



Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING

Newport Beach, CA

February 19-22, 2015

EVIDENCE-BASED TEACHING AND LEARNING

Conference Program and Workbook

HOSTED BY:

ITLC | INTERNATIONAL TEACHING
LEARNING COOPERATIVE, LLC



Welcome - we're glad you're here!

For over 35 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. Over the years, 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 receptions, or 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, “Evidence-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 discussions consist of: Academic Success; Assessment/Student Learning; Creating Communities of Learners; Course/Curriculum Design/Redesign; Engaging and Motivating Students; Innovative Pedagogical Approaches; Multiculturalism/Diversity/Inclusion; Online Learning and Teaching; Service/Experiential Learning; and Teaching Well with Classroom Technologies.

We are pleased to be in Newport Beach again this year and are encouraged that approximately 250 attendees have come from 130 different institutions, 30 states, and 7 countries. The program showcases 5 plenary speakers, 80 concurrent sessions, 19 round-table discussions, and 20 poster presentations.

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 many patios, take a walk, or play a round of golf.

Sincerely,

A handwritten signature in black ink, reading "Todd".

Todd Zakrajsek, Ph.D.
Conference Director

Acknowledgments

Thank you to our presenters and participants who have made the commitment to come to Newport Beach for for this conference. We appreciate that you have many obligations, both professional and personal, and your presence demonstrates your commitment to your work and to your commitment to the outcome of student learning. By attending this 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. We trust you will leave this gathering with an understanding of how many faculty like yourself, 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.

2015 Cosponsors: California State University, San Bernardino; Idea Center; Jossey-Bass; Loyola Marymount University; Riverside City College; Stylus Publishing; The Scholarly Teacher; University of Alaska, Anchorage; and University of Alaska, Fairbanks.

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.

2015 Reviewers: Lynne Anderson (National University), Pamela Barnett (Trinity Washington University), Spencer Benson (University of Macau), Amanda Brindley (University of California, Irvine), David Brobeck (Walsh University), Jan Byers-Kirsch (Central Washington University), Joi Carr (Pepperdine University), Mick Charney (Kansas State University), Summer Cherland (Maricopa Community Colleges), Sarah DeHaas (Juniata College), Matt DeLong (Taylor University), Jacqueline Dewar (Loyola Marymount University), Marcia Dixon (Indiana University-Purdue University, Fort Wayne), Bonnie Farley-Lucas (Southern Connecticut State University), Lou Foltz (Warner Pacific College), Laurie Grupp (Providence College), Heather Haverback (The Catholic University of America), Oren Hertz (Johnson and Wales University), Linda Hodges (University of Maryland Baltimore County), Nicholas Holton (Kirtland Community College), Daphene Koch (Purdue University), Lunden MacDonald (Metropolitan State University of Denver), Carl Moore (The University of the District of Columbia), Rebecca Munmunbonnerjee Chakraborty (Northwood University), Enrique Ortega (California State University, Dominguez Hills), Maryann Pasda DiEdwardo (University of Maryland University College), Mildred Pearson (Eastern Illinois University), Christopher Penna (University of Delaware), Gail Rice (Loma Linda University), Lorayne Robertson (University of Ontario Institute of Technology), Estrella Romero (Riverside Community College), Jeff Straw (Northwestern Michigan College), Jeff Thomas (University of Southern Indiana), Michelle Wang (Borough of Manhattan Community College), Victoria Wangia (University of Cincinnati), Gregg Wentzell (Miami University), Jan Worth-Nelson (University of Michigan, Flint), Greg Zimmerman (Lake Superior State University), and John Zubizarreta (Columbia College).

Special Thanks

Thank you to those behind the scenes - Laura Czerwinski of Fe Design for developing conference materials; and Matt Evins of Mevins Consulting for providing webpage management services. 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 35 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. Thank you.



Name Badges

Please wear your name badge at all times during the conference, as it will help others to learn your name and facilitate a feeling of community. Networking is one of the most valued aspects of this conference. 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 such titles for this conference helps to facilitate building community. Your name badge is necessary for entrance to sessions and access to food.

Length of Sessions

We strive to build a program offering a variety of session lengths (20 minutes, 30 minutes, 40 minutes, 60 minutes, 80 minutes, and 100 minutes) and session formats (round-table discussions, concurrent sessions, poster presentations, and plenary presentations). We encourage you to construct a personal agenda for attending sessions that appeals to your interest as well as your preference for session format and length.

Attending Sessions

Scheduling rooms for sessions is one of the most difficult of all conference tasks. We do our best to schedule topics, rooms, and presenters in ways to maximize conference space. There may be occasions when sessions draw many more participants than expected. In those instances, please be patient about the seating and/or consider another concurrent session. For sessions in which you are particularly interested, we strongly suggest you arrive as early as possible.

Making Greener Choices - we hope you join our efforts

We continue to evolve into a “greener” conference by making conscious decisions to curb waste and reduce our environmental impact. Firstly, we strive to reduce waste by consciously ordering food and beverages as accurately as possible. As a result we *do not* over order food for meals or breaks. While we want everyone to have the opportunity to enjoy a refreshment we make a significant impact on the environment when we avoid over ordering. We also make an immediate impact on the environment by our conscious decision to use water stations rather than offering bottled water. Secondly, we significantly reduce paper consumption by reducing print materials. We reduced the information found in typical conference programs to a minimal amount of information necessary to navigate through the conference experience. Session Abstracts are online for richer details (QR codes will allow your smart device to pull up full abstracts and conference materials). Additionally, we ask presenters to submit handouts electronically to be linked to session abstracts, rather than bringing multiple hard copies of handouts to their session. We do ask that any extra handouts be placed at a resource table. Stop by and browse. You may find a hand out of interest to you from a session you didn’t attend.

Evaluation of Sessions and Conference

In keeping with our theme of Evidence-Based Teaching and Learning, assessment is important to us. We encourage you to complete session evaluations following each concurrent session; and to complete an overall conference evaluation following the conference. We do care about your conference experience. If you have any concerns during the conference, please come to the conference registration desk and speak to an ITLC staff member.

Conference Workbook

We continue to build on the concept of a dynamic conference workbook that serves as a useful tool for your personal reflection and navigation during your conference experience and as a handy resource to maximize the application of what you gained during the conference. This is *not* intended to be a traditional conference program. You will find daily schedule of events and listings of individual concurrent sessions with learning objectives, in chronological order. There is a self-guided organizational planner designed to aid you in thinking about how you will implement what you are learning at the conference. It serves as a resource to organize your notes, contacts and plans for integrating new information into your classrooms.

Award for Outstanding Poster

This year we again present the Award for Outstanding Poster. The award includes \$200 in credit toward a registration at the **2016 Lilly Conference in Newport Beach** AND \$200 credit toward the **2016 Lilly Conference in Newport Beach** registration to be given by the poster winner to any ONE person who has never been to a Lilly Conference on College and University Teaching.

Meals/Guest Meals

Your conference registration includes an afternoon snack on Thursday; breakfast, morning coffee, lunch, afternoon refreshments and reception on Friday; breakfast, morning coffee, lunch, and afternoon refreshments on Saturday; and breakfast on Sunday morning. Name Badges are required for entrance to meals. Unfortunately, due to space limitations, it is not possible to have individuals pay for meals as a guest and dine with you or to join us for the reception. However, the Hyatt Regency-Newport Beach is the home of SHOR American Seafood Grill.

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 edge, 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 3:00 pm at the registration desk. Book winners will be posted at the registration desk by ticket number.

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.



2015 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 the University of North Carolina, 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.



Session: Thursday, Feb. 19 at 1:30 pm

How Teaching Is Changing and Where We Are (or may be) Headed

Society looks radically different than it did just 50 - 75 years ago. Teaching, however, although different in many ways from two generations ago, is certainly lagging behind other advances. A virtual conference is very different than the types of educational experiences faculty members faced just a few years ago, but what has really changed overall with respect to student learning? New educational buildings on college campuses still include fixed-seat auditorium style classrooms, faculty members continue to lecture, and students expect to have facts handed to them ready to be memorized. In this session we will play around a bit with what is changing in the area of teaching, and how moving from “teaching” to “learning” is finally making a significant impact on education. Where we are headed next is anyone’s guess...but it is going to be exciting!



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.

Session: Friday, Feb. 20 at 12:45 pm

Getting Students to Participate in Class

There is nothing more dispiriting for a teacher than to face a class full of taciturn, seemingly disconnected students, many of whom feel they are entitled to an ‘A’ simply by showing up. In this plenary Stephen Brookfield will draw on over four decades of college teaching to present a number of specific techniques (verbal and visual) to involve students, along with the use of social media in real time. Behind all these techniques is the conviction that higher education classrooms need to be democratized by creating multiple opportunities for different kinds of students to be involved.

2015 Plenary Presenters

David Daniel

David B. Daniel is a psychology professor at James Madison University, as well as the managing editor of the journal Mind, Brain, and Education, and consulting editor for the journal Teaching of Psychology. He has published in a diverse range of journals, such as JAMA, Child Development, and Teaching of Psychology, and in just the past 5 years, has published over 20 articles and chapters on teaching and pedagogy. David has been honored numerous times for his teaching and translational efforts, including JMU’s Outstanding Teaching Award, the Society for the Teaching of Psychology’s Teaching Excellence Award, and the Transforming Education through Neuroscience Award.



Session: Friday, Feb. 20 at 4:15 pm

The Darkside of Pedagogy

A quick review of the literature focusing on teaching strategies and instructional technologies yields a confusing and conflicting array of successful and unsuccessful techniques. Evidence-based strategies often fail to achieve promised outcomes when used in typical classroom settings. Students seem to find very creative ways to turn good pedagogy into tools that subvert learning. In this session, we will focus on how students USE pedagogical tools and technologies as opposed to using these tools in ways they are DESIGNED to be used. We will also discuss how to align student behavior with the intended learning goals by integrating the concept of affordances into the design and implementation of potentially promising instructional strategies in the classroom. Participants will be encouraged to recognize the importance and complexity of the teaching and learning context, as well as teacher’s role in developing a more productive science of pedagogy.



Cheryl Amundsen

Cheryl Amundsen is a Professor in the Faculty of Education at Simon Fraser University. Her primary program area is Educational Technology and Learning Design. Previous and ongoing research has focused on how university professors develop pedagogical knowledge in relationship to their subject matter, how they come to understand teaching (including graduate supervision), how they make instructional decisions including the integration of various technology applications and the effects of these from the learner’s perspective.

Session: Saturday, Feb. 21 at 3:20 pm

Supporting Faculty Inquiry About Teaching: Implications for Teaching and for Curriculum

Faculty inquiry can be used to build both individual knowledge and to engage in teaching as a socially situated activity. Simon Fraser University has designed a leading program to support faculty inquiry based on questions they have about teaching and learning. Inquiry projects can be used to: (1) investigate the effectiveness of a new teaching approach in a particular course (e.g., team-based learning), (2) focus on designing and piloting an instructional tool (e.g., website to illustrate historical thinking), and (3) support curriculum development. In this plenary session, selected findings from our program evaluation will be shared with a goal of stimulating thought regarding how this approach can be used in your own teaching.



2015 Plenary Presenters

David Brobeck

David Brobeck is an Assistant Professor at Walsh University in North Canton, Ohio. He teaches graduate education with specialties in legal and ethical issues, instructional leadership, personnel, the principalship, and the superintendency. In 2005, the Governor of Ohio recognized him with a resolution commemorating his lifetime contributions to the cause of quality education. Currently, David has research interests in the effects of brain stimulation and learning as well as how active learning enables more students to learn more effectively regardless of the age or level of learning.



Session: Sunday, Feb. 22 at 9:00 am

Lightening Struck the Classroom, and We Kissed Convention Good-Bye

Are you ready to challenge convention and step towards something different? Imagine... your classroom is buzzing loudly from student interactions. Suddenly the entire room responds instantly to your call back. As you continue to deliver critical ideas, students are loving the learning. Reality? Yes! This highly interactive presentation will combine key aspects of cooperative learning with research-based cognitive learning theory using the whole brain and body. Design, modes of engagement, and idea testing all have important roles while developing exemplary instruction. Participants will have fun learning, then depart ready to test strategies that are positive, engaging, and effective.

EVIDENCE-BASED TEACHING AND LEARNING

CONFERENCE SCHEDULE



NEWPORT BEACH 2015

Agenda Overview

Thursday

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

Friday

- 8:00a - 5:00p Registration Open
- 7:30a - 8:15a Breakfast (*Plaza I*)**
- 8:15a - 8:45a Round Table Sessions (*Plaza I*)
- 9:00a - 10:00a Concurrent Sessions
- 10:20a - 11:00a Concurrent Sessions
- 11:20a - 12:00p Concurrent Sessions
- 12:00p - 12:45p Lunch (*Plaza I*)**
- 12:45p - 1:45p Plenary Presentation (*Plaza I*)
- 2:00p - 2:40p Concurrent Sessions
- 3:00p - 4:00p Concurrent Sessions
- 4:15p - 5:15p Plenary Presentation (*Plaza I*)
- 5:15p - 6:15p Poster Session Reception (*Plaza Arbor*)

Saturday

- 8:00a - 3:00p Registration Open
- 7:30a - 8:15a Breakfast (*Plaza I*)**
- 8:15a - 8:45a Round Table Sessions (*Plaza I*)
- 9:00a - 10:00a Concurrent Sessions
- 10:20a -11:00a Concurrent Sessions
- 11:20a -12:00p Concurrent Sessions
- 12:00p - 1:00p Lunch (*Plaza I*)**
- 1:00p - 2:00p Concurrent Sessions
- 2:20p - 3:20p Plenary Presentation (*Plaza I*)

Sunday

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



Evidence-Based Teaching and Learning

Daily Conference Schedule | Thursday, Feb 19, 2015

12:30p - 5:30p

REGISTRATION OPEN

1:30p - 2:30p

Opening Plenary Presentation: How Teaching Is Changing and Where We Are (or may be) Headed - Todd Zakrajsek - *Plaza I*

2:30p - 2:45p

BREAK (15 MINUTES)

ROOMS

Plaza III

Pacific

Palm

Patio

Garden 1

Garden 2

2:45p - 3:45p

Learn How Your Brain Learns
- *S. Imus*

Toward Dialogic Teaching: Using
an Optimal Learning Model to
Foster Deep Learning
- *K. Ott*

A Hybrid Faculty Learning
Community Approach for...
- *C. Kahn*

Improving Student Learning
Through Faculty Peer Review
- *H. Eckmann & L. Galloway*

Redefining the College Lecture:
Facilitating Discussions in STEM
Undergraduate Courses
- *C. Halvorsen, et al.*

Setting a Tone of Invitation and
Expectation with Promising
and Visually Appealing Course
Syllabi
- *M. DeLong*

Achieving Culturally Responsive
Pedagogy Through Use of
Cooperative Learning Groups
- *S. Habibi & R. Bishop*

3:45p - 4:00p

BREAK (15 MINUTES)

4:00p - 4:40p

Engaging Online Students:
Promoting an Interactive
Learning Experience
- *V. Martineau & B. Gilliam*

Infusing Active Learning and
Research-Like Experience into...
- *L. Nogaj*

Flippin' General Chemistry:
Learner Analytics and Other...
- *W. Tikkanen*

Faculty Perspectives on
Academic Dishonesty: How and
Why Cheating Happens
- *T. Wright & H. Schmies*

College Level Reading: How Do
Students Meet the Challenges?
- *L. Bowen & E. Berry*

Service Learning as
Contemplative Practice
- *P. Owen-Smith*

4:40p - 5:00p

BREAK (20 MINUTES)

5:00p - 6:00p

Backward Design in Practice
- *S. Dawson & E. Vandegrift*

Designing Your Course to Blend
Lifelong Learning Skills with
Content
- *E. Hill*

Learning About the Brain and the
Effect on College Students'...
- *D. Brown*

What Happens After College? A
Study of Lifelong Learning
- *A. Roselle*

Building and Sustaining Centers
that Support Faculty Work:
From CTLs to Educational
Development Centers
- *T. Zakrajsek*

Ill-Structured Problems:
Embracing and Nurturing
Students' Uncertainty in the
Classroom and Beyond
- *J. White & R. Pappas*

Making Learning Visible with
Reflection and ePortfolios
- *K. Verbeke & H. Robinson*



Evidence-Based Teaching and Learning

8:00a - 5:00p

REGISTRATION OPEN

7:30a - 8:15a

BREAKFAST - PLAZA I

8:15a - 8:45a

Round Table Sessions: A. Barili; T. Brothen; L. Crossfield, et al.; D. Grannis; F. Mossavar-Rahmani & C. Larson; J. Rodriguez; S. Steinberg & J. Brooks-Johnson; S. Villanueva & D. Kothmann Paskos; and T. Wright & H. Schmies (See title list on page 6) - *Plaza I*

8:45a - 9:00a

BREAK (15 MINUTES)

ROOMS

9:00a - 10:00a

Plaza III	Pacific	Palm	Patio	Garden 1	Garden 2	Garden 3
Engaging Students in a High-Impact, Learner-Centered Environment <i>-B. Limbach & W. Waugh</i>	Getting Student Buy-In for Student-Centered Learning: Recommendations from Implementation Science <i>-M. Cox</i>	Developing a Writing Intensive Curriculum in a... <i>- S. Epstein</i>	Technology Teaching Teachers <i>- E. Romero, et al.</i>	Understanding Growth Mindset and the Impact it Has on Student Success <i>- K. Olivant</i>	Teaching Observations and Faculty Development to Integrate Teaching Practice and Assessment of Student Learning Outcomes <i>- S. McGuire & V. Steiha</i>	Educational Leadership: Challenge and Change in Campus Initiatives <i>- A. Wright</i>

10:00a-10:20a

BREAK (20 MINUTES)

10:20a - 11:00a

Curricular Compacting in Higher Education Classrooms <i>- P. Bork & K. Ott</i>	Solutions to Common Flipped Classrooms Challenges <i>- A. Brindley</i>	Content Gamification and Flow <i>- B. Evans</i> Keep on Tweaming (Twitter + Learning) Into... <i>- J. Jones</i>	Understanding Service-Learning: Empirical Evidence from In-Class and Online Environments <i>- A. Roman</i>	Discovering the Impact of a Backchannel Chat within Courses in Multiple Disciplines <i>- T. Selvaggi, et al.</i>	Transitioning from Head to Heart: The Power of a Reflective Journal <i>- M. Orchard</i>	Excel Through SEL: Using Social and Emotional Learning (SEL) to Promote Civility in the Classroom <i>- M. Pearson</i>
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11:00a-11:20a

BREAK (20 MINUTES)

11:20a - 12:00p

A Primer for Creating an Online Teaching Community <i>- R. Smith-Maddox, et al.</i>	Promoting Engagement in the (Sometimes Very) Large "Lecture" Classroom <i>- L. Kayes & D. Quick</i>	Supportive Education for Returning Veterans ... <i>- M. Marks & P. Callahan</i> Assessing Student Engagement Utilizing... <i>- S. Laffreniere</i>	Exploring Flipped Teaching and Student Learning Outcomes <i>- S. Chandler</i>	Using Positive Psychology to Encourage Adaptive Change in at Risk Students <i>- J. Buur, et al.</i>	Formative Assessment: DIY e-Portfolios <i>- S. Christian</i>	Increasing Student Engagement and Learning with a Research Poster Project <i>- K. Gabriel</i>
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Evidence-Based Teaching and Learning

12:00p-12:45p

LUNCH - PLAZA I

12:45p - 1:45p

Plenary Presentation: Getting Students to Participate in Class -Stephen Brookfield - *Plaza I*

1:45p - 2:00p

BREAK (15 MINUTES)

ROOMS

2:00p - 2:40p

Plaza III	Pacific	Palm	Patio	Garden 1	Garden 2
Tips and Strategies to Improve Student Learning Through Examinations. <i>- S. Dawson & J. Runyeon</i>	Course Design and Assessment of Civic Engagement Initiatives in the Classroom <i>- D. Ramirez</i>	Motivating the Reluctant Reader <i>- S. Walton & G. Desai</i> Lessons Learned from Competency-Based... <i>- T. Becker, et al.</i>	Zombie Blogs? Watchdog Wikis? Are you Flipping Out? <i>- V. Shropshire</i>	Considering Threshold Concepts Across California Community Colleges and State Universities <i>- K. Costino & N. Hogan</i>	SourceCode: Assessing Cited References to Measure Student Information Literacy Skills <i>- D. Vidmar</i>

2:40p - 3:00p

BREAK (20 MINUTES)

3:00p - 4:00p

Engaged Academic Literacy for all with Reading Apprenticeship <i>- N. Hogan</i>	Process of Learning Model: Every Step of the Journey <i>- S. Janz</i>	Practical Pedagogical Strategies for Moving... <i>- L. Riggs & S. Hellyer-Riggs</i> Using Role Plays to Enhance Deep Learning and... <i>- K. Park</i>	Sharing Online Teaching Technology Tools <i>- L. Anderson</i>	Helping Students Find Success: Retention or Redirection <i>- L. Napoleon & J. Hoffman</i>	Living Storied Space: Fostering Critical Awareness for Inclusive Educational Environments – Tools for Analysis and Action <i>- S. Fenwick & S. Vissar</i>
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4:00p - 4:15p

BREAK (15 MINUTES)

