5-2015

Promoting Student Participation: In-class Strategies to Engage the Introverts & Reluctant Learners

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Welcome and Opening Keynote Session
5:45 PM - 7:00 PM  •  French Auditorium

A1  FRENCH AUDITORIUM - 5:45 - 7:00 p.m.
Seeking Evidence of Impact: Towards Evidence-based Practice
Malcolm Brown - EDUCAUSE Learning Initiative

Over the years, teaching and learning has been a hotbed of innovation, both in terms of pedagogical practice and in terms of the technologies that support that practice. Given this rich history of innovation: have we begun to sort out what works and what doesn't? What constitutes evidence if we want to have a better understanding of the effectiveness of our experiments? What are the best ways to collect such evidence, and then to analyze and share it? In this session, we will review why building a comprehensive evidence-based practice for teaching and learning is of key importance, and explore the components of such practice.

Opening Reception and Poster Session
7:00 PM - 9:00 PM  •  Main Hallway

B1  Extracurricular Projects’ Impact On Engineering Education
Michael Golub - Indiana University Purdue University Indianapolis

Successful Engineering Education requires high student retention rates and well trained graduates. Despite the programs best intentions many students will not complete an engineering program for various reasons. Still, some students will become engineers but without ever doing an extracurricular design project. According to Fortenberry (2007), “Fewer students leave engineering studies when education link concepts to real world practice.”
Beyond Charity: Academic Service-Learning in Higher Education
Abalo Adewui - Central Michigan University

There is growing interest in recognizing service learning within academia beyond its traditional role. A 2013 survey with undergraduates in a midwestern university revealed that over 83% of college students would rather take a service learning designated course. While this revelation may seem as a welcome development by some, there seems to be little hope that a broader academic world will readily buy into and support service learning. For service learning in higher education to gain recognition parity and academic credibility, traditional assumptions about service learning as charity need to be challenged.

Developing a Joint University International Travel Course
Bryan Schneider - Central Michigan University
Lana Ivanitskaya - Central Michigan University

This session details the advantages and methodology to collaborate with a host country for comparative industry exposure and bring together students from different academic institutions, and at different academic levels, which allows for personal growth and rich exchange of ideas.

Creating an Action Learning Environment While Integrating Critical Thinking
Gerard Becker - Central Michigan University

This session will establish the need for more active learning models through existent research related to student knowledge retention, action learning approaches, and the integration of critical thinking dynamics in the classroom environment (both online and in class). Subsequent to establishing the foundational need for active learning models for student knowledge retention, specific activities will be reviewed and performed for implementing such models and activities in existent course activities and assignments.

Evolution of the Capstone Experience for the Millennial Student
Gina Londino - Indiana University Purdue University Indianapolis

This poster will provide viewers with examples of the development of capstone materials that have been useful with forensic science majors. This will give viewers an opportunity to see how this specific capstone course incorporates research professors, forensic science analysts in the community, and university offices to aid students after graduation, and assess the students’ overall knowledge in forensic science. This can be applied to multiple disciplines and has provided success for millennial students.
Opening Reception and Poster Session - continued
7:00 PM - 9:00 PM • Main Hallway

B6 How Effective is the Flip? Student Perspectives and Faculty Challenges Implementing the Flipped Classroom
Betsy Diegel - Central Michigan University
Are you looking to stimulate your academic curiosity through an innovative teaching practice? Come and learn about how the flipped classroom approach was implored to increase undergraduate student learning and performance in the classroom.

B7 Student-Directed Information Literacy Training: Applying Librarian-Faculty Facilitated Small-Group Learning within a Medical School Curriculum
Bradley Long - Central Michigan University
Francisco Martinez - Central Michigan University
Central Michigan University’s College of Medicine utilizes case-based learning within a group setting as a predominate form of instruction. The College aims to incorporate information literacy into its student learning objectives. Thus, a novel approach has been taken to tie together case-based learning with information literacy instruction by utilizing student-directed learning. This session will demonstrate the current information literacy training within a new and unique medical school curriculum, which also includes flipped classroom techniques.

B8 Success Among the Keyboards: Examining Instructor Social Presence to Enhance Student Engagement & Motivation in the Online Classroom
Lisa Fall - University of Tennessee, Central Michigan University
This session provides results from a national online study that examines online immediacy/social presence in relation to student motivation and engagement and attitudes toward the online classroom format. Implications and best practice recommendations will also be discussed.

