to transform its campus culture and enliven its informal intellectual community through the creation of the Minerva House Program, a student- and faculty-led system of seven Houses, to which all students and faculty belong. We examine how different campus constituencies came to recognize their shared dissatisfaction with the campus climate, describe the Minerva House Program, and report the results of implementing this program for ten years. We also discuss obstacles in working with different constituencies, provide instruments for assessing informal intellectual life, and draw general lessons from our experience that are transferable to other institutions.

Objectives:

Recognize ways faculty can contribute to an institution’s informal intellectual community, as well as ways administrators can support faculty in making those contributions; understand a model of how different constituents in an institution (students, faculty, administration, Board of Trustees) can first identify common concerns



about campus environment and then collaborate to make broad institutional change; become aware of obstacles to creating informal intellectual community that can originate from each constituency (students, faculty, Student Affairs, administration); and obtain a set of measures to assess informal intellectual climate at their home institutions.

Venue: Plaza Arbor

5:00pm - 6:00pm **Correlation of Patient Satisfaction Scores with Nurses’ Attitudes**
Suzette Bosveld - *Western University of Health Sciences*

The focus of the project was to determine if an educational intervention aimed at changing nurses’ attitudes and knowledge impact their management of a patients pain and does this change impact the HCAHPS pain related satisfaction scores in this acute care setting? The instrument used to measure pre and post intervention change was the “Knowledge and Attitudes Survey Regarding Pain” (2008) by Ferrell and McCaffery. A paired t-test of pre and post survey scores and a formula to calculate percent change were utilized to evaluate the intervention. Evaluation of data revealed that knowledge levels did improve post intervention. However, knowledge alone was insufficient to positively affect satisfaction scores.

Objectives:
Understand the prevalence of acute and chronic pain and the subsequent financial burden placed on healthcare resources secondary to ineffective recognition, assessment, and treatment of pain states; understand the impact that pain management HCAHPS (patient satisfaction) scores have on reimbursement for care under the Value-Based Purchasing (VBP) Program; recognize that an education intervention aimed at increasing knowledge and attenuating negative biases related to the management of acute and chronic pain alone is not effective in increasing pain related patient satisfaction scores; and understand that the “internal culture” of an institution, as it relates to pain management, must change in order to effect consistent and long lasting change.

Venue: Plaza Arbor

5:00pm - 6:00pm **Integrating Theory with Experiential Learning to Maximize Leadership Education in a Doctorate of Organizational Leadership Program**
Tamerin Capellino and Len Hightower - *Brandman University*

The presentation will cover the integration of organizational leadership content delivery, in an online environment, with application of that knowledge in guided field based experiential learning coursework. Specific assignments focused on action research and implementation of change methodology will be described. The formation of program learning outcomes will also be shared and their grounding in research with actual senior managers and leaders across a range of industries and disciplines. The conceptual and scholarly foundation for experiential learning, management and leadership education and their intersection in program elements will be explored. Next steps in assessment and research of actual results and achievement of desired program and student outcomes will be outlined.



Objectives:
Each participant will learn about how an integrated approach to educating organizational leaders was created and is being implemented for a doctorate of organizational leadership program; each participant will learn about the results of qualitative research with leaders in various types of organizations on their perceived requirements for competence today and in the future for leaders in their field and how that information was used to guide the development of a doctorate in organizational leadership program; each participant will learn about specific program components focused on the utilization of experiential learning methods coupled with content acquisition and delivery; each participant will be given a brief review of previous research and theory related to experiential learning and training of managers and leaders and how the integrated approach is inspired and builds on that work; and each participant will be asked for their reaction and feedback to any and all elements presented including ideas on how to improve the effort or their conceptual concerns with teaching leadership.

Venue: Plaza Arbor

5:00pm - 6:00pm **A Geospatial Approach to Understand Cities**
Rajrani Kaira - *California State University, San Bernardino*

Geospatial techniques is both a concept and a tool of analysis. Conceptually it utilizes a layered approach to analyze urban spatial phenomenon such as: sprawl, migration, transport planning, accessibility, facility location, and infrastructure planning. As a tool it utilizes spatially referenced data which can be mapped, manipulated and visualized for pattern detection and addressing of real world urban problems. The research hypotheses to be tested is if GIS technology is introduced to explain urban concepts then, not only do students understand the concepts better, but are able to utilize GIS in examining urban problems in seeking potential solutions.

Objectives:
They will learn about spatial thinking; geopsatial techniques (which they can use in their classes immediately after the conference); learn two new geospatial softwares on site during the demonstration which will be indeed very useful (one month is free after that a license will be required which is a reasonably priced for educational institutes); and see excellent visual representation of reality that make the participants “ THINK SPATIALLY”.

Venue: Plaza Arbor

5:00pm - 6:00pm **Service Learning in Museums and Archives**
Thomas Long - *California State University, San Bernardino*

This presentation will cover the most effective service learning internship projects and programs from the California State University San Bernardino service learning experiences in History, Museum Studies and Archival Practices. The presentation will cover methodology of pre-internship pedagogy, effective service learning experiences and outcomes assessment methodology.

Objectives:
Practical, project based service learning internships; effective outcomes assessment for service learning internships; and meeting the needs of both the students and the internship sites.

Venue: Plaza Arbor

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5:00pm - 6:00pm **Distance Education and History**

Fiona Mani - *Excelsior College*

This poster session will cover the latest trends in online education specifically in the discipline of History. By providing an overview of the direction that online history education is moving towards, the poster session will focus on how to maintain quality and rigor and what components define excellence in the online environment. This session will focus on teaching strategies, locating various resources available to enrich the classroom, produce higher engagement, and provide hands-on practice of the craft of history. The best pedagogical methods for a successful History online course and steps to enhance the student experience will also be addressed.

Objectives:

Provide an overview of teaching strategies in history online education; and identify online resources, list primary sources that integrate historical knowledge.