4:15p - 5:15p

Plenary Presentation: The Darkside of Pedagogy - David Daniel - *Plaza I*

5:15p - 6:15p

Poster Reception: (See list of names and titles on page 7) - *Plaza Arbor*



8:00a - 3:00p

REGISTRATION OPEN

7:30a - 8:15a

BREAKFAST - PLAZA I

8:15a - 8:45a

Round Table Sessions: L. Brammer & M. Wika; F. Campi; D. D'Angelo; K. Dean; D. Johnston & L. Stowe; L. Miller-Purrenhage; D. Reece; K. Roth & D. Zimmerman; H. Schmies & T. Wright; and M. Shane & L. Carson
(See title list on page 6) - *Plaza I*

8:45a - 9:00a

BREAK (15 MINUTES)

ROOMS

Plaza II

Plaza III

Pacific

Palm

Patio

9:00a - 10:00a

Deep Learning: Are We Asking too Much?
- *E. Sorenson & C. Spencer*

Educating for Life: The Importance of Teacher Empathy in Student Success
- *K. Rowell*

Johnny & Jenny Can Write: Strategies for Deepening Writing Skills
- *R. Pappas & J. White*

Professional and Personal Self: Preparing Students for Diverse Settings
- *H. Antola Crowe & R. Wolffe*

Effective Embedded Formative Assessment in Higher Education
- *S. Kowalski & F. Kowalski*

10:00a-10:20a

BREAK (20 MINUTES)

10:20a - 11:00a

Listening to Our Students: What We Have Learned from Small-Group Instructional Diagnoses
- *G. Wentzell*

Promoting Independent Learning and Thinking
- *M. Antonaros*

How Operating from the Heart Contributes to Teaching and Learning
- *O. Hertz*

An Experiment in Images: Using Comics to Teach Research
- *E. Wierszewski*

11:00a-11:20a

BREAK (20 MINUTES)

11:20a - 12:00p

Transforming Your Syllabus to Increase Student Engagement: Taking it from Instructor-Centered to Learner-Centered
- *K. Paxton & E. Magruder*

Engaging Digital Natives in the Social Media Age
- *J. Fulgencio*

Teaching Cultural Competence Through Critical Thinking and Social Justice Frameworks
- *C. Sandoval*

Teaching Our Students Mindfulness to Foster Attention and Awareness
- *U. Sorensen*

Building an iPad Application to Facilitate Small Group Learning
- *J. Yumori*



12:00p - 1:00p

LUNCH - PLAZA I

ROOMS

Plaza II

Plaza III

Pacific

Palm

Patio

1:00p - 2:00p

Teaching Evaluations: Driven to Drink or Reflective Practice?
- *J. Ableser*

Building a "Culture of Excellence" with the Millennial Generation
- *T. Broman & K. Hoffer*

Wait..What? How to Engage Students in the Multi-Tasking Era
- *C. Hakala*

An Integrated Approach to Reduce the Propensity and Practicality of...
- *D. Sullivan*
What is Postmethod and What does it mean for College and University...
- *E. Hewitt*

Digital Assessment Strategies: Stretching the Limits of Student Learning
- *B. Garner*

2:00p - 2:20p

BREAK (20 MINUTES)

2:20p - 3:20p

Plenary Presentation: Supporting Faculty Inquiry About Teaching: Implications for Teaching and for Curriculum - Cheryl Amundsen - *Plaza I*

7:45a - 8:45a

BREAKFAST - PLAZA I

9:00a - 11:00a

Closing Plenary Presentation: Lightning Struck the Classroom, and We Kissed Convention Good-Bye - David Brobeck- *Plaza I*



Friday Morning Round Tables

8:15a - 8:45a
Plaza I

a	Initiating, Implementing, and Assessing a Pilot Faculty Learning Community on Collaborative Service Learning - A. Barili
b	Can We Develop Best Practice Guidelines for Online Practice Exams? - T. Brothen
c	Games, Learning, and Assessment as Tools to Engage and Motivate 21 st Century Students - L. Crossfield, et al.
d	Incorporating Service Learning into Broadcast News Production Coursework - D. Grannis
e	Most Likely Mistakes During the Assessment Process and Opportunities to... - F. Mossavar-Rahmani & C. Larson
f	Strategic Communication in Sexual Assault Prevention: Empathic Interventions for Change - J. Rodriguez
g	Effective and Efficient Engagement Best Practices for Online Teaching and Learning - S. Steinberg & J. Brooks-Johnson
h	Addressing the Realities of Work-Life Imbalance: Striving for Successful Work-Life... - S. Villanueva & D. Kothmann Paskos
i	Faculty Perspectives on Academic Dishonesty: How and Why Cheating Happens - T. Wright & H. Schmies

Saturday Morning Round Tables

8:15a - 8:45a
Plaza I

a	Audio/Video Support for Laboratory Activities - F. Campi
b	Consulting-Based Action Learning as an Experiential Education Option - D. D'Angelo
c	Change the Way Education/Training is Done - K. Dean
d	Learners on the Road: Facebook as a Tool for Community-Building in Group Study Abroad Programs - D. Johnston & L. Stowe
e	The Ethics of On-Line Education: First Principles, Learning Objectives, and Methodology - L. Miller-Purrenhage
f	Utilizing Kuhlthau's "Information Search Process" Model to Inform and Intervene in Student Projects - D. Reece
g	Tech Select Faculty: Improving Instruction Through Technology - K. Roth & D. Zimmerman
h	Concussions and Cognition: Moving Head Injury Awareness into the Classroom - H. Schmies & T. Wright
i	Engaging the Voices of International Students - M. Shane & L. Carson
j	Curricular Innovation: Creating Sustainable Programs with Assessment - L. Brammer & M. Wika

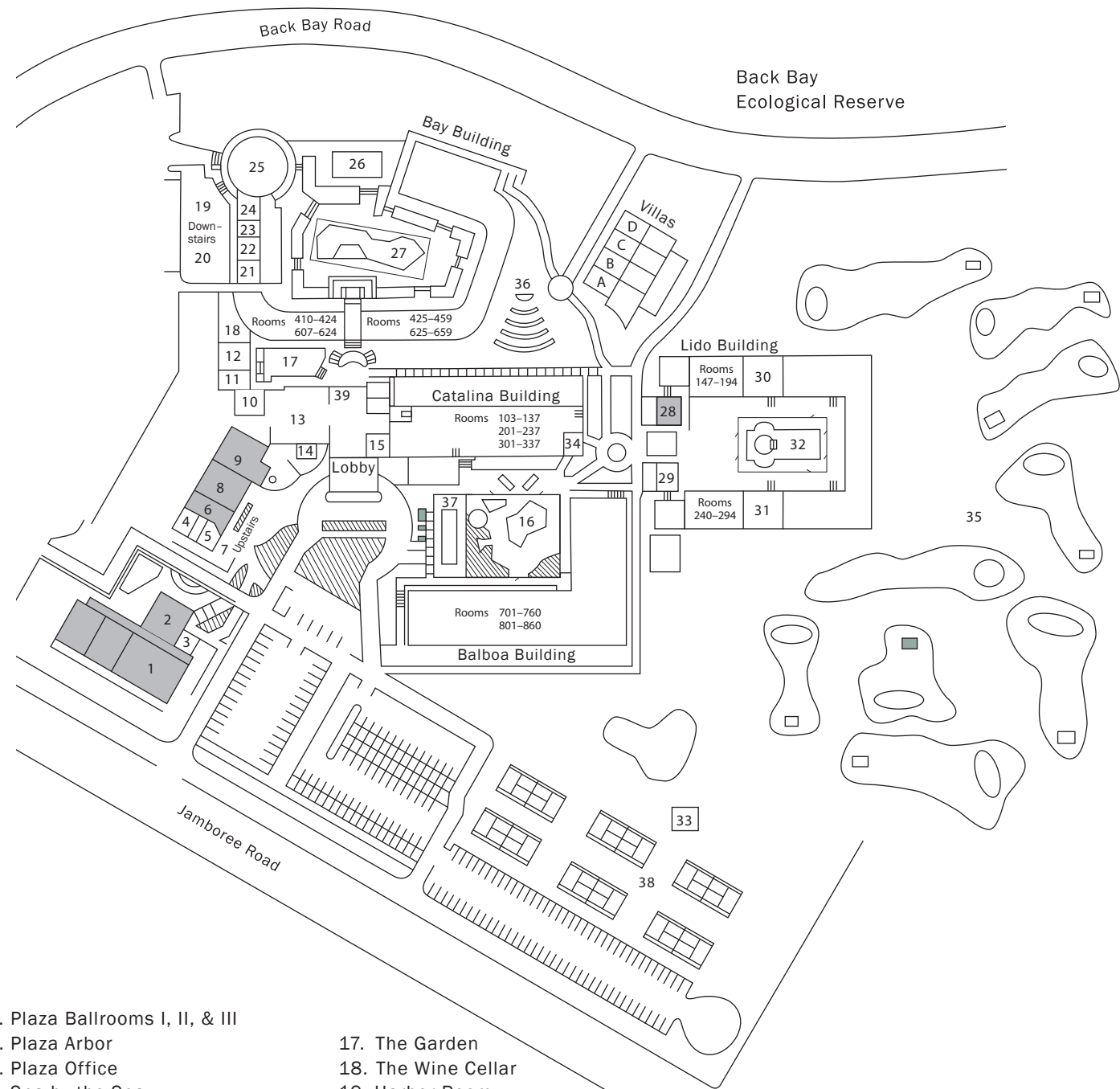
Friday Evening Poster Session

5:00 p - 6:00 p
Plaza Arbor

a	Role of Courses Developing Life Skills for Middle School Students - G. Al Sulim
b	The "Reverse Lecture" or "Flipped Classroom" in a Professional Pharmacy Course - C. Albano
c	Incorporating Service Learning in a Small Group Communication Course - K. Albone
d	LMU's Keck Post-Doctoral Development Program - C. Bennett
e	Exploring Student Team Pedagogies Across the Higher Education Curriculum - C. D'Abate & E. Eddy
f	Comparisons of Student Evaluations for Classroom, Blended Learning, and Online Versions of the Same Course - S. Edelstein
g	Student Learning by Participation in Scholarly Research Articles - S. Edelstein
h	Documenting Learning Across Three Capstone Courses in a Service-Based Learning Environment - F. Hachtmann
i	Moving Courses from Traditional to On-line Format: Should We? What Have We Learned? - C. Hill
j	WWU's Faculty Research-Writing Series: Support Toward Tenure and Promotion - K. Hoelscher
k	Learning Statistics Through Excel Simulations and Hands-On Surveys - C. Jog
l	Flipping the Public Speaking Course: Making Time for Actual Speaking - R. Kessel
m	How to Stop Learning (& Start Again): Sets & Closures - G. Rice
n	Analysis of Webinar Use at an ASU Graduate Sustainability Program - S. Perez
o	Examining Pedagogy in a Clinical Conditions Course: Strengthening Curricular Alignment and... - J. Pitonyak
p	A Teaching Practicum in an Occupational Therapy Curriculum: Addressing Faculty Shortages...- J. Pitonyak
q	Supporting Educator Use of Quality Websites with Professional Development - C. Purper
r	What's the DEAL with Social Justice? Learning Through Engagement and Reflection - B. Smentkowski
s	Effective Online Community Building for Action - S. Steinberg & J. Brooks-Johnson



Conference Map of the Hyatt



- | | | |
|---------------------------------------|---------------------|---------------------------|
| 1. Plaza Ballrooms I, II, & III | 17. The Garden | 32. Lido Pool & Spa |
| 2. Plaza Arbor | 18. The Wine Cellar | 33. Golf Pro Shop |
| 3. Plaza Office | 19. Harbor Room | 34. Executive Boardroom |
| 4. Spa by the Sea | 20. Beach Room | 35. Golf Course |
| 5. Vizcaino's Trading Post | 21. Surf Room | 36. Amphitheater |
| 6. Palm Room | 22. Lagoon Room | 37. Shuffle Board Court |
| 7. Executive Offices, Sales, Catering | 23. Ocean Room | 38. Palisades Tennis Club |
| 8. Patio Room | 24. Human Resources | 39. Lobby Lounge |
| 9. Pacific Room | 25. Terrace Room | |
| 10. Garden Room III | 26. Terrace Arbor | |
| 11. Garden Room II | 27. Bay Pool & Spa | |
| 12. Garden Room I | 28. Lido I | |
| 13. Sol Restaurant | 29. Fitness Center | |
| 14. Box Office | 30. Capri Room | |
| 15. Front Desk | 31. Avalon Room | |
| 16. Balboa Pool & Spa | | |

EVIDENCE-BASED
TEACHING AND LEARNING

SESSION
OBJECTIVES



NEWPORT BEACH 2015

Welcome and Opening Plenary Presentation

1:30pm - 2:30pm **How Teaching Is Changing and Where We Are (or may be) Headed**

Todd Zakrajsek - *University of North Carolina, Chapel Hill*

Venue: Plaza I

In this session, we will play with how “teaching” is changing and how moving from “teaching” to “learning” is making a significant impact on education.

Abstract: Society looks radically different than it did just 50 - 75 years ago. Teaching, however, although different in many ways from two generations ago, is certainly lagging behind other advances. A virtual conference is very different than the types of educational experiences faculty members faced just a few years ago, but what has really changed overall with respect to student learning? New educational buildings on college campuses still include fixed-seat auditorium style classrooms, faculty members continue to lecture, and students expect to have facts handed to them ready to be memorized. In this session we will play around a bit with what is changing in the area of teaching, and how moving from “teaching” to “learning” is finally making a significant impact on education. Where we are headed next is anyone’s guess...but it is going to be exciting!

Session Objectives: (1) Explain the contemporary challenges we face when teaching students. (2) Describe current research pertaining to effective teaching strategies. (3) Create at least one new strategy, based on current pedagogical research, that can be incorporated into one of your existing courses.

Thursday Concurrent Sessions

2:45pm - 3:45pm **Learn How Your Brain Learns**

Scott Imus - *Midwestern University*

Venue: Plaza III

This session will discuss ways to help students better understand their metacognitive inaccuracies towards learning and elaborate on evidence-based learning.

Abstract: In this session, we’ll discuss ways to help students better understand their metacognitive inaccuracies towards learning and elaborate on evidence-based learning. Students that are uneducated about proven learning and study strategies will not be able to make solid choices to improve in areas where they may be struggling. Effective learning strategies direct a critical part in students’ academic achievement. One way to assist student learning is to offer training about the learning process. This interactive workshop will demonstrate how information goes from short term to long term memory with a very animated demonstration, along with a multisensory association exercise.

Session Objectives: (1) Identify the metacognitive inaccuracies students have towards learning. (2) Elaborate on at least four evidence-based learning strategies that can be integrated into the classroom. (3) Demonstrate how creating a multisensory association of the planets can never be forgotten again. (4) Receive hand-outs on five common but mistaken beliefs on learning and five evidence-based learning strategies.



Thursday Objectives

2:45pm - 3:45pm	<p>Toward Dialogic Teaching: Using an Optimal Learning Model to Foster Deep Learning</p> <p>Kimiko Ott - <i>University of Wisconsin, Stevens Point</i></p> <p>Venue: Pacific</p> <p>Dialogic teaching involves collaborative inquiry through inclusive conversations. In this session, participants will explore three considerations for moving instructional practice toward dialogic teaching.</p> <p><i>Abstract:</i> Do you wonder why even the most provocative questions posed to undergraduate students are often met with long periods of uncomfortable silence? Do you puzzle over why the voices of a few frequently dominate class discussions? These behaviors may be explained in part by understanding students’ epistemological development. When conversations are placed within authentic contexts, however, and nested within an optimal learning model, it is possible to address these behaviors and improve the quality of learning. This session will help instructors transform flat classroom conversations into lively dialogue, collaborative inquiry, and deep learning. Participants will explore practical ideas for scaffolding inclusive conversations.</p> <p><i>Session Objectives:</i> (1) Understand the relationship of an optimal learning model to dialogic teaching. (2) Analyze current research supporting language as a tool for collaborative inquiry. (3) Explore structures that support conversations and scaffold learning. (4) Reflect on the import of these ideas for teaching and learning. (5) Create a point of action.</p>
2:45pm - 3:05pm	<p>A Hybrid Faculty Learning Community Approach for Hybrid Course Redesign</p> <p>Cub Kahn - <i>Oregon State University</i></p> <p>Venue: Palm</p> <p>This session will focus on application of faculty learning communities (FLCs) conducted in a hybrid format to support redesign of on-campus courses as hybrid courses.</p> <p><i>Abstract:</i> Faculty learning communities (FLCs) dedicated to hybrid course redesign can be an effective way to support dissemination of effective hybrid pedagogy. This session will illustrate the structure and strategies of a campus hybrid pilot program for faculty development and redesign of traditional classroom courses as reduced-seat-time hybrid courses. The hybrid nature of the FLCs, which include online learning activities integrated with face-to-face meetings, will be explained. Two powerful course redesign planning tools, the blended learning mix map and hybrid course planning chart, and will be demonstrated, and participants will have the opportunity to apply these tools to their own courses.</p> <p><i>Session Objectives:</i> (1) Describe the integration of online and face-to-face elements of a faculty learning community (FLC) designed to support redesign of classroom courses as hybrid courses. (2) Use, and to show teaching colleagues how to use, a blended learning mix map and hybrid course planning chart for hybrid course design. (3) Apply the information presented in this session to aid in the design and delivery of FLCs to support course redesign.</p>
3:15pm - 3:35pm	<p>Improving Student Learning Through Faculty Peer Review</p> <p>Helen Eckmann and Laura Galloway - <i>Brandman University</i></p> <p>Venue: Palm</p> <p>Peer Review is one of the options that universities can use to improve student learning. This presentation will show how Brandman University developed a Peer Review Program and will share all of the documents that were developed.</p>

Thursday Objectives

2:45pm - 3:45pm	<p><i>Abstract:</i> This presentation will address ways to improve student learning through peer review. There is a growing need to establish peer review for adjunct faculty as universities are increasingly relying on adjunct professors. A peer review tool was developed over 18 months at Brandman University, in the Faculty Personnel Committee, with representatives from all five schools. FPC developed a process flow and forms to be used to measure the quality of instruction effectiveness to create feedback to adjunct faculty to improve student learning. Brandman University is a not-for-profit school with 27 campuses of over 15,000 students. The process flow and the forms will be shared.</p> <p><i>Session Objectives:</i> (1) Describe how a peer review program was developed at Brandman University (using a cross-discipline approach). (2) Demonstrate the process flow for peer review (from selecting which faculty will be evaluated, what to evaluate, what to do to improve student learning). (3) Display the peer review forms.</p>
2:45pm - 3:45pm	<p>Redefining the College Lecture: Facilitating Discussions in STEM Undergraduate Courses</p> <p>Catherine Halversen, Richard Freishtat, and Lynn Tran - <i>University of California, Berkeley</i></p> <p>Venue: Patio</p> <p>This session will engage participants in evidence-based active learning experiences, including how to facilitate discourse to support learning and engagement in STEM undergraduate lecture courses.</p> <p><i>Abstract:</i> Facilitating discourse in lecture courses, particularly in science, technology, engineering, and math (STEM), presents a challenging task. To improve learning outcomes of undergraduate students, this session engages participants in exploration, discussion, and practice with the integration of evidence-based active learning experiences. Drawing on an NSF funded faculty learning program designed to deepen faculty’s understanding of learning and how to support learning, session participants will be guided through a process to support undergraduates learning, retain more of what they learn, and increase student intrinsic motivation to engage in STEM lecture courses.</p> <p><i>Session Objectives:</i> (1) Explore and discuss current research on how people learn and how to support learning in university-level classes. (2) Provide opportunity for faculty to reflect on their own teaching practices and student learning goals guided by researched best practices. (3) Apply pedagogical, evidence-based practices to lecture courses. (4) Share results of, and begin thinking about leveraging the blended Faculty Learning Program (FLP) model on participants’ campuses to deepen STEM faculty’s understanding of learning and how to support learning, including how to facilitate discourse and active learning in lecture courses to increase learning outcomes for students.</p>
2:45pm - 3:45pm	<p>Setting a Tone of Invitation and Expectation with Promising and Visually Appealing Course Syllabi</p> <p>Matt DeLong - <i>Taylor University</i></p> <p>Venue: Garden 1</p> <p>This session will focus on creating syllabi that are written to communicate the promise of a course and designed to enhance student motivation and engagement.</p> <p><i>Abstract:</i> The syllabus is one of the first exposures that students have to a course, and so it provides an opportunity for tone-setting and socialization. Building on the evidence-based</p>



literature on syllabi (e.g., Fink, 2012; King, 2013; Harnish & Bridges, 2011), this session will focus on creating syllabi that are written and designed to enhance student motivation and engagement. Particular attention will be paid to using the syllabus to articulate the promise of a course (Bain, 2004), as well as on using layout and graphical elements to enhance communication and expectation.

Session Objectives: (1) Understand the effect of course syllabi on student perception and experience. (2) Write syllabi that set a tone of invitation and promise. (3) Create syllabi that use visual appeal to enhance communication and expectation.

2:45pm - 3:45pm **Achieving Culturally Responsive Pedagogy Through Use of Cooperative Learning Groups**

Shani Habibi and Robin Bishop - *Mount St. Mary's College*

Venue: Garden 2

Participants will engage in structured group discussions to connect current practices with new possibilities for cooperative learning group design via the lens of cultural responsiveness.

