Project Learning: Obi-Wan got it right. Teach, guide, and get out of the way

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Lilly Conference
COLLEGE AND UNIVERSITY TEACHING AND LEARNING
Traverse City, Michigan
October 15-17, 2015

EVIDENCE-BASED TEACHING AND LEARNING
Conference Workbook and Program

HOSTED BY THE:
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 reception, or during a walk to restaurants, parks, or the boardwalk 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/ Curricular Design/Redesign; Engaging and Motivating Students; Innovative Pedagogical Approaches; Multiculturalism/Diversity/Inclusion; Online Learning and Teaching; Service/Experiential Learning; STEM; and Teaching Well with Classroom Technologies.

We are pleased to be in Traverse City again this year and are encouraged that approximately 350 attendees have come from 98 different institutions, 23 states, and 3 countries. The program showcases 3 plenary speakers, 101 concurrent sessions, 9 round-table discussions, and 38 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, Traverse City is a wonderful place to wander around and we are just a few short blocks from a walking path along the Grand Traverse Bay. Traverse City is also well-known for the variety of unique shops, many within easy walking distance of the Park Place Hotel.

Best,

Todd Zakrajsek, Ph.D.
Conference Director
Acknowledgments

Thank you to our presenters and participants who have made the commitment to come to Traverse City 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: Baker College, Brigham Young University, Idaho, Cornerstone University, Ferris State University, Grand Valley State University, Idea Center, Indiana Tech, Jossey-Bass, Lake Superior State University, Lansing Community College, Madonna University, Mott Community College, Northwestern Michigan College, Oakland University, Saginaw Valley State University, The Scholarly Teacher Blog, Stylus Publishing, University of Michigan-Flint.

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), Ryan Baltrip (Southern Baptist Theological Seminary), 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), Stephen Carroll (Santa Clara University), Mick Charney (Kansas State University), Summer Cherland (GateWay Community College), Sarah DeHaas (Juniata College), Matt DeLong (Taylor University), Jacqueline Dewar (Loyola Marymount University), Marcia Dixson (Indiana University-Purdue University, Fort Wayne), Mary Etienne (Trinity Washington University), Bonnie Farley-Lucas (Southern Connecticut State University), Lou Foltz (Warner Pacific College), Ellen Goldman (The George Washington University), 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), Carl Moore (The University of the District of Columbia), Rebecca Mun munbonnerjee Chakraborty (Northwood University), Sal Meyers (Simpson College), 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), Susan Radius (Towson University), Gail Rice (Loma Linda University), Lorayne Robertson (University of Ontario Institute of Technology ), Estrella Romero (Riverside Community College), Brian C. Smith (Graceland University), Jeff Thomas (University of Southern Indiana), Michelle Wang (Borough of Manhattan Community College), Victoria Wangia (University of Cincinnati), Jan Worth-Nelson (University of Michigan-Flint), and John Zubizarreta (Columbia College).

Special Thanks

Our gratitude goes out to Milt Cox and Laurie Richlin. Laurie founded the regional Lilly Conferences on College and University Teaching, which have each grown into national conferences, and we thank her for planting those seeds from which so many have benefited. Milt Cox founded the original Lilly Conference on College Teaching over 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.
2015 Plenary Presenters

Todd Zakrajsek
Todd Zakrajsek is an Associate Professor in the Department of Family Medicine and former 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, and sits on editorial boards for journals in the area of teaching and learning. He also directs four Lilly Conferences on College and University Teaching and Learning. He is an international speaker who is requested regularly for keynotes and campus workshops, having published and presented widely on the topic of effective teaching and student learning.

Session: How Teaching Is Changing and Where We Are (or may be) Headed
Thursday, Oct. 15 at 1:00pm

Katherine Rowell
Katherine R. Rowell is a sociology professor at Sinclair Community College where she has practiced a “learning-by-doing” educational approach. She works alongside her students in and out of the classroom, working at a local homeless shelter, taking a lobbying trip to the state capital, and bringing concepts of research methods into class. Katherine has won numerous awards for teaching excellence, including the Outstanding Community Colleges Professor of the Year from the Carnegie Foundation and Case Foundation. She has been included in “Who’s Who Among America’s Teachers” four times and was one of 15 community college faculty chosen for a Fulbright group study abroad trip to develop curriculum for the Midwest Institute for International Education.

The Importance of Teacher Empathy in Student Success
Friday, Oct. 16 at 1:00pm

Sal Meyers
Sal Meyers is professor of psychology and the founding director of the faculty development program at Simpson College in Indianola, Iowa. Her research interests include both teaching and learning (e.g., what behaviors predict student satisfaction with the first day) and psychology (e.g., casual sexual relationships). Sal’s current research agenda combines psychology with teaching and learning and builds on her experiences as a Scientific Thinking and Integrative Reasoning Skills (STIRS) Scholar and explores mindsets of ability and willpower. She is the past-chair of the Small College committee of the POD Network in Higher Education and a frequent attendee of Lilly Conferences.

Encouraging Students to Study Hard and Study Right: Mindsets and Effective Learning Strategies
Saturday, Oct. 17 at 3:15pm
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 conference meals and refreshments.

Length of Sessions
We strive to build a program offering a variety of session lengths (20 minutes, 40 minutes, 60 minutes, and 80 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 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. 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. You will find daily schedule of events and listings of individual concurrent sessions with learning objectives in the second part of the workbook.

The Lorrie Ryan Memorial Award for Outstanding Poster

This year we again present the Lorrie Ryan Memorial Award for Outstanding Poster. The award includes $200 in credit toward a registration at the 2016 Lilly Conference in Traverse City AND $200 credit toward the 2016 Lilly Conference in Traverse City 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. 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 Park Place is home of Minervas Restaurant and if you would rather dine outside of the hotel property, Traverse City offers several restaurants and cafes within easy walking distance.

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, there are a few photocopy centers within a mile of the hotel. Copy Central is at 314 East Eighth Street and The Copy Shop is at 713 East Eighth Street.
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.

As a result, I developed this workbook as a framework for your conference experience to coincide with your professional goals. The purpose of this workbook is to help you detail and organize information gained, articulate ideas to be further developed, and identify contacts for intentional networking.

Just as we teach our students, the more you put into an experience, the more you will get out of it. Within this workbook, you are asked to complete several assignments and reflections throughout the conference. Tasks such as the One-Minute Paper, Goal Setting, and Daily Reflections are included to help you apply what you learn during conference sessions to your classroom and your teaching philosophy/pedagogical approach. Set aside time to purposefully progress through the workbook as part of your conference experience. As you complete the workbook, you will develop an individualized action plan for improving your teaching.

The conference offers many presentations and round-table discussions. It can be easy to become overwhelmed from information overload. We encourage you to pace yourself. Develop a daily schedule that balances attending sessions with time for reflection. The Top of the Park offers beautiful views and a quiet area during the conference. Weather permitting, invite a colleague to stroll along the bay as an opportunity to decompress or continue a deeper conversation.

I trust you will find the conference professionally stimulating and informative. I hope over the next few days, this workbook allows you the opportunity to think seriously about your teaching and how your students best learn. To begin your conference experience please find a quiet place and complete the One Minute Paper, found on the next page.

Best,

[Signature]

[Conference Logo]
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?
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.
Goal or Objective 3

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 with whom 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 addressed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution/Email</th>
<th>Issue or Reason for Follow-up</th>
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</table>
Reflections

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

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

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

Consider specific things will you do within 2 weeks of the conclusion of the conference. These 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 Reflections

**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.

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**Take Home Final Exam**
To be completed a few weeks after the conference.
Review your One Minute Paper, Application Items, and Reflections from previous pages.

1. What have (or will) you change in your courses or teaching strategies this winter as a direct result of the Lilly Conference in Traverse City? 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 Lilly Conference on Evidence-Based Teaching and Learning in Traverse City. 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.*
EVIDENCE-BASED TEACHING AND LEARNING

CONFERENCE SCHEDULE
Agenda Overview

Thursday
8:30a - 12:30p  Preconference Workshop (Top of the Park) [Pre-registration for additional fee required]
12:30p - 6:00p  Registration Open
1:00p - 2:15p  Plenary Presentation (West Bay Ballroom)
2:30p - 3:30p  Concurrent Sessions
3:45p - 4:25p  Concurrent Sessions
4:40p - 6:00p  Concurrent Sessions

Friday
8:00a - 6:15p  Registration Open
7:15a - 8:00a  Breakfast (West Bay Ballroom)
8:00a - 8:40a  Concurrent Sessions
9:00a - 10:00a Concurrent Sessions
10:20a - 11:00a Concurrent Sessions
11:20a - 12:00p Concurrent Sessions
12:00p - 1:00p  Lunch (West Bay Ballroom)
1:00p - 2:15p  Plenary Presentation (West Bay Ballroom)
2:35p - 3:15p  Concurrent Sessions
3:35p - 4:15p  Concurrent Sessions
4:30p - 5:30p  Concurrent Sessions
5:30p - 6:45p  Poster Session Reception (West Bay Ballroom)

Saturday
8:00a - 4:15p  Registration Open
7:30a - 8:15a  Breakfast (West Bay Ballroom)
8:15a - 8:45a  Round Table Sessions (West Bay Ballroom)
9:00a - 10:00a Concurrent Sessions
10:20a - 11:00a Concurrent Sessions
11:20a - 12:00p Concurrent Sessions
12:00p - 1:00p  Lunch (West Bay Ballroom)
1:00p - 2:00p  Concurrent Sessions
2:20p - 3:00p  Concurrent Sessions
3:15p - 4:30p  Plenary Presentation (West Bay Ballroom)
4:30p - 5:15p  Closing Networking Reception (Top of the Park)
## Conference Schedule