Venue: Plaza Arbor

5:00pm - 6:00pm **Pathways to Promotion for Midcareer Faculty: A Faculty Learning Community Model**

Gretchen Peterson - *California State University, Los Angeles*

One of the key themes identified by Baldwin, DeZure, Shaw, and Moretto (2008) in their study of midcareer faculty was the perceived neglect of this group of faculty. After being tenured, mid-career faculty are generally “cut loose” and “left to their own devices.” To address this issue, this project provided support to associate professors on the pathway to promotion to full professor through facilitation of a faculty learning community. All members of this midcareer learning community ultimately produced professional/scholarly activities appropriate to their disciplines that will support their promotions. Details of the structure of this successful FLC will be presented.

Objectives:

Understand the challenges that midcareer faculty face as they work towards promotion to full professor; understand how midcareer faculty can be supported as they work towards promotion; and understand how a faculty learning community to support midcareer faculty can be structured.

Venue: Plaza Arbor

5:00pm - 6:00pm **What, Why, and Where: Teaching about Evidence-Based Practices (EBPs) in Early Childhood**

Cammy Purper - *California Baptist University*

The use of Evidence-Based Practices (EBPs) in the Early Childhood Classroom is important, but not enough is known about them. Visit and learn what EBPs are, why they are important, and discover some excellent resources for introducing EBPs to your students.

Objectives:

Define EBPs; explain the importance of teaching students about EBPs; and list several web resources for learning and teaching about EBPs.

Venue: Plaza Arbor



5:00pm - 6:00pm **Creating Community in the Online Learning Environment: A Place-Based Approach**

Sheila Steinburg - *Brandman University*

This poster addresses a major challenge to online learners-creating community by considering place-based factors and influences. Creating community in the online learning environment comes from fostering engagement with other students, the material and the professor. Multiple media and forms of communication should be utilized as a means to establish creative and thoughtful two-way engagement. Understanding your students and their access to and preferences for certain technologies is key to fostering successful engagement.

Venue: Plaza Arbor

5:00pm - 6:00pm **Improving Mathematics Achievement: The Effects of CHC Factors on College Student’s Mathematics**

Gordon Taub - *University of Central Florida*

This presentation contributes to the scholarship of teaching and learning by providing both faculty and student with the knowledge of CHC factors and their role in mathematics achievement. Some students may struggle with mathematics due to difficulties with place values, sign usage, or knowledge of algorithms. These areas of weakness or development are specific and generally easy to identify. Nevertheless, some students seem to just not get it. This study identifies the specific CHC areas demonstrating direct effects on the mathematics achievement dependent variable and provides attendees with suggestions to improve instruction and provide interventions to assist student’s mathematics achievement.

Objectives:

Attendees will: learn about CHC Factors and their effect on academic performance; learn about the role of specific CHC factors on college-age students’ mathematics achievement; acquire knowledge of interventions to improve students’ mathematics achievement; and acquire knowledge of compensatory strategies students may use to improve mathematics learning.

Venue: Plaza Arbor

5:00pm - 6:00pm **Improving Reading Comprehension: The Effects of Specific CHC Factors on College Students’ Reading Comprehension**

Gordon Taub - *University of Central Florida*

Some students may struggle with reading comprehension due to various cognitive factors such as inattention, lack of commitment, or poor time management to name a few. However, some dedicated students (high motivation) who allocate sufficient time to reading course material still struggle to acquire course content. Using CHC theory and contemporary data analytic techniques this study identified, for the first time in any population, visual-spatial thinking as having a significant direct effect on student’s reading comprehension. Hypotheses to explain the role of visual-spatial thinking’s contribution to comprehension and instructional strategies faculty may use to assist students’ learning will be provided.

Objectives:

Attendees will: learn about CHC Factors and their effect on academic performance; learn about the role of specific CHC factors on college-age students’ reading comprehension; acquire knowledge of interventions to improve students’ reading comprehension; and acquire knowledge of compensatory strategies students may use to improve reading comprehension

Venue: Plaza Arbor



5:00pm - 6:00pm **Managing Student Internships Online: Incorporating Ethics and Professionalism via Electronic Delivery**

Kevin Zeiler - *Metropolitan State University, Denver*

Track student hours, receive timely feedback from students and preceptors and monitor student learning as it applies to ethical and professional responsibility. The key to managing an online internship is the faculty’s ability to use a multitude of tools to monitor all aspects of learning and keeping the student engaged.

Objectives:
Measure student internship progress; tackle issues surrounding distance internship programs; and identify techniques that will assist with electronic course delivery.

Venue: Plaza Arbor

Saturday’s Session Abstracts

8:30am - 8:50am **How Do You Increase Students’ Critical Thinking and How Do You Know You Succeeded?**

Thomas Brothen - *University of Minnesota*

This presentation describes an intervention in an introductory psychology course to increase critical thinking (CT) ability in college students. CT was characterized as a finite set of specific skills and the intervention began with a textbook organized around them. The set of CT skills was also reinforced through a major component of the course—online chapter quizzes that always started with a CT question. Over three semesters, more than 3,000 students completed a pre/post test of CT. Statistical analyses revealed that improvement in CT ability was related to the course intervention more than to student ability, personality, or maturation.

Objectives:
Definition, measurement, and improvement of critical thinking.

Venue: Plaza I

8:30am - 8:50am **A Department-Level Approach to Identifying and Adapting to Undergraduates’ Changing Career Interests and Needs**

Maria Fusaro and Ravisha Mathur - *San Jose State University*

Our department is engaged in a project to enhance instruction across courses and to increase our relevance to the career interests of our undergraduate population. We will describe our ongoing efforts to infuse more High-Impact Practices (HIPs) into new and existing courses, and focus on how activities within one new course will further support career development. While the motivation to enhance instruction is unquestioned, the role of academic faculty in undergraduate career development is a matter of debate. In this session, we invite participants to debate the place of career development within their academic courses.