B9 A Flipped Approach to Teaching Technology Skills
Jay Batzner - Central Michigan University
Trey Stohlman - Central Michigan University
The content of a course is often coupled with an application of one or more technologies which students are unfamiliar. Last year, our Faculty Learning Community planned a learning environment to address this need for targeted software tutorials. In our second year, the FLC began propagating this environment with sample modules addressing essential audio recording and editing skills. This poster presentation displays our sample modules delivered via Blackboard allowing for the direct experience for how video modules can assist people learn appropriate microphone use and recording techniques.
A Framework for Engaging and Supporting International Students
Patricia Chase - Central Michigan University
Richard Forest - Central Michigan University
David Freed - Central Michigan University
Daniel Lawson - Central Michigan University
Tracy Nakajima - Central Michigan University
Jim Neubecker - Central Michigan University
John Zappala - Central Michigan University

This poster details Phase I of an investigation to determine best classroom practices to foster engagement of international students and improve learning outcomes. Results of multiple focus group discussions conducted at Central Michigan University with faculty, international students, and domestic students are presented. Answers from each group were compared and analyzed for common themes. Conclusions, recommendations, and future directions for further investigation are discussed.

Aggression and Bullying in Higher Education: The Impact on Teaching and Learning
Stephanie Bechtel - Central Michigan University
Judy Jacobs - Central Michigan University
Kathleen Logan - Central Michigan University
Calvin Posner - Central Michigan University
Shelia Jane Thornhill - Central Michigan University

This Faculty Learning Community (FLC) examined the impact of student-on-student and student-on-professor aggressive and bullying behaviors on the learning environment. Bullying behaviors can range from incivility to physical aggression and includes cyberbullying. These negative behaviors can be counterproductive to the learning environment resulting in student disengagement and low productivity; loss of creative talent; and ultimate eroding of the organizational culture and reputation. This FLC proposed possible solutions for the prevention of aggressive and bullying behaviors, such as the development of rules for team projects, and the instructor providing clear expectations that such behavior will not be accepted from day one.

Developing and Integrating an Interdisciplinary Instructional Framework Based on the Common Core Standards
Kevin Cunningham - Central Michigan University
Jim McDonald - Central Michigan University
Scott Roberts - Central Michigan University

This presentation includes a discussion of effective approaches for interdisciplinary lesson planning and teaching. The presenters will share how they implemented their findings in their current methods classes.
B13  **MSA Core Courses: Commonalities for Student Success**

*Richard Hayes - Central Michigan University*
*Scott Mertes - Central Michigan University*
*James Schiro - Central Michigan University*
*John Zappala - Central Michigan University*

The presentation will consist of an overview of the activities that this Faculty Learning Committee (FLC) conducted over the last academic year at CMU. Highlights will include: survey results of success factors, best practices for the six MSA (Master of Science in Administration) Core Courses and overall best practices in an integrated program developed by the FLC, a diagram illustrating the underpinnings of the core courses, along with general commentary about the pros and cons of participating in a virtual FLC.

B14  **Strong Starts for New Faculty: Surviving and Thriving at Central Michigan University**

*Elizabeth Bauer - Central Michigan University*
*Eron Drake - Central Michigan University*
*Sarah Marshall - Central Michigan University*
*Sarah Pfohl - Central Michigan University*

“Strong Starts: Surviving and Thriving at CMU,” is a year-long Faculty Learning Community (FLC) designed specifically to provide faculty development and community building opportunities beyond the traditional orientation activities for new faculty members who have joined Central Michigan University within the past two years. This poster overviews the goals of the FLC, specific interests and needs expressed by new faculty; FLC session topics, guest presenters, and resources; and offers insights and recommendations to inform the continued support of new or junior faculty as they strive to advance their academic careers.

B15  **Using Videos to Assess and Develop Reflective Practices in Teacher Candidates**

*Kevin Cunningham - Central Michigan University*
*Kathryn Dirkin - Central Michigan University*
*Libby Knepper-Muller - Central Michigan University*
*Michael Reuter - Central Michigan University*

Over the last eight months the members of our Faculty Learning Community have explored opportunities for using learning technologies and mobile devices to support and assess the clinical work of student teachers. Specifically, we chose to focus on the use of videos for assessing and developing reflective practices for CMU teacher candidates. Initial findings and their implications for the CMU Teacher Education Program are discussed as well as recommendations for further investigation and methodological improvements.
FR French Auditorium - 9:00 - 10:15 a.m.