Abstract: How can we maximize the effectiveness of cooperative learning groups within our classes? More specifically, how can we use backward design to ensure that our groups address a diverse range of learning objectives? Finally, and perhaps most importantly, how can we do so in a way that maximizes the cultural responsiveness of our teaching for underrepresented student populations? In the current session, presenters will explore research, theory and practical strategies to address these questions. Participants will engage in structured group discussions as they connect their current practices with new possibilities.

Session Objectives: (1) Learn how to apply backward designs to groups within higher educational setting. (2) Learn how engaging in cooperative learning groups can address each learning outcome of Fink's Taxonomy of Significant Learning. (3) Increase understanding of culturally responsive pedagogy.

4:00pm - 4:40pm **Engaging Online Students: Promoting an Interactive Learning Experience**

Vicki Martineau and Brian Gilliam - *National University*

Venue: Plaza III

This presentation will demonstrate how a few online teaching strategies can transform the online learning experience into an interactive, supportive learning environment that engages students.

Abstract: Often, students complain that the online learning experience lacks the necessary interaction between instructor and students to ensure a supportive learning environment. Students feel disconnected and alone as they tackle assignments and attempt to learn the content. This presentation will demonstrate effective online teaching strategies that facilitate an engaging, interactive experience for students. Participants will observe a variety of technologies to enhance the learning experiences of online students, including synchronous video/audio chats and electronic feedback mechanisms. Participants who wish to replicate the in-person experience of onsite classes and engage their students will leave this presentation with a repertoire of strategies.

Session Objectives: (1) Develop an awareness of the methods and technologies available to make the online learning experience both interactive and engaging. (2) Devise strategies to enhance online instruction and increase interactive learning opportunities for students. (3) Design activities to be used within a synchronous web-based session.



4:00pm - 4:20pm **Infusing Active Learning and Research-Like Experience into the Sciences**

Luiza Nogaj - *Mount St. Mary's College*

Venue: Palm

Specific examples on how to convert a typical lecture and a laboratory into an active learning experience for the students.

Abstract: A conversion of a lecture-based course into an active learning environment in a studio classroom is described. Specific assignments and activities are provided as examples. The goal of these activities is to involve students in collaborative learning, teach them how to participate in the learning process, and give them a more active role in the classroom. In addition, a nine-week laboratory project that accompanies the activities is described. This laboratory sequence teaches students how to read primary literature, use common bioinformatics engines, clone a gene promoter from a human genome, and present the results in an oral and written format.

Session Objectives: Participants will be provided with specific examples on how to: (1) Convert a lecture-based course into an active learning experience. (2) Infuse basic bioinformatics into a molecular biology course. (3) Provide students with a research-like experience in a teaching laboratory.

4:25pm - 4:45pm **Flippin' General Chemistry: Learner Analytics and Other Pedagogical Spices**

Wayne Tikkanen - *California State University, Los Angeles*

Venue: Palm

The STEM prerequisite chemistry course was modified by “flipping” and incorporating metacognitive approaches and learner analytics. Expected and unexpected impacts on student success will be presented.

Abstract: Large lecture classes in the first term of general chemistry are challenging as they pose an academic challenge in content and also establishing good study habits and dispositions. Presented here are the results of flipping large general chemistry lectures, with the addition of just in time teaching (JITT) methods and metacognitive approaches. The use of detailed learning management system logs was used to determine what resources correlated with student success as measured by total points accumulated. “Take-aways” include better appreciation of LMS log data, use of JITT in a flipped class, and the impact of students’ learning awareness on performance.

Session Objectives: (1) Knowledge about the types of evidence that detailed learning management system logs provide on the usefulness of resources for student success. (2) My experience of how Just-in-Time Teaching helps improve student performance in flipped classrooms. (3) The results of using metacognitive approaches in the class.

4:00pm - 4:40pm **Faculty Perspectives on Academic Dishonesty: How and Why Cheating Happens**

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

Venue: Patio

This presentation will provide qualitative data on current trends for academic dishonesty. Themes include frequency of academic dishonesty, reasoning behind the acts, and prevention strategies.



Abstract: This session will explore the concept of academic dishonesty. Qualitative data that was collected from faculty at a mid-size Midwestern university will be presented and attendees will have the opportunity to share their experiences, thoughts, and feelings regarding the topic. Active learning strategies will be used to further examine the topic and to develop an action plan for preventing academic dishonesty.

Session Objectives: (1) Describe how they would deal with a student that is caught in an act of academic dishonesty. (2) Share their thoughts and ideas on the current trends for academic dishonesty on college campuses. (3) View qualitative data pertaining to the frequency of academic dishonesty, forms of academic dishonesty, reasoning behind these acts and sanctions for students that are caught. (4) Gain usable action plans for preventing academic dishonesty in their classes.

4:00pm - 4:40pm **College Level Reading: How Do Students Meet the Challenges?**
Linda Bowen and Elizabeth Berry - *California State University, Northridge*
Venue: Garden 1

Participants will learn what students say about their strategies and approaches to college level reading and how their insights can be applied in the classroom.

Abstract: Launched in fall 2007, the Learning Habits Project at California State University, Northridge was designed to track, over a seven-year period, newly enrolled students who seemed likely to succeed at CSUN, based on their superior high school grades and placement tests. This unique study rests on rich qualitative and quantitative data that reveal significant information about student success at a large, diverse comprehensive university. One interesting aspect showed how students adopted new strategies in their approach to increased and higher level reading requirements. As a result, CSUN faculty have members created numerous tactics for helping students become competent college readers.

Session Objectives: (1) Describe a seven-year, long-range study of successful students at California State University, Northridge. (2) Present and discuss an analysis of student responses to interviews and surveys about their “reading habits” in college classes. (3) Outline and apply suggestions for aiding students’ reading comprehension across the disciplines.

4:00pm - 4:40pm **Service Learning as Contemplative Practice**
Patricia Owen-Smith - *Oxford College of Emory University*
Venue: Garden 2

The presentation is a description of specific contemplative practices used to deepen the service learning experience.

Abstract: Contemplative practices are discussed as significant models of inquiry and “meaning making” in the service learning pedagogy. Zajonc (2010) defines contemplative methods as including a wide range of practices for two essential ends: the cultivation of attention and emotional balance and the development of faculties required for insight and creativity. This presentation will focus on the manner in which contemplative practices are used to deepen the service learning classroom and how these practices might influence and create social change and cultivate principled lives and an expanded social consciousness.

Session Objectives: (1) Review definitions of contemplative practices in higher education. (2) Examine the ways in which specific contemplative practices can facilitate a meaningful service learning course. (3) Provide examples of effective classroom assignments that integrate introspective practices with service learning.



5:00pm - 6:00pm **Backward Design in Practice**
Sierra Dawson and Eleanor Vandegrift - *University of Oregon*
Venue: Plaza III

Explore how to align goals and objectives with assessments and activities in your own classrooms after participating in an annotated Backward Designed “teachable tidbit”.

Abstract: As National Academies Education Fellows, we used the process of Backward Design to create a classroom activity incorporating goals, learning objectives, assessments, and activities. During this interactive workshop, we will share this activity, our “teachable tidbit,” with participants. While sharing the activity, we will annotate with descriptions of our experience with the process of Backward Design. Then, participants will have an opportunity to explore how they can align goals and objectives with assessments and activities in their own classrooms.

Session Objectives: (1) Explain the process of Backward Design and contrast it with other common ways to plan a course or unit. (2) Describe three active learning techniques that also serve as formative assessment. (3) Align one goal, objective, formative assessment, summative assessment and activity for a course they are teaching.

5:00pm - 6:00pm **Designing Your Course to Blend Lifelong Learning Skills with Content**
Erin Hill - *University of Washington, Bothell*
Venue: Pacific

Participants will workshop one learning goal, outcome, assessment, and learning experience to integrate lifelong learning skills with discipline-specific content into a chosen course.

Abstract: Too often, courses focus purely on learning discipline-related content and not on lifelong learning skills that will serve students throughout their college career, getting – and keeping – a job, and becoming a responsible citizen. These skills can be integrated into any course as a vehicle to construct subject-specific knowledge. To accomplish such a task with intentionality and clear expectations, learning goals and outcomes, and course assessments should be included that focus on lifelong learning. Participants will workshop such course attributes by creating or redesigning one learning goal, outcome, assessment, and learning experience for their chosen course.

Session Objectives: (1) Outline and apply backward course design in order to incorporate lifelong learning skills into a participant-chosen course. (2) Discuss and revise participant-created learning goals, outcomes, assessments, and learning experiences in order to experience the design process and share best practices with all session participants. (3) Practice teaching and learning techniques in order to expand on participants’ repertoires, and determine which techniques will be useful in a participant’s own context. (4) Model group member roles in order to support group members and to function effectively as a team.

5:00pm - 5:20pm **Learning About the Brain and the Effect on College Students’ Study Strategies**
Deborah Brown - *West Chester University*
Venue: Palm

This action research study indicates that as a result of learning about how the brain works, university freshman significantly modified their study strategies.

Abstract: Sixty-eight pre-service teachers were enrolled in an educational psychology course that integrated brain-based learning content and had students apply this content to their own study habits and to classroom observations. Pre-service teachers’ journal entries and



Thursday Objectives

reaction papers indicated that they employed several new study strategies as a result and changed their perceptions of effective teaching from the start to end of the course, citing more constructivist pedagogy by the end of the course and the need for teachers to teach their students about the brain. Most of this sample reported observing brain-based learning examples in a required field observation report.

Session Objectives: (1) Share the results of an action research study on the effects of integrating brain-based learning into a university course taken primarily by freshmen and sophomores. (2) Engage the audience in discussing how they may apply the results of this action research study into their own teaching of university classes. (3) Brainstorm directions for future research in the arenas of improving the study strategies of university students and integrating material on how the brain works across university disciplines.

5:30pm - 5:50pm **What Happens After College? A Study of Lifelong Learning**
Ann Roselle - *Phoenix College*
Venue: Palm

Presentation of original research findings from a national study on lifelong learning by recent college graduates within their workplace, local community, and personal lives.

Abstract: The mission of most higher education institutions is to instill lifelong learning competencies through curriculum and instruction. Colleges and universities share a goal of developing graduates who are self-directed and motivated learners long after they leave college. Yet, little is known about neither how graduates pursue lifelong learning nor how well higher education has prepared them to do so. Preliminary findings from a large-scale, national lifelong learning study with recent graduates will be presented. A Research Associate on this project discusses graduates’ lifelong learning needs for work and in their personal life, along with their approaches to meeting these needs.

Session Objectives: (1) Describe common lifelong learning needs of recent college graduates. (2) Identify resources and strategies used by recent college graduates for lifelong learning. (3) Discuss implications of the lifelong learning study, specifically, how we teach and what students learn in higher education.

5:00pm - 6:00pm **Building and Sustaining Centers that Support Faculty Work: From CTLs to Educational Development Centers**
Todd Zakrajsek - *University of North Carolina, Chapel Hill*
Venue: Patio

This session is designed to both have a conversation about effective centers and also to point to some resources that exist in this area.

Abstract: This session is designed to both have a conversation about effective centers designed to support the work of faculty and to point to some existing resources in this area. Over the past 20 years, I have founded two centers and had a primary role in reconfiguring a third center. At present, I am working in a medical school and have found physicians to be fabulous to work with, but have had to develop a very different approach to delivering resources and consultations. Whether you have an established center on your campus or are thinking about starting one, please come to this session as we learn from one another.

Session Objectives: (1) Identify the major areas a Center supporting faculty might entail. (2) Describe the resources needed to establishing a center that supports faculty work. (3) Review a few print and online resources for those who direct faculty development offices.

5:00pm - 6:00pm **III-Structured Problems: Embracing and Nurturing Students’ Uncertainty in the Classroom and Beyond**
Jessica White and Robin Pappas - *Oregon State University*
Venue: Garden 1

Presenters will address the challenge of promoting critical thinking, sharing a theoretical model of cognitive development and instructional strategies that nudge learners as they wrestle with ill-structured problems.

Abstract: Why are learners sometimes resistant or unable to think in the complex ways that instructors desire? Why do some individuals remain entrenched in their perspectives despite multiple viewpoints or conflicting evidence? Why do some learners avoid uncertainty and complexity altogether? In this session presenters will address the perennial and omnipresent challenge of promoting critical thinking on college campuses. To prepare participants for the challenges they face in their own educational settings, presenters will share a theoretical context for understanding cognitive development and specific strategies that instructors can implement to assist their learners as they wrestle with ill-structured problems.

Session Objectives: (1) Discuss King and Kitchener’s Reflective Judgment Model as a framework for understanding learners’ cognitive development. (2) Identify examples of potentially problematic ill-structured problems in their own disciplines. (3) Develop concrete ideas for effectively promoting critical thinking related to these ill-structured problems.

5:00pm - 6:00pm **Making Learning Visible with Reflection and ePortfolios**
Kristi Verbeke and Heidi Robinson - *Wake Forest University*
Venue: Garden 2

Learn how ePortfolios can help you make learning visible and provide students with meaningful opportunities to reflect on, and demonstrate, that learning.

Abstract: Whether within an individual course, or across a series of courses, an ePortfolio can be a powerful tool for making student learning visible and engaging students at a deeper level with that learning. We will discuss how to identify and structure course ePortfolio projects around student reflection and learning and show examples of student ePortfolios generated across our own series of courses. In addition to providing advice on how to best implement ePortfolios in your courses, we will conduct an exercise designed to help you begin to structure your own ePortfolio project.

Session Objectives: (1) Identify types of learning best captured in an ePortfolio. (2) Describe best practices for the design and implementation of an ePortfolio project. (3) Create an ePortfolio structure for their specific course or curriculum learning goals.

Thursday Objectives



Friday Morning Round Table Session

8:15am - 8:45am, Plaza 1

A. Initiating, Implementing, and Assessing a Pilot Faculty Learning Community on Collaborative Service Learning

Amelia Barili - *University of California, Berkeley*

I will describe how this pilot FLC on collaborative service learning was initiated, how it thrives, and will share tips on how to move forward in similar projects.

Abstract: Our faculty learning community (FLC) is a group of trans-disciplinary Senate and Non-Senate faculty, a graduate and an undergraduate student, who share an interest in enriching students’ learning by having them apply academic knowledge to meet real community needs. We are working together to examine, develop, and assess, collaborative service learning activities in six upper division courses. We are also exploring ways to expand this course-level pedagogical innovation to other courses in our departments and potentially to other departments as well. I will describe how this FLC came together, how it thrives, and will share tips on how to move forward in similar projects.

Session Objectives: (1) Generate ideas for FLCs, discuss challenges and opportunities for creating a FLC. (2) Identify ways to build community and foster teaching and learning research. (3) Discuss assessment of collaborative service learning pedagogy, and of FLCs.

B. Can We Develop Best Practice Guidelines for Online Practice Exams?

Thomas Brothen - *University of Minnesota*

Abstract: Changes in education at all levels regularly make the news. It is increasingly common to encounter stories about how MOOCs, flipped classrooms, and other online course delivery methods will change higher education forever. But higher education faculty can implement technology practices that are helpful to students without taking such huge steps. This round-table discussion will explore one specific technology that can be used more generally in courses—online practice exams. Information on how we created the exams and data on how our students utilize them will be the stimulus for discussion of best practices for their use.

Session Objectives: (1) Learn about and discuss the value of using practice quizzes and exams in their own courses and disciplines. (2) Learn from the data on over 1000 students how effective practice exams were in an introductory psychology class. (3) Take a first step in suggesting best practices for using this technology.

C. Games, Learning, and Assessment as Tools to Engage and Motivate 21st Century Students

Latangela Crossfield, Rosalind Arthur, and Sandra Rucker - *Clark Atlanta University*

Educational game-based learning is a modern-day role and play game designed to motivate and engage 21st century students. Hence, innovative rubrics are necessary for assessment and instant feedback.

Abstract: Changes in education at all levels regularly make the news. It is increasingly common to encounter stories about how MOOCs, flipped classrooms, and other online course delivery methods will change higher education forever. But higher education faculty can implement technology practices that are helpful to students without taking such huge steps. This round-table discussion will explore one specific technology that can be used more generally in courses—online practice exams. Information on how we created the exams and data on how our students utilize them will be the stimulus for discussion of best practices for their use.

Session Objectives: (1) Assist in understanding and critically evaluating the role and effect of games in education. (2) Illustrate and share some assessment tools used in our elementary spanish, history, and mathematics courses. (3) Understand and develop rubrics for evaluation.

D. Incorporating Service Learning into Broadcast News Production Coursework

David Grannis - *California Lutheran University*

This presentation will discuss the lessons learned from my experience in incorporating a service learning project into my Broadcast News Production class at California Lutheran University.

Abstract: This presentation will discuss the lessons learned from my experience in incorporating a service-learning project into my Broadcast News Production class at California Lutheran University. The class produces a bi-monthly news show, featuring news, entertainment, sports, and human-interest stories, for our campus television channel and website. The closing segment that ends the show is a positive upbeat story often featuring something about Ventura County. My idea in incorporating service learning was to produce human-interest stories that benefit the local community and social service agencies.

Session Objectives: (1) Understand the difference between community service and service learning. (2) Learn about the process of organizing a class to work with different social services to create individual video projects about the organizations. (3) Gain a greater understanding about the technical issues that arise during the video production process.

E. Most Likely Mistakes During the Assessment Process and Opportunities to Effectively Prevent

Farhang Mossavar-Rahmani and Cindy Larson - *National University and Argosy University*

This highly interactive presentation will take participants through an engaging process of understanding and evaluation of mistakes and application of better practices and avoiding fads.

Abstract: In general, the goal of assessment of any program is to find out if the program is meeting the set forth objectives and, if it did not, what gaps may exist. By identifying the gaps, the institution can allocate proper resources to make programmatic improvements. In order to verify such gaps, in recent years, institutions of higher educations have developed a variety of techniques to more effectively assess programs. Most of these techniques are focusing on the alignment of outcomes, instructional strategies, and student performance. In this paper the authors will review and highlight the most common major mistakes that have occurred, or may happen, during the assessment process. Mistakes not addressed properly may cause the assessment to end up transforming into unintentional consequences of inaccurate assessment or fads. By fads, we refer to the ideas that are embraced enthusiastically for some time but will not improve the outcomes in any significant way.

Session Objectives: (1) Understanding the various types of assessment processes. (2) Understanding how to identify assessment mistakes. (3) Identify and evaluate gaps in the assessment process. (4) Applying assessment techniques that yield desired/improved results.

F. Strategic Communication in Sexual Assault Prevention: Empathic Interventions for Change

Jose Rodriguez - *California State University, Long Beach*

This discussion provides an opportunity to have a meaningful conversation about how empathy is the ground from which ethical performance arises onto the arena of lived experience, especially in situations involving sexual assault prevention.

Abstract: College students who view or participate in proactive performances report that they can console sexual assault survivors by delivering comforting messages. Proactive interventions focusing on empathy and the enactment of comforting responses to sexual assault disclosures represent a critically important communicative and performance-based phenomenon worthy of further research and applied praxis in college settings. To advance the research agenda for this significant area of scholarly inquiry, this discussion employs the work of Emmanuel Levinas and argues that interpersonal encounters represent the fundamental ethical relationship because the self is called into question during encounters with the other. This embodied sense of ethical responsibility can take form in a variety of self-defining instantiations, particularly in contexts involving sexual assault prevention. The theoretical and practical implications of this analysis will be discussed, so that participants can empower students



to be agents of change. This discussion will provide participants the opportunity to have a meaningful conversation about preventing sexual assault on their campuses.

Session Objectives: (1) Describe theoretical perspectives that are used to explain, predict, or describe strategic and empathic communication interventions in sexual assault prevention. (2) Identify influential practices and behaviors that impact sexual assault prevention as well as the comforting of sexual assault survivors. (3) Observe and recognize gender normative and culture specific patterns of communication that impact sexual assault prevention in contemporary college settings. (4) Make salient connections between presentation objectives and “real-world” communication, relating to typical sexual assault scenarios as well as survivor self-disclosures.

G. Effective and Efficient Engagement Best Practices for Online Teaching and Learning

Sheila Steinberg and Jalin Brooks-Johnson - *Brandman University*

This hands-on session invites participants to create online class activities and strategies through the sharing of best practices of engaged online instructors.

Abstract: This hands-on session invites participants to create online class activities and strategies through the sharing of best practices of engaged online instructors. This session will include participants developing clear class expectations and strategies for a supportive online class community utilizing synchronous and asynchronous activities and virtual group. Participants will work together to create engaging online class activities and effective discussion board prompts. Participants will use the strategies presented in the session to efficiently and effectively provide meaningful feedback on fictitious class assignments and class discussions, including examples of some that require intervention due to tone and content.

Session Objectives: (1) Learn best practices of engaged online instructors with clear expectations. (2) Create effective and engaging discussion board prompts and online class activities. (3) Learn how to develop a supportive online class community utilizing synchronous and asynchronous activities and virtual group work. (4) Learn strategies to efficiently and effectively provide meaningful feedback on assignments and participate in class discussions.

H. Addressing the Realities of Work-Life Imbalance: Striving for Successful Work-Life Integration in Academia

Sara Villanueva and Delia Kothmann Paskos - *St. Edward’s University*

This session will review the most current literature on work-life balance, discuss the challenges experienced by academics, and share best practices.