**Thursday, October 15, 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Rooms</th>
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<tbody>
<tr>
<td>8:30a - 12:30p</td>
<td><strong>Preconference Workshop:</strong> Highlights and Hurdles in Faculty Development - Judy Ableser - Top of the Park</td>
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<tr>
<td>12:30p - 6:00p</td>
<td><strong>REGISTRATION OPEN</strong></td>
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<tr>
<td>1:00p - 2:15p</td>
<td><strong>Welcome &amp; Opening Plenary Presentation:</strong> How Teaching Is Changing and Where We Are (or maybe) Headed - Todd Zakrejsek - West Bay Ballroom</td>
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<tr>
<td>2:15p - 2:30p</td>
<td><strong>BREAK (15 MINUTES)</strong></td>
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<td>2:30p - 3:30p</td>
<td><strong>ROOMS</strong></td>
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<td>2:30p - 3:30p</td>
<td>Engaging and Motivating Students: Innovative Pedagogical Approaches</td>
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<td>- D. Koch, et al.</td>
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<td>2:30p - 3:30p</td>
<td>Impacting Online Learning: Integrating High-Impact Practices into an Online Information Literacy Course</td>
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<td>- K. Greer &amp; A. Nichols Hess</td>
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<td>2:30p - 3:30p</td>
<td>Supporting Persistence and Responsibility Through the Use of Digital Technologies for Feedback on Writing</td>
<td>Crystal</td>
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<td>- C. VanKooten, et al.</td>
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<tr>
<td>2:30p - 3:30p</td>
<td>Lessons from Socrates and the Online Classroom: Evidence of Exceptional Performance in the Traditional Classroom</td>
<td>Minerva’s Boardroom</td>
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<td>- T. Goulding &amp; M. Franetovic</td>
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<tr>
<td>2:30p - 3:30p</td>
<td>From the Classroom to the Community: Inspiring Students to Get Involved</td>
<td>Courtyard 1</td>
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<td>- M. Brennan &amp; E. Preston</td>
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<tr>
<td>2:30p - 3:30p</td>
<td>Designing Writing Assignments to Minimize Cognitive Overload and Maximize Student Learning</td>
<td>Paul Harris</td>
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<td>- B. Franchini</td>
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<tr>
<td>3:30p - 3:45p</td>
<td><strong>BREAK (15 MINUTES)</strong></td>
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<td>3:45p - 4:25p</td>
<td>Comparing Student Engagement and Satisfaction in Online vs Face-to-Face Courses</td>
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<td></td>
<td>- J. Bowers, et al.</td>
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<td>- S. Kuang</td>
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<tr>
<td>3:45p - 4:25p</td>
<td>Impact of Sex (Female vs. Male) on Class Attendance and Exam Performance</td>
<td>Minerva’s Boardroom</td>
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<td>- M. Shaffer-O’Connell</td>
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<tr>
<td>3:45p - 4:25p</td>
<td>Reclaiming the Lecture: Interpreting Students’ Positive Perceptions of Large Lecture Classes</td>
<td>Courtyard 1</td>
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<td>- M. Charney</td>
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<tr>
<td>3:45p - 4:25p</td>
<td>Threshold Concepts and Transformation Learning</td>
<td>Paul Harris</td>
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<td>- S. Loftus</td>
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<tr>
<td>4:25p - 4:40p</td>
<td><strong>BREAK (15 MINUTES)</strong></td>
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<td>4:40p - 6:00p</td>
<td>Conflicting Epistemologies: Instances When Active Learning Doesn’t Work for You and How to Fix It</td>
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<td>- S. Carroll</td>
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<td>4:40p - 6:00p</td>
<td>Enhancing Faculty Pedagogy and Student Outcomes Through an Online Community of Learners</td>
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<td>- P. Van Slyck &amp; M. Stansberry</td>
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<td>4:40p - 6:00p</td>
<td>Winning by Understanding Group Dynamics</td>
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<td>- M. Rowbotham</td>
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<tr>
<td>4:40p - 6:00p</td>
<td>Pedagogical Approaches for Fostering Hope and Grit in Your Students: Can it Impact Student Success?</td>
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<td></td>
<td>- C. Wienhold &amp; K. Strang</td>
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<td>4:40p - 6:00p</td>
<td>Sneaky Slides: How to Rescue PowerPoint from the Dark Side for More Engaging eLearning Videos</td>
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<td></td>
<td>- M. Roberts</td>
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<td>4:40p - 6:00p</td>
<td>Stealth Gifted? Bringing Out Hidden Abilities in Your College Classes</td>
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<td>- S. Sheth &amp; E. Fiedler</td>
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<td>4:40p - 6:00p</td>
<td>Using Spreadsheets to Quickly Author Hundreds of MCQs</td>
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<td></td>
<td>- B. McMullen</td>
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<tr>
<td>Time</td>
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<tr>
<td>8:00a - 6:15p</td>
<td>Registration Open</td>
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<td>Minerva's Boardroom</td>
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<td>Courtyard 2</td>
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<td>Paul Harris</td>
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<td>7:15a - 8:00a</td>
<td>Breakfast - West Bay Ballroom</td>
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<td>Paul Harris</td>
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<td>10:00a-10:20a</td>
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<td></td>
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<td>- T. Wacker &amp; M. Wilhelm</td>
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<td>12:00p - 1:00p</td>
<td>LUNCH - WEST BAY BALLROOM</td>
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<tr>
<td>1:00p - 2:15p</td>
<td>Plenary Presentation: The Importance of Teacher Empathy in Student Success - Katherine Rowell - West Bay Ballroom</td>
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<tr>
<td>2:15p - 2:35p</td>
<td>BREAK (20 MINUTES)</td>
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<td>2:35p - 3:15p</td>
<td>ROOMS</td>
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<tr>
<td>Torch</td>
<td>Averting Death by Academic PowerPoint! From Killer Professors to Killer Presenters - C. Price</td>
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<tr>
<td>Leelanau</td>
<td>Using iPads in the Liberal Arts: From Geology to Writing to Music - C. Borja &amp; E. Sprague</td>
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<tr>
<td>Crystal</td>
<td>Exporting Peer Instruction to New Zealand... - S. Grissom</td>
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<td>Minerva's Boardroom</td>
<td>Service Learning Projects: Paradigm Shift in Traditional Teacher Education Curriculum - C. Tyminski</td>
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<tr>
<td>Courtyard 1</td>
<td>“I Learned There Is No One Way to Teach”: The Experience of Undergraduate Peer Educators - H. Searight, et al.</td>
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<tr>
<td>Courtyard 2</td>
<td>The Impact of Simulation on Social Work Students’ Interviewing Performance - B. Youker, et al.</td>
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<td>Paul Harris</td>
<td>Asynchronous Orientation for New Faculty - N. Foster &amp; C. VanGieson</td>
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<tr>
<td>3:15p - 3:35p</td>
<td>BREAK (20 MINUTES)</td>
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<td>3:35p - 4:15p</td>
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<td>Torch</td>
<td>Over the Rubric Rainbow: Specifications Grading - J. Vogelzang</td>
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<td>Leelanau</td>
<td>Integrating an Evidence-Based Medicine Curriculum... - M. Reinhold &amp; T. Bacon-Baguley</td>
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<td>Crystal</td>
<td>The Changing Landscape of Teaching: Imbedding... - C. Grobel, et al.</td>
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<td>Courtyard 1</td>
<td>Using Service Learning as a Method to Inspire Our Students and Ourselves - J. Garcia</td>
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<tr>
<td>Courtyard 2</td>
<td>DEEP Learning: Group Examinations in Biology Courses for Dual Enrollees - A. Baxter Blough &amp; T. Wacker</td>
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<tr>
<td>Paul Harris</td>
<td>Evaluating Across Invisible Fences: How Cultural Factors Shape Academic Evaluations - S. da Silva</td>
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<tr>
<td>4:15p - 4:30p</td>
<td>BREAK (15 MINUTES)</td>
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<td>4:30p - 5:30p</td>
<td>ROOMS</td>
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<tr>
<td>Torch</td>
<td>The Wizard of Oz: Lessons on Becoming an Authentic Teacher - M. Rowbotham</td>
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<td>Leelanau</td>
<td>Course Learning Communities (CLCs): Transferring FLC Principles and Methods Directly to Courses to Enhance Student Learning - M. Cox</td>
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<tr>
<td>Crystal</td>
<td>How to Develop Transformational Leaders - J. Gort</td>
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<td>Minerva's Boardroom</td>
<td>Helping Students Move Beyond Sense-Making to Meaning-Making - C. Kingsbury</td>
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<tr>
<td>Courtyard 1</td>
<td>Reflect On This! Creative Approaches to Incorporating Critical Reflection in Your Teaching - K. Stieler &amp; C. Rener</td>
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<tr>
<td>Courtyard 2</td>
<td>Creating Course-Specific Learning Communities (CSLCs) and Using Reflexive Writing as Evidence-Based Methods in Every Classroom - J. Katz</td>
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<tr>
<td>Paul Harris</td>
<td>Five Strategies for Creating Meaningful Learning Experiences - T. Rosier</td>
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<tr>
<td>5:30p - 6:45p</td>
<td>Poster Reception: (See list of names and titles on page 30) - West Bay Ballroom</td>
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<tr>
<td>Time</td>
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<tr>
<td>8:00a - 4:15p</td>
<td><strong>REGISTRATION OPEN</strong></td>
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<td>7:30a - 8:15a</td>
<td><strong>BREAKFAST - WEST BAY BALLROOM</strong></td>
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<td>8:15a - 8:45a</td>
<td><strong>Round Table Sessions:</strong> J. Andreoli; E. Helton &amp; J. Jones; D. Kimoto Bonetti; T. Rohrer &amp; P. Gates; T. Saunders; J. Thomas &amp; J. Gulley; T. Thompson; and L. Tuma - West Bay Ballroom  (See title list on page 31)</td>
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<tr>
<td>8:45a - 9:00a</td>
<td><strong>BREAK (15 MINUTES)</strong></td>
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<td>9:00a - 10:00a</td>
<td><strong>ROOMS</strong>&lt;br&gt;Torch: Build the Bridge: Transitioning All Learners to Technologically Enriched Learning Environments&lt;br&gt;Leelanau: Teaching and Training and Advising…Oh My! Let's Work Smarter, Not Harder&lt;br&gt;Crystal: Workplace Gap: Bridging the Perceived Student Skills Deficit&lt;br&gt;Minerva's Boardroom: What Do You Want from Your Healthcare Team? Medical Education for the 21st Century&lt;br&gt;Courtyard 1: Combating Multisensory Distractions: Contemplative Practices for Students and Educators&lt;br&gt;Courtyard 2: Let's Get Physical: Students as Visual Aids</td>
<td>R=&lt;br&gt;T=&lt;br&gt;L=&lt;br&gt;C=&lt;br&gt;M=&lt;br&gt;C1=&lt;br&gt;C2=</td>
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<td><strong>BREAK (20 MINUTES)</strong></td>
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<td>10:20a - 11:00a</td>
<td><strong>ROOMS</strong>&lt;br&gt;Torch: A Cross Analysis of Faculty Competency and Students’ Perceptions on Utilizing Technology in Learning&lt;br&gt;Leelanau: Frequent Formative Feedback at Scale: Achievement Unlocked&lt;br&gt;Crystal: Opera-tunities: Designing community engaged…&lt;br&gt;Minerva's Boardroom: Creative Connections: Using Art Therapy-Inspired Activities to Promote Community and Engagement in College Classrooms&lt;br&gt;Courtyard 1: Pulling the Rug Out: Using Disruptive Critical Thinking Activities to Enhance Ethical Awareness&lt;br&gt;Courtyard 2: An Innovative Approach to Engage Students in Problem-Based Interprofessional (IPBL) Learning</td>
<td>R=&lt;br&gt;T=&lt;br&gt;L=&lt;br&gt;C=&lt;br&gt;M=&lt;br&gt;C1=&lt;br&gt;C2=</td>
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<td>11:00a - 11:20a</td>
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<td>11:20a - 12:00p</td>
<td><strong>ROOMS</strong>&lt;br&gt;Torch: Fuelling Feedback with Formative Assessment Strategies&lt;br&gt;Leelanau: Creating Teachable Moments in Times of Crisis&lt;br&gt;Crystal: Multiculturalism and Disability: Cultural Views and Perspectives&lt;br&gt;Minerva's Boardroom: “Teaching is (like)…”: Discussing Images of Teaching from Prospective Teachers and Other Contexts and Stakeholders&lt;br&gt;Courtyard 1: The Best Kept Secret to Student Success: The Library!&lt;br&gt;Courtyard 2: Hybrid Teaching for Art Education in Higher Education: Transitioning from Traditional Classroom</td>
<td>R=&lt;br&gt;T=&lt;br&gt;L=&lt;br&gt;C=&lt;br&gt;M=&lt;br&gt;C1=&lt;br&gt;C2=</td>
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</table>
# Conference Schedule

**Evidence-Based Teaching and Learning**

**Saturday, October 17, 2015**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>12:00p - 1:00p</td>
<td>LUNCH - WEST BAY BALLROOM</td>
<td>West Bay Ballroom</td>
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<tr>
<td>1:00p - 2:00p</td>
<td>Teaching Students to Engage Mindfully: The Power and Importance of Mindfulness in Education - H. Capote-Powell</td>
<td>Torch</td>
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<td></td>
<td>Defining, Perceiving, and Applying Diversity: A Call to Action</td>
<td>Leelanau</td>
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<td></td>
<td>An Actionable Model for Creating Faculty Learning Communities as a Mechanism for Promoting Transformative Learning - E. Ingram, et al.</td>
<td>Crystal</td>
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<td>My Students Can't Write and I'm NOT an English Major! What Can I Do? - M. Heberling &amp; J. Fruner</td>
<td>Minerva's Boardroom</td>
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<td>The Hero’s Journey</td>
<td>Courtyard 1</td>
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<td>The Dispositions of Academically Successful Students with Learning Disabilities - S. Gaer &amp; M. Morris</td>
<td>Courtyard 2</td>
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<td>2:00p - 2:20p</td>
<td>BREAK (20 MINUTES)</td>
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<tr>
<td>2:20p - 3:00p</td>
<td>Instructional Strategies that Promote Student Engagement and Help Build a Critical Thinking Environment - B. Vander Kolk</td>
<td>Torch</td>
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<td>You Never Get a Second Chance for a Great First Day of Class</td>
<td>Leelanau</td>
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<td>Online Resources for Flipped Classrooms: 20 Sources in 20... - R. Sabo</td>
<td>Crystal</td>
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<td>Six Sigma Approach to High Quality Online Higher... - J. Bandyopadhyay</td>
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<td>In the Same Boat: Student Perceptions on Collaborative Testing</td>
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<td>3:00p - 3:15p</td>
<td>BREAK (15 MINUTES)</td>
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<tr>
<td>3:15p - 4:30p</td>
<td>Closing Plenary Presentation: Encouraging Students to Study Hard and Study Right: Mindsets and Effective Learning Strategies - Sal Meyers - West Bay Ballroom</td>
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<td>4:30p - 5:15p</td>
<td>Closing Networking Reception - Top of the Park</td>
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### Friday Evening Poster Session

<table>
<thead>
<tr>
<th>a</th>
<th>Comics and Content - <strong>G. Allar</strong></th>
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<tbody>
<tr>
<td>b</td>
<td>Incorporating SAS Skills in an Introductory Statistics Course - <strong>B. Anderson</strong></td>
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<td>c</td>
<td>Experiential Physical Therapy Education Through Working with Volunteering Patients, A Win-Win Situation... - <strong>B. Alsaalheen</strong></td>
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<td>d</td>
<td>Flipped Instructional Technology: Developing MIS Competencies Applying Enterprise Resource Planning... - <strong>K. Barrons, et al.</strong></td>
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<td>e</td>
<td>It’s in the Syllabus: Examining Syllabi Content and Course Outcomes Across Colleges - <strong>T. Brackenbury</strong></td>
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<td>f</td>
<td>Successful Student Experience in Online Higher Education: A Study of Adult Online College Honor Students - <strong>H. Brakhage</strong></td>
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<td>g</td>
<td>Connecting Teacher Preparation to Student Learning in the Classroom - <strong>D. Busman</strong></td>
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<td>h</td>
<td>The Good, the Bad, and the Profound: Student Peer-to-Peer-Mentoring on a Faculty-Led Research Project - <strong>E. Collardey</strong></td>
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<tr>
<td>i</td>
<td>An Interactive Exercise in Comparing and Contrasting Three Orders of Chemical Kinetics - <strong>A. Dakkuri</strong></td>
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<td>j</td>
<td>Alternative Infrastructures for Teaching Information Technology - <strong>C. Davison</strong></td>
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<td>k</td>
<td>Pedagogical Techniques for Teaching Big Data - <strong>C. Davison, et al.</strong></td>
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<td>l</td>
<td>Recovery of Lost Instructional Time with E-Learning - <strong>D. Hua, et al.</strong></td>
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<td>m</td>
<td>Maintaining Respectful Discussions in Online Classes - <strong>E. Lazaros, et al.</strong></td>
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<td>n</td>
<td>Appealing to the Millennial Generation in Online Classes - <strong>E. Lazaros</strong></td>
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<td>The Growth of Online Education - <strong>E. Lazaros</strong></td>
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<td>p</td>
<td>Unique Needs of Adult Learners in Online Classes - <strong>E. Lazaros</strong></td>
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<td>q</td>
<td>Ergonomics and e-Learning: Should We Be Telling Our Students More About Ergonomics - <strong>T. Spotts</strong></td>
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<td>Use of Infographics in Instruction to Engage and Motivate Students - <strong>T. Spotts, et al.</strong></td>
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<td>s</td>
<td>How Cultural Assumptions Disrupt Student Learning: Implications for International Students Attending... - <strong>L. Féinics</strong></td>
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<td>t</td>
<td>Relevancy of the Seven Principles of Good Practice in Undergraduate Education for Next Generation... - <strong>C. Fenton &amp; B. Watkins</strong></td>
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<td>Experiential Learning: Professional Day - <strong>D. Frey</strong></td>
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<td>v</td>
<td>International Cross-Cultural Partnerships: Integrating Culture and Design - <strong>J. Frey &amp; D. Frey</strong></td>
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<td>Using Underwater Technology to Engage Students in Exploring Shipwrecks - <strong>M. Gleason</strong></td>
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<td>Global Education Promotes Interprofessional Experience and Service Learning for OT and PT Students - <strong>W. Goldbach</strong></td>
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<td>Involving REU Students in K-12 Outreach Activities: A Learning Opportunity for All - <strong>L. Guessous</strong></td>
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<td>Uniting Teaching and Research to Co-Construct Knowledge Through an Inquiry-Based Classroom - <strong>A. Gyorkos</strong></td>
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<td>aa</td>
<td>The Benefits of Combining Team Based Learning Concepts with Flipped Classrooms - <strong>A. Harden</strong></td>
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<td>bb</td>
<td>The Impact of Undergraduate Mentoring on High School Students - <strong>P. Janes</strong></td>
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<td>The Impact of Experiential/Hands-On International Experiences on Hospitality, Tourism, Event, and... - <strong>L. Tuma &amp; P. Janes</strong></td>
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<td>Assessment Tools for an Active Classroom - <strong>D. Koch</strong></td>
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<td>The SEVEN Principles of Good Practice in the Context of ESL Learning - <strong>G. Mahdi</strong></td>
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<td>Be a Teaching Badass with CyberCourse - <strong>K. Mathieson</strong></td>
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### Poster Session Continued

<table>
<thead>
<tr>
<th>Poster Session Title</th>
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<tbody>
<tr>
<td>Getting Faculty Off to a Good Start: Designing an Effective New Faculty Program</td>
<td>J. Osborn</td>
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<tr>
<td>Using IRB Protocols To Teach Ethical Principles</td>
<td>K. Ritchie</td>
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<tr>
<td>Mindsets of Writing and Willpower Predict Responses to Revision Suggestions</td>
<td>B. Smith &amp; S. Meyers</td>
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<tr>
<td>Student Evaluation of a Hybrid Learning Approach in a Medical Imaging Curriculum</td>
<td>B. Southers, et al.</td>
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<tr>
<td>Learning About Students: Developing a Career-Based Criminal Justice Curriculum</td>
<td>M. Vasicek &amp; S. Hundersmarck</td>
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<tr>
<td>Reading Portfolios as a Source for Engaging Reluctant Multilingual Readers</td>
<td>J. Youngquist &amp; M. Klaus</td>
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<tr>
<td>Three Classrooms. One Class. One Goal.</td>
<td>M. Bauman</td>
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<tr>
<td>Creating and Sustaining an Inclusive Classroom</td>
<td>R. Hammond</td>
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<tr>
<td>Experiential Learning as a Teaching Pedagogy to Introduce and Reinforce Key Principles in Visual Communication...</td>
<td>H. Lee</td>
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### Saturday Morning Round Tables

**8:15a - 8:45a**

**Haverford Ballroom**

<table>
<thead>
<tr>
<th>Number</th>
<th>Topic</th>
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<tbody>
<tr>
<td>a</td>
<td>Beyond Mentoring: Developing and Nurturing New STEM Faculty</td>
<td>J. Andreoli</td>
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<tr>
<td>b</td>
<td>Multiple Assessments: Measuring Teacher Candidates’ Knowledge and Attitudes on Assistive...</td>
<td>J. Cho &amp; J. Leatherman</td>
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<tr>
<td>c</td>
<td>Multimodal Opportunities For Student Learning On Diversity: Uses For Apple iBooks</td>
<td>E. Helton &amp; J. Jones</td>
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<tr>
<td>d</td>
<td>Returning to School After Traumatic Brain Injury: How Professors and Students May Use...</td>
<td>D. Kimoto Bonetti</td>
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<td>e</td>
<td>Interdisciplinary Majors, Minors, and Certificates: Credentialing in Cultural and Global Studies</td>
<td>T. Rohrer &amp; P. Gates</td>
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<td>f</td>
<td>Action Research Leadership for Sustained Organizational Improvement</td>
<td>T. Saunders</td>
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Conference Map of the Park Place Hotel

**Note:** The Paul Harris Suite is room 209
SESSION OBJECTIVES
Welcome and Opening Plenary Presentation

1:00pm - 2:15pm    **How Teaching Is Changing and Where We Are (or may be) Headed**

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

**Venue:** West Bay Ballroom

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

2:30pm - 3:30pm    **Engaging and Motivating Students: Innovative Pedagogical Approaches**

Daphene Koch, Jeffrey Evans, and Richard Dionne - *Purdue University*

**Venue:** Torch

Transforming higher education from within: The good, the bad, and the ugly; Engaging and motivating students; and Innovative pedagogical approaches.