Objectives:
Discuss methods for addressing students’ career development needs within the context of academic coursework; discuss challenges and opportunities unique to department-level initiatives for addressing students’ development as professionals; and identify dimensions of career development (e.g., verbal communication skills) that can be effectively linked to course learning objectives and activities (e.g., collaborative projects).

Venue: Plaza I

8:30am - 8:50am **What Happens When Students Take the Driver’s Seat in Focus Groups? Faculty Members’ Lessons Learned**

Jennifer Lehmbeck, Mary Brown, Sue Jackson, and Matt Flint - *Utah Valley University*

There is an increased emphasis on experiential learning and student engagement in higher education. Partnering with students in focus group research is one way to engage students outside of the classroom. Involving students in research introduces them to the challenges of the research process and also provides them with an opportunity to gain knowledge from real world experiences. This presentation will focus on meeting the students’ needs when preparing them to facilitate focus groups.

Objectives:
Understand the similarities and differences between focus groups for classroom projects and focus groups in research studies; gain the resources to train students to successfully facilitate focus groups in course projects; and learn how to prepare student researchers to successfully facilitate focus groups in research studies.

Venue: Plaza I

8:30am - 8:50am **Developing a Global Learning Continuum for Non-Traditional Adult Learners**

Carolyn Kelly Ottman - *Milwaukee School of Engineering*

Friedman proposes a “flat world” where global acumen is critical to success. Yet, how do we prepare non-traditional adult learners when family and work responsibilities create barriers to study abroad programs and prohibit them from these traditional transformative experiential learning opportunities. The focus of this presentation/discussion is on developing a continuum of learning strategies to prepare adult learners for a global world. Readings, personal interviews, sharing ethnic meals, short term travel and international service projects provide points on the continuum. Although multiple strategies will be presented, interaction with participants will promote further development, as well as critique of the continuum.

Objectives:
Explore and collaboratively further develop a continuum of strategies to promote global acumen for non-traditional adult learners; obtain a progressive outline of strategies, while collaboratively generating new strategies through discussions and additive idea writing; discuss the value and possibilities of threshold learning related to a global learning continuum; participants will be given a brief overview of threshold concepts, while highlighting two specific strategies at opposite ends of the continuum; create a community of like minded educators to discuss and further explore possibilities around the topic of global learning for adult learners; and participants will be encouraged to exchange contact information for further collaboration.

Venue: Plaza I

Fri/Sat Abstracts

Saturday Abstracts



8:30am - 8:50am **Based-Learning in an Online Diagnostic Skills Course in Graduate Social Work Education**

Laura Dreuth Zeman and Jayme Swanke - *Southern Illinois University, Carbondale*

Professional education uses problem based learning (PBL) to prepare students to master complex skills. Few researchers have demonstrated the effectiveness of using PBL in online social work education. This paper outlines an online course in diagnostic assessment for graduate social work students and provides preliminary findings of the first year of the evaluation of that course. The study contributes to the field of teaching and learning in professional education by providing an understanding of learner use of online PBL to develop professional practice skill mastery.

Objectives:
Review problem based learning methods used to engage students in social work skill development; identify problem based learning strategies that may be used across disciplines for the purpose of peer review and critique; develop a problem based learning unit to teach peer review and critique.

Venue: Plaza I

9:00am - 10:00am **Use of Computer Technology for Today’s Teachers**

Mohammed Miah - *University of Phoenix*

Many of us work long hours; yet, achieve less than desired. Two reasons for this inefficiency include: failing to distinguish “working hard” from “hard work” and using ineffective methods of communication (Reese, 2009-10). This session will present computer applications, such as hyperlink, cell reference, and macros within the university level course contents. I will discuss macros, cell reference, and hyperlinks. In addition, learn how timely, detailed, accurate, and individualized communications are possible by using software options built into office software or by using software readily available in the market. Finally, it presents a mathematical model to estimate the man-hours saved by using the proposed applications.

Objectives:
How to use electronic grading for the students papers; how to write Macros to develop frequently used comments; how to develop and use Hyperlinks to locate important materials quickly.

Venue: Palm

9:00am - 10:00am **Faculty Voice and Online Professional Learning Communities**

Linda Maier and Michael Shepard - *St. Martin’s University and Goucher College*

Online learning is opening up new opportunities for students to access higher education. This rapidly growing area is moving faster than the research that is needed to affirm effective instructional teaching practices in a new setting. This session presents the results of a survey from 328 higher education faculty and uses their voice to describe their perspective on professional learning communities. Presenters will share their diverse experiences with specific examples on building faculty communities and how this benefits student success. This interactive session provides new insight into the perceptions of online teaching faculty along with recommendations for community building strategies.



Objectives:
Identify the latest research regarding community building and professional learning communities (PLC) among online teaching faculty in higher education; recognize what online teaching faculty indicate they want in PLCs; understand strategies to further community among online teachers; generate ideas to increase community support for online teaching faculty; and replicate successful PLC strategies on their own campuses.

Venue: Patio

9:00am - 10:00am **Engaging Students In STEM Course**

Nicholas Holton and Amanda Brindley - *Kirtland Community College and University of California, Irvine*

Sometimes it seems as if STEM classes are the last to include new engaging pedagogies. Come to this dynamic presentation to learn and share how classes, large and small, from the large university to the small community college have engaged students in the sciences and math.

Objectives:
Provide ten easy ways to engage students now; show ways to engage students in the STEM disciplines; show how to engage students in large lecture courses; and harvest best practices from the conference participants.