Abstract: Some academics feel caught in an impossible dilemma that leads them to having only two choices: to have a fulfilling life outside of work (i.e. significant relationships, children) or to have an academic career, but not both. However, there are many examples of successful work-life integration models. This presentation will focus on several issues. First, a review of the most current literature on work-life balance, encouraging careful consideration of this issue in academia. Second, a discussion of the challenges associated with negative career outcomes. Finally, shared best practices, followed by an informative discussion on how to attain successful work-life integration.

Session Objectives: (1) Be informed of challenges that are faced by academics, and women in particular, when trying to find a balance between being successful in an academic career and maintaining a happy, healthy life. (2) Be able to incorporate findings from the current literature on work-life balance, the specific hurdles faced by parents in academia, including myths. (3) Leave the discussion armed with suggestions and shared best practices all in an effort to find potential solutions for successful integration.

I. Faculty Perspectives on Academic Dishonesty: How and Why Cheating Happens

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

This presentation will provide qualitative data on current trends for academic dishonesty. Themes include frequency of academic dishonesty, reasoning behind the acts, and prevention strategies.

Abstract: This session will explore the concept of academic dishonesty. Qualitative data that was collected from faculty at a mid-size Midwestern university will be presented and attendees will have the opportunity to share their experiences, thoughts, and feelings regarding the topic. Active learning strategies will be used to further examine the topic and to develop an action plan for preventing academic dishonesty.

Session Objectives: (1) Describe how they would deal with a student that is caught in an act of academic dishonesty. (2) Share their thoughts and ideas on the current trends for academic dishonesty on college campuses. (3) View qualitative data pertaining to the frequency of academic dishonesty, forms of academic dishonesty, reasoning behind these acts, and sanctions for students that are caught. (4) Gain usable action plans for preventing academic dishonesty in their classes.

Friday Concurrent Sessions

9:00am - 10:00am	<p>Engaging Students In A High-Impact, Learner-Centered Environment</p> <p>Barbara Limbach and Wendy Waugh - <i>Chadron State College</i></p> <p>Venue: Plaza III</p> <p>A five-step process for the Development of Higher Level Thinking Skills which can be implemented in any teaching setting to create an active learning environment.</p> <p><i>Abstract:</i> The higher education community demands that educators seek out and utilize new methods to enhance student learning. This session will present a five-step pedagogical process, built upon existing theory and best practice, which will provide participants with a useful means in which to move their courses, in any discipline, toward one that inspires students and encourages the development of critical thinking skills with emphasis on high-impact activities. Participants can expect to gain a new strategy/process they can adapt and use immediately to engage students and improve critical thinking in their courses whether face-to-face, online, or blended format.</p> <p><i>Session Objectives:</i> (1) Practice a method for increasing critical thinking among students. (2) Create learning objectives that intentionally move students toward critical thinking through targeted behaviors. (3) Compare and contrast a number of high-impact, active learning techniques (direct vs. indirect; experiential vs. reflective; interactive discussion, questioning). (4) Outline new ways to use feedback to continuously improve learning. (5) Assess student learning and course objectives.</p>
9:00am - 10:00am	<p>Getting Student Buy-In for Student-Centered Learning: Recommendations from Implementation Science</p> <p>Milt Cox - <i>Miami University</i></p> <p>Venue: Pacific</p> <p>Implementation Science provides recommendations for putting evidence-based approaches into practice (eg. group work, flipping, cognitive development, learner-centered). We will discuss what works and what doesn’t.</p> <p><i>Abstract:</i> Implementation Science research provides recommendations for instructors who are attempting to put evidenced-based interventions into effective practice. For example, if</p>





Friday Objectives

you want to use cooperative learning groups, a well-known evidenced-based practice, then how do you get students to engage this approach in a meaningful way? You can provide the evidence that these groups enhance student learning, but how do you get students to participate effectively? Other evidenced-based teaching / learning examples such as flipping the classroom can be substituted here. In other words, how do you get SoTL-based practice to be accepted and adopted by students?

Session Objectives: (1) Describe Implementation Science (IS). (2) Describe applications of IS research to get practitioners to implement evidence-based interventions for their clients. (3) Describe examples of what works and what does not work to get students to buy into an evidence-based teaching and learning approach.

9:00am - 9:20am **Developing a Writing Intensive Curriculum in a Business College**

Susan Epstein - *Drexel University*

Venue: Palm

Testing a writing intensive curriculum using rubric criteria over a six year period resulted in a culture/curriculum change within a freshman business program.

Abstract: Drexel University embarked upon an accreditation-driven writing assessment in 2007 with a writing intensive pilot program. A six year study in the LeBow College of Business shows consistent and measurable improvement in student writing when using a 10 category rubric and both internal and external reviewers. Student writing samples in the test groups so significantly improved that the program was subsequently rolled out to all introduction to business sections, thus changing the culture within the department to develop writing, critical thinking, and problem solving skills as well as student confidence with regard to business writing.

Session Objectives: (1) Identifying and implementing rubric criteria for writing assessment via participant involvement. (2) Providing multi-year data highlighting the success of a culture change within an established department. (3) Cresting writing sample(s) using participant developed rubric elements. (4) Demonstrating how closing the loop on assessment is possible by teaching and assigning writing that can demonstrate “movement of the needle.” (5) Encouraging participants to develop similar assessment tools within their disciplines.

9:00am - 10:00am **Technology Teaching Teachers**

Estrella Romero, Veasna Chiek, Amber Casolari, Jami Brown, and Jude Whitton - *Riverside City College*

Venue: Patio

This session will provide helpful tips and best practices for using various technology in a classroom whether in an online or face-to-face course.

Abstract: The panel of faculty facilitating this session will present “lessons learned” from incorporating technology in their classrooms. They will discuss the fears and pitfalls of using technology in the classroom as well as demonstrate how they overcame these pitfalls to improve their classroom instruction and programs. Topics discussed will include lessons learned from an inaugural Distance Education Academy for faculty, how to increase “instructor presence” and add a human touch to hybrid/online classes, flipping a lesson/ course, and success using engaging teaching apps. Participants will take away ideas and templates for flipping classes as well as how-to information for incorporating teaching apps.

Session Objectives: (1) Learn about the pitfalls and success of a Distance Education Academy used to train faculty about the pedagogy behind hybrid and online instruction from planning stages to implementation. (2) Learn how to improve and increase “instructor presence” and add a human touch to hybrid and online courses. (3) Learn about the pitfalls and success of Flipping a lesson/course. (4) Learn about teaching apps which can be used to promote student engagement.

9:00am - 10:00am **Understanding Growth Mindset and the Impact it has on Student Success**

Katie Olivant - *California State University, Stanislaus*

Venue: Garden 1

This workshop will address how mindset impacts student learning and explore ways to foster a growth mindset in both students and faculty.

Abstract: According to Dweck (2006), people with a fixed mindset believe that intelligence and talent are fixed traits. They tend to avoid challenges, see effort as fruitless, give up easily, and ignore constructive criticism. Students and educators who have a growth mindset understand that intelligence and talent can be developed. They focus on improvement rather than allowing setbacks to defeat them. This perspective creates resilience that is essential for success. Dweck’s research suggests that a growth mindset can be learned. This workshop will address the mindsets and explore ways to foster a growth mindset in both students and faculty.

Session Objectives: (1) Develop participants’ understanding of the differences between a fixed mindset and a growth mindset. (2) Explain how these mindsets affect student learning and achievement. (3) Encourage participants to foster growth mindsets in themselves and their students through the application of practical knowledge and hands-on activities.

9:00am - 10:00am **Teaching Observations and Faculty Development to Integrate Teaching Practice and Assessment of Student Learning Outcomes**

Sharon McGuire and Vicki Steiha - *Boise State University*

Venue: Garden 2

This project, that includes observations of teaching, interviews, and assessment of learning data, illuminates a disconnect between instruction, assessment, and intended outcomes.

Abstract: This study explored the relationship between the implementation of evidence-based instructional practices (EBIPs) and student learning outcomes. Reformed Teaching Observation Protocol (RTOP) results, instructor interviews, and learning assessment data from over 50 STEM general education faculty members initially showed a disconnection between the integration of EBIPs, assessment, and outcomes. These results informed faculty development programming which successfully supported faculty to integrate their teaching practice, student learning outcomes and assessment. Participants will review study results, experience faculty development activities, including use of the RTOP and the creation of assessment activities, and consider how these approaches might be used at their home institutions.

Session Objectives: (1) Gain an understanding of strategies to document the implementation of evidence-based instructional practices and relate to the assessment of learning. (2) Consider how the findings of the study may apply to their campus and/or situation. (3) Explore ideas for faculty development designed to align outcomes, assessment, and practice.

Friday Objectives



Friday Objectives

9:00am - 10:00am	Educational Leadership: Challenge and Change in Campus Initiatives Alan Wright - <i>University of Windsor</i> Venue: Garden 3 This interactive session explores the barriers and the strategies to overcome them faced by professors taking change leadership roles in higher education. <i>Abstract:</i> This session explores the challenges and the benefits of commitment to campus educational leadership projects and initiatives. Participants will be invited to ponder models of embedded or distributed leadership at their home institutions and beyond. A recent leadership forum, which was part of a larger research study, asked professors to identify obstacles to leading change, and to rate the obstacles from minor irritant (‘gnat’) to major issue (‘killer bee’). Participants will be challenged to come up with approaches to overcome these obstacles and to seek support in their campus environments. The presenter will also introduce approaches described in a recent research report he co-authored. <i>Session Objectives:</i> (1) Write a working definition of “embedded educational leadership.” (2) Name three common obstacles to leading educational change on campus. (3) Name three common approaches to overcoming barriers to educational change in universities and colleges.
10:20am - 11:00am	Curricular Compacting in Higher Education Classrooms Pamela Bork and Kimiko Ott - <i>University of Wisconsin, Stevens Point</i> Venue: Plaza III The session is designed to expose participants to the instructional delivery method- Compacting Curriculum. The participants will be actively engaged in “compacting experiences” to enhance their learning. <i>Abstract:</i> Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. In this session, participants will learn about the tenants of compacting curriculum and about the research conducted by the presenters that support the use of curricular compacting as an instructional strategy in higher education classrooms. This session will include participant engagement in a “compacted” learning experience. <i>Session Objectives:</i> (1) Be provided with tenants of curricular compacting in higher education classrooms. (2) Be exposed to research that supports the use of curriculum compacting as an effective and efficient instructional strategy. (3) Become familiar with how curriculum compacting improves classroom conversations and student engagement.
10:20am - 11:00am	Solutions to Common Flipped Classroom Challenges Amanda Brindley - <i>University of California, Irvine</i> Venue: Pacific When instituting flipped classroom teaching, particular challenges arise across all subjects, class sizes, and demographics. This session provides solutions to these issues. <i>Abstract:</i> Flipped classroom instruction is an often discussed, and in many institutions debated topic. The method cannot be effective without addressing particular challenges. This can be especially difficult in lower division STEM courses where student motivation

Friday Objectives

	and skill levels are low. This presentation will very briefly introduce the flipped class method, and then focus on ways to avoid the common challenges that instructors new to the method face. These will include solutions for very small classes up to the challenge of lectures with 350+ non-major students where technology must be highly integrated into the classroom setting. <i>Session Objectives:</i> (1) Increase accountability in pre-class work for flipped class instruction. (2) Engage students of all levels in flipped large lecture courses where skill and motivation levels are extremely varied. (3) Balance material covered in and out of class using the pre-class accountability measures as a gauge for student learning. (4) Be introduced to various online tools for achieving these goals and will learn some of the potential strengths and weaknesses of each.
10:20am-10:40am	Content Gamification and Flow Beverly Evans - <i>Southeast Missouri State University</i> Venue: Palm This session will share information from a SoTL project where content was gamified to promote a flow state of mind in a flipped classroom. <i>Abstract:</i> This session will share information from a SoTL project where play elements such as competitive play, mimicry, games of fate and sensory play were used as a stimulus to promote arousal in a flipped classroom pedagogical model. Principles of gamification were used to create a flow like state of mind. Various play-learning activities such as gamified modules, scavenger hunts, in class competition, and dramatic activities will be highlighted. Procedures used to develop the gamified modules will be presented. Besides statistical data, implementation strategies and procedures will be detailed in this presentation. <i>Session Objectives:</i> (1) Identify flow producing elements in gamification. (2) Develop a module/unit or learning activity based on gaming theories. (3) Discuss weaknesses and strengths of gamification. (4) Articulate procedures for implementation.
10:45am-11:05am	Keep on Twearning (Twitter + Learning) into the Future Ida Jones - <i>California State University, Fresno</i> Venue: Palm As a social media alternative to the one-minute paper, Twitter use can promote active learning, student engagement, and increased content mastery. <i>Abstract:</i> Research demonstrates that use of the one-minute paper can promote active learning, student engagement, and increased content mastery. Twitter is a micro-blogging tool that limits individual blog posts to 140 characters (plus photos and videos). In this presentation, the author discusses Twitter use in the classroom as the social media equivalent of the one-minute paper. Twitter use has resulted in some improvement in exam scores and according to one class of students, more engagement with the material and with classmates. It also increased students’ awareness of law-related current events in sports. <i>Session Objectives:</i> (1) Examine the impact of using Twitter during and out of the classroom. (2) Examine the impact of Twitter use on learning and how. (3) Recommend effective use of micro-blogging to promote student engagement, active learning, and content mastery.



Friday Objectives

10:20am-11:00am	<p>Understanding Service Learning: Empirical Evidence from In-Class and Online Environments</p> <p>Alexandru Roman - <i>California State University, San Bernardino</i></p> <p>Venue: Patio</p> <p>This presentation provides a discussion on the nature of service learning and offers insights into the challenges of designing, or redesigning, courses to incorporate service learning components.</p> <p><i>Abstract:</i> Does service-learning truly lead to an enhanced learning experience for students? Do students at the completion of the course really feel closer to their communities and experience an increased sense of civic duty? Do students relate better to class material as a result of the service-learning? These are just a few of many important questions regarding service-learning that we have yet to satisfactorily address empirically. Drawing on original research, this presentation discusses and attempts to answer these and a number of other questions. In particular, it provides concrete guidance and practical understandings for educators who seek to incorporate service-learning designs into their pedagogical approaches.</p> <p><i>Session Objectives:</i> (1) Learn about the latest empirical research on service learning. (2) Develop meaningful understandings of the learning experiences within service learning designs. (3) Garner and appreciation for the challenges of locating service learning components at the core of graduate level courses. (4) Learn how to incorporate service learning elements into one’s courses.</p>
10:20am-11:00am	<p>Discovering the Impact of a Backchannel Chat within Courses in Multiple Disciplines</p> <p>Tina Selvaggi, Dana D’Angelo, and Jennifer Wright - <i>West Chester University of Pennsylvania</i></p> <p>Venue: Garden 1</p> <p>Session presents results of ongoing study analyzing use of backchannel communication among professors at different institutions of higher education in various disciplines and their students. Bring mobile device.</p> <p><i>Abstract:</i> This session presents the results of an ongoing study analyzing the use of backchannel communication in undergraduate classes among three professors at two different institutions of higher education in various disciplines and their students. Presenters will share the types of topics, questions, responses, and interactions that took place with backchannel chats in several courses, paying particular attention to students’ collaboration, creativity, critical thinking, and communication as the primary observable measures.</p> <p><i>Session Objectives:</i> (1) Experience and apply the use of a backchannel chat for ongoing feedback during the presentation as an activity while attending the session. (2) Learn about and discuss how the use of a backchannel chat can affect collaboration, creativity, critical thinking, and communication during instruction. (3) Review and discuss the presenters’ findings regarding types of interactions and various methods of delivery that occurred during backchannel chat applications in several undergraduate courses in diverse disciplines.</p>
10:20am-11:00am	<p>Transitioning from Head to Heart: The Power of a Reflective Journal</p> <p>Mark Orchard - <i>Brigham Young University, Idaho</i></p> <p>Venue: Garden 2</p> <p>Participants will gain insight in the underlying principles that motivate students to come prepared for and experience deep learning.</p>

Friday Objectives

10:20am-11:00am	<p><i>Abstract:</i> Deep learning is personal learning. It is the connection learners make when new information is captured cognitively in our head through study and personal preparation and then internalized in the heart through pondering and proving. A reflective journal is a powerful tool for transitioning new information from the head to the heart by proving a platform to capture personal insight and meaning. Once in heart, the student gains ownership in new information where they can begin to make deeper connections from previous learning. The heart therefore acts a repository waiting for the next wave of new insight for deeper learning.</p> <p><i>Session Objectives:</i> (1) Learn techniques in motivating student to come to class prepared. (2) Discover methods for helping students capture personal insight. (3) Acquire practices in creating a meaningful reflective journal. (4) Gain understanding in the principle underlying student motivation. (5) Realize skill in assessing reflective journals.</p>
10:20am-11:00am	<p>Excel Through SEL: Using Social and Emotional Learning (SEL) To Promote Civility in the Classroom</p> <p>Mildred Pearson - <i>Eastern Illinois University</i></p> <p>Venue: Garden 3</p> <p>Social and Emotional Learning (SEL) will be explored to assist in developing strategies to promote civility and ensure the classroom is a safe space to learn.</p> <p><i>Abstract:</i> Students today are coping with a variety of life changes. Have you ever wondered in what ways your student’s social and emotional learning competencies impact their academic success or failure? How does SEL impact teaching and learning? Social and Emotional Learning (SEL) can promote civility and provide optimal learning environments, which leads to transformational change. In this session, participants will examine questions to promote students’ personal and academic development. A review of social cognition and efficacy serves as a framework for SEL instruction and assist students in problem solving, critical thinking, creativity, and making responsible decisions; thus becoming productive citizens.</p> <p><i>Session Objectives:</i> (1) Define Social and Emotional Learning (SEL) and explain the five competencies associated with SEL. (2) Utilize strategies to actively engage learners in SEL activities to enhance both cognitive and affective domains of learning. (3) Discuss the role of “efficacy” for both teacher and student.</p>
11:20am-12:00pm	<p>A Primer for Creating an Online Teaching Community</p> <p>Renee Smith-Maddox, June Wiley, and Stacy Kratz - <i>University of Southern California</i></p> <p>Venue: Plaza III</p> <p>This presentation contributes to the discourse on online teaching. It focuses on the pedagogical perspectives and approaches of three social work educators that teach online.</p> <p><i>Abstract:</i> With the growth of online education comes a growing demand for faculty who can teach in a web-based environment (Durrington, Berryhill, and Swafford, 2006). Online education environments require faculty to learn innovative pedagogical strategies for teaching online (Evans 2009). To accomplish this, it is imperative that faculty receive the training, support, and development necessary to create an effective online learning experience for students (Lackey, 2011; Orr, Williams, & Pennington, 2009). This presentation contributes to the discourse on faculty development in an online education environment. It describes the pedagogical perspectives of three social work educators who teach online.</p>



Session Objectives: (1) Raise the level of awareness of the realities of implementing an online program. (2) Demonstrate ways of creating a community of online practice. (3) Share scaffolding techniques for faculty teaching online.

11:20am - 12:00pm **Promoting Engagement in the (Sometimes Very) Large “Lecture” Classroom**
Lori Kayes and Devon Quick - *Oregon State University*

Venue: Pacific

Learn about challenges and strategies for teaching in a large “lecture” classroom, including engaging and preparing your students and a discussion of evidence of success.

Abstract: Many studies have demonstrated that lecture is not always an effective tool for engaging students in the classroom and yet with large classroom sizes it is difficult for instructors to move beyond the reality of the lecture. In this session, presenters will review challenges associated with teaching in the large lecture and provide strategies that they have utilized to engage learners in classrooms ranging from 200 to 600 students. Presenters will discuss specifics of implementation, classroom management strategies, and evidence of past successes. Finally, they will discuss students’ responsibility for thriving in the large lecture and ways to better prepare students for this environment.

Session Objectives: (1) Identify and discuss challenges associated with teaching in the large lecture and for engaging students in this context. (2) Provide examples of strategies for promoting engagement in the large lecture classroom and evidence of success of different strategies for promoting engagement. (3) Explain implementation tips utilizing strategies across a variety of classroom sizes. (4) Describe ways to prepare students for success in the large lecture classroom.

11:20am - 11:40am **Supportive Education for Returning Veterans (SERV): An Evidence-Based Curriculum**
Michael Marks and Philip Callahan - *University of Arizona*

Venue: Palm

The Supportive Education for Returning Veterans (SERV) curriculum shows high retention and graduation rates using a resiliency-based, learner-centered, and problem-based learning model.

Abstract: The graduation and retention rates among student veterans has become a political football, but in the midst of this controversy the Supportive Education for Returning Veterans (SERV) curriculum has been able to retain and graduate ninety percent of the student veterans that complete the courses. The curriculum model includes credit-bearing one-day to full semester courses that have been designed as a cohort-based, learner-centered, and problem-based learning model that promotes the development of a healthy support system as student veterans navigate their academic career.

Session Objectives: (1) Provide an overview of a model program that transitions returning combat veterans into the academic setting. (2) Provide an overview of the instructional methods used in the curriculum. (3) Provide an overview of the outcomes demonstrating veterans’ perceptions and academic success.



11:45am - 12:05pm **Assessing Student Engagement Utilizing Team-Based Learning (TBL) and Reflective Blogging Practices**
Shawna Lafreniere - *Azusa Pacific University*

Venue: Palm

Utilize TBL pedagogy, pre-class preparation, and post-class contemplation with reflective assessment through student blogging to engage students and improve student learning.