**Abstract:** A question that crosses every area of higher education is: How do we get students to realize the importance of educational balance? This student centered, active learning approach is one which has been embraced by the transformation of not just a class but entire degree plans at the Purdue Polytechnic Institute. The research-based transformation creates new learning spaces, facilitated experiential learning, and collaboration to incorporate real world problems. This presentation will explain the progress of the transformation through examples of what competency-based, trans disciplinary degree programs look like and demonstrating assignments that cross a campus.

**Session Objectives:** (1) Review the theory and transformation of curricula and culture that help a student learn intentionally and repeatedly. (2) Demonstrate sample assignments that have been transformed to integrate across a university (Integrating STEM with liberal arts). (3) Illustrate transforming of course-level curricula/pedagogy from the outside (i.e., portfolios, studio environments, etc.).
Evidence-Based Teaching and Learning

2:30pm - 3:30pm  **Impacting Online Learning: Integrating High-Impact Practices into an Online Information Literacy Course**  
Katie Greer and Amanda Nichols Hess - *Oakland University*  
**Venue:** Leelanau

Can combining quality online pedagogy and high-impact practices create a successful learning experience? Two faculty explored this by redesigning and piloting an online course.

**Abstract:** Recent education literature explores both effective online pedagogy and high-impact practices for student success—but what of the two combined? Thanks to a grant from their university's Center Excellence for Teaching and Learning, two Oakland University librarians sought to explore this dynamic through a major redesign of the library's four-credit, online general education course. This process incorporated both current best practices in online learning and the AAC&U’s high-impact practices for student success. This session will discuss the redesign and assessment process, the results of the pilot course, and lessons learned. Attendees will gain strategies for implementation in their teaching environments.

**Session Objectives:** (1) Identify and discuss best practices in three areas of high-impact teaching & learning practices, creating communities of learners, collaborative assignments, and writing assignments. (2) Brainstorm potential resolutions to common problems faced by online educators and learners. (3) Apply evidence-based practices to generate ideas for implementation in their own classrooms.

2:30pm - 3:30pm  **Supporting Persistence and Responsibility Through the Use of Digital Technologies for Feedback on Writing**  
Crystal VanKooten, Felicia Chong, and Josephine Walwema - *Oakland University*  
**Venue:** Crystal

This panel focuses on how the technologies used to provide feedback on writing might influence the development of two habits of mind: persistence and responsibility.

**Abstract:** The presenters will focus on how the technologies we use to provide students with feedback on their writing might influence the development of two of the habits of mind presented in the 2011 Framework for Success in Postsecondary Writing: persistence and responsibility. Presenters will examine the use of audio feedback for promoting conversation, Adobe Reader for commenting, and Googledocs and Dropbox for offering peer and instructor feedback on writing. Participants who bring laptops will have an opportunity to examine and experiment with one of the technologies discussed in the session.

**Session Objectives:** (1) Learn about technologies for feedback on writing including audio recording, Adobe Reader, Googledocs, and Dropbox. (2) Consider how the use of these technologies for feedback might influence student learning in the areas of persistence and responsibility (3) Have an opportunity to examine and experiment with one feedback technology.

2:30pm - 3:30pm  **Lessons from Socrates and the Online Classroom: Evidence of Exceptional Performance in the Traditional Classroom**  
Thomas Goulding and Marija Franetovic - *Lawrence Technological University*  
**Venue:** Minerva’s Boardroom

The author will discuss how online teaching and Socratic methods transformed his traditional classroom. These methods confirm that independent learning is the key to high achievement.
Abstract: The author will discuss how online teaching has transformed his traditional classroom methods. Online and Socratic methods confirm that independent learning is the key to high achievement. These principles informed his campus-based classroom to the degree that his freshman programming novices now create complex software systems even though no examinations are required, no papers are submitted and minimal instructor guidance is given. Transformational life and educational experiences also occur when Socratic and online principles are adopted prudently. The presenter will highlight examples of extraordinary student performance. He will summarize the results other researchers who adopted new pedagogical techniques.

Session Objectives: Understand (1) The similarities between the Socratic and online classroom; (2) the key to stimulating independent learning; (3) the value of incorporating project-based learning into the Socratic and online classroom; and (4) how to do non-traditional assessment.

2:30pm - 3:30pm From the Classroom to the Community: Inspiring Students to Get Involved
Molly Brennan and Elle Preston - University of Michigan-Flint
Venue: Courtyard 1

Every student is a potential change maker outside of the classroom. Join us to discover evidence-based ways to get students thinking and acting beyond the classroom.

Abstract: Ever heard your students say “Why do I need to know this? I’ll never use this!” Come to this session to learn how to never hear that phrase again! Every student is a potential change maker outside of the classroom. Inspiring calls to action for emerging community and globally impactful issues as educational enrichment is easier than you think. Join our session to discover evidence-based ways to get students thinking and acting beyond the classroom. Nothing is as exciting as watching that spark ignite as your students connect to their own inner change maker.

Session Objectives: (1) Learn how to ignite the call to action in students. (2) Gain an understanding of what motivates students. (3) Learn how to teach students to draw connections from the classroom to real, everyday life.

2:30pm - 3:30pm Designing Writing Assignments to Minimize Cognitive Overload and Maximize Student Learning
Billie Franchini - University at Albany-SUNY
Venue: Courtyard 2

Frustrated by your students’ writing? Join us and learn why they’re struggling—and how you can design assignments that will help them produce better work.

Abstract: We all recognize the importance of improving our students’ writing, but it can be hard to focus on this goal when they seem to lack so many of the basic skills required to produce college-level work. A deeper understanding of why students struggle and how writing skills develop—alongside a more strategic approach to assignment design—can produce a workable plan that improves student writing. This workshop will demonstrate several strategies and techniques of writing instruction that are informed by theories of student development, and help you consider how you might use these ideas in your own classes.

Session Objectives: (1) Develop greater clarity about the issues that affect student writing quality. (2) Become more savvy in designing and assigning writing tasks that produce better student work. (3) Have strategies for designing in-class practice tasks that will lead to better outcomes on major assignments.
3:45pm - 4:25pm  **Comparing Student Engagement and Satisfaction in Online vs Face-to-Face Courses**  
James Bowers, Kim Lacey, and Poonam Kamur - *Saginaw Valley State University*  
**Venue:** Torch  

The strategies utilized in two disciplines to compare and contrast online and traditional teaching will be discussed.  

*Abstract:* Higher education institutions are increasingly using online classes as a way to engage students and there is a need for research that compares traditional classes to online classes. The current study uses qualitative themes from student feedback to compare and contrast traditional and online classes for two different disciplines, Criminal Justice (n=111) and English (n=79). Strategies utilized to engage students will be discussed, as well as how the technology could be better used for future classes.  

*Session Objectives:* (1) Share information about student feedback with online and traditional classes. (2) Apply qualitative themes to activities and technology used. (3) Offer tips for teachers to use in online formats. (4) Discuss technology used the classroom.

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3:45pm - 4:25pm  **Creative Teaching and Learning Through Conscious Awareness of the Characteristics of Human Learning Ability**  
Serena Kuang - *Oakland University*  
**Venue:** Leelanau  

This session is designed to bring subconscious/unconscious characteristics of learning processes into the participants’ conscious awareness to facilitate teaching and learning.  

*Abstract:* This interactive session aims to help participants: 1) know how human learning ability is functionally constructed; 2) become conscious of the basic characteristics of this ability and its characteristics; and 3) apply this knowledge to enhance the effectiveness of teaching and/or the quality of learning. A neuroscientific approach to human learning ability will be taken. Through carefully designed, presenter-directed interactive activities, participants will be engaged and inspired, make valuable contributions to the session, and leave with a better understanding of the learning ability and its characteristics that will influence their teaching and learning positively in the future.  

*Session Objectives:* (1) Be consciously aware of several basic characteristics of human learning ability that influence learning and memory. (2) Utilize these characteristics creatively to improve the efficiency and the quality of what he/she is learning or will learn. (3) Apply the knowledge to achieve effective teaching if he/she teaches or will teach any subject or skill.

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3:45pm - 4:25pm  **Impact of Sex (Female vs Male) on Class Attendance and Exam Performance**  
Melissa Shaffer-O’Connell - *Lake Superior State University*  
**Venue:** Crystal  

We examine the question of whether there are substantive differences between sexes (female vs male) in attendance and exam performance, as suggested by prior research.  

*Abstract:* We continue prior research into the question of how sex shapes class attendance, which has been shown to impact students’ scores on exams. Specifically, we examine this question in political science courses to discern if there a substantive difference between sexes in attendance and exam performance, as suggested by prior research in
other disciplines. In addition to reporting the results of a study on attendance and exam performance, with particular attention to the role of sex, we will discuss the implications of findings on differences between the sexes and the impacts on student success and the role of attendance policies.

Session Objectives: (1) Explain the impact of course attendance and its impact on course exams in general. (2) Discuss the interaction of sex and course attendance on exams. (3) Analyze the implications of gender differences in attendance and exam performance.

3:45pm - 4:25pm  
**Reclaiming the Lecture: Interpreting Students’ Positive Perceptions of Large Lecture Classes**  
Mick Charney - *Kansas State University*  
**Venue:** Minerva’s Boardroom

A recent survey of undergraduate students enrolled in large lecture classes reveals their strong preferences for the most effective lecturing techniques in a new age.

**Abstract:** Roundly condemned for its innate passivity, “large lecture” has become a meme for everything that is wrong with education; yet lecturing remains the signature pedagogy of large courses because it is the most pragmatic way to facilitate massive information transfers. A recent survey of 500+ undergraduates finds that they are not as adverse to large lecture classes as one might suspect. While holding strong opinions on exactly what constitutes good lecturing, students generally find such classes to be effective; and lecturers who can capitalize on the implications of these students’ perceptions can reclaim lecturing for a new age.

Session Objectives: (1) Become acquainted with the major arguments—pro and con—used either to promote or dismiss lecturing as a viable pedagogy for today’s generation of students. (2) Understand the purpose, design, and rationale for questions used in a recent survey that gauged students’ attitudes and perceptions of the large lecture class. (3) Be asked to reflect upon and interpret the results of the survey with respect to their own lecturing techniques and then subsequently propose modifications to their lecture courses that more closely accord with students’ preferences.

3:45pm - 4:25pm  
**Threshold Concepts and Transformational Learning**  
Stephen Loftus - *Oakland University*  
**Venue:** Courtyard 1

Threshold concepts offer a way to explore what needs to be in a core curriculum and how to think through student engagement.

**Abstract:** Threshold concepts have been generating much excitement in recent years in higher education but have had little impact yet in the education of health professionals. Threshold concepts offer a powerful way to conceptualize what really needs emphasis in the curriculum and how we can provide that emphasis to students in supportive ways. Threshold concepts also offer a theoretical basis for the scholarship of teaching and learning.
Conflicting Epistemologies: Instances When Active Learning Doesn’t Work for You and How to Fix It
Stephen Carroll - Santa Clara University
Venue: Torch

In this interactive workshop, we’ll consider how our epistemologies of learning and the assessment methods they foster subvert our pedagogical practices and hinder student learning.

Abstract: When we went to college, learning mostly meant acquisition of knowledge and skills. And graduation rates were low. Over the past couple of decades, numerous revolutions have reshaped pedagogical practices. Yet the ways we define learning and knowing have not changed—and graduation rates remain low. In this interactive workshop, we’ll investigate our own definitions of learning and how those definitions shape the ways we measure and assess learning. We’ll also explore new epistemologies of learning based on recent advances in brain-imaging and cognitive science and consider how they might reshape our pedagogical practices and enhance students’ ability to succeed.

Session Objectives: (1) Recognize and understand some of ways that current definitions of learning and knowing inhibit teachers’ ability to teach effectively and students’ ability to learn effectively. (2) Acquire and practice ways of thinking about learning that will help them overcome these barriers. (3) Be motivated to incorporate the latest scientific research/evidence about how people learn into their teaching practices. (4) Leave the session with a set of resources and experiences that will allow them to quickly integrate what they’ve learned into their teaching practices.

Enhancing Faculty Pedagogy and Student Outcomes Through an Online Community of Learners
Phyllis Van Slyck and Monica Stansberry - LaGuardia Community College and El Centro Community College
Venue: Leelanlau

Participants will learn how to adapt methods developed for an online faculty pedagogical community to enhance their own teaching and learning.

Abstract: Participants will learn how to adapt methods developed for an online faculty pedagogical community to enhance their own teaching and learning. We will demonstrate how we use technology to connect full-time and adjunct faculty teaching developmental math and English nationwide. We will discuss our training for coaches who guide faculty participants, our use of comments for peer reflection, and our development of assessment themes and tags for self-reflection. Session participants will engage in and reflect on these activities, making it possible for them to apply these innovative approaches to their own pedagogical practice as well as their home campuses.

Session Objectives: (1) Gain a working knowledge of how the online community of faculty learners we have created directly impacts student learning by enhancing the pedagogy of basic skills faculty. (2) Experience applying the innovative pedagogical approach of using faculty-generated themes and tags to reflect on their own classroom activities. (3) Gain the ability to share and adapt our pedagogical practices as they consider course and curriculum design and redesign both within their departments and elsewhere at their institutions.
4:40pm - 6:00pm  **Winning by Understanding Group Dynamics**  
Melodie Rowbotham - Southern Illinois University-Edwardsville  
**Venue:** Crystal  
Explore principles of group dynamics in the classroom. We’ll identify barriers to group formation, roles of group members, and methods for successful group learning.  

**Abstract:** The natural propensity of human beings to congregate makes understanding group dynamics important for creating an effective learning environment. The classroom gives students a chance to learn from one another, interact, and use social skills. The educator plays a vital role in the creation of an open and inviting environment that encourages learning. Participants will explore principles of group dynamics that can be utilized in the classroom to create an environment conducive to learning. Through discussion and examples, participants will identify barriers to group formation, roles of group members, and methods for successful group learning.  

**Session Objectives:** (1) Describe why and how groups are formed. (2) Explain the roles faculty and students play in the classroom group environment. (3) List three interventions to be used to help group formation and unity.

4:40pm - 6:00pm  **Pedagogical Approaches to Fostering Hope and Grit in Your Students: Can it Impact Student Success?**  
Caroline Wienhold and Kevin Strang - University of Wisconsin-Madison  
**Venue:** Minerva’s Boardroom  
Learn how to use common pedagogical strategies to build Hope, Grit, and success in your classroom.  

**Abstract:** In this session, we review the literature on Hope and Grit, two affective measures that are making a large splash in education. We present our ideas on how these measures, if fostered in the classroom, could help struggling undergraduates succeed. Participants will engage in a guided brainstorming activity to design assessments fostering Hope and Grit, and discuss how low-input changes to their course may inspire their students. We will end this session with a discussion of the results from an actual course redesign experiment that improved student outcomes.  