Venue: Plaza II

9:00am - 10:00am **Learning through Laughter**

Alan Seidman - *Johnson & Wales University*

Who doesn’t enjoy a college classroom where the teacher is funny and the students are actively engaged? In many ways, the Millennial generation of today almost expects to be entertained. The problem is, however, many faculty members are not the comedic type. Not to fear, help is here. This session will provide three different techniques all instructors can use with which to add a bit of levity to their classes. No matter the subject matter, or the class size, these techniques will stimulate thinking and make learning fun.

Objectives:
Understand how using humor in the classroom can engage students and improve learning; discuss the many different ways humor can be used in the college classroom; and present and describe three distinct ways all faculty (the funny and the not-so funny) can use humor to promote student thinking.

Venue: Plaza III

9:00am - 10:00am **Bridging the Gap: How to Assist All Learners while Keeping Standards High**

Tonya Huff, Jami Brown, Estrella Romera, Veasna Chiek, and Amber Casolari - *Riverside City College*

A significant issue faced by faculty members is the challenge of keeping classroom standards high while assisting students who have widely varied levels of preparation. This session will describe four alternatives to the traditional lecture that engages students, maintains high standards, and can be easily adapted for use in almost any course. Based on strategies that have worked at Riverside Community College, the presenters will describe a “contest” approach to teaching and learning, pedagogical alternatives to the lecture derived from a community of learners, pitfalls to avoid when “flipping” the classroom, and how to form effective teams for group learning approaches.

Venue: Pacific

Saturday Abstracts

Saturday Abstracts



10:20am - 11:00am **A Heutagical Approach to Faculty Learning Communities (FLCs) Project**
Tinukwa Boulder and Catherine Datte - *Gannon University*

Gannon University’s Center for Excellence in Teaching and learning (CETL) like other academic departments with similar missions; strive to support faculty professional development and create a community of lifelong learners. CETLs objectives include optimizing opportunities for faculty to acquire new skills and developing interdisciplinary communities of learners among faculty. However, there are challenges that influence CETLs abilities to achieve this mission effectively and successfully. One approach to addressing these challenges is through developing and implementing faculty learning communities (FLCs). This proposal describes a heutagological model of FLCs developed by CETL at GU and faculty experiences participating in FLCs.

Objectives:
Generate ideas for faculty learning communities (FLCs). *If possible participants should complete this objective prior to participating in the session*; identify the strengths, challenges and opportunities for creating a FLC; apply concepts of heutagogy approach to the FLC identified; identify resources that support FLCs; and identify ways to evaluate the FLC identified.

Venue: Palm

10:20am - 11:00am **Helping Students Develop the Ability of Communicating Mathematics Ideas in College Classroom**
Su Liang - *California State University, San Bernardino*

Often heard the comment from students is that “I know how to do it, but I don’t know how to explain.” This phenomenon also happens for the students who will be teachers in the future. Communicating mathematics ideas in oral and written was not always considered important in mathematics classroom instructions because mathematics is so often involved in symbols and talking about mathematics is not necessarily natural for students. Consequently, it is necessary for teachers to provide students the opportunities to develop these skills. By offering them opportunities to practice, we can help them improve their oral and written communication skills while learning mathematics.

Objectives:
Deeper learning; effective communication; and learn to how to learn.

Venue: Patio

10:20am - 12:00pm **Creating Authentic and Significant Preparatory Assignments to Improve In-Class Participation, Learning, and Retention**
Sierra Dawson and Jon Runyeon - *University of Oregon*

The goal of this workshop is to assist participants in the design of preparatory assignments for their students that are meaningful and authentic, as well as provide robust scaffolding for in-class participation, learning and retention. Participants will consider their current practices, identify the evidence to support authentic preparatory assignments, learn about the “External Brain” preparatory assignment, and produce a draft of a significant preparatory assignment suitable for their classroom. The workshop will be participant-centered and dynamic, and include opportunities for feedback on the first draft of their own unique significant preparatory assignment.



Objectives:
Self-assess regarding the effectiveness of their current preparation assignments for students; list evidence-based reasons why student engagement with information prior to class time leads to improved learning, understanding and retention; describe for a colleague at their home Institution the “External Brain” preparatory assignment, including its purpose, use, guidelines, benefits and limitations; and produce a draft of a significant, authentic preparatory assignment that would support student learning, understanding and retention in a class they currently teach.

Venue: Plaza II

10:20am - 12:00pm **Publishing the Scholarship of Teaching and Learning**
Milt Cox and Gregg Wentzell - *Miami University*

Meet Milt Cox, Editor-in-Chief and Gregg Wentzell, Managing Editor of the Journal on Excellence in College Teaching to discuss the possibility of developing your Lilly Conference presentation or other teaching and learning project into a publication. Learn about the scholarly process for SoTL projects and the Journal’s review process and acceptance criteria.

Venue: Plaza III

10:20am - 11:00am **A Competency-Based Evaluation of Two Web-Based Social Work Practice Course**
Jayme Swank & Laura Dreuth Zeman - *Southern Illinois University, Edwardsville*

The evaluation sought to determine whether there were differences between traditional and non-traditional learners who completed an online social work practice class. Researchers used quiz scores and survey data to create a picture of learning patterns across traditional and nontraditional students. Both groups of learners, traditional and nontraditional, demonstrated important correlations between quiz scores within the competency areas of basic agency skills, clinical knowledge application, and advanced practice skills application. Analysis of the data found unique patterns within the two groups demonstrating relationships between quiz scores.

Objectives:
Compare and contrast the online learning approaches of traditional and nontraditional students; identify learning competencies and determine how these competencies can be translated into an online learning environment; identify ways to meet the learning needs of traditional and nontraditional students in an online learning environment.

Venue: Pacific

11:20am - 12:00pm **Spirituality and Teaching: Is It New Age or Science?**
Oren Hertz - *Johnson & Wales University*

The purpose of this study is to explore non-religious based spirituality and its connection to elevated teaching in higher education. Spirituality, inspired by Ralph Waldo Emerson, is how “We see the world piece by piece, as the sun, the moon, the animal, the tree; but the whole, of these are shining parts, is the soul.” (Hardman, 2012). Assumptions and personal experiences will be backed by current research to find a different way to approach teaching in higher education, assuming old methodologies and approach to teaching may be outdated and irrelevant with the emerging data and the science behind spirituality.