Abstract: As an appealing pedagogical tool, Team-Based Learning (TBL) has the potential to revolutionize the impact of student engagement through the use of group learning experiences in the classroom. In this session, participants will be exposed to the real-life practice of a professor and student learning assessment advocate who utilized TBL pedagogy, pre-class preparation, and post-class contemplation with reflective assessment through student blogging in a course. When compared to a lecture-based approach to teaching, students self-reported and demonstrated increased learning gains with a TBL, pre-class/post-class reflective blogging approach. Practical tips, student feedback, and evidence-based results of this approach will be shared.

Session Objectives: (1) Discover how to utilize a team-based learning approach to engage students and create ownership for their learning. (2) Understand why pre-class preparation and post-class contemplation improves student learning in the classroom. (3) Hear about the medium of student blogging and the Critical Incident Questionnaire (CIQ) for reflective assessment of their learning.

11:20am - 12:00pm **Exploring Flipped Teaching and Student Learning Outcomes**
Sherri Chandler - *Muskegon Community College*

Venue: Patio

This presentation will review basic information describing the teaching method of the flipped classroom.

Abstract: This presentation will review basic information describing the teaching method of the flipped classroom. Upon discussion of flipped teaching methods, research literature regarding student outcomes using flipped teaching methods will be summarized. Finally, a summary conducted by the presenter will be reviewed comparing of student learning outcomes of 100 general psychology students in a regular hybrid class to the learning outcomes of 100 general psychology students in a flipped hybrid course.

Session Objectives: (1) Describe what a “flipped classroom” entails. (2) Discuss research literature regarding flipping teaching methods and student learning outcomes. (3) Identify students characteristics that indicate the use of flipping teaching methods may be unlikely to benefit student learning.

11:20am - 12:00pm **Using Positive Psychology to Encourage Adaptive Change in at Risk Students**
Jennifer Buur, Dean Smylie, and Margaret Barr - *Western University of Health Sciences*

Venue: Garden 1

Join this experiential learning session and learn how to use positive psychology-based interviews to increase academic success in at risk students.

Abstract: In the information age, successful learners must adapt to a constantly changing body of knowledge. They must learn, unlearn, and relearn in an efficient manner. However,

Friday Objectives

Friday Objectives



most learners have not developed the skills required to adapt their learning strategies. Positive psychology postulates that humans are more likely to repeat positive behaviors than they are to avoid negative ones. This session focuses on the use of positive psychology to help learners build strategies for adaptive changing their studying methods. Simulations, discussions, and pilot study data will create an experiential learning opportunity designed to apply these concepts to practical and common situations.

Session Objectives: (1) Explain why adaptive change is an important skill for learners in the information age. (2) Practice using positive psychology techniques during counseling sessions. (3) Construct a measurable action plan for adaptive change in their own lives. (4) Debate the use of these techniques as a part of academic counseling of at risk students.

11:20am-12:00pm **Formative Assessment: DIY e-Portfolios**
Scott Christian - *University of Alaska, Southeast*
Venue: Garden 2

In order to accomplish student learning outcomes, faculty need a pallette of tools for formative assessment. Please join us for a digital tour of Web 2.0, cloud-based tools for checking for understanding and DIY e-portfolios.

Abstract: Effective teaching requires faculty to monitor and assess student learning throughout the learning process. In this session, we will briefly explore some of the current research regarding formative assessment and effective feedback. We will use our findings from this discussion to explore and critique a variety of Web. 2.0 tools that do not require a proprietary device (like clickers). Faculty will explore these strategies and tools in the role of students performing formative assessments. We will also examine academic e-portfolios created by graduate students in a Master of Arts in Teaching Program. Faculty will then have the option of building a formative assessment (check for understanding) or a beginning e-portfolio using Web 2.0 cloud-based tools. These tools and strategies provide easily accessible and user friendly alternatives to tools and services provided by institutions.

Session Objectives: (1) Examine and discuss current research on formative assessment and effective feedback. (2) Utilize a variety of Web 2.0 tools to check for understanding in their classrooms (all disciplines). (3) Analyze and critique e-portfolios created by graduate students using Web 2.0 cloud-based tools. (4) Build one digital formative assessment (check for understanding) or one e-portfolio using one of the tools presented.

11:20am-12:00pm **Increasing Student Engagement & Learning with a Research Poster Project**
Kathleen Gabriel - *California State University, Chico*
Venue: Garden 3

We strive to engage students with educationally purposeful activities that are beneficial and relevant. The Research Poster Project accomplishes this and challenges students to deeper learning.

Abstract: As professors, we strive to engage our students, and provide them with educationally purposeful activities that students find beneficial, relevant, and helpful for their future careers. For years, a traditional term paper has been used to accomplish these goals. In this session, an alternative will be presented: the Research Poster Project. This assignment can challenge and engage students in researching, writing, and presenting their project. Presenter will share the results of a study on the Research Poster Project (along with its directions and grading rubric). “Take-away skill”: designing a research poster project for increasing student satisfaction, learning, and engagement.



Session Objectives: (1) Analyze the long-term the benefits and importance of students’ perceptions on the relevance of a major assignment for an undergraduate classes. (2) Describe the validity and rigor of the Research Poster Project, and how it can be an alternative assignment to replaces a traditional term paper. (3) Discuss the research findings of a study (n=115) that includes student self-evaluations of their engagement during the preparation and presentation process of the research poster project. (4) Share ways such a project could be incorporated into their own teaching or in one of their classes and how this might improve the learning and engagement of their students.

Friday Afternoon Plenary Presentation

12:45pm - 1:45pm **Getting Students to Participate in Class**
Stephen Brookfield - *University of St. Thomas*
Venue: Plaza I

What are the reasons that students don’t participate in class and how do we create structures that guide and reward students for participation?

Abstract: There is nothing more dispiriting for a teacher than to face a class full of taciturn, seemingly disconnected students, many of whom feel they are entitled to an ‘A’ simply by showing up. In this plenary Stephen Brookfield will draw on over four decades of college teaching to present a number of specific techniques (verbal and visual) to involve students, along with the use of social media in real time. Behind all these techniques is the conviction that higher education classrooms need to be democratized by creating multiple opportunities for different kinds of students to be involved.

Session Objectives: (1) Implement at least one classroom participation protocol. (2) Design a rubric to guide student participation. (3) Incorporate social media into classroom process.

Friday Concurrent Sessions

2:00pm - 2:40pm **Tips and Strategies to Improve Student Learning Through Examinations**
Sierra Dawson and Jon Runyeon - *University of Oregon*
Venue: Plaza III

Strategies to increase the amount of learning that occurs through the examination process, including group exams and a unique grading paradigm.

Abstract: The goal of this workshop is to place a spotlight on how exams are used in the participant’s courses, and to introduce strategies to increase the amount of learning that occurs through the examination process. The discussion will include various exam question types, the implementation of group exams, and grading paradigms that allow student to “fail” and learn from their mistakes, without failing the course. The workshop will be participant-centered and dynamic, and will include time for the participants to critique their current exam paradigms and map out changes they hope to make in the future.

Session Objectives: (1) Compare and contrast the various types of exams questions that can be asked of students, and the specific skill set required for each. (2) Describe various ways that group exams can be incorporated into their classes, as well as the benefits and challenges of administering group exams. (3) Confront their beliefs regarding the use of exams as formative assessment vs summative assessment, or if students can learn from their mistakes on some exams without punishment. (4) Critique their current exam paradigm and map out any changes they hope to make in the future and the barriers to those changes.



Friday Objectives

2:00pm - 2:40pm	<p>Course Design and Assessment of Civic Engagement Initiatives in the Classroom</p> <p>A. Danielle Ramirez - <i>Woodbury University</i></p> <p>Venue: Pacific</p> <p>Explore syllabi design focusing on hybrid of traditional/creative assignments (i.e., exams and portfolios); successfully incorporating community partnerships; and tips for assessment of nontraditional assignments.</p> <p><i>Abstract:</i> Encouraging social responsibility and developing student civic mindedness is vital to student development and it has become increasingly more important to design assignments that are able to engage students mentally while also allowing for them to demonstrate practical application of course concepts. This presentation explores ideas for how to design syllabi that (1) focus on a hybrid of traditional and innovative assignment development and assessment (i.e., exams and portfolio design); (2) how to successfully incorporate community partnerships into your course in a way that is relevant to your specific discipline and (3) tips for assessment/ grading of non-traditional student assignments.</p> <p><i>Session Objectives:</i> (1) Focus on development of a hybrid of traditional and innovative assignments and assessment tools (i.e., exams and portfolio design). (2) Learn how to successfully incorporate community partnerships into your course in a way that is relevant to your specific discipline. (3) Receive tips for assessment/ grading of non-traditional student assignments.</p>
2:00pm - 2:20pm	<p>Motivating the Reluctant Reader</p> <p>Sara Walton and Gina Desai - <i>Glendale Community College</i></p> <p>Venue: Palm</p> <p>Participants will learn three reading assessment activities that help students go through the active reading process and are based principles of motivation.</p> <p><i>Abstract:</i> Do you struggle to get students to do your assigned reading? Do you wish students got more out of the reading for your course? In this workshop, participants will learn three reading assessment activities that help students go through the active reading process and are based principles of motivation. Participants will learn how to do each activity and will have time to discuss how to modify and implement the assignments and/or motivation principles into their disciplines. All the principles and activities in the workshop are adaptable to any course that assigns reading.</p> <p><i>Session Objectives:</i> (1) Gain a better understanding about what motivates students. (2) Understand how the reading process works. (3) Learn three practical tools to help motivate their students to read and get more out of the reading experience.</p>
2:25pm - 2:45pm	<p>Lessons Learned from Competency-Based Education that Enhance Teaching Practice</p> <p>Tim Becker, Gale Mazur, and Cathy Margolin - <i>Brandman University</i></p> <p>Venue: Palm</p> <p>Get the leading-edge view and practices of CBE. See and hear how you can implement it in your programs and courses. It works!</p> <p><i>Abstract:</i> Is competency-based education (CBE) the solution to many criticisms of higher education such as being too expensive and not preparing students for the real-world? The</p>

Friday Objectives

	<p>Department of Education and many educators believe CBE is a good alternative as it confers a degree to students who can demonstrate competence. From actively participating in the development of a competency-based BBA degree, three Brandman University faculty will share their experiences and discuss how CBE has enhanced their teaching practice in the traditional and online classrooms. Understanding the impact and implications of CBE is essential to remain competitive and ensure student needs are being met.</p> <p><i>Session Objectives:</i> (1) Understand why and how Competency-Based Education (CBE) is changing the academic landscape. (2) Overview Brandman University’s approach to developing and implementing a competency-based BBA degree. (3) Review insights gained from CBE that led to strategies to enhance traditional and online teaching practice. (4) Discuss the implications and applications of CBE to all participants’ teaching practices.</p>
2:00pm - 2:40pm	<p>Zombie Blogs? Watchdog Wikis? Are you Flipping out?</p> <p>Victoria Shropshire - <i>Elon University</i></p> <p>Venue: Patio</p> <p>Zombies Blogs? Watchdog Wikis? Are you Flipping Kidding Me? The presentation will showcase ways in which multimedia tools can be effectively used to inspire, engage, and teach millennial learners as well as provide examples and practical course applications.</p> <p><i>Abstract:</i> Digital tools like wikis, blogs, and screen-casting are powerful, accessible, and easier to integrate into any course. They appeal to diverse learning styles by presenting information in a variety of formats and capitalizing on individual creative talents, as well as group dynamics. This presentation demonstrates how these tools can be used to enhance any course, along with flipping strategies that allow instructors to devote more face-to-face class time on what matters most. The transformation in exploring and representing information dynamically and creatively is clear; students learn independently, write more confidently and responsibly about social issues, and communicate effectively about complex topics to various audiences.</p> <p><i>Session Objectives:</i> (1) Exploring the impact of emerging technologies in writing across disciplines. (2) Recognizing the often limited impact of creating meaning with only words. (3) Sharing lessons learned and implementation strategies. (4) Experiencing student-generated digital writing projects. (5) Reflecting on the role emerging technologies might play in promoting student writing in courses across the disciplines.</p>
2:00pm - 2:40pm	<p>Considering Threshold Concepts Across California Community Colleges and State Universities</p> <p>Kimberly Costino and Nika Hogan - <i>California State University, San Bernardino and Pasadena City College</i></p> <p>Venue: Garden 1</p> <p>Learn how a focus on threshold concepts across disciplines and across educational segments can inspire us to reconsider our curricula and our approach to “alignment.”</p> <p><i>Abstract:</i> High Schools are adapting to the new Common Core State Standards, community colleges are revising their approach to developmental education, and both 2 and 4 year colleges are assessing programs and curriculum in light of new demands for 21st century education. There is a sense of urgency to align expectations and outcomes across levels. This workshop introduces participants to The Threshold Project, a California statewide community of practice supporting long-term, collegial, sustained learning and dialogue—across disciplines and across educational segments—about how a focus on threshold</p>



Friday Objectives

concepts can inspire us to reconsider our curricula and our approach to “alignment.”

Session Objectives: (1) Understand the concept of “threshold concepts” and its relevance to general education broadly conceived. (2) Articulate the concepts and ways of knowing and doing, or “epistemic games” (42) that are characteristic of their own disciplines. (3) Describe strategies for building an interdisciplinary, intersegmental community of practice. (4) Consider next steps for their own classrooms and/ or institutions

2:00pm - 2:40pm **Source Code: Assessing Cited References to Measure Student Information Literacy Skills**

Dale Vidmar - *Southern Oregon University*

Venue: Garden 2

This workshop invites participants to review cited reference from actual work samples to assess and improve students’ research and information literacy skills.

Abstract: Sustainable assessment of student learning must focus on institutional outcomes that can serve to improve teaching and student learning. The cited works students choose to support their research may hold the key to assessing information literacy skills in a meaningful, relevant, and doable manner. In this workshop, participants will review sources listed in bibliographies drawn from student work samples to determine their ability to find, retrieve, and use quality information sources to support their research. The process concentrates on the first page and bibliography of writing samples using a customized rubric designed to assess specific proficiencies.

Session Objectives: (1) Analyze citations included in papers to determine students ability to find and evaluate information sources. (2) Evaluate the quality of discipline appropriate and relevant sources cited to support student research. (3) Synthesize information gathered from references to draw conclusions about instructional and program effectiveness.

3:00pm - 4:00pm **Engaged Academic Literacy for all with Reading Apprenticeship**

Nika Hogan - *Pasadena City College*

Venue: Plaza III

This session is designed for faculty from across the disciplines and levels to explore an effective, research-based framework for enhancing discipline-specific academic literacy.

Abstract: Our students can read! This workshop will introduce participants to the Reading Apprenticeship instructional framework, which helps faculty learn how to build on students’ underestimated strengths as readers and problem solvers and create instructional opportunities for “apprenticing” students into discipline-specific academic literacies. Teachers, schools, districts, and community colleges find that Reading Apprenticeship can produce a dramatic, positive transformation of students’ engagement and achievement not only in literacy, but also in learning across all academic disciplines. The workshop will engage participants in the key routines by which they could bring metacognitive conversation into their classrooms.

Session Objectives: (1) Become aware of their own and others’ reading processes and to see reading as a problem-solving activity. (2) Learn about Reading Apprenticeship as an instructional framework, with four interacting dimensions (social, personal, cognitive, and knowledge-building) linked by metacognitive conversation. (3) Experience and begin to think about carrying out several key Reading Apprenticeship routines (Reading Process Analyses, think aloud, and talking to the text). (4) Practice analyzing students’ reading,

talking, and writing about reading with a focus on equity and on building on students’ strengths rather than deficits.

3:00pm - 4:00pm **Process of Learning Model: Every Step of the Journey**
Steve Janz - *Southern Alberta Institute of Technology, Calgary*

Venue: Pacific

In this session you will learn about “The Process of Learning Model,” which provides a step-by-step guide to develop an effective “flipped classroom.”

Abstract: The Process of Learning Model provides a step-by-step guide to develop an effective “flipped classroom.” The Model was developed based on my observation of instructors at Harvard, MIT, University of British Columbia, and my own institution – Southern Alberta Institute of Technology Polytechnic. In this session you will learn the Process of Learning Model and identify ways this model may be used in your classes. The model presented will include strategies for providing students with a learning framework that includes pre-class work, in-class work, post-class work and assessment strategies. These methods work amazingly well and students have reported appreciating this approach.

Session Objectives: (1) Explain The Process Learning Model. (2) Apply The Process Learning Model in their own classes. (3) Know how to initiate visits to other universities to learn more about a variety of classroom strategies.

3:00pm - 3:20pm **Practical Pedigogical Strategies for Moving Students Beyond Ethnocentric Thinking**

Larry Riggs and Sandra Hellyer-Riggs - *Butler University and Indiana University – Purdue University Indianapolis*

Venue: Palm

Participants will learn about the relevant literature on ethnocentric thinking and diversity, practical pedagogical strategies from our own experience, and how to assess learning outcomes.

Abstract: We describe and critique concrete pedagogical strategies that were used to encourage students to move beyond ethnocentric thinking and show how these strategies can be used across disciplines and assessed. One author taught a Global and Historical Studies course at a small, private university. The second author taught a Psychology course at a large, public institution. Concrete examples show how students were encouraged to look critically at their opinions. Participants will learn which research we have found most helpful, specific ways to challenge ethnocentric and egocentric thinking, and evidence that can be used to assess relevant student learning.

Session Objectives: (1) Learn which research we have found most helpful. (2) Learn specific ways to challenge ethnocentric and egocentric thinking. (3) Learn kinds of evidence that can be used to assess relevant student learning.

3:30pm - 3:50pm **Using Role Plays to Enhance Deep Learning and Cognitive Sophistication**
Kristin Park - *Westminster College*

Venue: Palm

This presentation describes a role-playing exercise in which students adopted different positions on female genital cutting as a way to demonstrate epistemological and evidentiary perspective-taking.

Friday Objectives



Abstract: Perry, King and Kitchener and Roberts have argued that sophisticated cognitive development is demonstrated in the abilities to adopt alternate perspectives, recognize knowledge as contextual and fluid and practice deep learning. Role plays can be an effective pedagogy to achieve these goals. I describe a role-playing exercise in which students performed characters with different social locations, sources of authority and positions on the issue of female genital cutting (FGC). Through their own role play performance and experience of other characters, students navigated tensions between cultural relativism and universal human rights in complex ways. A pretest and direct and indirect assessment data measured students’ increased appreciation of cultural differences, and success in considering various ways of knowing and forms of evidence, due to this exercise and larger course module.

Session Objectives: (1) Understand abilities associated with sophisticated cognitive development, as articulated in social scientific models. (2) Learn about the role play exercise’s design and execution. (3) Interpret direct and indirect assessment data from the exercise in relation to cultural sophistication, epistemological and evidentiary perspective-taking, and deep learning. (4) Contribute their suggestions for revisions to the exercise.

3:00pm - 4:00pm **Sharing Online Teaching Technology Tools**

Lynne Anderson - *National University*

Venue: Patio

The author will share practice of teaching a methods course in teacher education during the past two years utilizing two primary tools: blog and website construction.

Abstract: The author will briefly present findings over the past two years of incorporating those technology skills in graduate and under-graduate course design and instruction of teaching skill development. Findings of adjuncts who did similarly as they taught with technology-assisted learning tools in online delivery of instruction in said course will also be shared. Moreover, the important part of this workshop will be for participants to share their teaching experience of technology-assisted teaching tools within the group of attendees. Its purpose is to gain confidence and tech skills in teaching and online course design so as to gain learning effectiveness.

Session Objectives: (1) Sharing Technology Tools in Course Design and Instruction. (2) Substantiate Learning Effectiveness of Technology Tools. (3) Relating Experience of Blog and Website C. (5) Walking Away from Workshop with Tech Tools to Use in Teaching Online.

3:00pm - 4:00pm **Helping Students Find Success: Retention or Redirection?**

Larry Napoleon Jr. and Jeanette Hoffman - *North Dakota State University*

Venue: Garden 1

In this session we will share our model of support that focuses on early distress identification and follow-up counseling to improve student retention and success.

Abstract: Are you looking for ways to support those students who need just a little extra attention and guidance? We have developed a model of support that focuses on early distress identification and follow-up counseling to improve student retention and success. Along with the student, a formal body seeks to identify the causes for subpar performance and works with the student to establish a plan of corrective action. Participants will be introduced to our referral process and learn about our results. They will also learn effective ways of improving student performance and increasing retention and success.



Session Objectives:(1) Identify their practices regarding student retention and success at their institutions. (2) Explore our model of support. (3) Discuss ways of adapting their current practices regarding student retention and success based upon their new understanding of our model.

3:00pm - 4:00pm **Living Storied Space: Fostering Critical Awareness for Faculty and Learners – Tools for Analysis and Action**

Stephanie Fenwick and Sarah Visser - *Azusa Pacific University*

Venue: Garden 2

Participants from mono-cultural backgrounds will develop skills for engaging a diverse student population and leave with four interactive tools to develop inclusive educational environments.

Abstract: Participants from a mono-cultural background but who are seeking to develop skills for effectively engaging a highly diverse student population are encouraged to attend this session. This session will particularly benefit educators and practitioners who want to understand how their personal narrative intersects with institutional dynamics of difference and student learning engagement. This session examines how faculty members, staff, and administrators can intentionally foster reflection and analysis to develop critical awareness in an academic setting. Participants will leave with four interactive tools to be used towards growth and development of inclusive educational environments.