Creating a Civil Classroom Climate: The Many Benefits of Student-Teacher Rapport

William Buskist - Auburn University

Perhaps the most effective way of dealing with classroom incivility is for teachers to establish a tone that encourages positive student behavior and discourages disruptive student behavior. The key to setting such a tone rests in teachers building rapport with their students. In this interactive presentation, we will describe nature and causes of incivility, identify and elaborate on effective classroom management practices, and describe strategies and tactics for building student-teacher rapport. We will also review the many positive outcomes found in classrooms characterized by strong student-teacher rapport.

D1 Room 115 - 10:30 - 11:30 a.m.

Getting Medieval on Education: Restoring the Liberal Arts in Undergraduate Classes

Jonathan Klauke - Mid-Michigan Community College

This session focuses on the founding principles for both Western Education and the Liberal Arts as originally conceived in ancient Greece and applied by medieval scholars in the first universities. Specifically, it explores the historical importance of argument and self-learning within the structure of the liberal arts and how these can be applied to the syllabi and structure of undergraduate classes to help students develop skills in effective communication, critical thinking, and self-learning.
Concurrent Sessions (continued) 10:30 a.m. – 11:30 a.m.

**D2**
ROOM 117 - 10:30 - 11:30 a.m.
**If You Build it They Will Come: How to Build Emotionally Intelligent Teams**
*Linda Gunn - Western Governors University*

Research has shown that feelings and emotions have a direct impact on effectiveness and efficiency as well as a greater potential for creating positive change. Businesses and academic environments thrive when using teams to organize work. One of the important differences between effective teams and ineffective ones is due to the emotional intelligence of the group. Teams have an emotional intelligence of their own. Teams can develop greater emotional intelligence and boost their performance.

**D3**
ROOM 213 - 10:30 - 11:30 a.m.
**Strategies, Activities, and Technology Tools for Increasing Student-to-Student Collaboration in Online Classes**
*Shane Cavanaugh - Central Michigan University*
*Kathryn Dirkin - Central Michigan University*

Research suggests that there is good reason to strive for increased peer connections in online classes and that it is the instructor who must encourage these connections. This presentation focuses on strategies, activities, and technologies to encourage and support student to student collaboration in online graduate classes. Assignments that foster or require collaboration will be discussed as well as technology tools in blackboard and elsewhere that can used to support such activities.

**D4**
ROOM 215 - 10:30 - 11:30 a.m.
**Relating Students’ Conceptions and Highlighting Misconceptions Using Concept Mapping**
*Leah Cook - Davenport University*

Relating course concepts in a concept map provides students a unique opportunity of taking a list of learning objectives and making relevant connections. Furthermore, concept mapping can help distinguish when students have misconceptions and when further development of the curriculum may be necessary.

**D5**
ROOM 230 - 10:30 - 11:30 a.m.
**Exploring Effective Strategies for Increasing Student Engagement**
*Tammi Kolski - Central Michigan University*

Engaging learners means interacting with them. The more interaction, the greater the satisfaction. The greater the satisfaction, the higher the academic achievement. Synchronous and asynchronous instructional techniques will be shared for ways to mobilize stronger engagement with and between students in their online and face-to-face classroom learning experience. Participants will walk away with strategies to increase student engagement with course material as well as each other plus best practices for creating effective learning communities.
D6

ROOM 232 - 10:30 - 11:30 a.m.

**Digigogy: Toward a Pedagogy of Connections**

Christopher Kirk - Northern Michigan University  
Patricia Hogan - Northern Michigan University  
Breanne Carlson - Northern Michigan University

A disconnect exists between what students are learning in college and what organizations and institutions want in future hires and citizens. Educators need to do new things in new ways to promote the development of relevant new world skills and dispositions (creativity and innovation, collaboration and networking, wielding of new technologies, problem-solving, learning to learn, etc.). Digigogy (learner-centered, collaborative, technology-intensive, real-world applied pedagogy) is showcased as a better fit for contemporary education.

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Thursday, May 14  
Walter Pelowski | Customer Solutions Engineer  
RM 215 | 2:10-2:40 PM | 2:50-3:20 PM

Born and raised in Michigan, Walter currently lives in Lansing, MI, grew up in North Branch, MI, works for TechSmith Corporation in Okemos, MI, and has a wife that works for Central Michigan University as the Field Hockey Coach!
Concurrent Sessions 12:30 p.m. – 2:00 p.m.