Saturday Abstracts

Saturday Abstracts



Objectives:
Identify the connection between non-religion affiliation spirituality and teaching in higher education; discover emerging science of spirituality and its connection to teaching; and understand how spirituality can enhance the learning experience and cultivate an elevated learning environment in higher education.

Venue: Palm

11:20am - 12:00pm **Dispositions and Applications for Classroom Management: Facilitating a Community of Learners in Teacher Education**
Jan Byers-Kirsch and Kimberlee Bartel - *Central Washington University*

This empirical study discerns whether candidates’ dispositions and applications of classroom management strategies change after completing the university classroom management course prior to student teaching, and whether their views are aligned with current research on effective techniques. An online confidential survey was offered voluntarily to candidates completing the course over a period of one year. The results will confirm the benefits for them in creating effectual, personal plans and identifying the basis for their future success as classroom teachers. This study will substantiate the significance of a research based classroom management course in teacher preparation programs with future research implications.

Objectives:
Identify effective classroom management strategies for teachers; identify specific changes in candidates’ dispositions and their ability to apply effective strategies learned in a classroom management course to become facilitators of a community of learners; and identify the instructional design used in a university teacher preparation program that promotes dispositions and effective applications for candidate success as classroom teachers.

Venue: Patio

11:20am - 12:00pm **Studio Learning: Montessori Methods for Engaged Learning in the Higher Education Classroom**
Jo Munroe, Alice DiCerto, and Melissa Stoddard - *Tacoma Community College*

The presenters explore the connections between studio learning techniques and the Montessori method and suggest that many of the promising practices currently suggested in higher education are similar to, if not based on, those suggested by Maria Montessori for forwarding learning in small children. The three presenters give practical, actionable ways to design classroom and program activities based on the most basic pillars of the Montessori method, and they present an overview of teaching team and inquiry-based learning that moves students from concrete to abstract and uses frequent low-stakes assignments and feedback to increase engagement and mastery.

Objectives:
Explain how and why it is important to move students from concrete to abstract reasoning in the discipline based on the literature; identify the place of peer review, cooperative learning techniques, short demonstration lectures, shared cases and scenarios and struggling with messy problems in constructing and assessing mastery; and transfer and apply some guided inquiry techniques that use frequent, low-stakes assignments to create and sustain the deeper learning that leads to mastery.

Venue: Pacific



1:00pm - 2:00pm **“Is this going to be on the test?” Making Undergraduate Research Matter to Students**
Summer Burke and Priscilla Finley - *University of Nevada, Las Vegas*

This presentation provides three different approaches that explain the research process to students, and makes it “all about me” for them. All three methods discussed were created for students in history, but can be applied to many academic fields. The presentation will include an interactive assessment of each participant’s preferred research style and interests, and a discussion of two different research projects. One project was implemented at a research university, and another was created for a community college audience. The engaging presentation discusses how to make research interesting and relevant for undergraduate students.

Objectives:
Assess their own research interests based on learning styles and preferences; develop classroom activities for their own use incorporating learning assessments provided in this session; and identify opportunities for undergraduate research that will engage student learners.

Venue: Palm

1:00pm - 2:00pm **Course Introduction: Student-centered from the First Day of Class**
Cathlin Davis - *California State University, Stanislaus*

I begin my Senior Seminar with students working together in a series of activities, each focusing on one component of a course assignment. These activities replace the “going over assignments” lecture often used to start the semester. This means that students spend the first weeks of class engaging with ideas, planning for the semester, and being active participants, better prepared for the high level of participation I expect throughout the semester. I will share how these activities have positive effects on course assignments which depend on collaboration between students and lead participants in designing possible activities for their own courses.

Objectives:
Learn ways to introduce course content through group activities, rather than instructor explanations; learn how and why I have designed activities for a specific class; and design one such activity for their own courses.

Venue: Patio

1:00pm - 2:00pm **Revealing Student Thinking with Digital Ink**
Susan Kowalski - *Colorado School of Mines*

Wouldn’t teaching be easier if you could just glimpse into your students’ minds during the learning process? Much evidence supports the use of real-time formative assessment to accomplish this, but it is often cumbersome and burdensome to implement. With pen-enabled mobile technology (iPads, Tablets, Androids 4.0+), however, students can reveal their thinking instantaneously when you probe their understanding with open-format questions. In this session, you will experience (as a student) and learn how to use (as an instructor) free, browser-based software that facilitates the collection, sorting, and archiving of real-time formative assessment. Please bring your own device if possible.

Saturday Abstracts

Saturday Abstracts



Objectives:

Review the evidence-based advantages of real-time formative assessment during the learning process; use mobile devices and free, browser-based software (InkSurvey) to respond to open-format questions posed by the presenters; become familiar with some of the research supporting the use of this pedagogical model to enhance learning; be prepared to use digital ink in their own classes to reveal student thinking.

Venue: Plaza II

1:00pm - 2:00pm **Words Versus Numbers: Dealing with Qualitative Data**

Jacqueline Dewar - *Loyola Marymount University*

Participants will gain basic knowledge about dealing with qualitative data and increased confidence in their ability to draw and justify conclusions from qualitative data. We examine the strengths and weaknesses of qualitative and quantitative data as evidence in scholarly studies of student learning. Two approaches to analyzing (coding) qualitative data are presented. Concepts such as “inter-rater reliability” and “predetermined” and “emergent” categories are described in simple terms. Participants will engage in coding a data set both individually and with a partner, and will be given options for which coding techniques to practice. Accessible resources will be provided for future reference.