Session Objectives: (1) Explore and name intersecting identities, linking socially constructed identities to larger systems of inequity. (2) Reflect upon, name, and rank “triggering events” that occur around emotions and issues of race, class, gender, and other “isms” impacting student dynamics in the classroom. (3) Increase critical awareness through examination of social expectations via narrative sharing. (4) Increase critical awareness through examination of four key curricular areas using a reflective instrument based upon Marchesani & Adams (1992) multicultural teaching model. (5) Analyze personal experience within the context of social systems through four interactive activities which model the facilitation of non-defensive dialogue around issues of diversity.

Friday Plenary Presentation

4:15pm - 5:15pm **The Darkside of Pedagogy**

David Daniel - *James Madison University*

Venue: Plaza I

In this session, we will focus on how students USE pedagogical tools and technologies as opposed to using these tools in ways they are DESIGNED to be used.

Abstract: A quick review of the literature focusing on teaching strategies and instructional technologies yields a confusing and conflicting array of successful and unsuccessful techniques. Evidence-based strategies often fail to achieve promised outcomes when used in typical classroom settings. Students seem to find very creative ways to turn good pedagogy into tools that subvert learning. In this session, we will focus on how students USE pedagogical tools and technologies as opposed to using these tools in ways they are DESIGNED to be used. We will also discuss how to align student behavior with the intended learning goals by integrating the concept of affordances into the design and implementation of potentially promising instructional strategies in the classroom. Participants will be



encouraged to recognize the importance and complexity of the teaching and learning context, as well as teacher’s role in developing a more productive science of pedagogy.

Session Objectives: (1) Discriminate between “evidence-based” and “evidence-demonstrated” pedagogy. (2) Recognize supportive and subversive affordances in pedagogical strategies. (3) Be aware of strategies to design and align pedagogy to course goals and student behavior.

Friday Evening Poster Reception

5:15pm - 6:15pm, *Plaza Arbor*

A. Role of Courses Developing Life Skills for Middle School Students

Galya Al Sulim - *Al Imam Muhammad Ibn Saud Islamic University*

There was apparent and clear varied of the life skills availability throughout the analysis. The level of the students acquiring on the life skills test didn’t reach the proficiency (80%), where the percentage of the students was (31.46%), which was a very low percentage.

Abstract: The problem of this study identified in the main question: What is The Role of Science Curricula in the development of Life Skills for Intermediate School Students? Throughout the study the researchers used the descriptive analytical methodology, as well as analyzing the content of science curricula of the first year intermediate school, then developed a list of life skills, based on them they built the tool of context analyzing, then designed a testing of life skills, where it was applied on the sample of the study which included (118) student, then collected the data and statistically analyzed.

Session Objectives: (1) Determining the life skills, necessary for middle school female students, associated with the science courses. (2) Analyzing the content of science courses for first grade in middle schools to know to what extent they contain life skills necessary for middle school female students. (3) Defining the role of science course in developing life skills for middle school female students?

B. The “Reverse Lecture” or “Flipped Classroom” in a Professional Pharmacy Course

Christian Albano - *Concordia University Wisconsin*

Abstract: Being mindful of the different types of learners and understanding that teaching is both a science and an art sets a vibrant stage conducive for teachers willing to utilize the “flipped classroom.” It could allow for more time on higher order thinking based on Bloom’s Taxonomy, which has been reported as a benefit of this teaching style while serving as an effective content delivery method. The main objective is to analyze the results of the survey assessment that evaluated the reverse lecture. Overall, the results indicate that a well-developed, organized and managed flipped classroom can have positive student outcomes.

Session Objectives: (1) Determine how a flipped classroom impacts student outcomes based on bloom’s taxonomy. (2) Understand aspects of student beliefs, perceptions, and knowledge regarding the flipped classroom. (3) Learn how to analyze the results of a survey to assess the flipped classroom.

C. Incorporating Service Learning in a Small Group Communication Course

Kenneth Albone - *Rowan University*

This presentation discusses the process of developing a service learning project for a small group communication project. It includes involving the community and seeking grants.

Abstract: Our institution recently received research institution status. As such external funding and research by faculty are now goals. My research project is to develop a service learning component to an established small group communication course. As such, I will be contacting community entities who might be interested, developing the criteria for the service learning assignment, and determining ways to assess the assignment. I will



also, with the aid of the grants office, seek external pedagogical funding to help with the research. The goal is to begin this assignment in Fall 2015.

Session Objectives: (1) The process involved in adding a service learning component to an established small group communication course. (2) The process of contacting community entities for service learning projects. (3) Developing the service learning assignment for the small group communication course. (4) Determining the way of assessing the service learning project.

D. LMU’s Keck Post-Doctoral Development Program

Curtis Bennett - *Loyola Marymount University*

This session will describe the LMU Keck Post-Doctoral Development Program. It will describe the goals, methods, difficulties encountered, and successes of the program.

Abstract: In 2012, through the generosity of the W.M. Keck Foundation, Loyola Marymount University started the W.M. Keck Foundation Postdoctoral Fellow and Faculty Development Program. The program provides training for postdoctoral fellows focusing on their professional development as teacher-scholars at a primarily undergraduate institution. Keck Fellows receive mentorship in both classroom teaching and in conducting research with undergraduate students. In this presentation, we will provide an outline of the program, discuss the successes that we have had, the difficulties that we have faced, and how one might be able to incorporate a similar model at other primarily undergraduate institutions.

Session Objectives: (1) State some past postdoctoral training efforts for PUIs. (2) State at least three aspects that a PUI postdoctoral training effort should have. (3) Name at least two impediments that such efforts may encounter. (4) Name the five goals the LMU program had and whether we feel we have had success in them.

E. Exploring Student Team Pedagogies Across the Higher Education Curriculum

Caroline D’Abate and Erik Eddy - *Skidmore College and Siena College*

With team-based work infiltrating modern workplaces across industries/disciplines, this session provides a “state of the curriculum” report on current pedagogical choices related to student teamwork.

Abstract: Team-based work is infiltrating modern workplaces across industries and disciplines. The reasons for this are clear: team and group-based work results in a variety of meaningful benefits to individuals and organizations. The question is, though, how well are educators preparing students for the team-based work world that awaits them? This session provides a “state of the curriculum” report on current pedagogical choices related to student teamwork. Attendees will (a) gain a better understanding of current team-based teaching practices and (b) identify a set of tools that could be utilized for pedagogical development across the curriculum.

Session Objectives: (1) Recognize the driving forces for team-based pedagogies. (2) Describe how team pedagogies are currently being employed across academic disciplines in higher education. (3) Imagine ways to help faculty approach and design team experiences to maximize student engagement and learning.

F. Comparisons of Student Evaluations for Classroom, Blended Learning and Online Versions of the Same Course

Sari Edelstein - *Simmons College*

This session compares the same leadership course in three models, classroom, blended learning, and all online. Student evaluations of each will be presented.

Abstract: A leadership course in a four year college was taught in three different models. The first model was a classroom-based course, where students arrived in person for lecture led by an instructor. The second model consisted of a blended learning model, which consisted one half of the course presented in the classroom while the other half online. The third model allowed the students to experience the course only online. Students handed in

Friday Objectives

Friday Objectives



their work through an online dropbox. Student evaluations showed interesting results with several pros and cons for each course model. Teaching methods for each model will also be presented.

Session Objectives: (1) Differentiate between classroom, blended learning and totally online courses. (2) Discuss the different methodologies in teaching utilized between the three course models. (3) Identify best practices pedagogy for all three course models.

G. Student Learning by Participation in Scholarly Research Articles

Sari Edelstein - *Simmons College*

Involving learners in collaborations of research articles slated for publication is an innovative pedagogical method that enhances student participation.

Abstract: Involving learners in collaborations of research articles slated for publication is an innovative pedagogical method that enhances student participation. For several semesters, we have incorporated student research and writing into defined topics and have been successful in peer-reviewed scholarly journal publication. Students entering the classroom where this pedagogy is present are excited to be a part of synergy that results in professional acclaim that they can put into their resumes and job interviews. As a result of our innovation, over 26 manuscripts have been published to date with student authors working with professor mentors in the classroom in this endeavor.

Session Objectives: (1) Identify subject matter in their own disciplines where students can participate in research. (2) Assign subject matter in their own disciplines where students can participate in writing sections of research. (3) Assemble subject matter in their own disciplines where students can participate in completing a finished manuscript to submit for peer-reviewed publication.

H. Documenting Learning Across Three Capstone Courses in a Service-Based Learning Environment

Frauke Hachtmann - *University of Nebraska, Lincoln*

This poster shows how assessment of student work from three different capstone courses in conjunction with student reflections can inform changes to the curriculum.

Abstract: Students majoring in advertising and public relations have to complete one of three capstone courses, which all include a service learning component. They work in teams to develop an integrated marketing communications campaign for a real client using knowledge gained in other classes they have taken in the major as well as their general education courses. Students produce different documents that describe the research they conducted, the strategy they developed, as well as strategic creative executions. This poster provides evidence of student learning in three different capstone courses with the same learning outcome and describes how the department’s program level assessment results were used to improve the curriculum leading up to the capstone course.

Session Objectives: (1) Compare and contrast how students in three different capstone courses demonstrate their achievement of the outcome. (2) Evaluate results from direct and indirect assessment techniques of the outcome. (3) Explain how to “close the loop” on program-level assessment by using assessment data to make changes to the curriculum.

I. Moving Courses from Traditional to Online Format: Should We? What Have We Learned?

Cathy Hill - *Belmont University*

This poster should be of interest to faculty who are teaching in the traditional or hybrid format and are considering the “all” online class format.

Abstract: Over the past twenty years, research and technological tools have advanced significantly for online education. Yet, the debate of online versus traditional (face-to-face) instruction still exists today. With these enhanced capabilities for online instruction, has this heightened student satisfaction, and/or had a positive impact on the final grades? This poster provides insight into the undergraduate student perspectives and grade distribution as we share data collected from courses that were taught in the traditional method and the online delivery format.

Session Objectives: (1) Examine the results of the study that will include Grade Distribution of the same course taught in two methods of delivery: traditional and online. (2) View the summarized Student Perception survey data about their experience in the online class compared to a traditional or hybrid method of delivery. (3) Examine the lessons learned in the study and identify some pros and cons of moving a traditional classroom to the hybrid or online format.

J. WWU’s Faculty Research-Writing Series: Support Toward Tenure and Promotion

Karen Hoelscher - *Western Washington University*

Interested in building a faculty-led writing support system for assistant professors to avoid a “soul crunching” tenure and promotion experience? Don’t miss this poster session.

Abstract: Interested in building a faculty-led writing support system to help assistant professors avoid what some call the “soul crunching experience” of moving toward tenure? Stop by this poster session to meet Karen Hoelscher from Western Washington University, who, since 2006, has facilitated the Faculty Research-Writing Series and Retreat. In monthly face-to-face meetings, between-meeting coaching, and a multiday off-campus retreat, they provide strategic guidance to (1) reflect on and work toward professional writing goals, (2) encourage dialogue about the challenges of writing for publication and moving steadily toward tenure and promotion, and (3) sustain the motivation to write among critical friends.

Session Objectives: Share a faculty development model developed by Western Washington University tenured faculty members that: (1) encourages assistant professors to write toward publication; (2) understand departmental and college expectations for scholarship; and (3) pursue tenure, successfully.

K. Learning Statistics Through Excel Simulations and Hands-On Surveys

Chintamani Jog - *University of Central Oklahoma*

This session offers two pedagogical innovations in college level statistics teaching: MS Excel-based simulations and a team-based semester long hands-on group project.

Abstract: This presentation proposes two pedagogical innovations in teaching statistics at the college level. The first involves using interactive, MS Excel-based simulations to illustrate the Central Limit Theorem. The second is a team-based, semester-long activity, wherein students create questionnaires on the topic of their choice, collect primary data, analyze and present basic results. We expect these methods to facilitate self-motivated spirit of inquiry among students, be a part of their e-Portfolios, as well as reinforce the practice of transformative learning. The generality and relative ease of implementing these methods across different disciplines will be an added bonus.

Session Objectives: (1) Demonstrate an active-learning instructional strategy applicable in elementary statistics classes. (2) Share student-generated output indicating students have learned with enjoyment (in statistics!). (3) Model a learning environment where students are given autonomy in service to their learning.

L. Flipping the Public Speaking Course: Making Time for Actual Speaking

Rich Kessel - *Metropolitan State University of Denver*

Substituting videos for lectures to free classroom time for speeches sounds great on paper. It is much more difficult in practice.





Abstract: The premise behind flipped classrooms seems well suited for courses in public speaking. By condensing lengthy lectures into short dynamic videos, classroom time can be freed for more developmental activities, such as dissecting good/bad speeches, speaking, and providing individualized feedback. While sound in theory, it has been surprisingly difficult in practice. As part of their class participation skill development, I have been engaging students in focus group-type discussions about the new approach. Their feedback on the videos, and how they use them, has important implications for the production of future videos and their integration into independent learning.

Session Objectives: (1) Understand how and why students choose to view/not view assigned videos. (2) Learn what students what in flipped classroom videos. (3) Identify partnership opportunities with on-campus video production experts (they may be sitting in your classroom right now). (4) Recognize and avoid the well-intended, but time wasting, temptations to do even more.

M. How to Stop Learning (and Start Again): Sets and Closures

Gail Rice - *Loma Linda University*

This poster presentation shows an ideal learning cycle and focuses on how to start and stop any learning experience. Print examples will be provided.

Abstract: The poster focuses on the importance of beginnings and endings. Research from educational psychology and cognitive science helps to determine how learning should begin and end. Good learning includes more than simply receiving new content. Good learning is not a one-shot affair. Rather, it cycles through several phases. It starts and stops in prescribed ways. This book will help teachers to ascertain criteria for appropriate ways to begin and end learning sessions and to develop set and closure plans that will fit their content areas and enhance student learning. It will suggest ways to begin and close many types of learning experiences.

Session Objectives: (1) Identify importance of appropriate beginnings and endings to any learning experience. (2) List criteria for good learning starts (Sets) and stops (Closures). (3) Analyze sets and closures.

N. Analysis of Webinar Use at an ASU Graduate Sustainability Program

Sam Perez - *Arizona State University*

See how online graduate learners interact and negotiate their learning in real time using webinar technology. Discuss and share best practices with other educators.

Abstract: To enhance the online learning experience, Executive Masters for Sustainability Leadership (EMSL) students at Arizona State University-School of Sustainability used a webinar tool called Adobe Connect to engage the student in a dialogue with sustainability guest speakers and sessions with the instructor. Individuals attending this presentation will analyze two recorded webinar clips and have the participants discuss in a group. To close the session, the participants will provide their feedback on student engagement & technology and share best practices on the use of webinar technology.

Session Objectives: (1) Describe the online learning community that supports a hybrid sustainability master’s program. (2) Identify pedagogical strengths and weaknesses of engaging students in a hybrid format. (3) Demonstrate the learning dynamics and issues that occur in a webinar format. (4) Analyze student satisfaction with the webinar technology, engagement and learning dynamics.

O. Examining Pedagogy in a Clinical Conditions Course: Strengthening Curricular Alignment and Interprofessional Education

Jennifer Pitonyak - *University of Washington*

This presentation shares results from a curricular project examining the pedagogical approach used in an interprofessional clinical conditions course.



Abstract: This presentation shares results from a curricular project examining the pedagogical approach used in an interprofessional clinical conditions course. Course revision is strengthened when a structured process of program evaluation is used to examine how the delivered and experienced curriculum differs from the planned curriculum. Themes of student, faculty, and program perceptions of course instructional methods and course alignment with the planned curriculum of 3 rehabilitation medicine programs are presented.

Session Objectives: (1) Describe a structured process of course and curriculum review for evaluating how the delivered and experienced curriculum differs from the planned curriculum. (2) Examine themes of student, faculty, and program perceptions of instructional methods and course alignment with the planned curriculum that emerged from qualitative and quantitative course evaluation. (3) Apply a theory/framework of course alignment to the course development/course revision process to develop instructional methods for IPE.

P. A Teaching Practicum in an Occupational Therapy Curriculum: Addressing Faculty Shortages by Preparing Future Educators

Jennifer Pitonyak - *University of Washington*

This session describes a teaching practicum within an occupational therapy program developed to introduce students to academic teaching and that helped address faculty shortages.

Abstract: This session describes an elective teaching practicum within an occupational therapy graduate program that was developed to introduce students to academic teaching and evolved to help address faculty shortages within the program. Themes that emerged from student self-assessment of learning as aligned with course learning objectives will be shared. Session participants will collaborate to identify 2-3 opportunities to integrate learning activities that introduce students to academic teaching into existing or new courses and create a learning activity with the objective of preparing future faculty in the health sciences or other disciplines.

Session Objectives: (1) Describe student learning outcomes, learning activities, content, and learning objectives in a teaching practicum intended for introducing health profession students to academic teaching. (2) Examine themes that emerged from student self-assessment of learning as aligned with course learning objectives. (3) Identify 2-3 potential opportunities to introduce health profession students to academic teaching within existing courses or through curricular innovations. (4) Create a learning activity that aligns with possible learning objectives within an existing or new course that prepares future faculty.

Q. Supporting Educator Use of Quality Websites with Professional Development

Cammy Purper - *California Baptist University*

Poster illustrates results of a study examining the impact of a professional development intervention used with educators to promote use of online research-based resources.

Abstract: Research has long identified a research to practice gap in education, but many challenges exist for bridging this gap with classroom educators, both new and experienced. This poster illustrates results of a study that examined the impact of a professional development intervention used with a group of early childhood educators to promote the use of online resources for bridging the research to practice gap

Session Objectives:(1) Explain the importance of providing educators with up-to-date, research-based resources. (2) Identify research-based websites for supporting educators. (3) Discuss ways to promote use of research-based resources by educators through the use of professional development.

R. What’s the DEAL with Social Justice? Learning Through Engagement and Reflection

Brian Smentkowski - *Appalachian State University*

This session shares methods of engaging and enhancing social justice learning through the use of critical reflection, metacognition, and the use of digital narrative assignments.

Friday Objectives

Friday Objectives



Abstract: This poster provides an evidence-based approach to enhancing social justice learning across the curriculum. The research for this project stems from an investigation into the application of Ash and Clayton’s DEAL model of critical reflection and Jose Bowens’ “cognitive wrappers” in an upper division government and justice studies class dedicated to law and politics. Central to this analysis and shared in this poster are the methods the instructor developed to help students learn, document, share, and articulate their own learning about social justice and injustice. It shares key aspects of the syllabus, assignments, assessments, and active learning techniques used to motivate and empower students to create digital social justice narratives and critical reflection artifacts.

Session Objectives: (1) Articulate, integrate, and measure critical reflection in their classes. (2) Adapt Ash and Clayton’s DEAL model of critical reflection and Jose Bowens’ “cognitive wrappers” in order to enhance engaged, reflective learning, and awareness of the learning process. (3) Apply these theoretical constructs and a hybrid model based upon them to social justice inquiry. (4) Design dynamic social justice learning experiences that integrate metacognition into the learning process. (5) Create digital narrative-based methods of articulating and sharing social justice learning gains.

S. Effective Online Community Building for Action

Sheila Steinberg and Jalin Brooks-Johnson - *Brandman University*

A Model for effective community building are presented and various aspects and challenges discussed. Best practice for creating online community engagement are shared.

Abstract: The poster addresses the issue of creating community in the online learning environment. Interaction that occurs via the online environment creates both challenges and opportunities for ways of engaging with students and fellow faculty due to the lack of face-to-face engagement. In this poster, we explore how to best engage to elicit a sense of commitment and community in the online learning environment. These strategies can also be applied to creating community amongst faculty and between faculty and students. Once a core “sense of community” is established it will emanate out to the rest of the class. Establishing community means focusing on persistent and place-based discussions early on in the initial communication process. The goals is to establish patterns of interaction that are specific enough to the individual but are simultaneously relevant to the larger group. Being specific to the individual involves understanding and identifying information that is relevant to individuals and then incorporating this knowledge back into future interaction with the individuals and the larger group. Community is created through focusing on the various types of place-based and culturally attuned communication and interaction. Once the connections are established, they can be harnessed for greater action and engagement in the class and in the faculty group setting. This occurs because people become to feel part of a larger “community,” something synergistically bigger than themselves but that still has unique, personal relevance.

Session Objectives: Learn about the elements of online community building.



Saturday Morning Round Table Session

8:15am - 8:45am, *Plaza 1*

A. Audio/Video Support for Laboratory Activities

Fabio Campi - *Simon Fraser University*

Laboratories are a pillar of scientific teaching but involve specific tools and training: video tutorials can engage students easing their impact with excessive written documentation.

Abstract: Students often lament the use of written tutorial documents in technical or scientific lab activities as boring and discouraging, while finding lab activities engaging. Yet, tutorials and manuals are indispensable to build the foundational competence on tools and procedures they need to even start the activity. A possible option is develop and offer collections of YouTube-like video tutorials demonstrating the usage of lab tools. While mostly not sufficient as full reference for lab activities, and not effective as long term learning methods, videos help students overcome the initial skepticism towards written documents, and ease their approach to lab material.