E1  ROOM 115 - 12:30 - 2:00 p.m.
**Promoting Student Participation: In Class Strategies to Engage the Introverts and Reluctant Learners**
*Linda Wright-Bower - Indiana University - Purdue University Fort Wayne*

One puzzling dilemma for an extroverted instructor is how to get the quiet and reserved students to talk. How can I honor a student’s preference to be a quiet observer in a course devoted to wellness and stress management? How do I manage the energetic verbalizers and facilitate a balanced student to student discussion? Participants will experience a low tech flipping system which promotes community, reading compliance, content connection, critical thinking, fun, and project ideas.

E2  ROOM 117 - 12:30 - 2:00 p.m.
**Dealing Successfully with Classroom Incivility**
*Calvin Posner - Central Michigan University*
*Judy Jacobs - Central Michigan University*

Students got you down? Does one student constantly interrupt your lecture or take over group discussions? Has a cohort ever ganged up on you and told you what they would and would not do? If so, this workshop is for you. You’ll learn proven, time-tested, easy-to-implement solutions to these and other student incivility classroom issues. You’ll learn and practice techniques to positively deal with student resistance to ideas and students and groups of students who talk too much, engage in side conversation, disagrees with everything you say, tries to interpret what you and other students are saying, who keeps repeating the same objection over and over. You’ll also learn how to deal with the classroom busybody, dropout and what to do if the entire class becomes hostile and uncooperative. Come join us for this fun filled, skill-building workshop.

E3  ROOM 213 - 12:30 - 2:00 p.m.
**“Back to the Future!” Using Futurism Methods to Help Students Connect with Content**
*Todd Wilmore - Central Michigan University*

“The future doesn’t just happen: People create it through their action-or inaction today.” (World Future Society website). If we are serious about preparing students for the future, futurism should be a part of every course. Studying the connection between course content and the future helps make topics relevant. “Futuring” helps students to recognize how the future might impact themselves and the greater community, and suggests how we might have some control over that future.
E4 ROOM 215 - 12:30 - 2:00 p.m.
Success Coaching: An Innovative Practice for Student Success
Jason Bentley - Central Michigan University
Sydney Davis - Central Michigan University

Success coaching turns struggling students into successful students through focused mentoring. We discuss how our success coaching program improved student outcomes (credits earned, persistence, and retention) and how this program can be molded to fit your institution. Details of the program, lessons learned, and future plans are also shared.

E5 ROOM 230 - 12:30 - 2:00 p.m.
Digital Curation: A Tool for Higher Education Assessment and Instruction
Mark Deschaine - Central Michigan University
Sue Sharma - Oakland University

With the advent of online digital curation tools, higher education faculty have a new way to assess student understandings, and to present information sequentially and categorically. This interactive session will define digital curation, identify currently existing curation tools, co-construct and discuss the ways faculty can use these tools for student formative and summative assessment, and co-construct and discuss ways that the tools can be utilized for instruction.

E6 ROOM 232 - 12:30 - 2:00 p.m.
Using Hollywood Film, Music, Food, Sports, Field Trips, and Community Service to Promote Active Learning
Mark Francek - Central Michigan University

Hollywood movies, music, food, sports, exercise, dance, travel, and service are important to our students. This session outlines how each can be used as an enticing “hook” to learn class content. See how video clips from “Titanic” and “Interstellar” illustrate misconceptions. Learn how rock and rap music, a Snickers bar, body movement, a quick backyard field trip, and a pen pal project are used to enhance class content. Handouts provided.
ROOM 115 - 2:10 - 2:40 p.m.
**Using Clickers to Connect with the Modern Student**
_Ben West - Turning Technologies_  
_Susie Liebschner - Turning Technologies_

Have you ever looked out into a classroom and found a sea of blank stares looking back at you? Have you ever asked a question in class, and been met with dead silence? We know that today’s students crave interaction, but sometimes it’s difficult to find ways to effectively engage students during class. During this interactive session, we’ll describe some effective strategies to boost engagement by incorporating clickers into your lectures. We’ll cover the different question types available to you, the different response options available to students, and some creative strategies for getting the most out of a classroom response technology.

ROOM 117 - 2:10 - 2:40 p.m.
**Poison APPle or Mystical Engagement? Engaging Students with Apps in the Classroom**
_Shawn Orr - Cengage Learning_

Apples are crunchy and delicious…Apps are engaging and ingenious. In this fun and interactive 30-minute session we will explore Apps that can be used in the classroom to engage students in the learning process, create a sense of community, and help students organize information. Each level of Bloom’s Taxonomy will be addressed as we look at APPs that move students up the ladder of critical thinking. You don’t have to have a mobile device to join us, but if you have an iOS or Android device, please be sure to bring it along!