Objectives:

Participants in the workshop will gain: Basic knowledge; accessible resources; increased confidence in their ability to draw and justify conclusions from qualitative data.

Venue: Plaza III

2:20pm - 3:00pm **Enriching Undergraduate Level Courses to Meet the Needs of Graduate Students**

Tim Wright and Holly Schmies - *University of Wisconsin, Stevens Point*

Universities typically offer undergraduate courses that give credit toward both undergraduate and graduate degrees. Because these courses are attended by graduate and undergraduate students concurrently, instructors required to meet the needs of both types of students. These dual-credit courses typically have a greater number of undergraduate students, which may lead to faculty placing more emphasis on undergraduate needs versus the needs of the graduate student. The purpose of this presentation is to share qualitative data gathered from faculty at a mid-size Midwestern university on thoughts and opinions for how to meet the needs of graduate students in their undergraduate classes. Also discussed is the importance of collaboration and involving the graduate students in course creation and course enrichment through their experiential knowledge. The goal of the presentation is to help faculty envision various ways to address the advanced needs of a graduate student in a predominantly undergraduate environment.

Objectives:

View qualitative data gathered from faculty on how to teach graduate and undergraduate students concurrently; understand of how to involve graduate students in undergraduate courses by allowing them to share their practical experiences with the undergraduate students in class; create a usable guide for implementing graduate student knowledge and experiences in undergraduate classes in which they are enrolled; value graduate level students for their potential to enrich undergraduate learning, while at the same time, learning and being challenged within the same course.

Venue: Palm



2:20pm - 3:00pm **Generational Impact of Historical Trauma on Teaching and Learning**

Kathryn England Aytes - *California State University, Monterey Bay*

In today’s global society faculty must understand the role of historical trauma, unresolved grief, and cultural decimation impacting individuals across generations. Mainstream education often challenges cultural identification and traditional values, resulting in cultural conflict and negation of the individual. This session guides mainstream faculty to better understand contemporary trauma in the context of historical, cumulative, and collective experiences of American Indians. Recommendations will be provided to prevent further reinforcement of historical trauma as a contemporary experience. Application of such strategies creates a more inclusive and empathetic classroom environment that benefits non-Indian students who themselves may be suffering forms of trauma resulting from the structural inequalities their families have experienced.

Objectives:

Develop awareness of historical trauma and its impact across generations; understand institutionalized trauma and historical trauma history; consider culturally competent classroom practices, including a support of historical and traditional resiliencies.

Venue: Patio

2:20pm - 3:00pm **Empowering Your Community: 10 Do’s and Don’ts of Service Learning Partnerships**

Nicholas Holton - *Kirtland Community College*

If you want to initiate and nurture high performing community partnerships for your service learning program, or if you are just looking for ways to strengthen existing collaborations, then come to this dynamic interactive session prepared to share with what works and what doesn’t. Learn how to turn an idea into a national award winning partnership.

Venue: Plaza II

2:20pm - 3:00pm **Working with First-Generation and Adult Learners**

Lori Poole - *Colorado State University, Global Campus*

First generation college students face unique challenges. These non-traditional, adult college students are generally described as older undergraduates whose parents did not attend college, and when they do enroll in classes they attend part-time and/or work full-time while attending university. Often the educational background and experience of many instructors have not prepared them for working with this growing student population. Based on current research and faculty discussions and training at CSU-Global Campus, best practices and innovative ways to engage and collaborate with this underserved student population will be addressed and discussed in this interactive session.

Objectives:

Learn how to detect students who are first-generation learners in our courses in order to provide more targeted intervention; discuss and uncover tools and resources to make our efforts more collaborative between student support, academic advisers, and others on campus; and construct ways to make our practices more encouraging and supportive in ways that explicitly promote persistence for our adult students.

Venue: Plaza III



3:20pm - 4:20pm **Plenary Presentation: Why Don't My Students Think I'm Groovy? The New "R"s for Engaging Millennial Learners**

Christy Price - *Dalton State College*

What factors influence student motivation and desire to learn? Obviously there are some influences beyond the professor's control, but research in educational psychology suggests one thing we can do to increase student engagement is to create learning environments that are in some ways linked to, and supportive of, the current student culture. During this engaging and often humorous address we will briefly review the literature and apply the findings of the presenter's research regarding Millennial learners. Millennials' ideal learning environments, their preferences regarding assessments, their perceptions regarding the characteristics of the ideal professor, and their ideal institutional practices will be revealed.

Venue: Plaza I

Sunday's Session Abstracts

9:00am - 11:00am **Plenary Presentation: Publish and Flourish! Become a Prolific Scholar**

Tara Gray - *New Mexico State University*

Many scholarly writers are educated at the School of Hard Knocks, but it's not the only school, or even the best. Much is known about how to become a better, more prolific scholar and anybody can. Even when you can't work harder, there are important ways to work smarter. Research points to specific steps scholars can take to become better, more prolific scholars, including:

- Write daily for 15-30 minutes
- Organize around key or topic sentences
- Solicit the right feedback from the right colleagues
- Previous participants who took these steps increased their scholarly productivity by a factor of three.

Venue: Plaza I

Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING

CONFERENCE WORKBOOK



NEWPORT BEACH 2014



Application Exercise: Goals and Objectives

Identify three goals or objectives you hope to obtain at the conference that you can apply within the next six months. These can be challenges you currently face with respect to teaching, strategies that you have heard of that interest you, or a desire to find colleagues who share a common interest/passion for a specific topic. Space is also provided to note when resources and individuals are found at the conference pertaining to these items.

Goal or Objective 1

a. List session numbers for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes of new information learned to address this goal or sessions specifically related to this goal.

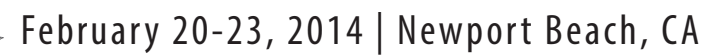
c. Note any attendees you talked to related to this item and a few key words or phrases of what was discussed.