Session Objectives: (1) Discuss and investigate if Audio/Video (A/V) tutorials designed to supplement written manuals can be an effective educational tool towards proficiency in specific, professionally oriented lab activities. (2) Verify if video tutorials can be more engaging and less difficult than a written document for students. (3) Prove that video tutorials can provide easy access to laboratory tools targeted at highly skilled professionals, overcoming the initial frustrating “ramp-up” phase in lab activities that often discourage students from active participation.

B. Consulting-Based Action Learning as an Experiential Education Option

Dana D’Angelo - *Drexel University*

Experiential learning can be accomplished through a broad array of programs. In addition to cooperative education, consulting-based projects can provide students with similar experiences for skill building and professional development during their academic careers.

Abstract: Experiential learning can be accomplished through a broad array of programs, including computer simulated scenarios, case studies, service learning, internships and co-operative education. The authors conducted research in order to determine if the two forms of experiential education, consulting-based projects and co-operative education, provide the same perceived learning (skills and experiences gained that are applicable to their future careers and studies) for student participants. In addition to cooperative education, consulting-based projects can provide students with similar experiences for them to identify their own learning, skill building and professional development during their academic careers.

Session Objectives: (1) Review common methods of EL in academia. (2) Present Drexel LeBow’s offerings in, and EVP’s model for, consulting-based projects. (3) Provide comparative data of student perceptions of learning (skills and experiences gained that are applicable to their future careers and studies) between two forms of action learning: consulting-based projects and co-operative education (significant data collected via a thirty item, 5 point scale questionnaire completed by participants in both consulting-based courses (on thirty campuses) and co-operative education (at Drexel University). (4) Present the authors’ research approach and methodology, and subsequent findings/results/observations. (5) Discuss potential application in comparable programs among attendees at various institutions and within unique programs of study.

C. Change the Way Education/Training is Done

Kristi Dean - *Central Michigan University*

Change the Way Training is Done: Train Me on What I Want to Know.

Abstract: The evidence-based teaching that I am seeing with my students, are they are coming to class to learn a specific skill or knowledge. They need to understand how computer software can help them in their daily life. My challenge is give the student what they want in terms of learning, every student is different.



Session Objectives: The business environment has created pressure on corporations to become leaner and more competitive while working with fewer resources (Kanazawa, 2009). To become a leaner organization, Kanazawa (2009) argues that the organization needs to retract to the core of its business as it becomes leaner and more competitive.

D. Learners on the Road: Facebook as a Tool for Community-Building in Group Study Abroad Programs

Dawn Johnston and Lisa Stowe - *University of Calgary*

This presentation argues that Facebook can be an integral tool of formal and informal learning to foster a community of learners in a group travel-study program.

Abstract: Despite being dismissed by some experts as an aging demographic’s social media, Facebook remains a favorite tool of university students, both socially and academically. This presentation examines the use of Facebook as a student-driven tool of formal and informal learning in a group study abroad program offered by a large research-intensive Canadian university. Our qualitative research project is informed, in part, by Rovai’s (2002) Classroom Community Scale, and this presentation will argue that Facebook can be an integral tool in fostering a community of learners, particularly when students are studying outside the comfort zone of their home country and university.

Session Objectives: (1) Learn how informal/incidental learning can be encouraged and enhanced through social media platforms. (2) Learn how Facebook, when integrated seamlessly into a learning community, can be used to create engaging and collaborative student spaces. (3) Learn how Facebook can act as a Learning Management System in situations such as travel-study programs where classroom technology may not be available.

E. The Ethics of OnLine Education: First Principles, Learning Objectives, and Methodology

Laura Miller-Purrenhage - *Kettering University*

Through examining the responsibilities of administrators and professors and the methodology that meets these responsibilities, this session explores the ethics involved in creating online classes.

Abstract: Online classes have proliferated at a remarkable rate, partially due to such factors as market pressures and the desire to make learning more accessible. As a result, academia has not yet had time to agree on standards of best practice or pedagogy that best meets the needs of students or the objectives of universities. The result has been a vast variety in approach, methodology, and professor involvement in online courses, some of which have proved detrimental to student-learning. Through examining the responsibilities of administrators and professors and the methodology that best meets these responsibilities, this presentation will explore the ethics involved in creating online classes.

Session Objectives: (1) State a basic foundational ethical principle for the creation of online courses. (2) Apply this principle to the creation of three course objectives for their own courses. (3) Identify at least two teaching methods that meet their course objectives while maintaining ethical standards.

F. Utilizing Kuhlthau’s “Information Search Process” Model to Inform and Intervene in Student Projects.

Dawn Reece - *Central College*

This session will review the Kuhlthau Information Search Process model and explain how the model was utilized to help students with semester-long inquiry projects.

Abstract: The session will start with an explanation of the model by Kuhlthau in her attempt to explain the processes students experience during an inquiry project. I will especially focus on the feelings (affective) aspect of the model. Next, I will explain how I utilized the model in a class that included a semester-long inquiry

project. I will share student journal excerpts and statistical means of the students’ feelings over the semester. I will encourage those gathered to discuss if and when they assess students’ feelings about their projects and the benefits/drawbacks of these assessments.

Session Objectives: (1) Explain (or review) the Information Search Process model by Kuhlthau. (2) Discuss with participants how I utilized the model to assist students during their semester-long projects. Explain how/when I informed and intervened. (3) Share research data and findings from surveys and journals collected from students in my course assessing their feelings about their inquiry projects. (4) Facilitate a discussion on the relevance of affective in our efforts to engage and motivate students.

G. Tech Select Faculty: Improving Instruction Through Technology

Kristi Roth and Donna Zimmerman - *University of Wisconsin, Stevens Point*

This session is focused on a model and curriculum for faculty development in technology. Innovative technologies to engage students and community members will be described.

Abstract: Effective utilization of innovative technologies in the college classroom is dependent upon the training and support provided to faculty. This session will describe the UW Stevens Point faculty development programs to promote infusion of technology in the college classroom and community. The Tech Select Faculty and Teaching Partner programs provide a framework for sustained training in technology with complementary discussion and peer support in application of technology concepts to assist in meeting student learning outcomes. Discussion of how these programs are applied in a classroom as well as with community partners will be included.

Session Objectives: (1) Discover a minimum of five current innovative technologies that can connect learning outcomes to community partners through technology. (2) Analyze the four main components of effective technology training programs for faculty. (3) Discuss necessary supports for faculty success and the obstacles to implementation of technology in the classroom. (4) Apply innovative technology learning outcomes and community outreach project ideas to their own disciplines.

H. Concussions and Cognition: Moving Head Injury Awareness into the Classroom

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

This session will help educators/administrators to better understand concussions and the need for a collaborative approach for student academic success following a concussion.

Abstract: This session will move the topic of concussions out of the athletic arena and into academics. So much of the recent attention surrounding concussions has been placed on athletics and how to safely return a student-athlete back to play, but how do we successfully return a student to the classroom who has sustained a head injury? Through discussion and case studies, we will learn how concussions can affect cognition and develop a framework to work collaboratively to ensure student academic success.

Session Objectives: (1) Define a concussion. (2) Discuss how a concussion can affect a student s academic performance. (3) Discuss the current culture of resistance surrounding concussions and why it is important to think differently. (4) Review qualitative data on faculty knowledge of concussions, awareness of treatment plans, and perceptions on faculty’s role in the recovery process. (5) Gain a usable Concussion Management Plan to help faculty and academic learning centers assist with students recovering from a concussion to ensure academic success.

I. Engaging the Voices of International Students

Mary Jo Shane and Loredana Carson - *California Lutheran University*

This session will provide an understanding of assumptions and barriers to international student active, verbal participation, along with useful recommendations to increase student engagement.





Abstract: Research has found that students who participate in classroom discussions retain information better as well as learn more. Yet, faculty are frequently frustrated with their international students lack of active, vocal participation in classroom discussions. This session will examine what some of the barriers to participation are in terms of international students, as well as explore different methods and techniques to actively engage international students in classroom learning.

Session Objectives: (1) Develop an awareness about the common disconnect between faculty assumptions and student views concerning active, verbal participation. (2) Identify the most common barriers to active, verbal participation on the part of international students. (3) Receive a number of useful recommendations based on current literature and the presenters year-long research with international graduate students on how to increase overall participation in the classroom and online. (4) Work on developing innovative methods and techniques to actively engage international students in classroom learning.

J. Curricular Innovation: Creating Sustainable Programs with Assessment

Leila Brammer and Mariah Wika - *Gustavus Adolphus College*

The process of successful curricular change through the institution, assessment, and refinement process provides a cases study for successful innovation.

Abstract: In 2007, a significant curricular innovation moved a communication department from teaching public speaking (a longtime foundational course in the discipline) to teaching public discourse, a course that more closely reflects both historical and current learning outcomes. That process of change through the department, administration, with colleagues in other departments as well as the assessment and refinement process provides a cases study for successful innovation. The goal of this workshop is for each participant to leave with a plan for a process for a department or program to re-enivision curriculum for the 21st century.

Session Objectives: (1) Discuss the issues/challenges of curricular innovation in an academic climate, focusing on participants in attendance. (2) Outline a process for success, discussing the crucial areas of departmental and administrative buy-in, assessment, and presentation to the campus and alumni. (3) Discuss assessment and revision as central to the process, specifically focusing on assessment that is efficient and effective for refining a course or a program. (4) Provide structured time for participants to analyze the challenges in their own situation and create a plan for moving forward with curriculum change upon their return to campus.

Saturday Concurrent Sessions

9:00am - 10:00am **Deep Learning: Are We Asking Too Much?**
Eric Sorenson and Caleb Spencer - *Azusa Pacific University*
Venue: Plaza II

Examine the junction between busy lives and demands of deep learning to produce strategic pedagogies where deep learning coexists with realistic and realizable learning outcomes.

Abstract: During this interactive workshop, two faculty, one from a STEM field, the other from a traditional liberal arts/humanities discipline, will engage the participants in an analysis of the time demands of their students’ classes and daily lives with the goal of producing strategic pedagogies where deep learning and engagement coexist with realistic and realizable learning outcomes.

Session Objectives: (1) Assess the time associated with work and life tasks and compare to student population. (2) List evidence-based reasons why students will choose to engage deeply in your class content. (3) Compare methods used in the humanities and sciences to stimulate deep learning from day one of a course.

Saturday Objectives



9:00am - 11:00am **Educating for Life: The Importance of Teacher Empathy in Student Success**
Katherine Rowell - *Sinclair Community College*

Venue: Plaza III

This presentation will explore exciting scientific research on ways teachers can become more empathetic and compassionate in order to increase student success.

Abstract: This presentation will explore new and exciting research on the importance of teacher empathy in increasing student learning and success. This presentation will discuss how “emotion” is an important and significant skill in even the most “scientific” of college classrooms. Each participant will have an opportunity to discover their empathy index score. Participants will learn about research on compassion and empathy as well explore ways to be a more empathetic teacher in order to create a stronger sense of belonging and attachment in our classrooms.

Session Objectives: (1) Explore new and exciting research on the importance of empathy in increasing student learning and success. (2) Discuss how “emotion” is an important and significant skill in even the most “scientific” of college classrooms. (3) Learn about research and explore ways to be a more empathetic teacher and to create more attachment-based classrooms. (4) Learn about research on measures of empathy in the college classroom and the importance of it as a predictor of student success. (5) Learn about their own levels of empathy and the role that might play in predicting student success. (6) Explore ways they can increase empathy in their teaching. (7) Discuss the concept of attachment-based teaching and tribal classrooms. (8) Receive a bibliography along with teaching tips they can use on Monday when they return to their college campuses.

9:00am - 10:00am **Johnny and Jenny Can Write: Strategies for Deepening Writing Skills**
Robin Pappas and Jessica White - *Oregon State University*

Venue: Pacific

This session will introduce strategies for building more writing into the classroom and explore ways in which increasing opportunities for “low-stakes writing” benefits student learning.

Abstract: Scholarship tells us that improving student writing requires opportunities to practice. As Peter Elbow (1997) and others have shown, “low-stakes writing” activities can facilitate skill development: after engaging in such activities, learners take bigger risks and can more easily figure out how to exercise their creativity and innovation on significant writing tasks. In this session, we will examine common expectations about student writing while engaging in low-stakes writing and discussion activities. Presenters will introduce strategies for building more writing into the classroom and share insights from research about how increasing opportunities to write benefits student learning.

Session Objectives: (1) Adapt low-stakes writing activities for formative assessment purposes.(2) Complete a task analysis of a writing task by comparing strategies for learning content with those for learning skills. (3) Generate writing-to-learn strategies for use in their own learning environments.

9:00am - 10:00am **Professional and Personal Self: Preparing Educators for Diverse Settings**
Heljä Antola Crowe and Robert Wolffe - *Bradley University*

Venue: Palm

Culturally savvy teaching requires awareness of ‘self’ as a cultural being. Through purposeful, theoretically linked exercises the session will explore the professional growth of university students.

Saturday Objectives



Abstract: The presentation focuses on learning actively about diversity. Participants will articulate ways to build a welcoming environment for all students. Workshop delivery is collaborative, participatory and socially engaging, combining the challenges of developing both professionally and personally. Theoretical bases will be explained through cross-cultural competencies, best practices, research on social-emotional learning and reflective practice. Focus will be an awareness of culturally savvy teaching and intentional course design where teacher candidates’ own experiences, and their future profession are at the center of reflection. Collaborative activities will be analyzed and reflective practice emphasized as a positive by-product of learning.

Session Objectives: (1) Enhance awareness of the connection between experiential learning and issues of diversity. (2) Increase the repertoire of reflective activities and tools to build students’ conceptualization of diversity. (3) Develop a network for sharing ideas for better preparing pre-service teachers to work in diverse classrooms.

9:00am - 10:00am **Effective Embedded Formative Assessment in Higher Education**

Susan Kowalski and Frank Kowalski - *Colorado School of Mines*

Venue: Patio

Enhance learning in your classroom by embedding formative assessment to actively engage students and inform instruction. A variety of techniques will be discussed and demonstrated!

Abstract: Wouldn’t teaching be easier if you could glimpse into your students’ minds during the learning process? Evidence supports the use of formative assessment for this, but it is often challenging to implement in the higher education environment. We’ll look at a variety of ways to probe student understanding, evaluate some of their strengths and shortcomings, and hopefully augment your personal teaching toolbox. In this session, you will also experience (as a student) free, browser-based software that facilitates the collection and archiving of real-time responses to open-format questions. Please bring your own pen-enabled mobile device (iPad, Tablet, Androids 4.0+) if possible.

Session Objectives: (1) Review the evidence-based advantages of formative assessment during the learning process. (2) Survey a broad spectrum of formative assessment strategies and techniques, and collectively evaluate some of the strengths and shortcomings of each. (3) Use personal mobile devices and free, browser-based software (InkSurvey) to respond to open-format questions posed by the presenters. (4) Be aware of how they can use digital ink in their own classes to reveal student thinking. (5) Identify one formative assessment technique they can add to their personal teaching toolbox.

10:20am - 11:00am **Listening to Our Students: What We Have Learned from Small-Group Instructional Diagnoses**

Gregg Wentzell - *Miami University*

Venue: Plaza II

In this session we will present our findings and engage in a conversation about what we can learn from doing SGIDs in order to improve teaching and learning in our classrooms.

Abstract: Small Group Instructional Diagnoses (SGIDs), voluntary, informal, mid-semester student focus groups, have been conducted for many years at Miami University. After facilitating many SGIDs, we thought it would be useful for university instructors if we studied our results, drew some conclusions, and presented them. In this session, we will present our findings and engage in a conversation about what we can learn from them in



order to improve teaching and learning in our classrooms.

Session Objectives: (1) Describe the SGID process. (2) State common themes in student feedback that have emerged over time. (3) Engage in discussion about how these findings can help improve teaching and learning.

10:20am - 11:00am **Promoting Independent Learning and Thinking**

Mary Antonaros - *Siena Heights University*

Venue: Pacific

Learner-centered teaching focuses on student learning, rather than what the teacher is doing. This session discusses how learner-centered teaching methods can be implemented in any classroom.

Abstract: Research indicates that learner-centered teaching leads to increased student engagement with content as well as increased student learning and long-term retention (Blumberg, 2008). Learner-centered teaching is an approach that focuses on student learning, rather than what the teacher is doing. Its teaching methods utilize a variety of approaches that shift the role of the instructor from the provider of information to facilitating student learning. This session explores the literature on this topic and discusses the myriad learner-centered teaching methods that can be implemented in any classroom.

Session Objectives: (1) Develop strategies to help students become self-directed learners. (2) Discuss research and suggestions on how to help students achieve academic success. (3) Examine research-based principles for smart teaching. (4) Implement learner-centered methods in various classroom settings.

10:20am - 11:00am **How Operating from the Heart Contributes to Teaching and Learning**

Oren Hertz - *Johnson & Wales University*

Venue: Palm

What can the heart teach us? Can the heart and mind work together to benefit us? This presentation will show you how this can be done.

Abstract: The purpose of this presentation is to connect us back with our hearts when we are engaged in the process of teaching and learning. Teaching and learning is often connected with the brain, as it is generally perceived to be a process of comprehension and measured levels of intelligence. However, there is scientific evidence that the heart has intelligence of its own, and there is a triangulated connection between the heart, the mind (brain), and teaching and learning. This presentation will explore this connection and learn how we can all benefit from it when we activate the heart intelligence.

Session Objectives: (1) Be exposed to sustainable ways of activating the heart intelligence to benefit teaching and learning. (2) Finding ways to engage our higher-self in the process of teaching and learning. (3) Understand the triangulated scientific connection between the heart, the mind, and teaching and learning.

10:20am - 11:00am **An Experiment in Images: Using Comics to Teach Research Writing**

Emily Wierszewski - *Seton Hill University*

Venue: Patio

Teacher research suggests that comics can help struggling or new postsecondary students master the process of synthesis in academic research writing.



Abstract: When college students work with academic sources in essays and research projects, they often struggle with integrating multiple sources. They may isolate sources from one another instead of engaging those sources in a conversation, and they frequently leave their own perspectives out. The production of research comics can simplify the process of synthesis for students who are new to or troubled by academic research. In this practice-oriented session, classroom activities and sample comics will be shared, as will findings from classroom-based research that reveals students tend to struggle most with integrating their own perspectives as “active knowers” in research writing.

Session Objectives: (1) Explore what you value most from students in their research writing and consider the pedagogical support you provide them in that area, using the researcher’s own research problem and experiment as a model. (2) Understand how comics can be used to teach synthesis to students who are new to or struggle with academic research. (3) Consider the problem of students’ own perspectives in research synthesis, and brainstorm ways to encourage students to become “active knowers” in their own research writing.

11:20am - 12:00pm **Transforming Your Syllabus to Increase Student Engagement: Taking it from Instructor-Centered to Learner-Centered**

Keisha Paxton and Emily Magruder - *California State University, Dominguez Hills*

Venue: Plaza II

This session will apply learner-centered methods to syllabus design and presentation. A learner-centered approach to course design is associated with greater student satisfaction and achievement.

Abstract: Inherent in the process of syllabus construction is the perspective of the instructor. What if we build our syllabi from the perspective of the learner? A learner-centered syllabus has the potential to transform students’ experiences of a course. This tool can become a dynamic instrument in making a course learner-centered rather than instructor-centered. Evidence supports that a learner-centered approach to course design is associated with greater student satisfaction, greater achievement (Johnson, 1991; Maxwell, 1998; Slavin, 1990), and greater student retention (Matlin, 2002; Sternberg & Grigorenko, 2002). In this session, we will apply learner-centered methods to syllabus design and presentation.

Session Objectives: (1) Learn principles of learner-centered course design. (2) Examine their goals when designing a course and syllabus. (3) Assess a syllabus for learner-centered attributes. (4) Apply learner-centered course design methods to the creation or revision of a syllabus.

11:20am - 12:00pm **Engaging Digital Natives in the Social Media Age**

Jose Fulgencio - *University of Central Oklahoma*

Venue: Plaza III

Learn how to affectively engage with your digital student in a social media multimedia rich platform environment and know the various tools available.

Abstract: As digital natives, students enter college with an increasing knowledge of social media and internet usage. Digital natives are also digital learners, according to the 21st Century Fluency Series; students prefer multimedia information, and video to text. Digital natives want entertainment in their schoolwork. This session introduces conference participants to social media and multimedia tools available that foster student engagement.



Key takeaways include learning effective ways to use social media in the classroom, engaging one-on-one through social media, and Social Media Tools 101 – learning the differences between social media tools such as YouTube, Vimeo, and Twitter.

Session Objectives: (1) Learn the effective ways to use social media tools in class and online classroom. (2) Learn the different social media and multimedia platforms available. (3) Lean to evaluate which social media and multimedia platform is right for the classroom.

11:20am - 12:00pm **Teaching Cultural Competence Through Critical Thinking and Social Justice Frameworks**

Carolyn Sandoval - *Texas A&M University*

Venue: Pacific

Using critical thinking and social justice theoretical frameworks, this session will provide participants with tools to stimulate critical thinking and increase intercultural knowledge and competence.

Abstract: The need to prepare students to engage in our increasingly complex and diverse world has become a higher education imperative. Using critical thinking and social justice theoretical frameworks, this interactive session will provide participants with useful tools to stimulate critical thinking in the classroom and increase intercultural knowledge and competence. Participants will also have an opportunity to reflect on their own experiences and comfort levels in facilitating learning that promotes civil dialogue around diversity issues, as well as discuss strategies to create safe and inclusive learning spaces.