ROOM 213 - 2:10 - 2:40 p.m.
**Making College Count Using Quantitative Reasoning: QR is Not Just Codes**
_Diane Hollister - Pearson Learning Solutions_

Explore some ideas for QR in your classroom; it’s important to get students engaged in real problem solving and working with data for which answers may not be easily determined. Discuss ways to implement QR across the curriculum.
F4  ROOM 215 - 2:10 - 2:40 p.m.

**Save Yourself Some Time: Using Snagit and Camtasia to Make Your Life Easier**

*Walter Pelowski - TechSmith*

Join Walter to learn how to create real-world video and image content for your classes in just a couple of clicks. Software shared will help you to enhance your instruction, create reusable content, answer questions really well and avoid repetition by providing better responses. Change the way you interact with others and save yourself some time through the use of these tips.

F5  ROOM 115 - 2:50 - 3:20 p.m.

**Using Clickers to Connect with the Modern Student**

*Ben West - Turning Technologies*

*Susie Liebschner - Turning Technologies*

Have you ever looked out into a classroom and found a sea of blank stares looking back at you? Have you ever asked a question in class, and been met with dead silence? We know that today's students crave interaction, but sometimes it's difficult to find ways to effectively engage students during class. During this interactive session, we'll describe some effective strategies to boost engagement by incorporating clickers into your lectures. We'll cover the different question types available to you, the different response options available to students, and some creative strategies for getting the most out of a classroom response technology.

F6  ROOM 117 - 2:50 - 3:20 p.m.

**eBooks: Engaging Students, Personalizing Learning and Elevating Thinking**

*Shawn Orr - Cengage Learning*

Would you like to know how eBooks can be used to keep your students engaged in course material through the end of the semester AND prepare them to finish successfully? If so, join this session to learn ways to customize course content in the interactive MindTap eBook, engage students, and improve the learning experience with the content while achieving the kind of preparedness that will have you and your students singing victory songs on the last day of class.

F7  ROOM 213 - 2:50 - 3:20 p.m.

**Making College Count Using Quantitative Reasoning: QR is not Just Codes**

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Back to the Future: Examining Self-Directed Learning Behaviors Learned By Alumni While in College  
David Nguyen - Michigan State University

As college students emerge into young adults, self-directed learning plays an important role in students moving to the workplace. This empirical study examined the self-directed learning behaviors students learned while students and used in the workplace. Based on 80 survey responses and 15 semi-structured interviews, alumni, who participated in a program founded on John Tagg’s student centered learning, illuminate pivotal classroom experiences.

Giddy Up, Partner: Strategies to Create Engaging Learning Environments that Promote Self-Authorship  
Matt Johnson - Central Michigan University  
Adam Barragato - Central Michigan University

As educators, we seek to create transformative pedagogies that help our students become critical thinkers and practitioners with a strong sense of self and an ability to integrate multiple viewpoints. To achieve these outcomes, we must tend to multiple dimensions of students’ development, not just the cognitive domain. Using the Learning Partnerships Model as a framework, we will explore practical strategies from our collective experiences for helping students develop these capacities.
Concurrent Sessions (continued) 3:30 p.m. – 4:15 p.m.

G3 ROOM 213 - 3:30 - 4:15 p.m.
**Designing an Efficient and Effective Online Course: An Introduction to Quality**
*Donald Forrer - Hodges University and Central Michigan University*

This research will demonstrate the value of a well-designed course in regards to student interaction and quality. The research addresses the utilization of quality matters as a template to design an effective and efficient online course. It is imperative that students spend the majority of their time working with the subject matter and not learning the technology and attempting to find assignments. The template utilized in this research creates a learning environment where students have the tools they need to succeed. This research demonstrates how student interaction is improved through examples, lectures, assignments, exams, and other course materials. The research also covers the important elements of an online course. Innovative professors must continue to enhance the quality of their online delivery in an effort to achieve the same educational outcomes acquired in a traditional classroom. Additionally, this research demonstrates that this process works equally well in an online environment or a traditional classroom setting.

G4 ROOM 215 - 3:30 - 4:15 p.m.
**Failure is Not an Option; It’s a Pedagogy**
*Mary Wendt - Central Michigan University*

The idea that we can learn from failure is hardly new, even in the classroom, while deliberately setting students up for failure would most often be deemed a cruel practice. I have discovered, however, multiple benefits to a pedagogical method of intentionally having students fail in order to learn, and that the best learning actually comes from this practice. Although students initially find this method uncomfortable and sometimes discouraging, their attitudes quickly change once they discover the ways the students bond over failure and how much more they learn. I will discuss this method and have attendees participate in a sample lesson that utilizes this practice.