**Session Objectives:** (1) Define the affective measures of Hope and Grit and describe how these measures have been applied to student learning. (2) Generate low-input assessment or course redesigns that utilize the lessons of Hope and Grit to improve student success. (3) Discuss the implementation of a course redesign based on Hope and Grit in an undergraduate physiology course, and evaluate the results on student grades.

4:40pm - 6:00pm  **Sneaky Slides: How to Rescue PowerPoint from the Dark Side for More Engaging eLearning Videos**  
Matthew Roberts - Grand Valley State University  
**Venue:** Courtyard 1  
Learn to create engaging instructional videos by skipping your old PowerPoint slides and learning a new way to use PowerPoint as a powerful animation tool.
Abstract: Video is one of the most common instructional methods for flipped, hybrid, and online courses. Many videos, however, are nothing more than recordings of voice-narrated PowerPoints which violate everything we know about how multimedia impacts learning. In this session, participants will be introduced to a technique that throws out endless slides of tired bullet point lists in favor of more engaging visual representations of content. Perhaps most importantly, it also requires no new software: simply a new way of thinking about PowerPoint’s drawing and animation tools. Come and put your slides to work in a whole new way.

Session Objectives: (1) Learn how to use PowerPoint’s drawing and animation tools to create a basic animated concept map. (2) Be introduced to the idea of creating a visual grammar that expresses the semantic structure of their content. (3) Identify a lesson of your own and begin applying the Sneaky Slides technique to its content.

4:40pm - 6:00pm  
**Stealth Gifted? Bringing Out Hidden Abilities in Your College Classes**  
Susan Sheth and Ellen Fiedler - *Michigan State University and North Eastern Illinois University*  
**Venue:** Courtyard 2

Looking for insights about “stealth gifted” – those students whose gifts and talents are not necessarily obvious in college classes, despite how bright they really are?

Abstract: Have you ever had students in your classes whose grades on written assignments were mediocre but who seemed to be brighter than most, whether their coursework revealed that or not? Were some of them students whose eyes lit up when you covered the more sophisticated or complex concepts in your courses, but showed obvious signs of boredom when the more basic topics were covered? Encountering a gifted adult student may have and been a challenging experience for you as a professor and maybe you are unsure why.

Session Objectives: (1) Gain insights about “stealth gifted” – those students whose gifts and talents are not necessarily obvious in college classes, despite how bright they really are. (2) Hear ideas about strategies for bringing out the abilities of those students in your classes who are “flying under the radar.” (3) Receive practical suggestions about how to respond effectively to even those whose giftedness may often be invisible.

4:40pm - 6:00pm  
**Using Spreadsheets to Quickly Author Hundreds of MCQs**  
Bob McMullen - *A.T. Still University*  
**Venue:** Paul Harris

This presentation will show you how one faculty member uses spreadsheets to create hundreds of multiple choice questions rapidly and accurately for use in repetitive quizzing.

Abstract: Do you hesitate to release your MCQ quizzes because you will have to rewrite the questions next term? Can’t bring yourself to commit to rewriting dozens or hundreds of questions each year? Bring your laptops to this interactive session where we will quickly review the pedagogy behind repetitive testing and the testing effect, then practice making hundreds (or even thousands) of unique multiple choice questions quickly and efficiently using a spreadsheet like Microsoft Excel. Once in a spreadsheet, it is very easy to upload them into your LMS to set up unique repetitive quizzes.

Session Objectives: (1) Review the pedagogy pertaining to learning from testing, i.e. “The Testing Effect.” (2) Describe how to create numerous distractors very quickly for MCQs. (3) Demonstrate how to use concatenation in spreadsheets to create hundreds (or thousands) of unique MCQs for use in repetitive testing.
Friday Morning Concurrent Sessions

8:00am - 8:40am   **Promoting Student Engagement by Infusing Web 2.0 Tools**  
Joyce Gulley and Jeff Thomas - *University of Southern Indiana*  
**Venue:** Torch

Presenters will share ideas for improving student engagement through Web 2.0 tools in traditional and online classes. Participants can apply techniques in their own courses.

*Abstract:* The presenters will demonstrate Web 2.0 tools they have used successfully in teacher education courses to enhance student engagement with content and to help build a community of learners. Participants will learn how to access these tools (and others) and see how the tools were introduced to students in traditional and online courses. Specific assignments and students' final projects will be demonstrated and contrasted with more traditional “paper and pen” assignments. Participants will work in groups to assess the value of these tools and then brainstorm ways to apply these technologies in their own courses.

*Session Objectives:* (1) Learn how to use Web 2.0 tools for assignments and assessments in traditional and online courses. (2) Evaluate the effectiveness of these tools for enhancing student engagement. (3) Design a plan for incorporating these tools in their own curriculum.

8:00am - 8:40am   **The Dreaded “B” Word: Boredom and Academic Achievement**  
Dennis Bozyk and Stewart Wood - *Madonna University*  
**Venue:** Leelanau

Boredom is an emotion which can have a deleterious effect on the academic achievement of college students. Faculty need to develop evidence-based strategies to minimize boredom.

*Abstract:* Why are college students bored? Who is responsible for student boredom? Why should the university instructor care about boredom? Often inconspicuous to educators and self-identified by students, boredom may be one of the most significant personal variables affecting academic achievement. We will use a comparative examination of current research to explore the definition, causes and manifestations of boredom, with attention to the correlates of boredom in the classroom. Participants will have the opportunity to complete a “Boredom Scale” and to assess its validity. We will conclude with possible strategies for the mitigation of boredom in the college classroom.

*Session Objectives:* (1) Explain the effects of student boredom upon the academic achievement of college students. (2) Assess the validity of the “Boredom Scale”. (3) Identify and assess the validity of strategies to mitigate boredom in the college classroom.

8:00am - 8:40am   **Using Cases from the Field to Help Students Learn Theory and Research Authentically and Meaningfully**  
Natalia Collings - *Central Michigan University*  
**Venue:** Crystal

Collaborative and interdisciplinary exploration of case method for teaching and learning, anchored in meticulously prepared checklists, rubrics and examples, and supported by extensive literature review.
Abstract: A case is a story from the field. Cases lively present typical situations in practice. They are invaluable tools for engaging students in courses with limited or impossible access to practice in the field. This session is planned for collaborative and interdisciplinary exploration of case method for teaching and learning, anchored in the author’s meticulously prepared original checklists, rubrics and examples, and supported by extensive literature review. It will focus on using published cases, adapting cases from popular and academic literature, authoring cases, guiding students in authoring their own cases, and finding authentic and meaningful ways to respond to cases.

Session Objectives: (1) Summarize OR further organize your understanding of the history, key concepts and current applications of using case method in teaching and learning. 
(2) Evaluate several ways of using case method to enhance teaching and learning in the classroom. (3) Plan OR invigorate various ways of using case method in my own classroom.

8:00am - 8:40am  
Creating a New Platform for Making Science Education and Careers Accessible  
Ancilleno Davis - Miami University  
Venue: Minerva’s Boardroom

Use social media to engage learners in new ways to make their learning more active, engaging, and interesting.

Abstract: The author developed a Facebook community for science opportunities, growing from 50 to 769 members in 4 years. Prior to its establishment, science scholarship and career opportunities were difficult to find. Many public and private school students did not have access to these opportunities. Science scholarships in particular, were narrowly focused to promote medical professions and students were discouraged from pursuing other branches.

Session Objectives: (1) Learn how to create learning communities via Social Media. (2) Learn how to differentiate between publishing material and building community. (3) Learn how to connect with the materials you need in ways you can use them.

8:00am - 8:40am  
Teaching Inquiry with Linked Classes and Learning Communities  
Victor Piercey and Roxanne Cullen - Ferris State University  
Venue: Courtyard 1

We created a learning community out of linked Mathematics and English classes. Creating a learning community from seemingly disparate disciplines led to measurable learning gains.

Abstract: In order to improve problem solving dispositions, a section of an inquiry-based math sequence for first-year business students was linked with a section of a general education English sequence. We describe how the linked classes worked and compare results from linked and unlinked sections of the math sequence. We will also ask the audience to brainstorm and share other unexpected interdisciplinary teaching collaboration ideas.

Session Objectives: (1) Describe the value of an interdisciplinary community of learners. (2)Identify collaborative teaching opportunities with unexpected disciplines. (3) Describe how the impact of a collaboration could be assessed.
8:00am - 8:40am  **Building a Culture of Global Learning and Leadership**
Eileen Johnson and Andreea Bordeianu - *Oakland University*

**Venue:** Courtyard 2

We'll describe the beginning stages of the development of a Global Learning and Leadership initiative and allow you to develop plans for incorporating global competencies in your own courses/programs.

**Abstract:** This session will describe the beginning stages of the development of a Global Learning and Leadership initiative within the School of Education and Human Services at Oakland University. The goals of this initiative include providing opportunities for faculty and students to engage in global learning and leadership, to provide a framework for infusing global competencies throughout programs within SEHS, and to provide networks and connections with other learning communities across the globe. Participants will have the opportunity to think about and develop plans for incorporating global competencies in their own courses/programs.

**Session Objectives:**
1. Understand the meaning and importance of global competencies.
2. Describe global competencies that are and will become increasingly important among leaders.
3. Identify ways to infuse global competencies throughout courses/programs.

8:00am - 8:40am  **A Matter of Life or Death! Improving Long-Term Learning in Nursing Students Through Blended Learning**
Debra Hadfield - *Baker College of Jackson*

**Venue:** Paul Harris

Presentation shares basic principles of Blended Learning (BL). Participants create a BL lesson plan using principles, view session's lesson plan, and complete lesson plan reflections.

**Abstract:** In the past 20 plus years, new teaching methods have arisen based on neuroscience research, employee needs of new graduates, and student expectations of technology involvement in education. The desire by instructors for students to gain higher-level learning is a universal and ever-present goal. This session shares basic principles of Blended Learning and personal experiences of its implementation within nursing education. The emphasis of the session is on the introduction of a developed Blended Learning lesson plan instrument and the utilization of the tool by participants.

**Session Objectives:**
1. Understand the basic principles of Blended Learning (BL) and how to implement BL in a class to promote and maximize student learning as evidenced by improvement of post-session assessment as compared to pre-session assessment.
2. Create a lesson plan template applying BL principles to develop a more strategic and purposeful approach to student learning as evidenced by creation of group Blended Learning lesson plan.
3. Analyze Blended Learning lesson plan of session for basic principles of Blended Learning, presence of a strategic and purposeful approach, promotion of student learning as evidenced by completion of reflection questions.

9:00am - 10:00am  **Working Together!!! Technology + Collaboration + Social Awareness = Student v2.0**
William Burmeister, Mari Kermit-Canfield, and Gary Maixner - *Ferris State University*

**Venue:** Torch

Using creative, emerging technology and librarian collaboration, Climate Change serves as the unifying focus for a research writing class....Student class products will be shared.
Abstract: Collaboration and technology are universally accepted concepts. No one doubts that they are both next to godliness. But, how can they be adapted for the college classroom? This session (through examples and participation) attempts to flesh out these concepts for today’s modern university. Creative Commons copyright, video creation, library resource guides, and Political Engagement Project involvement are some of the uses for the collaborative principles discussed.

Session Objectives: (1) Be exposed to a variety of contemporary technologies and resources for use in student research and assignment development. (2) Engage in discussion of social responsibility in their fields of study and how technology and inter-departmental instruction enhances student assignments focusing on those issues. (3) Receive examples of collaboration at the faculty, university, and student level to achieve technologically enhanced and socially aware coursework and will be encouraged to consider their own collaborative and technological possibilities.

9:00am - 10:00am  **Creating Syllabi to Maximize Student Engagement and Motivation**  
Mary-Jon Ludy, Tim Brackenbury, John Folkins, Susan Peet, Stephen Langendorfer, and Kari Beining -  *Bowling Green State University*  
**Venue:** Leelanau

Discuss and reflect upon your own course syllabi, then brainstorm strategies for increasing student motivation and engagement. Bring your mobile device and current syllabi.

Abstract: Attendees will reflect upon the types of syllabi used in higher education. They will engage in critical thinking about designing a syllabus that creates a positive first impression capable of engaging and motivating students. After initial discussion, attendees will participate in a discussion about their own course syllabi, reflect upon the current level of engagement, and brainstorm strategies to make them more motivating. For participants with access to their current syllabi, there will be an opportunity for hands-on critique and editing with other session attendees. All attendees will receive information on available tools to assist with creating more engaging syllabi.

Session Objectives: (1) Identify their own purpose(s) for designing syllabi in course(s) they currently teach. (2) Describe and list elements of syllabi that can be incorporated in their syllabi to enhance student engagement. (3) Participate in a hands-on exploration of design and content ideas for creating engaging syllabi, resulting in elements to include in future course syllabi.

9:00am - 10:00am  **Best Practices for Supporting Adjunct Faculty**  
Ann Coburn-Collins -  *Saginaw Valley State University*  
**Venue:** Crystal

To affect student success, adjunct faculty need to be supported. This session will outline practices to support adjunct faculty and means to resource this support.

Abstract: The use of part-time faculty has increased over the last fifty years to a point where they constitute nearly half of instructional professionals in institutions of higher education and primarily teach the majority of developmental and first and second year courses. Such courses often populated by higher education's most fragile students. These same part-time faculty are often not integrated into the fiber of the very institutions where they teach. In order to affect greater student success, providing resources and support for adjunct faculty is essential. This presentation will focus on best practices for supporting adjunct faculty, the means of finding resources to do so and an exploration into what each participant can do at their institution to provide these necessary supports.
**Session Objectives:** (1) Be aware of the best practices that can be employed to support their adjunct faculty. (2) Learn methods to resource this support as outlined by Kezar and Maxey (2014). (3) Develop some solutions that can be put in place immediately to provide the necessary supports for their adjunct faculty.

9:00am - 10:00am **Creating Community and Increasing Student Engagement in the Online Learning Environment Using the Community of Inquiry Framework**

*Amy Schelling - Grand Valley State University*

**Venue:** Minerva’s Boardroom

This session will explore how use of the Community of Inquiry (CoI) framework can facilitate community building and student engagement in the online learning environment.

**Abstract:** In the world of higher education we view community as essential for supporting higher levels of learning. Research has shown courses that include a high level of instructor presence and also facilitate student engagement and a sense of community significantly effect student satisfaction, learner outcomes, and the quality of online learning. The Community of Inquiry framework is a theoretical model that is being widely utilized in higher education as a means of conceptualizing and evaluating online learning.

**Session Objectives:** (1) Describe the CoI framework and its relevance and use in developing and evaluating online teaching and learning. (2) Identify and categorize instructional strategies and tools for increasing and sustaining social, cognitive, and teaching presence. (3) Generate ideas for how they may implement the CoI framework and associated strategies and tools in their own courses.

9:00am - 10:00am **Using Stories to Teach Across Disciplines: A Successful Model**

*Molly Brennan, Amy Yorke, and Julie Hollenbeck - University of Michigan-Flint*

**Venue:** Courtyard 1

This session will focus on interdisciplinary teaching using storytelling and will provide participants the tools to create or enhance interdisciplinary teaching at their institutions.

**Abstract:** “Tell me a fact and I’ll learn. Tell me the truth and I’ll believe. But tell me a story and it will live in my heart forever.” - Indian Proverb. Storytelling as a teaching mechanism is highly effective on multiple levels. Storytelling can facilitate critical thinking skills, is memorable, offers a personal touch point and can help build bridges between multiple disciplines and creates real world learning as opposed to isolated experiences. This presentation will demonstrate a unique interdisciplinary collaborative teaching model that is currently being successfully implemented through partnership with three separate departments at the university level. The use of storytelling combined with interdisciplinary teaching facilitates continued learning, interest and education in a new discipline, collaboration with peers, making connections between what is known and new ideas, working from new and different perspectives, problem solving, creativity and critical thinking among students.