Goal or Objective 2

a. List session numbers for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.

b. Quick notes of new information learned to address this goal or sessions specifically related to this goal.

c. Note any attendees you talked to related to this item and a few key words or phrases of what was discussed.



Goal or Objective 3

- a. List session numbers for any sessions that might directly address this goal. You may wish to contact the facilitator of the session at a later time for additional information.
- b. Quick notes of new information learned to address this goal or sessions specifically related to this goal.
- c. Note any attendees you talked to related to this item and a few key words or phrases of what was discussed.



Networking

With whom did you speak and wish to have a follow-up conversation at a later time? If you get the person's name and institution, e-mails should be easy to secure online. Try for at least 10 new contacts at this conference.

[illegible]



Reflections

Quick Reflections for Thursday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Quick Reflections for Friday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Quick Reflections for Saturday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.

Quick Reflections for Sunday

Aside from notes listed above pertaining to your application responses, list here any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future.



Action Items

Consider specific things will you do within 2 weeks of the conclusion of the conference. These can be based either from your application exercise responses or from your reflections. List at least 5 things you will do upon your return. This is designed to keep the momentum from the conference. These may include individuals to contact, resources to order, or materials to develop.

1.

2.

3.

4.

5.

Overall Quick Reflection and Metacognition Check

Consider what you felt was the best information you learned over the past few days. If you were to facilitate a workshop on your campus that summarizes the best information you learned at this Lilly Conference, what would be the title of your session? There is a strict 15-word limit on this title.

Take Home Final Exam

To be completed in late February or early March.
Review your One Minute Paper, Application Items, and Reflections from above.

- 1. What have (or will) you change in your courses or teaching strategies this fall as a direct result of the Lilly Conference in Newport Beach? What impact do you anticipate these changes will have on student learning?
- 2. Who have you contacted since the conference and what has resulted from those contacts?
- 3. Did you send the thank you note to the person providing support for your attendance at the conference?
- 4. Is there something you will be doing in your class that could be a presentation at the Lilly Conference in Newport Beach 2015?

Thank You Note

In fiscally restrictive times, it is important that funds are used in ways that best benefit the institution. To encourage future travel to teaching conferences and to acknowledge financial support provided for this conference, we encourage our participants to send a quick note of thanks to the individual(s) responsible for your attendance. You are welcome to stop by the Conference Registration desk at any time during the conference and select a thank you note, which you may choose to complete on your return trip home. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference. A quick example follows:

Thank you for the support you provided that allowed me to attend the Lilly Conference on College and University Teaching in Newport Beach. I was able to network with colleagues from several peer and aspiration institutions (list specific institutions here). Among many things learned at the conference, I discovered (insert achieved personal conference objective; following sentence included as an example) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again.



Institutions Represented

Appalachian State University
Azusa Pacific University
Ball State University
Baltimore City Community College
Bradley University
Brandman University
Brigham Young University, Idaho
Butler University
California Baptist University
California Institute of Technology
California Lutheran University
California Maritime Academy
California State University, Chico
California State University, Dominguez Hills
California State University, Fullerton
California State University, Los Angeles
California State University, Monterey Bay
California State University, San Bernardino
California State University, Stanislaus
California State University, The California Maritime Academy
Central Washington University
Chatham University
Claremont McKenna College
Colorado School of Mines
Colorado State University, Global Campus
Concordia University, St. Paul
Dalton State University
DeVry University
Diango Secondary School
Embry Riddle Aeronautical University
Excelsior College
Fairleigh Dickinson University
Florida Virtual School
Fresno City College
Fresno Pacific University
Gannon University
God of Computer College
Goucher College
Greenville Technical College
Hamline University
Heartland Community College
Humboldt State University
Imam Muhammad Ibn Saud Islamic University
Indiana University-Purdue University Indianapolis
Johnson & Wales University
Keck Graduate Institute (KGI)
Keiser University, Florida
Kirtland Community College
Labette Community College
Lawrence Young Harris College
Los Angeles Trade-Technical College
Loyola Marymount University
Mathematical Biosciences Institute
Metropolitan State University of Denver

Miami University
Midwestern University
Milwaukee School of Engineering
Modesto Jr. College
Moody Bible Institute, Spokane
Mount St. Mary's College
National University
New Mexico State University
North Dakota State University
Oakland University
Orange Coast College
Oregon Health and Science University
Oregon State University
Oxford College of Emory University
Penn State University, Berks
Principia College
SAIT Polytechnic
San Diego State University
San Jose State University
Santa Clara University
Simmons College
South Texas College
Southern Illinois University
Southern Illinois University, Edwardsville
St. Lawrence University
St. Martin's University
Tacoma Community College
Tarrant County College
Taylor University
The Fashion Institute for Design and Merchandising
Towson University
Union College
University of Alaska, Anchorage
University of Alaska, Fairbanks
University of California, Irvine
University of Florida
University of La Verne
University of Maryland University College
University of Michigan, Flint
University of Minnesota
University of Nevada, Las Vegas
University of North Carolina, Chapel Hill
University of North Carolina, Charlotte
University of Oregon
University of Phoenix
University of Southern California
University of Southern Queensland
University of St. Thomas
University of Texas, Pan American
University of Wisconsin, Stevens Point
Utah Valley University
Warner Pacific College
Washington State University
West Coast University
Western University of Health Sciences