G5 ROOM 230 - 3:30 - 4:15 p.m.
**What Can Actors and Acting Coaches Offer to University Instructors?**
*David Whale - Central Michigan University*

This session will explore the techniques used by professional actors that may be applicable to university instructors in both face-to-face settings and online teaching environments. Attendees will view an interview conducted specifically for this session with Hollywood acting coach Brad Heller. The presenter will then go over his personal experience with Mr. Heller and how it has improved his teaching. There will be time provided for questions and discussion.
Concurrent Sessions (continued) 3:30 p.m. – 4:15 p.m.

G6

ROOM 232 - 3:30 - 4:15 p.m.

**Integrated Science Majors Mentoring Middle School Students**
*Mary Brown - Central Michigan University*

Elementary Education students mentored middle school students during their preparation for a science fair. As integrated science majors they needed to motivate, challenge, inspire, and teach the younger students design and implementation of an inquiry-based science project suitable for community review.

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FRIDAY

Breakfast
7:30 a.m. - 8:30 a.m. • Buffet in French Lobby and Seating in the Main Hallway

Registration
7:30 a.m. - 12:00 p.m • French Lobby

Concurrent Sessions 8:30 a.m. – 9:45 a.m.

**H1**
ROOM 115 - 8:30 - 9:45 a.m.
**Academic Integrity: How Strong is Your Foundation?**
Tammi Kolski - Central Michigan University

Is academic integrity a solid component to the academic foundation at your institution? Does your practice of academic integrity enforcement add strength (or cause weakness) to your scholastic foundation? In the virtual learning environment, having a secure academic foundation is essential to providing a quality education. Learn ways to build a solid foundation of academic integrity into your course.

**H2**
ROOM 117 - 8:30 - 9:45 a.m.
**Serving the Need and Developing Our Community: One Discipline is Never Enough**
Travus Burton - Central Michigan University

In the highly specialized and often isolated world of higher education, it is easy for many to live within the confines of a single discipline. The need for interdisciplinary partnerships and more holistic approaches to both education and some of the complex problems in our world has never been greater. This discussion and presentation will focus on the need and value of interdisciplinary partnerships in a service-learning context. By the end of this session, you will have specific ideas and examples for how you and your students can have an impact through interdisciplinary Service-Learning.

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**H3**

**ROOM 213 - 8:30 - 9:45 a.m.**

**Global Learning - Without Leaving the Classroom**

*Claudia Douglass - Central Michigan University*

*Elina Erzikova - Central Michigan University*

*Diane Marble - Central Michigan University*

Learning about other cultures and studying abroad increases student engagement and fosters deeper learning. It also contributes to student retention. So why do we have less than 3% of our student population traveling abroad, and how can we engage the other 97% to ensure they are ready for our global workplace? During this presentation we will invite Russian students and faculty to join us via Skype for a true global experience. Students and faculty will share how this experience increases their awareness and understanding of cultural differences, and helps to develop an appreciation for other points of view. This presentation will identify practical methods to overcome the barriers of preparing students to be global citizens. The group will examine ideas and resources to help implement true academic growth by creating a global classroom experience.

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**H4**

**ROOM 215 - 8:30 - 9:45 a.m.**

**Fire Up the Classroom! Simple Student-Centered Strategies that Create and Maintain a Positive Classroom Climate**

*Alysa Lucas - Central Michigan University*

Student learning is impacted immensely by the classroom climate teachers create through their behaviors and their attitude (Umbach & Wawrzynski, 2005). So, why not create a consistently positive, contagious environment in which students are excited to learn? If your classroom is experiencing a lull, this session will arm you with simple and effective strategies that can be implemented throughout the semester to build and maintain rapport, engage students, and motivate students.

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**H5**

**ROOM 230 - 8:30 - 9:45 a.m.**

**Team-Based Learning as Network Building in Future Faculty Development**

*Lauren Herckis - University of Pittsburgh*

A “University Teaching Practicum” at the University of Pittsburgh provides future faculty with a practical introduction to teaching, most recently through a combination of team-based and process-guided, inquiry-based learning. A mixed-method approach to faculty development can serve to (1) build professional networks in pedagogy, (2) model active learning strategies, and (3) enhance faculty buy-in. This session demonstrates the approach and serves as a vehicle for exploring best practices in faculty development and building professional networks.
Concurrent Sessions (continued) 8:30 a.m. – 9:45 a.m.