**Session Objectives:** (1) Experience and learn teaching by story telling through modeling (our presentation). (2) Learn how to utilize storytelling across disciplines within their own educational settings. (3) Learn how to effectively use cross disciplinary teaching to more successfully promote long term learning and critical thinking skills.
9:00am - 10:00am  **Deep Learning Through Dynamic Discussions: Eight Ways to Engage Your Students**  
Tamar Rosier - Acorn Consulting  
**Venue:** Courtyard 2  
Increase student learning by developing skills and a plan to involve all students in formative and productive discussions.  

*Abstract:* The worst types of discussions are consecutive one-on-one talk between a student and teacher, leaving the rest of the class out of the process. Many students stop listening, begin to fade, or disengage during this flawed dialogue. Productive classroom discussions—those that engage students as they synthesize, analyze, and evaluate information—take place when students talk with each other. To accomplish this, professors need skills and a plan. In this interactive session, participants will explore ways to involve all students in formative and engaging discussions of what matters in their course.  

*Session Objectives:* (1) Determine which facilitative skills are useful for a class discussion. (2) Create a plan for their next class discussion. (3) Learn strategies and activities that increase student engagement interaction on a specific topic.

9:00am - 10:00am  **Building Faculty-Librarian Classroom Partnerships to Improve Students' Information Literacy**  
Alexis Teagarden¹, Michael Carlozzi², Kari Mofford¹, and Hilary Kraus¹ - ¹University of Massachusetts Dartmouth, ²Roger Williams University  
**Venue:** Paul Harris  
Learn how faculty and librarians collaborated to improve information literacy outcomes for first year students through a semester-long multi-visit library instruction model.  

*Abstract:* A team of English faculty and librarians will present the results of a collaborative research project that endeavored to improve information literacy outcomes for students in a first year writing course. The team designed a series of librarian-led interventions aligned with course assignments, and compared outcomes between sections receiving all interventions versus those who had a traditional one-shot library instruction session. Results were assessed using pre- and post-tests, surveys, and a qualitative review of student work. Attendees will leave the session with ideas for how to incorporate librarian-led active learning activities to better develop their students’ information literacy skills.  

*Session Objectives:* (1) Understand the collaborative process through which the information literacy program was designed. (2) Recognize how librarian interventions contributed to meeting student learning objectives. (3) Develop action plans for incorporating information literacy activities into their courses.

10:20am - 12:00pm  **Use Your Tools: Your Voice, Your Look and Your Space**  
Shelby Newport, Stephanie Dean, and Lisa Borton - University of Michigan-Flint  
**Venue:** Torch  
Feel exhausted after a day of teaching? Feeling like you don’t look your best? Be empowered in the classroom by using the tools you already have.  

*Abstract:* We often spend so much time focusing on syllabi, lectures and course preparation that we forgot to give attention to the most basic tools: our vocal instrument and visual presence in the classroom. This workshop will tackle some of the common vocal obstacles teachers face including hoarseness and difficulty projecting. Panelists will address these
issues and lead vocal exercises that can be done in the office and at home to help prepare you for a long day of lecturing. The session will also give you tips and tricks to make your visual presence more engaging in the classroom.

Session Objectives: (1) Recognize tools we have as teachers that are often overlooked: Voice, Body, Dress and Space. (2) Gain an understanding of the theory behind vocal health and color & space (as it relates to class room presence). (3) Learn warm-up and cool-down techniques to promote good vocal health.

10:20am - 11:00am  I Hate Group Projects! Strategies for Creating Teachable-Moments and Fostering Individual Accountability
Jeffrey Murray - Virginia Commonwealth University
Venue: Leelanau

Learn best practices to provide the valuable lessons and learning experiences of collaborative work while avoiding the common pitfalls.

Abstract: Students often say they hate group projects. The challenge for any instructor is to provide the valuable lessons and learning experience of collaborative work while avoiding the common pitfalls. Following the sharing of common experiences among participants, two best practices will be shared and discussed: individual “captainships” and a robust “non-compliance policy.” Both strategies make students more cognizant of their responsibilities and provide valuable teachable moments when group dysfunction does occur. The session will conclude with participants reflecting back upon their own experiences, with time to workshop how these or similar strategies might be usefully incorporated to overcome persistent obstacles.

Session Objectives: (1) Gain a greater awareness of common pitfalls of group projects and the obligation to structure collaborative work so as to avoid (or at least complicate) those pitfalls. (2) Become familiar with two specific strategies designed, especially as they work in conjunction with one another, to create meaningful teachable moments and foster individual accountability. (3) Consider how these strategies serve to enhance students’ metacognition regarding their own role(s) within the group dynamic. (4) Gain concrete ideas and notes on how those strategies might be incorporated or adopted into existing classroom activities or course assignments.

10:20am - 11:00am  Promoting College Readiness Through Collaborative Development of Inventive Instruction for High School Classrooms
Kaye Savage and Tracie Ivy - Wofford College
Venue: Crystal

We implemented a program that supported teams of high school teachers, college students, and college faculty to collaborate in developing inventive, classroom-ready curriculum and assessments.

Abstract: In this interactive session, we share a transferable program model developed to address college readiness – a critical need in our community. Through role-play and discussion we address challenges and creative outcomes produced through cross-sector, non-hierarchical teams of high school teachers, college faculty, and college students that created classroom-ready, high-impact curricular units, including assessment mechanisms, for high school courses. Our collaboratively designed partnership model, implemented and modified over two years, created conditions for innovation and meaningful reflection that were sustained by each team during the academic year, while delivering 29 field-tested curriculum units that have been downloaded nearly 8000 times.
**Session Objectives:**

1. Learn how to implement an innovative team-based model of curriculum development in which groups composed of different constituencies collaborate.
2. Develop an awareness of challenges faced by high school teachers in preparing their students for college.
3. Gain knowledge of how digital archives can measure the worldwide dissemination of curricular materials.

**10:20am - 11:00am**

**SLOw Learning: Rethinking Objectives to Promote Meaningful, Durable Learning**

Stephen Carroll - *Santa Clara University*

**Venue:** Minerva’s Boardroom

What do you want your students to remember in 50 years? Come explore how to simplify and reorganize your SLOs so they matter for life.

**Abstract:** SLOs are a fact of life. Gotta have ‘em, teach to ‘em, assess ‘em. But at the same time, it is more critical than ever that what students learn in our classrooms last longer than 6 weeks after the end of the term. A college education is supposed to prepare students for lifelong success—as human beings, not just economic units. As SLOs multiply, these goals come into conflict. In this session, we will investigate how concentrating on long-term success can simplify and prioritize SLOs, leading to more focused, more effective, more efficient, and more satisfying teaching.

**Session Objectives:**

1. Develop 2 long-term learning objectives that promote durable learning.
2. Develop a few lower-order, less durable learning objectives to support these more important objectives.
3. Understand how to derive lesson-level objectives from course-level objectives.

**10:20am - 11:00am**

**Facing the Blank Page**

Nicole Mazzarella - *Wheaton College*

**Venue:** Courtyard 1

All writers face the blank page. For some it offers promise, for others paralysis. Learn writing strategies to help students (and yourself) get words on the page.

**Abstract:** All writers face the blank page. For some it offers promise; for others it causes paralysis. This workshop delves into the habits of thinking that contribute to procrastination. Participants will learn specific writing exercises and strategies for helping their students (and themselves) to get words on the page. Participants will also reflect on habits that generate ideas, sustain motivation, and lead to timely project completion.

**Session Objectives:**

1. Reflect on what stops writing at all stages from initial idea to revision.
2. Gain specific exercises for moving beyond the paralysis of the blank page.
3. Learn long-term strategies to address habits of thinking that lead to writing paralysis.

**10:20am - 11:00am**

**Using Metacognition to Engage and Motivate Students to Learn in General Chemistry and Beyond**

Marie Nguyen and Lin Zhu - *Indiana University Purdue University Indianapolis*

**Venue:** Courtyard 2

Explore methods of engaging students in their own learning process using critical thinking skills developed through journaling, discussion forums and post-exam reflection.
**Abstract:** Explore methods of motivating students to take ownership of their own learning through enhancing their critical thinking skills. 1. Discuss the use of “journals” at the beginning of lecture to engage the students in the material for that lecture, to encourage collaboration between students, and to motivate the students to read ahead. 2. Learn about the use of an online discussion forum to relate material learned in class to the “real world”. 3. See one example of a post-exam reflection and work towards preparing one suitable for your own course.

**Session Objectives:** (1) Learn about using a discussion forum to engage students outside of the classroom and discuss apply it to your own coursework and students. (2) Use a “journal” in the classroom to engage the students at the beginning of class. (3) Develop a post-exam reflection that is appropriate for your own classroom.

10:20am-11:00am  **Accommodating Angst and Anger in the Quest for Accessibility: A Learning Center’s Story**

Scott Seagle - University of Tennessee-Chattanooga  
**Venue:** Paul Harris

Accessibility is more than access to educational tools, it more closely resembles a basic educational right.

**Abstract:** As part of a university-wide accessible technology initiative, which included mandating that syllabi and all required course materials be in an accessible format, the staff of the Walker Center for Teaching and Learning has developed templates, identified resources, and facilitated faculty understanding, evaluation, and adoption of accessible materials. A fillable accessible syllabus template was identified as an initial effort to address the accessibility initiative that aims to improve the cultural inclusion, physical and technological access for students, faculty, and staff with disabilities.

**Session Objectives:** (1) Explain the legal background and rights under Section 508 of the Rehabilitation Act. (2) Explain the range of disabilities present in our population. (3) Describe the process of creating accessible course material.

11:20am-12:00pm  **Gone Fish’n: How Bass Fishing Can Enhance Your Classroom Teaching**

Jay Rozema - Missouri Valley College  
**Venue:** Leelanau

Fishing for bass is similar to teaching college. Explore how professional anglers approach fishing and how it can help you become a better teacher.

**Abstract:** You’re out on the lake on what appears to be a peaceful day of fishing when it slowly turns into an exercise of frustration. The fish are not biting, you’re getting hung in the weeds and losing your bait. Instead of tossing your pole in the water you stop and think about what you are doing as an angler that is preventing you from catching fish. We will look at how B.A.S.S. professional anglers approach fishing and apply the same problem solving methods when our classes begin to not go well.

**Session Objectives:** (1) Gain the ability to approach student learning differently based upon where they are in the semester. (2) Re-assess teaching practices in the classroom. (3) Evaluate what the students tell them about their learning habits by how they react to what/how it is presented.
11:20am-11:40am  **Building Individual Teaching Development Plans: A Report on a Workshop**  
Dean Ward and Julie Walton - *Calvin College*  
**Venue:** Crystal  
A presentation on the motives, logistics, and content of a workshop designed to help faculty construct, implement, and assess, a long-term teaching development plan.  

Abstract: We report on the motives, logistics, and content of a workshop designed to help faculty construct, implement, and assess, a long-term teaching development plan. We focus first on (1) a range of teaching plan options for faculty in various career circumstances and stages and (2) essential features of teaching plans. We then analyze the strengths and challenges of teaching plans submitted by participants in our workshop—and suggest next steps for the participants and for the teaching fellows who will work with them.  

**Session Objectives:** (1) Understand the logistics for and reasoning behind a workshop in which individual faculty members are given guidance and resources to construct a long-term teaching development plan. (2) Understand “essential features” of a teaching development plan. (3) Hear and question the presenters’ analysis of a collection of teaching plans submitted by their workshop participants, and thus being better equipped to construct a similar workshop.

11:45am-12:05pm  **Work With Me Here... and There: Evaluating Expectations, Instruction, and Outcomes for Better Student Collaboration**  
Christina Moore - *Oakland University*  
**Venue:** Crystal  
Identify collaborative skills integral to future careers, compare these skills to collaboration in your classrooms, and create a student guide to collaborative processes and technologies.  

Abstract: Faculty generally accept that collaboration is an important skill in learning and in professional settings, but also dread the challenges they and their students face in making it work best. This presentation offers frameworks for evaluating types of collaboration and how to best plan for collaboration based on a course’s learning needs (gen ed/major, expertise, face-to-face/online, etc.). Participants will evaluate how they define and implement collaboration into their classrooms, identify what type of collaborative skills are integral to most “knowledge work” careers, and create a student guide to collaborative technologies (or teach students to create their own).  

**Session Objectives:** (1) Evaluate how they define and implement collaboration into their classrooms. (2) Identify what type of collaborative skills are integral to future careers. (3) Create a student guide to collaborative technologies, or teach students to create their own guides.

11:20am-12:00pm  **Service What?.... Learning: Understanding the What, the Why, and the How of Service Learning in Higher Education**  
Abalo Adewui - *Central Michigan University*  
**Venue:** Minerva’s Boardroom  
The purpose of this presentation is to offer guidance on how to integrate service learning outcomes in your field specific course design and application in real life contexts.
Abstract: Unlike traditional voluntary community service, academic service learning lends itself to academic endeavors that are applicable in real life contexts. The purpose of this presentation is to offer guidance on how to integrate service learning outcomes in your field specific course design and application in real life contexts.

Session Objectives: (1) Gain a deeper understanding of the nature and scope of service learning. (2) Develop a deeper understanding of the purpose(s) of Service learning. (3) Develop a deeper understanding of the process in implementing service learning in specific fields of study.

11:20am-12:00pm Reverse Engineering: From Online to Inline with Core Writing
Corine Coniglio - King’s College
Venue: Courtyard 1

We’ll engage participants in the paradigm and process for using online course development for reverse-engineering traditional and hybrid courses focused on active learning.

Abstract: This workshop explores how the experience of developing a new online course helped one professor reverse-engineer a core writing course. While many teachers approach new online courses for the challenges they present—engagement, accountability, efficient use of tools—this narrative of course development turns into a process analysis and suggestions for how to use the strengths of online courses in traditional and hybrid courses. Participants will engage in discussion that aims to turn the usual discussions about online learning into pedagogical opportunities for all classes.

Session Objectives: (1) Understand how the process of developing an online course can be reverse-engineered to improve traditional and hybrid courses. (2) Share the narrative of teaching core writing online for the first time and how I adapted pedagogy. (3) Develop a process for bringing the benefits of teaching online into traditional and hybrid courses to reinforce learning, improve accountability, and help students reach learning outcomes.

11:20am-12:00pm Project Learning: Obi-Wan Got it Right. Teach, Guide, and Get Out of the Way
Adam Dirksen - Indiana-Purdue Fort Wayne
Venue: Courtyard 2

In an effort to provide a consistent and effective new faculty orientation, we designed an asynchronous course. We will outline our successes and lessons learned.

Abstract: Orienting new adjunct faculty is of utmost importance in assuring a quality learning experience for students. Often, adjuncts are working professionals and it can be difficult to find an opportunity to meet with them face-to-face to provide the support and tools needed to be prepared for facilitating that quality learning experience. This project was designed to provide consistent, cohesive, and convenient training for faculty across a multiple-campus system, as well as provide tools that they can review when needed. This presentation will share the challenges and opportunities gained from this project.

Session Objectives: (1) Learn about the effectiveness of the First Year Faculty Experience (FYFE) as analyzed from feedback from three cohorts of faculty members. (2) Learn about the components of the FYFE process and which elements of the training that faculty indicated were most valuable after they had taught a course for the college for several weeks. (3) Share the value of a shared facilitation model and the value of immersing faculty in the LMS as preparation for teaching courses for Baker College.
11:20am - 12:00pm  **The Black Box Activity: An Introduction to Inference in Freshman Science Courses**  
Tracy Wacker and Monique Wilhelm - *University of Michigan-Flint*  
**Venue:** Paul Harris  

The black box contains items that students identify through inference. This activity has been used as an icebreaker to both teamwork and the scientific method.  