TEACHING STUDENTS HOW TO LEARN

NEW

The New Science of Learning

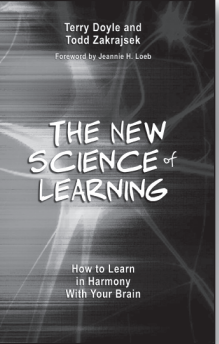
How to Learn in Harmony with Your Brain

Terry Doyle and Todd Zakrajsek

Foreword by Jeannie H. Loeb

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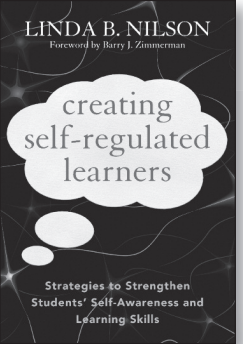
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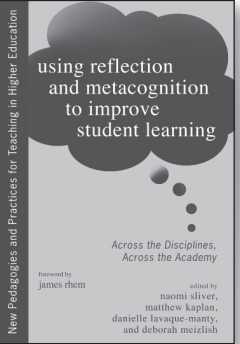
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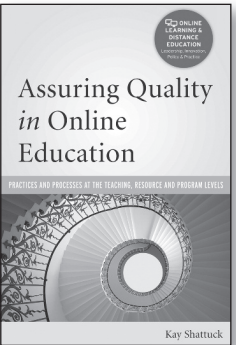
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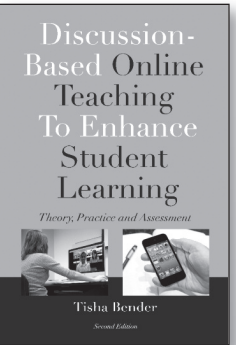


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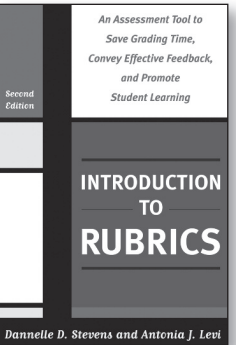
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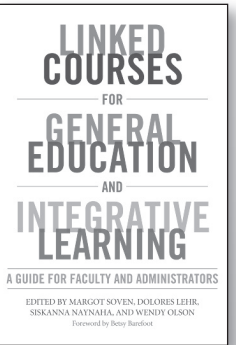
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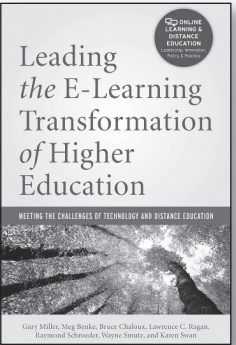
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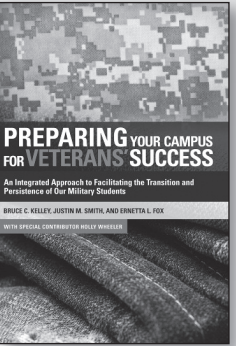
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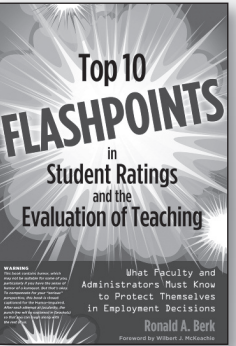
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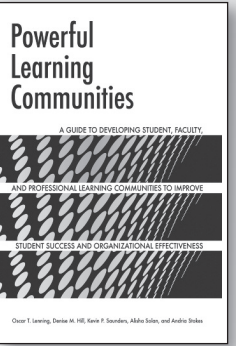
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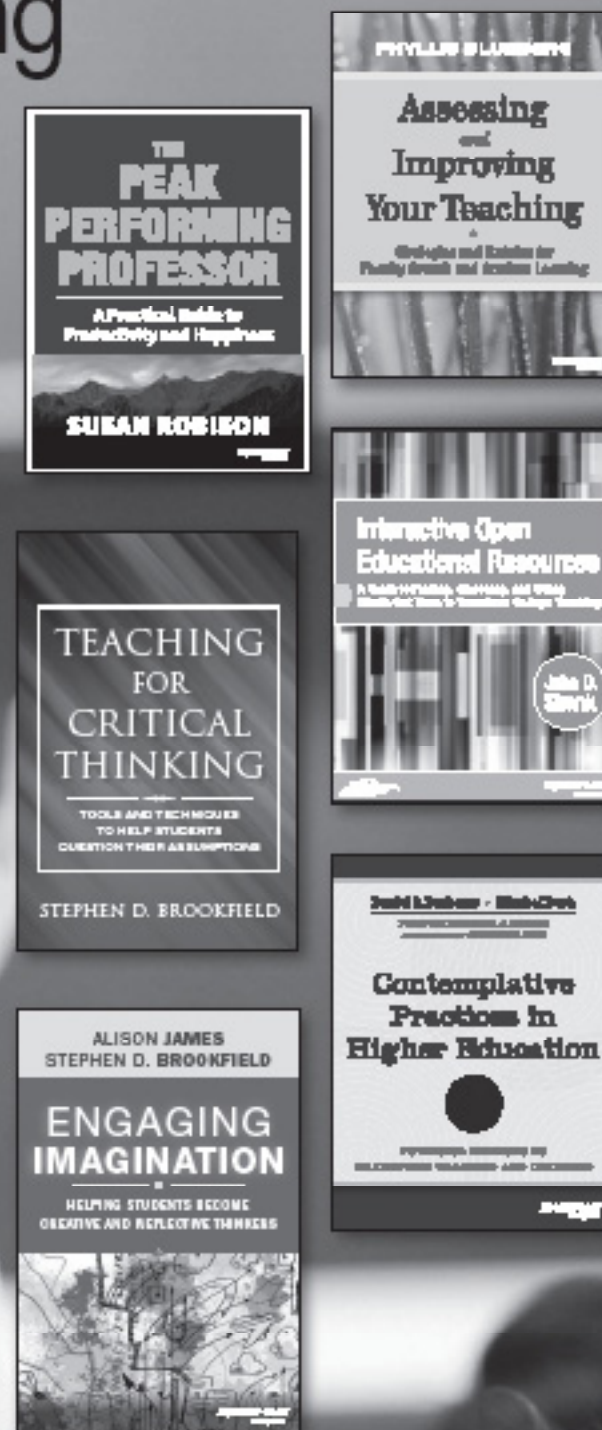
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