**H6**

**ROOM 232 - 8:30 - 9:45 a.m.**

**Ted for Ed: Creating Curated Ted Talks for Your Students**

*Jim Carroll - Central Michigan University*

*Ralph Baber - Sault College*

*Cleopatra Kleppert - Central Michigan University*

*Adrianna Ansara - Central Michigan University*

How do you engage and motivate students who are part of the media driven new literacy? Reach, motivate and teach your students with ideas generated from some of the sharpest minds in your discipline using Ted talks. In this hands on presentation you will learn how to select, curate, develop and publish a web page for your discipline. Participants are encouraged to bring a laptop or tablet and their own earphones.

Concurrent Sessions 10:00 a.m. – 10:45 a.m.

**i1**

**ROOM 115 - 10:00 - 10:45 a.m.**

**Multicultural and Globalized Education: International Students’ Perspective**

*John Zappala - Central Michigan University*

*MSA Students - Central Michigan University*

Students from overseas now make up about 4 percent of all university students in the U.S., which hosts more of the world’s 4.5 million international students than any other country, according to the 2014 Open Doors Report on International Educational Exchange. Central Michigan University, like many institutions of higher learning, is experiencing similar increases in the number of international student enrollments. So how can faculty be better prepared to help these students be successful in the classroom? As part of a service learning requirement, a panel of international students will provide first hand insight into how their academic needs might be addressed. The international student panel will offer specific, first hand information on teaching and learning practices that may benefit new or existing faculty.

**i2**

**ROOM 117 - 10:00 - 10:45 a.m.**

**We Teach, Must We Also Entertain?**

*Mike Polites - Indiana University Purdue University Indianapolis*

“Creating Connections that Promote Success in Higher Ed” is what teaching is all about. We need to be tenacious, innovative, and adaptable to make connections between students, from instructor to students, from student to content, and students to the community. We can use humor, technology, civic engagement or any number of other means to accomplish this. To truly make an impact is to be armed with multiple methods to make these vital connections.
ROOM 213 - 10:00 - 10:45 a.m.

Teachable Moments: Interdisciplinary Collaboration as a Pedagogical Vehicle
Heather Trommer-Beardslee - Central Michigan University
Daren Kendall - Central Michigan University
Jay Batzner - Central Michigan University
Wilene Pangle - Central Michigan University
Ann Dasen - Central Michigan University

Frequently, artistic programs within higher education sequester their students within “silos” comprised of only other artists of their specific genre (visual arts, dance, music, theater, poetry, design, etc.). Few professional artists outside of academia live and work in such sterile bubbles. Understanding interdisciplinary collaboration is vital to student success. This presentation focuses on a collaborative project, Movements for the New Proscenium, which engages faculty (Biology, Music, Dance, Art, Theatre) with modern dance students.

ROOM 215 - 10:00 - 10:45 a.m.

Who Are These Students’ in My Online Courses?
Kaleb Patrick - Central Michigan University

Traditional main campus student enrollments in online courses have increased over the past decade (Allen, & Seaman, 2013; Radford, 2011). More pointedly, first-year freshman living on campus are increasingly enrolling in online courses (Jaggars, 2013). Understanding the characteristics of first-year students living in-residence who choose to take online courses is the first step in understanding who “are these students” in my online courses’. Let’s take a look at how they are different, and similar, to traditional undergraduate students.

ROOM 230 - 10:00 - 10:45 a.m.

Moving from the Bored Discussion to a Rich Discussion Board
Benjamin Jankens - Central Michigan University

Student engagement is critical to the success of an online course. One method of eliciting rich and meaningful dialogue is through the use of online discussion boards. Although they are a popular element in most online classes, they can become a major source of frustration for both the students and the instructor. This session will provide best practices to make them a key component of the course, not just an afterthought.
i6 ROOM 232 - 10:00 - 10:45 a.m.
**Assessing Student Writing Efficiently and Effectively - Even If You’re Not an English Professor**
*Abby McGuire - Central Michigan University*

If you’ve ever felt like students today “just can’t write,” this session will give you the tools you need to create positive conditions and set clear guidelines for assignments to ensure student success, as well as provide clear assessment tips and criteria that will help you grade student writing accurately and efficiently. This session will focus on strategies to make you more proficient grading student writing across the disciplines.

Concurrent Sessions 11:00 a.m. – 12:00 p.m.