*Abstract:* The black box activity is based on the “black box” concept, which is a phenomenon that is known to exist but the processes that cause the phenomenon to occur are hidden from view. The box contains items of unknown composition: substance, shape, mass, volume, quantity, etc. Students work in teams to attempt to determine the composition of the unknown items. While others have used the black box activity specifically to introduce the scientific method, we have found it to be useful in other ways. These include students learning the difference between inference, observation, and conclusion, learning to trust your critical thinking, how to deal with inconclusive data, and how these all contribute to thinking like a scientist.  

*Session Objectives:* Connect the Black Box Activity to its value as (1) an icebreaker to both the course and importance of team work, and as an introduction to (2) the scientific method, and (3) how to think like a scientist.  

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**Friday’s Plenary Presentation**  
1:00pm - 2:15pm  **The Importance of Teacher Empathy in Student Success**  
Katherine Rowell - *Sinclair Community College*  
**Venue:** West Bay Ballroom  

This presentation will explore research on the importance of teacher empathy in increasing student learning and success.  

*Abstract:* All too often, faculty focus on technology and pedagogical strategies in improving teaching and learning. In recent years, new and compelling research has been published examining the often noted “affective” domains of student learning. This presentation will explore new and exciting research on the importance of teacher empathy in increasing student learning and success. Participants will learn about research on teacher empathy as well as have an opportunity to explore their empathy index.  

*Session Objectives:* (1) Learn about the research on teacher empathy in the college classroom and the relationship to student success. (2) Analyze their own levels of empathy (3) Explore ways they can increase empathy in their teaching. (4) Receive a bibliography along with teaching tips they can use on Monday when they return to their college campuses.
Friday Afternoon Concurrent Sessions

2:35pm - 4:15pm **Averting Death by Academic PowerPoint! From Killer Professors to Killer Presenters**  
Christy Price - *Dalton State College*  
**Venue:** Torch  
We'll look to literature in order to optimize our effectiveness in motivating students to achieve learning outcomes. Participants will be given a guide for developing content and practices.  
**Abstract:** Even as we move toward more active learning-centered methods, it is likely that college professors will still have to disseminate at least some information to students via mini-lecture or lecture capture. In order to be ultimately effective in this endeavor, we may need to change the way we think about conveying messages to our modern learners. Drawing from the research in both cognitive and educational psychology to apply what we know about learning and memory, we will then look to the business, communication, and persuasion literature in order to optimize our effectiveness in motivating students to achieve learning outcomes. The secrets of great communicators and what works regarding planning, design, and delivery of information will be discussed. Participants will be provided with a guide for developing content and practices that will resonate, captivate and transform students.

2:35pm - 3:15pm **Using iPads in the Liberal Arts: From Geology to Writing to Music**  
Christian Borja and Ellen Sprague - *Principia College*  
**Venue:** Leelanau  
Learn how to use the SAMR model to evaluate the use of mobile devices as an effective learning strategy.  
**Abstract:** Mobile devices such as phones and tablets are in our students’ hands every day whether we like it or not. So can we use these devices to transform student learning? Using the SAMR model (substitution, augmentation, modification, and redefinition) we can use these devices to modify and even redefine assignments and in-class projects. The SAMR Model provides a framework in which we can evaluate the use of technology and determine if its use is really redefining traditional learning methods, that is, if it is allowing teachers to help their students learn better and in new ways.  
**Session Objectives:** (1) Learn about the SAMR Model. (2) Learn how iPads are used in different disciplines across a liberal arts curriculum to enhance student learning. (3) Learn to use iMovie templates to create trailers to understand, visualize, and solidify ideas in a writing project.

2:35pm - 2:55pm **Exporting Peer Instruction to New Zealand**  
Scott Grissom - *Grand Valley State University*  
**Venue:** Crystal  
A U.S. computer science professor introduced peer instruction as a visiting faculty fellow in New Zealand. Student reactions and best practices are presented.  
**Abstract:** A U.S. computer science professor describes his experience as a visiting faculty fellow in New Zealand. He introduced peer instruction into a passive lecture environment. Peer instruction is an active-learning classroom-based pedagogy. Lecture is replaced with students solving carefully designed multiple-choice questions in small group discussion. Responses are provided using phones or laptops. There is significant evidence that it provides many benefits
including improved student performance, increased attendance, and better retention in the major. Student surveys revealed a positive reaction. Best practices identified in the literature are presented.

**Session Objectives:**
1. Describe best practices for peer instruction in the STEM classroom.
2. Describe the advantages and challenges of peer instruction in a variety of learning environments.
3. Identify differences in New Zealand and U.S. university courses.

### 3:00pm - 3:20pm

**Successful Strategies to Create a Service Learning Based Study Abroad**

Fayyaz Hussain, Oumatie Marajh, and Christie Schichtel - *Michigan State University*

**Venue:** Crystal

This session is based on our experience in Belize where we took 28 students for a study abroad program and had them engage in interactive learning groups for daily reflections.

**Abstract:**
This session is based on our experience in Belize where we took 28 students for a study abroad program. Students were assigned to three schools in San Ignacio, Belize to help local students. At the end of each day, our students were engaged in five interactive learning groups for daily reflections. Based on these reflections, we observed that our students learning experience has been fascinating.

**Session Objectives:**
1. Engage in a discussion on how to create study abroad program based on service learning.

### 2:35pm - 3:15pm

**Service Learning Projects: Paradigm Shift in Traditional Teacher Education Curriculum**

Carroll Tyminski - *Elizabethtown College*

**Venue:** Minerva’s Boardroom

Service Learning Projects integrated with traditional teacher education curriculum at a private liberal arts college results in reciprocal learning for community members, students, and faculty.

**Abstract:**
This presentation discusses lessons learned from a higher education pilot initiative to integrate Service Learning Projects as an integral part of a special education curriculum required for ALL pre-K to grade 12 preservice teachers. Discussion topics and related activities include (a) identification of community needs, (b) planning in collaboration with the community, (c) integration into the academic curriculum, (d) opportunities to use acquired academic skills, (e) enhancement of teaching and learning in traditional curriculum, (f) creation of reciprocal learning, (g) engagement of students in critical reflection, and (i) accountability through systematic formative and summative evaluation.

**Session Objectives:**
1. Be presented with examples of how the integration of Service Learning Projects into teacher preparation curricula (and other academic disciplines) can extend student learning beyond the classroom and alter the paradigm of traditional teaching and learning.
2. Gain a list strategies for identifying community needs and developing Service Learning Projects that benefit the students as well as the communities served.
3. Describe formative and summative evaluation as a means of assessing the outcomes of service learning projects and the academic rigor of the curriculum.
2:35pm - 3:15pm  

“I Learned There Is No One Way to Teach”: The Experience of Undergraduate Peer Educators  

H. Russell Searight, Cassidee Retzloff, and Geralyn Narkiwiecz - Lake Superior State University  

**Venue:** Courtyard 1

Results of a focus group of undergraduate peer educators (PE) are presented. PRs reported multiple challenges but also experienced satisfaction from service to fellow students.

**Abstract:** In four year colleges, advanced undergraduate students commonly provide academic support services. While the benefits of peer tutoring for recipients are well established, the benefits for providers are not well known. We conducted two focus groups with peer educators. A prominent theme was the educators’ appreciation of the perceived stigma and embarrassment experienced by fellow students seeking academic assistance. This recognition led tutors to conclude that in addition to addressing academic content, their role included increasing students’ sense of competence and self-confidence. Other benefits included the development of metacognitive skills, improved communication abilities, personal satisfaction and meaning from helping others.

**Session Objectives:** Be able to describe: (1) the role of an undergraduate peer educator; (2) the challenges faced by peer educators; and (3) the benefits and skills acquired from serving as a peer educator.

2:35pm - 3:15pm  

The Impact of Simulation on Social Work Students’ Interviewing Performance  

Brandon Youker, Steve Smith, Ken Ford, Ouen Hunter, and Mallory McFarren - Grand Valley State University  

**Venue:** Courtyard 2

This presentation describes the impact of undergraduates’ performance in interviewing courses that used Standard Patients (i.e., paid actors) at a Simulation Center.

**Abstract:** This presentation describes the impact of undergraduates’ performance in interviewing courses that used Standard Patients (i.e., paid actors) at a Simulation Center (SIM-C). A preliminary investigation suggested that students with two SIM-C sessions desired an additional session. This study divided students into attending one or three SIM-C trainings. The Interviewing Quality Checklist (ICQ) was used to rate students’ video recorded performances. Students receiving three sessions are expected to perform better overall as compared to students receiving one session. IQC scores will be compared between and within the groups. The presenters will share the methodology, analyses, findings, strengths and limitations.

**Session Objectives:** (1) Learn about the impact of simulated interviews on students’ performance. (2) Learn about project methodology, strengths, and limitations from the perspectives of course instructors and researchers. (3) Discuss lessons learned for incorporating simulation in teaching introduction to clinical therapy courses.

2:35pm - 3:15pm  

Asynchronous Orientation for New Faculty  

Nancy Foster and Cindy VanGieson - Baker College  

**Venue:** Paul Harris

In an effort to provide a consistent and effective new faculty orientation, we designed an asynchronous course. We will outline our successes and lessons learned.
Abstract: Orienting new adjunct faculty is of utmost importance in assuring a quality learning experience for students. Often, adjuncts are working professionals and it can be difficult to find an opportunity to meet with them face-to-face to provide the support and tools needed to be prepared for facilitating that quality learning experience. This project was designed to provide consistent, cohesive, and convenient training for faculty across a multiple-campus system, as well as provide tools that they can review when needed. This presentation will share the challenges and opportunities gained from this project.

Session Objectives: (1) Learn about the effectiveness of the First Year Faculty Experience (FYFE) as analyzed from feedback from three cohorts of faculty members. (2) Learn about the components of the FYFE process and which elements of the training that faculty indicated were most valuable after they had taught a course for the college for several weeks. (3) Share the value of a shared facilitation model and the value of immersing faculty in the LMS as preparation for teaching courses for Baker College.

3:35pm - 4:15pm Over the Rubric Rainbow: Specifications Grading
Jody Vogelzang - Grand Valley State University
Venue: Leelanau

Grade inflation has given rise to the wide use of rubrics in assessing student performance. Beyond the rubric lies yet another approach: specification grading.

Abstract: Specification grading links course objectives directly to course outcomes, provides the student the opportunity to select their level of course involvement, and relates their involvement openly to the course grade. Since every assignment is pass/fail, no partial points are given for sub-standard work. This grading system increases rigor, decreases partial point squabbles, curtails grade inflation, and encourages instructors to focus on the course objectives that really matter. This concept flows from Backward Course Design and is applicable for every discipline.

Session Objectives: (1) Compare and contrast the utility of rubric and specification grading in letting the air out of grade inflation. (2) Relate class-specific outcome achievements to specification grading development. (3) Assess a specification graded course design.

3:35pm - 3:55pm Integrating an Evidence-Based Medicine Curriculum into Physician Assistant Education: Teaching for Today and the Future!
Martina Reinhold and Theresa Bacon-Baguley - Grand Valley State University
Venue: Crystal

This presentation describes the integration and evaluation of an evidence-based medicine course sequence into a Physician Assistant curriculum.

Abstract: Medical knowledge continuously evolves, and to help health care providers stay up to date, evidence-based medicine (EBM) has emerged as a model. The practice of EBM requires new skills of the health care provider; including directed literature searches, and critical evaluation of research studies. This presentation describes the integration and evaluation of an evidence-based medicine course sequence into a Physician Assistant curriculum. This new course sequence teaches students to manage and use the best clinical research evidence to competently practice medicine. A survey was developed to assess the effectiveness of the three course sequence.

Session Objectives: (1) Define evidence-based medicine and its role/importance in health care education (2) Describe curriculum contents and course structure to teach EBM to health care students. (3) Evaluate effectiveness of course(s) using developed assessment tool.
4:00pm - 4:20pm  **The Changing Landscape of Teaching: Imbedding Simulation into Didactic Content in a Nursing Leadership Course**
Claudia Grobbel, Barbara Penprase, and Lynda Poly-Droulard - *Oakland University*
**Venue:** Crystal

This presentation discusses a didactic nursing leadership course that challenges nurse educators to use a simulation, which enhances the synthesis of information, as an active learning strategy.

*Abstract:* Simulation has been proven to be a very effective active teaching method for students to learn application of knowledge and skill sets. Presently, the nursing research lacks evidence that simulation is an appropriate teaching method for didactic courses not directly linked to clinical courses. This presentation discusses a didactic nursing leadership course in which simulation is used to enhance the synthesis of information. Integrating technology and core leadership competencies related to key clinical issues such as bedside handoffs, hourly rounding and appropriate delegation in providing quality nursing care is the focus of this simulation assignment. This course challenges nurse educators to use simulation as an active learning strategy in didactic course design.

**Session Objectives:**
1. Review why simulation, an active learning approach, is an effective teaching strategy normally thought only to be used as guide clinical competencies.
2. Discuss the synthesis of key information in a leadership course through the use of simulation.
3. Lessons learned using simulation in didactic courses not associated with simulation teaching.

3:35pm - 4:15pm  **True Grit: Leveraging Studio Art Pedagogies to Develop Grit and Character in STEM Students**
Rich Dionne¹, Shelby Newport², and Joseph Reinsel² - ¹*Purdue University* and ²*University of Michigan-Flint*
**Venue:** Minerva’s Boardroom

STEM to STEAM: How signature pedagogies in arts education can enhance development of “non-academic” skills like grit, character, and growth mindset in STEM curricula.

*Abstract:* Delivering discipline-specific content material in STEM is no longer enough; instructors must find ways to develop non-academic and non-discipline-specific habits, mindsets, and skills in their students—sometimes referred to as “21st-century skills,” including such intangibles as “grit,” “character,” and “growth mindset” (Pellegrino). Borrowing from arts education practices that have shown some evidence of helping learners develop those skills—portfolios, desk critiques, public critiques (Reynolds)—may provide means of providing scaffolding for learners in other disciplines.

**Session Objectives:**
1. Review of the research related to signature pedagogies in studio arts (specifically portfolio reviews, desk critiques, and public critiques).
2. Discussion of implementation of portfolio reviews, desk critiques, and public critiques in both studio art classrooms (U-Mich Flint) and studio STEM classrooms (Purdue Polytechnic Institute).
3. Demonstration of sample approaches and techniques.

3:35pm - 4:15pm  **Using Service Learning as a Method to Inspire Our Students and Ourselves**
Jessica Garcia - *Michigan State University*
**Venue:** Courtyard 1

Participants will review pedagogical strategies to enhance service learning and address the need for modeling social responsibility to create social change.
Abstract: Participants will explore the classroom as a potential landscape for fostering civic engagement and social responsibility. This session will review the curriculum design of a pilot senior capstone course in sociology and consider ways in which to apply the main components of this course across disciplines to engage, inspire, and empower students. We will review key components of the syllabus including scaffolding assignments, service-learning research projects, and the use of structured reflection for creating community. We will also address the need for modeling social responsibility with particular attention given to the role of educator as an agent of change.

Session Objectives: (1) Review the role of active learning as a strategy to promote social responsibility and civic engagement. (2) Learn the benefits of scaffolding and structured reflection as pedagogical practices to enhance service-learning experiences. (3) Engage in self-reflection and group analysis on their role as educators and agents of change.

3:35pm - 4:15pm

DEEP Learning: Group Examinations in Biology Courses for Dual Enrollees
Anita Baxter Blough and Tracy Wacker - University of Michigan-Flint

Venue: Courtyard 2

The presenters will share their rationale, methods and evaluation of the use of group exams to foster learning. Examples of group exam questions will be provided for discussion.

Abstract: The claimed benefits of group examination include reduced test anxiety, improved student performance, course content retention, learning through collaboration, and demonstrating higher order thinking skills. The downside is verifying that all students in the group have earned the grade and determining whether students are deriving the above benefits from the collaboration. In this session, we will discuss the implementation of group examination into D.E.E.P (dual enrollment educational partnerships) biology courses, provide examples of group exam questions, and share our thoughts on the progress and evaluation of this assessment model in our courses.