Session Objectives: (1) Discuss the benefits and challenges of teaching cultural competence through the engagement of issues of race, class, gender, sexual orientation, and other aspects of human differences in the classroom. (2) Identify strategies to integrate critical thinking and social justice theoretical frameworks to effectively teach cultural competence. (3) Apply learning activities that encourage reflection, stimulate critical thinking, and foster the development of cultural competence.

11:20am - 12:00pm **Teaching Our Students Mindfulness to Foster Attention and Awareness**

Ursula Sorensen - *Utah Valley University*

Venue: Palm

Mindful walking may help students be more attentive in the classroom, which may enhance learning. This session will introduce you to this innovative technique.

Abstract: Contemplative education has become an innovative concept in higher education. At the heart of this concept is mindfulness. A type of mindfulness practice is mindful walking. Mindful walking may help students develop attention and awareness. Additionally, self-efficacy messages may increase their motivation to participate while engaging in mindful walking. Session participants will be introduced to these concepts and then experience mindful walking with self-efficacy messages. Finally, session participants will formulate a plan to utilize this type of practice in their own classroom.

Session Objectives: (1) Understand the difference between mindfulness and other forms of meditation. (2) Be able to demonstrate the three levels of mindful walking. (3) Discover how mindfulness and self efficacy theory can be utilized together in their own classroom. (4) Design a lesson plan incorporating mindful walking and self-efficacy messages in their own classroom.



Saturday Objectives

11:20am - 12:00pm	<p>Building an iPad Application to Facilitate Small Group Learning</p> <p>Jasmine Yumori - <i>Western University of Health Sciences</i></p> <p>Venue: Patio</p> <p>An iPad application was created for a case-based learning course. Conference participants will explore the application and participate in a brain-storming and discussion session.</p> <p><i>Abstract:</i> Delivering course materials while embedding questions, photographs, online resources, and discussion prompts in an organized fashion is difficult for an individual faculty member to handle in a lecture hall. An iPad application was created to deliver course materials for a case-based learning course. Conference participants will have the opportunity to operate this iPad application, review a survey designed to assess student perceptions of the application, and participate in a brain-storming and discussion session regarding further development and collaborative opportunities.</p> <p><i>Session Objectives:</i> (1) Identify benefits of using an iPad application to deliver course content. (2) Operate an iPad application designed to deliver course content to optometry students. (3) Review a survey designed to gather information regarding student teams’ perceptions of an iPad application’s usability, learning, engagement, and clinical reasoning.</p>
1:00pm - 2:00pm	<p>Teaching Evaluations: Driven to Drink or Reflective Practice?</p> <p>Judith Ableser - <i>Oakland University</i></p> <p>Venue: Plaza II</p> <p>Faculty will develop effective strategies on how to use their teaching evaluations to improve their own practice and to create a strong case for tenure.</p> <p><i>Abstract:</i> This interactive session will help faculty use their teaching evaluations for reflective practice to improve of their teaching and to develop a strong case for tenure. Examples of multiple types of evidence of teaching will be explored, highlighting research findings on their strengths and limitations. Best practices will be outlined for the effective use of these documents. This session will be beneficial for emerging faculty as they begin their tenure case and for department and tenure chairs who support their faculty through annual and tenure reviews.</p> <p><i>Session Objectives:</i> (1) Describe the types and purposes of a range of teaching evaluations and evidence of effective teaching. (2) Outline the strengths and limitations to types of evaluations. (3) Outline and apply effective reflective practice strategies in analyzing their own course evaluations for ongoing growth and improvement. (4) List essential types of evidence and narratives to include in a teaching portfolio/dossier for tenure and promotion. (5) Develop skills as a department chair or tenure committee chair to assist faculty in productive annual reviews and secure tenure.</p>
1:00pm - 2:00pm	<p>Building a “Culture of Excellence” with the Millennial Generation</p> <p>Tannah Broman and Kristin Hoffner - <i>Arizona State University</i></p> <p>Venue: Plaza III</p> <p>Learn how to effectively utilize Millennial traits to build a classroom culture in which excellence is expected, valued and achieved by both faculty and students.</p> <p><i>Abstract:</i> Is it possible to establish a culture of excellence with a generation of students who expect constant feedback and reinforcement, who have been consistently told by parents and media they are “special”, and who have been sheltered from disappointment and failure?</p>

Saturday Objectives

	<p>Yes! With consistent messaging of expectations, student/teacher relationships built more on mutual respect than traditional authority, and evidence-based active learning strategies tailored for a team-oriented generation, these students can rise to meet any challenge. This presentation will explore how to work with Millennial traits to build a “culture of excellence” in which students and teachers alike can take pride.</p> <p><i>Session Objectives:</i> (1) Identify the common characteristics of Millennials and determine how these characteristics influence communication, learning preferences and performance expectations of this generation. (2) Identify and understand how to effectively apply the evidence-based teaching and learning strategies most likely to appeal to and motivate Millennials. (3) Identify the steps necessary to effectively combine the above-mentioned learning strategies with optimal student/teacher communication and interaction to create a classroom or program culture that is defined by high expectations, mutual respect, and academic excellence.</p>
1:00pm - 2:00pm	<p>Wait..What? How to Engage Students in the Multi-Tasking Era</p> <p>Chris Hakala - <i>Quinnipiac University</i></p> <p>Venue: Pacific</p> <p>Student engagement is essential for effective learning. In this session, participants will learn how to use the science of learning to effectively engage their students.</p> <p><i>Abstract:</i> Students believe they have a complete understanding of how to learn. Go to class, listen to the teacher, take the tests and you learn. However, recent research in the science of learning (Benassi, et. al 2014, Doyle & Zakrajsek, 2014) has suggested that there learning is far more complex. Student engagement is an umbrella term for factors critical for student learning in today’s classrooms. In this session, we will discuss the research on student learning and engagement and share tips grounded in empirical evidence designed to provide a context for both students and teachers that is most effective for learning.</p> <p><i>Session Objectives:</i> (1) Understand current state of science of learning from the literature. (2) Learn strategies for student engagement based on that literature. (3) Apply strategies to their own classes for student engagement.</p>
1:00pm - 1:20pm	<p>An Integrated Approach to Reduce the Propensity and Practicality of Cheating on Asynchronous, Objective, Online Assessments</p> <p>Daniel Sullivan - <i>University of Delaware</i></p> <p>Venue: Palm</p> <p>Our study profiles an administratively efficient pedagogy that makes cheating impractical, buttresses an effective evaluation process, and supports a productive learning experience.</p> <p><i>Abstract:</i> Cheating has long-dogged evaluation. The expanding scale and scope of online education increasingly complicate circumstances. Safeguarding academic honesty, along with tangential implications to student engagement, productive evaluation, learning effectiveness, and workflow efficiency, fan escalating concern. We profile a systematic, tech-based, socially-directed pedagogy that diminishes cheating without reducing the effectiveness of evaluation or the learning experience. Survey data collected from approximately 300 undergraduate and graduate business over 10 classes delivered from January 2014 through January 2015 indicate that this administratively efficient, scale-insensitive pedagogy, by blending technology and social methods, effectively reduced the propensity and practicality of cheating.</p>



Session Objectives: (1) Highlight the integration of tech tools and social methods to reduce the propensity and practicality of cheating. (2) Discuss the potential of technology to engage the teaching effect to mediate a common cause of cheating, namely test anxiety. (3) Profile student survey data on aspects of cheating, evaluation utility, and learning effectiveness in the context of asynchronous, objective, online assessments. (4) Overview the design and delivery of this pedagogy within the context of the Canvas Learning Management System.

1:30pm - 1:50pm **What is Postmethod and What does it Mean for College and University Teaching?**

Elaine Hewitt - *Granada University, Spain*

Venue: Palm

We take a look at the recent movement for teachers and learners away from the tendency of teaching methods and towards the notion of ‘Postmethod’.

Abstract: Traditionally, teacher training began with initiation into the various teaching methods available as well as practice into how to carry them out with students in the classroom. Recently however, for teachers and learners there has been a new movement away from the tendency of teaching methods and towards the notion of ‘Postmethod’. One of the principal advocates of ‘Postmethod’ is Kumaravadivelu with publications such as *Beyond Methods* (2003). Some such as David Bell (2003) have asked if method and Postmethod are really so irreconcilable. Others raise objections to Postmethod. What are these objections? We take a look at what Postmethod especially means for college and university teaching.

Session Objectives: (1) Find out what Postmethod is. (2) Understand the place of Postmethod in college and university teaching and learning. (3) Discover who proposes Postmethod.

1:00pm - 2:00pm **Digital Assessment Strategies: Stretching the Limits of Student Learning**

Brad Garner - *Indiana Wesleyan University*

Venue: Patio

This session focuses on ways faculty, can help their students master course content while also engaging with digital technology through the use of creative, engaging assessment strategies.

Abstract: This hands-on session will focus on the ways in which faculty, through intentionally designed assessment strategies, can help their students master course content while also engaging with digital technology through the use of creative, engaging assessment strategies. By embedding digital assessment strategies into course design, students can simultaneously demonstrate their knowledge and skills related to course content and also learn to perform transferable digital skills (e.g., creating websites, electronic portfolios, screencast, movies). As a starting point, this transition will require faculty to enhance their own digital skills and then develop strategies for linking course content with digital assessment tools.

Session Objectives: (1) Understand the context of course-design principles. (2) Examine the potentially powerful role of digital technology in teaching, learning, and assessment. (3) Evaluate the relative value of varied digital learning options. (4) Create digital learning experiences for their students using a variety of digital tools and venues.



Saturday Plenary Presentation

2:20pm - 3:20pm **Supporting Faculty Inquiry About Teaching: Implications for Teaching and for Curriculum**

Cheryl Amundsen - *Simon Fraser University*

Venue: Plaza I

Learn how designing and evaluating a program to support faculty inquiry engages faculty in a continuous cycle of investigation and reflection.

Abstract: Faculty inquiry can be used to build both individual knowledge and to engage in teaching as a socially situated activity. Simon Fraser University has designed a leading program to support faculty inquiry based on questions they have about teaching and learning. Inquiry projects can be used to: (1) investigate the effectiveness of a new teaching approach in a particular course (e.g., team-based learning), (2) focus on designing and piloting an instructional tool (e.g., website to illustrate historical thinking), and (3) support curriculum development. In this plenary session, selected findings from our program evaluation will be shared with a goal of stimulating thought regarding how this approach can be used in your own teaching.

Session Objectives: (1) Describe the design or our program and the rationale underpinning the design. (2) Explain the significance of faculty inquiry to building individual knowledge but also to engage faculty in teaching as a socially situated activity. (3) Outline ways this program could be adapted to fit the context of other institutions.

Sunday Closing Plenary Workshop

9:00am - 11:00am **Lightening Struck the Classroom, and We Kissed Convention Good-Bye**

David Brobeck - *Walsh University*

Venue: Plaza I

This plenary will be a journey of brain science and effective teaching strategies enhanced by audience interaction while challenging the status quo of traditional teaching.

Abstract: Are you ready to challenge convention and step towards something different? Imagine... your classroom is buzzing loudly from student interactions. Suddenly the entire room responds instantly to your call back. As you continue to deliver critical ideas, students are loving the learning. Reality? Yes! This highly interactive presentation will combine key aspects of cooperative learning with research-based cognitive learning theory using the whole brain and body. Design, modes of engagement, and idea testing all have important roles while developing exemplary instruction. Participants will have fun learning, then depart ready to test strategies that are positive, engaging, and effective.

Session Objectives: (1) Understand core elements of whole brain teaching: call-response, switching techniques, use of gestures, and the role of mirror neurons. (2) Understand the specific meaning of idea testing as a cognitive function, and how to prioritized the “best ideas.” (3) Understand how to adjust for different thinking, learning, and behavioral preferences. (4) Leave positively energized by their participation and engagement in the session.

EVIDENCE-BASED
TEACHING AND LEARNING

CONFERENCE WORKBOOK



NEWPORT BEACH 2015



Instructions for Using the Conference Workbook

A Message from the Conference Director

I look forward to attending conferences with a wide variety of sessions, facilitated by talented faculty members who seem to have no end to their wisdom and experiences. I always leave such conferences exhausted from extensive networking and learning, and at that same time energized, with a feeling of hope and renewal. For all their value, and it is extensive, conferences do have a decided drawback. Time and again I have returned from conferences with many handouts, resources, web references, and business cards; these are often put into a pile with the expectation of things to come, yet all too often the valuable information is not put into practice. This “workbook” is an attempt to better organize such information and to create an “action plan” for change. Essentially, consider this conference a short course in pedagogy in which there are notes, homework, outcomes... and even a take-home exam.

Below you will find the following “assignments”:

- One Minute Paper
- Personal goals for the conference and the resources (including individuals) to support those goals
- Networking
- Daily reflections
- Action items
- “Thank you” note to be sent to the individual who made it possible for you to attend
- Your take home final exam to be completed one month after the course (conference)

One Minute Paper

Set your phone to the stopwatch function or find a clock with a second hand. Give yourself one minute to write a response to the following:

What do you hope to gain by attending this Lilly Conference on Evidence-Based Teaching and Learning?

[illegible]



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 title 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 about new information gained or the titles of sessions that specifically relate to this goal.

c. Record the names of 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 title 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 about new information gained or the titles of sessions that specifically relate to this goal.

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



a. List session title 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 about new information gained or the titles of sessions that specifically relate to this goal.

c. Record the names of 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 will be easy to secure online. Try for 10 new contacts at this conference. Use the space below to organize information about the contacts you have exchanged business cards, with during the day. Simply transfer the contact information from the business card to this worksheet. Note: conference tip- when you acquire a business card with the intent of contacting that individual, jot a quick note on the back of the card pertaining to the issue.

[illegible]



Reflections

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.

Quick Reflections for Tuesday

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 Monday

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 Wednesday

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 actions 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.

To Do List

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 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 winter 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 interactions?
3. Did you send the thank you note to the person providing support for your attendance at the conference? If not, please send your note of thanks at this time.
4. Is there something you will be doing in your class that could be a presentation at a future Lilly Conference?

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 illy Conference on Evidence-Based Teaching and Learning in Newport Beach. I was able to network with colleagues from (list one or two peer or aspiration institutions here). Among many things learned at the conference, I discovered (insert achieved personal conference objective; the following sentence is 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

Al-Imam Muhammad Ibn Saud Islamic University
American University of Sharjah
Arizona State University
Ashford University
Aurora College
Azusa Pacific University
Baker College
Boise State University
Bradley University
Brandman University
Brigham Young University, Idaho
Butler University
California Baptist University
California Lutheran University
California State University, Chico
California State University, Dominguez Hills
California State University, Fresno
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
California State University, San Bernardino
California State University, Stanislaus
Central College
Chadron State College
Clark Atlanta University
College of San Mateo
Collin College
Concordia University
Concordia University, Portland
Concordia University, Wisconsin
Drexel University
Eastern Illinois University
Eastern Kentucky University
Elon University
Fashion Institute of Technology/SUNY
Fresno City College
George Fox University
Glendale Community College
Granada University
Grand Valley State University
Indiana State University
Indiana University Purdue University
Indianapolis
Indiana Wesleyan University
Internatinal Teaching Learning Cooperative

James Madison University
Jerusalem College of Technology
Johnson & Wales University
Kettering University
Lakeland College
Langara College
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Oregon State University
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Philadelphia University
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University of Wisconsin, Stevens Point
University of Wisconsin, Stout
Utah State University
Utah Valley University
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West Chester University
Western Michigan University
Western State Colorado University
Western University of Health Sciences
Western Washington University
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Woodbury University

PLANNING FOR LEARNING

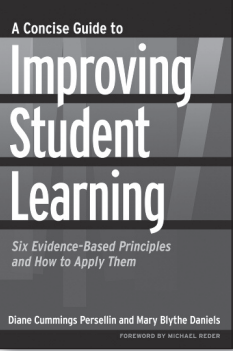
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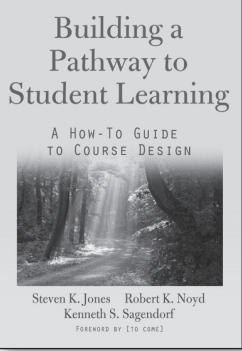
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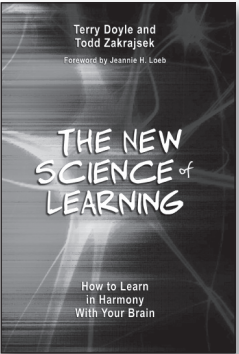
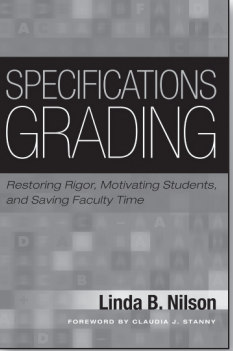
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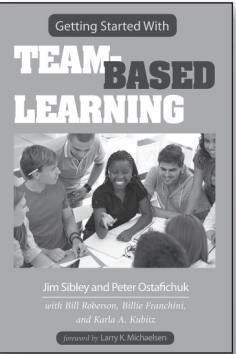
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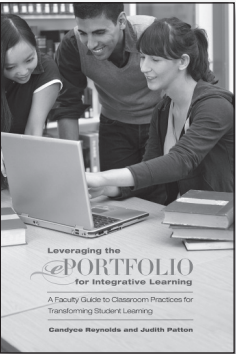


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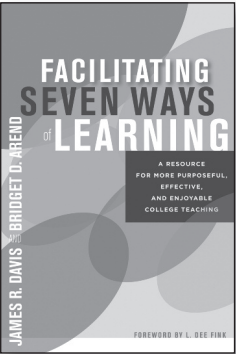
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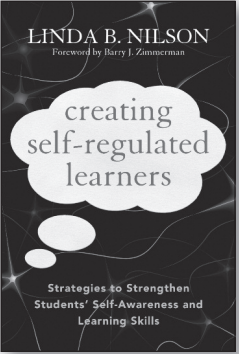
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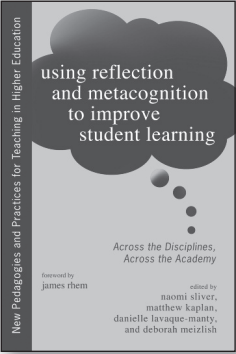
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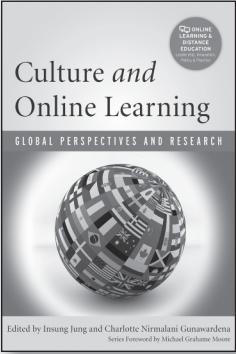
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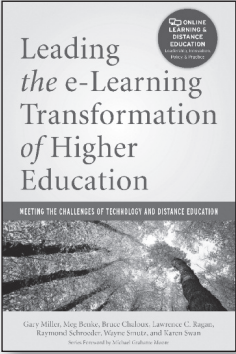


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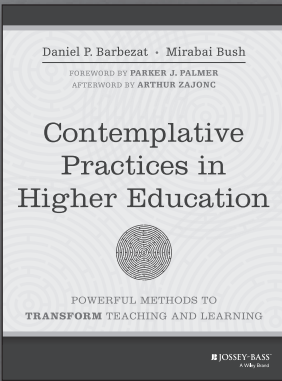
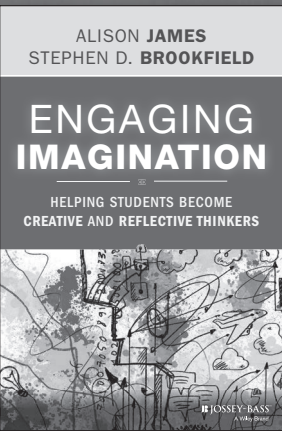
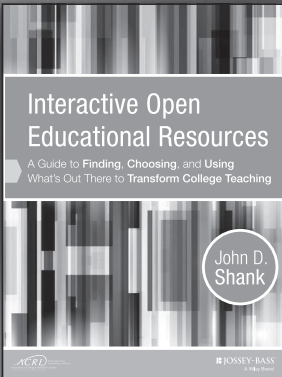
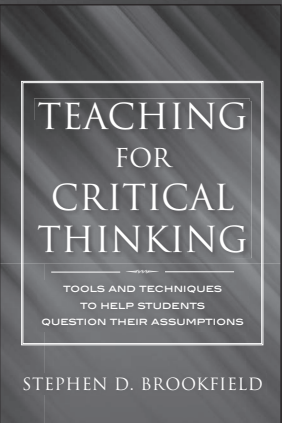
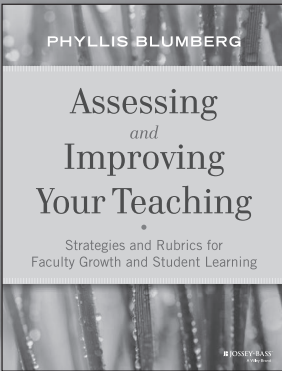
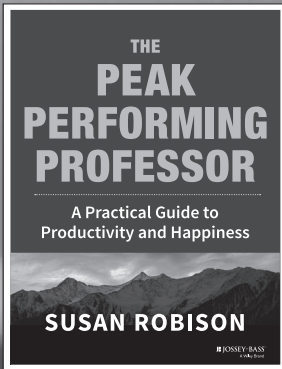
A nonprofit organization providing assessment and feedback systems to improve learning in higher education.

Resources for Support

- Available **free** at IDEAedu.org
- POD-IDEA Notes on Instruction
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