J1 ROOM 115 - 11:00 a.m. - 12:00 p.m.
**Building Community in an Online Classroom**
*Christopher Fox - Indiana University Purdue University Indianapolis*
*Angela Sisson - Indiana University Purdue University Indianapolis*

Many online classes struggle to create community. Through building an online public speaking course, we explored the challenges of ensuring community could be re-created online. This and related online teaching make us eager to spark attendees’ potential to engage and construct community in your online environments. This will be an interactive hands-on session for participants to take away teaching ideas in which online courses can build community just as students do in a face-to-face course.

J2 ROOM 117 - 11:00 a.m. - 12:00 p.m.
**Faculty Partners: Supporting Faculty Connections that Influence Student Success**
*Kendra Brown - Central Michigan University*
*Lisa Fall - University of Tennessee, Central Michigan University*
*Don Forrer - Central Michigan University*
*Richard Hayes - Central Michigan University*
*Jose Mabesa - Central Michigan University*
*Todd Wilmore - Central Michigan University*

How can positive, supportive relationships between faculty peers influence student success? Discover one model for establishing and enhancing faculty peer connections across discipline, distance, and delivery mode. Presenters will share best practices in initiating meaningful communication between faculty “partners”, defining growth opportunities for participants’ teaching practices, and measuring outcomes.
ROOM 213 - 11:00 a.m. - 12:00 p.m.

**You’ve Pulled Your Last All-Nighter: Efficiency Tools and Techniques for College Students**

*Jerry Schnepp - Bowling Green State University*
*Mary-Jon Ludy - Bowling Green State University*

Efficient and effective time management is especially important for college students whose schedules are largely self-directed. While the flexibility afforded to students promotes autonomy and responsibility, it can inadvertently lead to divided focus and unproductive behaviors. There are myriad resources, mostly from the field of business, that address efficiency techniques. This presentation will focus on applying these established, practical techniques to the workflow of college students.

ROOM 215 - 11:00 a.m. - 12:00 p.m.

**How to Connect Theory to Practice: Applying an Engaged-Scholarship Approach to Teaching and Learning**

*Lihua Dishman - Central Michigan University*

The central thesis of engaged scholarship (Van de Ven, 2007) is linking theory to practice through participation. As teachers of higher education, we are well positioned to use available learning-management systems to communicate to our students the principles of engaged scholarship and to demonstrate how they can apply theoretical knowledge to solve practical problems. As lifelong learners, we have opportunities to become practitioner-scholars, asking questions originated from business practices and seeking answers grounded in theory.
Concurrent Sessions (continued) 11:00 a.m. – 12:00 p.m.

**J5**
ROOM 230 - 11:00 a.m. - 12:00 p.m.
**Play It: Connecting Students to Music Theory through Experiential Learning and Authentic Assessment**
*Michael Callahan - Michigan State University*

This presentation shares qualitative and quantitative data that document the positive impacts of redesigning a highly technical curriculum to emphasize experiential learning and open-ended, authentic assessment as opposed to highly prescribed, abstract exercises on paper. By applying theoretical principles to improvise, compose, and experiment at the piano, musicians not only learned the principles better, but experienced transformational change in their attitudes toward the relevance of course material and its applicability to creative endeavors outside the classroom. The results have implications for teaching in a wide variety of disciplines.

**J6**
ROOM 232 - 11:00 a.m. - 12:00 p.m.
**Learning from the Book of Humanity**
*Dina Battaglia - Central Michigan University*

While experiential learning is often thought of as learning that takes place outside of the classroom, participants will discover how the implementation of experiential learning within the classroom results in greater connections between students, instructor and students, and students to course content. Attendees will gain hands-on experience with a creative experiential learning tool that may be used to foster team-building, goal-setting, group discussion, reflection, and the application and transferability of course learning to real-life. Come see how learning from the book of humanity can be the best book of all.

**Lunch**
12:00 PM - 12:45 PM • Buffet in French Lobby and Seating in the Main Hallway
K1 FRENCH AUDITORIUM - 12:45 p.m. - 2:00 p.m.

Strengthening our Capacity to Build Long-Lasting Connections with Colleagues and Students

Carolin Rekar Munro - Central Michigan University and Royal Roads University

In our final plenary session, our focus is on approaches we can use to sustain the connections we are passionately and diligently committed to building. In this interactive session, we explore ways to harness our own leadership capabilities in this area and explore approaches we can use to integrate our conference learning into practice. We will also examine the top “connection killers” and discover ways to crush these constraints, so we can engage fully and thoughtfully with others. You will leave the session with a toolkit of practical and cutting-edge techniques and practices you can apply immediately. Please join us for this session, which speaks to the needs of both new and seasoned instructors in higher education.