Session Objectives: (1) Discuss pros and cons of group examination. (2) Connect the student perception of group testing to student performance. (3) Make recommendations for implementation of group examination into your course.

3:35pm - 4:15pm

Evaluating Across Invisible Fences: How Cultural Factors Shape Academic Evaluations
Sérgio da Silva - Cornerstone University

Venue: Paul Harris

This session presents cross-cultural research on factors that affect academic evaluations of multicultural students and faculty, aiming at improving their accuracy and fairness.

Abstract: In this session, I will present psychological research that demonstrate how cultural differences may affect academic evaluations of students and faculty. First, I will identify the problem of validity of academic measures such as GPA and student evaluation of teaching across cultures. Second, I will present cultural factors which research has demonstrated to affect how individuals perceive and evaluate others across cultures. These factors include notions of fairness, cognitive strategies to predict and interpret behaviors, and the use of speech as a learning tool. Finally, I will offer basic recommendations for academic evaluation practices derived from this body of research.

Session Objectives: (1) Compare and contrast the utility of rubric and specification grading in letting the air out of grade inflation.
4:30pm - 5:30pm  **The Wizard of Oz: Lessons on Becoming an Authentic Teacher**  
Melodie Rowbotham - *Southern Illinois University-Edwardsville*  
**Venue:** Torch  

During this fast-paced, engaging discussion; teaching perspectives, classroom climate, and self-efficacy will be explored and a challenge made to become an authentic educator.

**Abstract:** Are you the Wizard, Glinda, the Wicked Witch of the East, or Tin man? Knowing who you are as a teacher helps to create an authentic classroom environment. Developing and implementing a positive psychosocial climate should be one of the main responsibilities of educators. To accomplish this, educators need to understand who an effective educator is, what their own teaching perspectives are and how that in turn influences the classroom environment and self-efficacy. During this fast-paced, engaging and high energy discussion; teaching perspectives, classroom climate and self-efficacy will be explored and a challenge made to become an authentic educator.

**Session Objectives:** (1) Develop a deeper understanding of who they are as teachers. (2) Analyze the impact a teacher has the classroom experience and student learning. (3) Apply concepts to enhance their teaching satisfaction and skills.

4:30pm - 5:30pm  **Course Learning Communities (CLCs): Transferring FLC Principles and Methods Directly to Courses to Enhance Student Learning**  
Milt Cox - *Miami University*  
**Venue:** Leelanau  

FLCs produce faculty learning and development. How can we apply FLC structure and operations directly in courses to create course learning communities for student learning?

**Abstract:** Faculty Learning Communities (FLCs) have produced important faculty learning and development outcomes. Taking a new approach, how can we move the structure and operations of FLCs directly into courses and classrooms creating course learning communities (CLCs) to enhance student learning and development? In this session we will examine the 16 recommendations for building effective FLC infrastructure in order to determine which may work or be modified for use with courses, classrooms, and students. Participants will be invited to brainstorm such a transformation and make it a SoTL research project. We will also discuss what implementation science advises about this process.

**Session Objectives:** (1) Describe variables involved in a course learning community (CLC) approach. (2) Describe possible student learning outcomes of a course using CLCs. (3) Describe a potential SoTL project that could result from exploring CLCs.

4:30pm - 5:30pm  **How to Develop Transformational Leaders**  
Jim Gort - *Davenport University*  
**Venue:** Crystal  

This session will explain methods to change or add to the curriculum of programs to purposefully target developing transformational leaders.

**Abstract:** Many college programs identify leadership as a competency that will be learned by completing the program. However, what type of leadership is being taught? There are many leadership models and theories, but it is rare that a specific style of leadership is targeted. Studies have been conducted identifying transformational leadership as a desired leadership style. This session will identify experiences that can be used to teach leadership and include
Evidence-Based Teaching and Learning

tips to focus on teaching transformational leadership. By attending this session, you will have a framework to help develop transformational leadership behavior using your existing curriculum.

Session Objectives: (1) Behaviors of transformational leaders. (2) Three themes that can be used to teach leadership. (3) How to target teaching transformational leadership.

4:30pm - 5:30pm Helping Students Move Beyond Sense-Making to Meaning-Making
Charles Kingsberry - Daystar University
Venue: Minerva’s Boardroom

This session will explain methods to change or add to the curriculum of programs to purposefully target developing transformational leaders.

Abstract: Do our students ever fail to make deep, personal meaning of learning? They may understand the content – enough to pass exams – but fail to go deeper to making meaning for their lives, futures, and world. The difference between sense-making (understanding) and meaning-making (integrated, transformative learning) is the difference between making sense of knowledge that is external, objectified, and belongs to others; and making meaning of that knowledge so that one integrates, changes, and becomes the owner of that knowledge. This workshop helps us design and conduct our classes, and relate to students in ways that get beyond sense-making to meaning-making.

Session Objectives: (1) Discern when their students are getting stuck at the level of sense-making in their learning. (2) Differentiate between students' responses that indicate whether students are making meaning of the learning, or simply making sense. (3) Gain skills in using specific strategies to help their students move beyond sense-making to meaning-making.

4:30pm - 5:30pm Reflect On This! Creative Approaches to Incorporating Critical Reflection in Your Teaching
Kathryn Stieler and Christine Rener - Grand Valley State University
Venue: Courtyard 1

This session will introduce a range of reflection exercises from traditional or “safe” to more playful and adventurous and from individual reflection to group reflection.

Abstract: Reflection is critical to deep learning. It allows students time to pause, think, make connections, and work through an idea. There are many approaches to reflective practice depending on the size and/or nature of one’s classroom. This session will introduce a range of exercises from more traditional or “safe” ways of reflecting to more playful and adventurous reflective practices and from individual reflection to group reflection. Participants will leave with a host of ideas to adapt to their own classroom.

Session Objectives: (1) Explore the role critical reflection plays in the learning process. (2) Experiment with a range of reflection modalities, beginning with more traditional or “safe” ways of reflecting and moving towards more playful and adventurous reflective practices. (3) Be challenged to consider how these reflection exercises may be adapted for their classroom.
**Creating Course-Specific Learning Communities (CSLCs) and Using Reflexive Writing as Evidence-Based Methods in Every Classroom**

Jenna Katz - Oakland University  
**Venue:** Courtyard 2

Using evidence-based methods to stimulate learner-centered environments in the classroom, participants will discuss course-specific learning communities and reflexive writing as methods of teaching and assessment.

**Abstract:** The purpose of the session is to use evidence-based methods to stimulate learner-centered environments in the classroom. Participants will work both individually and in learning communities in order to discuss course-specific learning communities (CSLCs) and reflexive writing as evidence-based methods of teaching and assessment. The session will be divided into five parts: Introduction, Examination of Evidence, Participation in CSLCs, Reflection, and Discussion. Participants will leave the session with a clear understanding of how to create effective CSLCs in every classroom, how to use student reflection as an assessment tool, and how both evidence-based methods engage, motivate, and enhance student learning.

**Session Objectives:**  
(1) Build course-specific learning communities (CSLCs) in classrooms to engage students.  
(2) Use reflexive writing to assess student engagement and learning.  
(3) Use feedback, reflection, and consistency to motivate students.

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**Five Strategies for Creating Meaningful Learning Experiences**

Tamara Rosier - Acorn Consulting  
**Venue:** Paul Harris

Students are more likely to pay attention, learn deeply, and be excited about your course when they view the class as relevant to themselves and connected to their interests.

**Abstract:** Do you ever wonder whether your students care about your course material? Do you question whether your students value the importance of the information you address? Do you feel like there is often a gap between your intentions for your class and what your students actually want to learn? Students are more likely to pay attention, learn deeply, and be excited about your course when they view the class as relevant to themselves and connected to their interests. Although professors often find this goal to be elusive, there are strategies that will enhance meaningful online learning experiences. In this session, participants will examine their basic assumptions of teaching online, learn models that will encourage real learning, and gain practical ideas for delivering an excellent course.

**Session Objectives:**  
(1) Examine their basic assumptions and theories of teaching online.  
(2) Learn models that will encourage real learning.  
(3) Gain practical ideas for delivering an excellent course.
Friday Evening Poster Reception
5:30pm - 6:45pm, *West Bay Ballroom*

**A. Comics and Content**
*Gregory Allar - Oakland University*

A fun activity to engage students

*Abstract:* Select comics related to topic under discussion in class and remove the caption. Students create their own caption. Instructors can use Moodle and create a Q & A Forum to post the cartoons. Once students finish the class can review all of the captions and judge for relevance, select the most appropriate response, etc.

*Session Objectives:* (1) Interpret the intent of the cartoonist/satirist by creating a meaningful caption.

**B. Incorporating SAS Skills in an Introductory Statistics Course**
*Billie Anderson - Ferris State University*

This poster demonstrates how Ferris State University is attempting to pique students’ interest by introducing SAS skills in the introductory statistics class.

*Abstract:* There is a widening skills gap among graduating students in subjects such as math, science, and computer science. STEM (science, technology, engineering and math) skills are essential for many of the fastest-growing and most lucrative occupations. Specifically, SAS programmers and data analysts are in high demand in all fields. A number of reports have documented a critical talent shortage, especially for graduates with degrees in math or computer science. This poster presentation will demonstrate how the Marketing Department at Ferris State University is attempting to pique students’ interest by introducing SAS programming and SAS data analytical skills in the introductory statistics class that is required for all business majors. By introducing a SAS skill set to new students, it is hoped that they will become interested in SAS data analytics and pursue the joint SAS Data Mining certificate that the Marketing Department will soon offer to students.

*Session Objectives:* (1) Identify the importance of using SAS in an Introductory Statistics class. (2) Understand how to implement SAS in the classroom. (3) Discuss the challenges of implementing SAS in an Introductory Statistics class.

**C. Experiential Physical Therapy Education Through Working with Volunteering Patients: A Win-Win Situation**
*Bara Alsaleheen - University of Michigan-Flint*

This session summarizes the impact of working with volunteering patients on the psychomotor development and acquiring of clinical skills for Physical Therapy students.

*Abstract:* Students in health sciences face tremendous challenges in acquiring psychomotor skills as they enter the final clinical internships. Experiential learning through the utilization of volunteer patients can provide a safe environment for psychomotor learning and improve the readiness of the students to become entry-level clinicians. Sixty-nine Physical therapy students completed a 5-week exercise program with 69 local seniors as a part of Geriatric Physical Therapy class. A structured survey and qualitative review of the narrative statements demonstrate the overwhelmingly positive impact of this experience on psychomotor learning, attitude toward aging patients and the student readiness for full time clinical rotations.

*Session Objectives:* Participants will recognize (1) the benefit of the experiential learning on the readiness of students to be market-ready upon graduation; (2) the perceived benefits of experiential learning by the local community; and (3) how experiential learning could foster service, teaching and research culture in a regional comprehensive University.
D. Flipped Instructional Technology: Developing MIS Competencies Applying Enterprise Resource Planning Software
Kevin Barrons and Megan A. (Luttenton) Knoll - Grand Valley State University

Flipped Classroom design has changed business education, specifically management information systems, due to the increase in the success in learner motivation and comprehension.

Abstract: Most recently, the Flipped Classroom concept has drawn attention by educators as a means of organizational and individual competencies. The goal in the university setting is to improve cognitive practice and increase learning in the value creation process and the zone of proximal development (ZPD) environment. Seeing ones experiences this newest pedagogy in “flipped classroom” design, it has changed various educational disciplines in business education, specifically management information systems, due to the increase in the success in learner motivation and comprehension - based on the objectives required for course work.

Session Objectives: (1) Connect zone of proximal development (ZPD) environment to a flipped classroom. (2) Maximize experiential learning using SAP to build personal mastery. (3) Justify a practical model showing how flipped learning will move forward the pedagogical process.

E. It’s in the Syllabus: Examining Syllabi Content and Course Outcomes Across Colleges
Tim Brackenbury - Bowling Green State University

This study examined 200 syllabi across multiple academic colleges within a single university, to determine the information included, objectives addressed, and messages conveyed.

Abstract: Although syllabi are a common part of college courses, they can vary greatly from one faculty member to the next. This study examines the content of 200 syllabi across multiple academic colleges within a single university, to determine information included and the potential messages conveyed. In addition, each syllabus’ course objectives were categorized by Fink’s taxonomy of significant learning (2003). Session participants will be invited to share how their syllabi compare with the results and discuss ways of improving syllabus construction.

Session Objectives: (1) Identify common and rare features of course syllabi. (2) Compare and contrast the contents of their own syllabi to those of others. (3) Explore the purposes of different type of course objectives and how they can be used.

F. Successful Student Experience in Online Higher Education: A Study of Adult Online College Honor Students
Harold Brakhage - Baker College

A study of the lived experience of Adult Online College Honor Students (AOCHS) with the goal of describing critical factors that support their academic success.

Abstract: The researcher explored the lived experience of Adult Online College Honor Students (AOCHS) with the goal of describing critical factors that support their academic success. The foundational concepts for this project include “The Community of Inquiry (CoI),” a framework for online education by Garrison et al., the Community of Truth (Palmer, 2010), and the concept ergodic literature (Aarseth, 1997). An online questionnaire and individual telephone interviews were used to gather qualitative data from adult online college students. Qualitative multiple case study methodology was employed for interpretive analysis. The researcher's findings for online teaching practice and future pedagogic development are presented.

Session Objectives: (1) Understand how the Adult Online College Honor Students in the study perceived their experiences, what meaning they assigned to them, and how they reacted to them to achieve academic success. (2) Understand the special nature of online learners’ interaction with the internet through hypertext and ergodic dialog. (3) Understand the value of forming a topic centered, community of learning to support critical engagement in online higher education classes.
G. Connecting Teacher Preparation to Student Learning in the Classroom  
Douglas Busman - Grand Valley State University

Learn about and evaluate the effectiveness of a co-teaching pre-service teaching model in connecting teacher preparation to improved student learning in the classroom.

Abstract: This presentation is designed to contribute to the attendee's knowledge base about the pre-service teaching experience and teacher preparation. The notion of co-teaching, as theorized by Roth and Tobin (2002, 2005), informs this presentation. By definition, and as noted in the work of Roth and Tobin, viewing the pre-service teacher as the “new teacher,” rather than the “student teacher”, is best suited to a co-teaching model for teacher preparation. Research presented suggests that a co-teaching pre-service teaching model improved student learning in the K-5 classroom.

Session Objectives: (1) Compare and contrast a co-teaching pre-service teaching model with the more traditional preservice teaching model. (2) Evaluate the effectiveness of a co-teaching pre-service teaching model in connecting teacher preparation to improved student learning in the classroom.

H. The Good, the Bad, and the Profound: Student Peer-to-Peer-Mentoring on a Faculty-Led Research Project  
Elizabeth KimJin Collardley - University of Michigan-Flint

This session describes a model of peer-to-peer mentoring on a longitudinal research project. Participants will be able to apply this model to their own projects.

Abstract: This presentation reports on how student researchers acted as both mentees of faculty/staff and important mentors of younger student researchers. The inclusion of students in faculty research projects enhances and deepens critical thinking skills. Students' experiences are woven throughout the peer mentoring model.

Session Objectives: (1) Articulate the rewards and challenges of peer mentoring in a community research project. (2) Identify a developmental progression of students' experiences from mentee to mentor. (3) Recognize how critical thinking skills emerge in peer-mentoring.

I. An Interactive Exercise in Comparing and Contrasting Three Orders of Chemical Kinetics  
Adnan Dakkuri - Ferris State University

An interactive exercise in chemical kinetics designed to increase comprehension and minimize apprehension of students towards kinetics. The focus is on the zero-, first-, and second-order.

Abstract: The compare and contrast approach to learning is widely used throughout the different stages of education. In this graphic poster, the focus is on chemical and physical kinetics where the three prevalent orders are zero, first, and second. The characteristics of these orders could be unique to one or could be shared with the other orders. The exercise has been designed to enhance student comprehension of and minimize apprehension vis-a-vis kinetics. Students are provided with about 55 cards with words, equations, or graphs to be used for comparing and contrasting the three orders. This exercise can be easily duplicated in other disciplines.

Session Objectives: (1) Learn how to design an interactive experience. (2) Learn how to simplify complex concepts in science education. (3) Learn how to increase collaborative work in classroom.

J. Alternative Infrastructures for Teaching Information Technology  
Christopher Davison - Ball State University

Abstract: Mastery of classroom concepts is often a demonstrated ability. When teaching Information Technology (IT) and Systems Administration (SA), students are often asked a series of test questions as a means of assessment. An alternative to this type of assessment is a practicum exam where students can demonstrate and apply learned skills that are based on “working solutions.”
**Session Objectives:** (1) Discuss alternatives to question and answer testing in the Information Technology (IT) field. (2) Describe environments where practicum examinations can be held. (3) Examine how virtualization can enhance technology-based instruction.

**K. Pedagogical Techniques for Teaching Big Data**  
Christopher Davison, David Hua, Thomas Spotts, and Edward Lazros - Ball State University

*Abstract:* There is a growing demand for professionals with knowledge of big data and data science. This knowledge can range from data storage, systems infrastructure, or data analytics. The problem in technical education is two-fold: big data is a relatively recent phenomena, and the infrastructure required for big data is prohibitively expensive.

*Session Objectives:* (1) Define and describe Big Data theory and its importance. (2) Present research findings related Big Data and Data Science. (3) Discuss implications of Big Data and future pedagogical practice.

**L. Recovery of Lost Instructional Time with E-Learning**  
David Hua, Christopher Davison, Edward Lazaros, and Thomas Spotts - Ball State University

This poster will explore state and local policies in Indiana; challenges and issues; and best practices in the use of virtual learning days for lost instructional days.

*Abstract:* In many areas of the United States, inclement weather such as snow, ice, and extreme cold have been the source of lost instructional days for many school districts. In order to meet state educational guidelines, school districts typically require students to makeup the lost instructional days. This could consist of days built into the school calendar for such events or days added to the end of the academic year. A growing trend among states is to allow school districts the use of virtual learning days when weather would have resulted in lost instructional days. This poster will use Indiana to explore state and local policies; challenges and issues; and best practices in the use of virtual learning days for lost instructional days.

*Session Objectives:* (1) Describe the efficacy of e-learning on student learning. (2) Examine the standards set by the Indiana Department of Education regarding the use of e-learning to recover lost instructional days due to inclement weather or other outages. (3) Present strategies for developing compliant e-learning policies.

**M. Maintaining Respectful Discussions in Online Classes**  
Edward Lazaros, Thomas Spotts, Christopher Davison, and David Hua - Ball State University

Participants will learn about: how to maintain respectful discussions in online classes; ways to motivate students to post regularly; creating structured discussions; and strategies for creating peer facilitated discussions.

*Abstract:* During this presentation, participants will learn about how to maintain respectful discussions in online classes. Specifics regarding how to motivate students to post regularly and be respectful to their classmates will be highlighted. Information about creating structured discussions, will be presented. Strategies for creating peer facilitated discussions will be disseminated.

*Session Objectives:* (1) Participants will better understand how to maintain respectful discussions in online classes.

**N. Appealing to the Millennial Generation in Online Classes**  
Edward Lazaros - Ball State University

Participants will learn how to appeal to the millennial generation in online classes, including specifics on what makes the millennial generation different. Strategies for preparing students for life-long learning will be shared.

*Abstract:* During this presentation, participants will learn how to appeal to the millennial generation in online classes. Specifics regarding what makes the millennial generation different will be highlighted. Information about eLearning technology will be shared. Details regarding the differences between information recall and
critical thinking and why this is important when appealing to millennials, will be presented. Strategies for preparing students for life-long learning will be disseminated.

Session Objectives: (1) Participants will better understand what makes millennials different.

O. The Growth of Online Education
Edward Lazaros - Ball State University
This presentation will provide research findings relating to the growth of online education in recent years. It will highlight advances in technology and share additional factors that have contributed to the growth and prosperity.

Abstract: This presentation will provide research findings relating to the growth of online education in recent years. Information relating to how online education has not always been well received by institutions will be presented. Advances in technology that have allowed online education to gain traction will be highlighted. Additional factors that have contributed to the growth and prosperity of online education will be shared.

Session Objectives: (1) Benefits to self-motivated learners, increases in technological resources, tuition offsets.

P. Unique Needs of Adult Learners in Online Classes
Edward Lazaros - Ball State University
Participants will learn about the unique needs of adult learners in online classes, including specifics regarding nontraditional students, alternative course formats, and the importance of previous knowledge and experience.

Abstract: During this presentation, participants will learn about the unique needs of adult learners in online classes. Specifics regarding nontraditional students will be highlighted. Information about alternative course formats will be shared. Details regarding the importance of previous knowledge and experience, will be presented. Strategies for utilizing specialized support will be disseminated.

Session Objectives: (1) Participants will better understand nontraditional students.

Q. Ergonomics and e-Learning: Should We be Telling Our Students More About Ergonomics
Thomas Spotts - Ball State University
Attendees will learn how the extended use of digital devices in e-learning and online instruction can be a problem for students if they are not aware of the ergonomics associated with their use.

Abstract: The ergonomics of using computers and mobile devices for successful E-learning or on-line instruction will be discussed. Attendees will learn how the extended use of digital devices in e-learning and on-line instruction can be a problem for students if they are not aware of the ergonomics associated with their use. Correct ergonomics of using computers, mobile devices, etc. for on line instruction will be presented. Physical discomfort and complications associated with the use of such devices will be discussed and preventative stretching exercises will be highlighted.

Session Objectives: (1) Definition of E-learning and ergonomics. (2) Physical discomfort associated with extended use of computer and mobile device use. (3) Tips for proper use of digital devices to minimize discomfort.

R. Use of Infographics in Instruction to Engage and Motivate Students
Thomas Spotts, Edward Lazaros, Christopher Davison, and David Hua - Ball State University
This poster session defines infographics and presents the use of it in instruction to engage and motivate students.

Abstract: This poster presentation looks at the experience of using infographics in instruction. It explores the usefulness of using infographics as a visual and instructional tool. Effectively designed infographics can make information easily accessible and facilitate communicating complex material. Assigning students to design
infographics as part of the lesson can improve critical thinking, research and design skills. Infographics will be defined and examples of using it in instruction will be provided. Effectiveness of the use of infographics in instruction will be discussed.

Session Objectives: (1) Define infographics. (2) Communicating with infographics. (3) Infographics as a tool in instruction (teaching).

S. How Cultural Assumptions Disrupt Student Learning: Implications for International Students Attending US Universities and Instructors Teaching Overseas
Lisa Féinics - University of Michigan-Flint

This study examines how cultural differences between students and instructors influence the classroom environment and learning.

Abstract: This is qualitative examination of interactions between local students and foreign professors on the island nations of Aruba and Fiji. Students attending courses in Psychology and Social Work were asked in an open question format: 1) “What do your foreign professors believe about you that is inaccurate?” 2) “What should your foreign professors understand about you in order to instruct you better in the classroom?” Students in both countries felt misunderstood by their foreign professors. Cultural traditions, such as the Fijian emphasis on respect towards Chiefs and elders, impacted student behavior in the classroom and was misinterpreted as poor preparation.

Session Objectives: (1) Understand how culture determines behavior and thought processes. (2) Describe some cultural traditions that impact student performance using typical US educational tools. (3) Analyze one's own cultural assumptions and their possible impact on students from different cultures.

T. Relevancy of the Seven Principles of Good Practice in Undergraduate Education for Next Generation Learning Systems
Celeste Fenton and Brenda Watkins - Hillsborough Community College

This poster presentation addresses the relevancy of Chickering and Gamson’s Seven Principles for Good Practice in Undergraduate Education in the evolving educational vista of the future.

Abstract: This poster presentation addresses the relevancy of Chickering and Gamson's Seven Principles for Good Practice in Undergraduate Education in the evolving educational vista of the future. The audience for the poster presentation are educators with an interest in applying the Seven Principles for Good Practice in Undergraduate Education (Chickering and Gamson, 1987) in the development of courses and programs, and the instruction of students, within the context of trends in next generation undergraduate education learning systems.

Session Objectives: (1) With the aid of a visual model, participants will describe current and future contexts for applying Chickering and Gamson's Seven Principles for Good Practice.

U. Experiential Learning: Professional Day
Diane Frey - Bowling Green State University

Students participate in a professional career day. Assessment reveals strong agreement that students effectively write one-minute introductions, interact with employers. Experiential learning principles are integrated.

Abstract: An annual Professional Day provides undergraduate students unique learning experiences that engage them with employers and alums in a variety of venues. Student/Employer connections are developed throughout the day as students prepare and speak one-minute introductions to employers, ask questions, converse in small groups, and submit resumes. The impact of this event brings further experiential learning in internships, part-time & full-time employment. Assessment results reveal strong agreement that students effectively write and present one-minute introductions, effectively interact with employers, realize the importance of networking and
engagement to professional growth, and that interactive panel and round table discussions were beneficial to professional-growth.

Session Objectives: (1) Foster an effective partnership among career center, alumni, faculty, and employers for an Annual Student Professional Career Day. (2) Use strategies to engage students in conversation with employers. (3) Use assessment tool to measure the impact of the student professional day.

V. International Cross-cultural Partnerships: Integrating Culture and Design
Judy K. Frey and Diane Frey - Kijabe Hospital, Kenya and Bowling Green State University

A model for cross-cultural academic study, as based on a partnership between a U.S. university and a women’s vocational center in Kenya will be presented.

Abstract: Providing international academic experience, a State University professor partners with a vocational school for women, in Kenya. An American Psychological Consultant is the liaison. The vocational school women produce and market apparel products. The University students, research cultures of Kenya’s seventy tribes to apply cultural meaning to accessory design. Students revise Kenyan inspired products to reflect Kenyan cultures and enhance appeal to Westerners. The University students also develop marketing strategies. This successful model for cross-cultural education will be presented.

Session Objectives: (1) Propose qualifications for positive partnership relationships. (2) Propose action steps for development of cross-cultural understanding and collaboration. (3) Propose cross-cultural teaching methods.

W. Using Underwater Technology to Engage Students in Exploring Shipwrecks
Mark Gleason - Grand Valley State University

Underwater technology can be a hands on STEM based activity for students of all ages and backgrounds.

Abstract: This presentation will be designed to address the themes of STEM education and inclusive classroom teaching innovations and strategies. This project is a partnership that promotes the use of underwater robots as a dynamic method of teaching engineering, design, cooperation and teamwork in a classroom and in the field. This project’s students have worked together in small teams to create, design and build working underwater robot that they then drove underwater in pools or lakes. Also they can be involved in research on shipwrecks. Over the past ten years this program has offered STEM activities with students of all backgrounds and ages. These activities can be promising practices to reverse loss of STEM talent and to encourage K-12 students to engage in related fields.

Session Objectives: (1) Gain an understanding of the technology that student can use underwater. (2) Gain an understanding of different programs available for teachers to reach out to for their students. (3) Gain an understanding of this projects unique partnership and the research activities that students are involved with in the Great Lake region.

X. Global Education Promotes Interprofessional Experience and Service Learning for OT and PT Students
Wendy Goldbach - Concordia University-Wisconsin

Service learning is effective in promoting interprofessional relationships among healthcare students. International experiences designed to advance rehabilitation team competencies in developing nations will be discussed.

Abstract: Interprofessional education is being promoted in universities across the country. Without intentional programming, students can lack understanding of the roles other team members they will be working with as professionals. However, when students collaborate with their peers during service learning experiences a mutual respect and appreciation for each other’s roles frequently develops. Global education opportunities to developing countries can foster interprofessional relationships that will carry over into their future careers. While serving
underprivileged populations, students work together for the benefit of the recipients. This session describes how Occupational and Physical Therapy students served together in Nicaragua.

Session Objectives: (1) Identify methods of promoting interprofessional education through service learning experiences. (2) Compare several service learning experiences and their effectiveness in order to design a program at their institution. (3) Evaluate the feasibility of developing a global education program for the purposes of service learning and/or interprofessional education.

Y. Involving REU Students in K-12 Outreach Activities: A Learning Opportunity for All
Laila Guessous - Oakland University

A K-6 outreach activity was added to a Research Experience for Undergraduates program to extend the benefits of service learning to undergraduate and K-6 students.

Abstract: Research Experience for Undergraduates (REU) programs are designed around the needs of the undergraduate student participants. The research projects and program activities are all set up to maximize the positive impact of a research experience on the students. In this poster, we report on how the AERIM REU program at Oakland University decided to introduce a service learning K-6 outreach component to its program with the goal of benefiting both the REU students providing the service and the K-6 students in an economically disadvantaged school district receiving it. Program organization and assessment results of this activity will also be shared.

Session Objectives: (1) Learn about how to involve undergraduate research students in K-12 outreach, service learning activities. (2) Review assessment data on how REU students viewed and benefited from the service learning experience. (3) Discuss logistics of setting up such a program.

Z. Uniting Teaching and Research to Co-Construct Knowledge Through an Inquiry-Based Classroom
Amy Gyorkos - Grand Valley State University

This presentation will review the historical and significant findings of research-based learning as well as how to implement principles with active inquiry-based learning in a laboratory setting.

Abstract: Universities today are charged with graduating students with higher order problem-solving and critical and creative thinking skills, making practice in the classroom imperative to the growth and success of our career-seeking young adults. Research-based learning (RBL) is one approach to accomplish this task as this fluid approach attempts to critically, creatively and meaningfully co-construct knowledge. RBL provides a model of research and teaching coming together where individual and groups negotiate meaning and generate knowledge. This presentation will review the historical and significant findings of RBL as well as how to implement principles with active inquiry-based learning in a laboratory setting.

Session Objectives: (1) Understand the background and potential benefits of implementing a research-based learning classroom. (2) Understand the essential steps and principles to achieve a successful research-based learning experience. (3) Understand a successful model set in an Exercise Science laboratory setting.

AA. The Benefits of Combining Team-Based Learning Concepts with Flipped Classroom
Amy Harden - Ball State University

Similarities and differences between Team Based Learning and Flipped Classrooms will be explored. Examination of enhanced learning through combining these formats will be highlighted.

Abstract: This poster presentation will explore the similarities and differences between Team Based Learning (TBL) and Flipped Classroom format. Examination of how TBL can be enhanced through using a flipped format will be highlighted. For example, both require the student prepare for class by completing out-of-class readings/assignment/activities. The accountability of preparation for class is a challenge in each. Various incentives as well
as peer pressure can be used to ensure students are prepared for the active participation in class. Suggestions of how to enhance and obtain the greatest benefit from combining concepts of each are considered.

Session Objectives: (1) Recognize the similarities between Team Based Learning and Flipped Classroom, positives and negatives. (2) Identify the challenges/anxieties students experience when instruction moves from a lecture based format to an interactive format. (3) Recognize how to cultivate an environment for students of various learning styles and personalities to ‘buy into’ the culture shift of interactive learning environments.

BB. The Impact of Undergraduate Mentoring on High School Students
Patty Janes - Grand Valley State University
Online mentoring programs between high school and undergraduate college students proved effective in increasing interest in the hospitality industry, and higher education.

Abstract: Studies on collaboration between high school and undergraduate hospitality, tourism, food service, and event management (HTFE) programs is lacking. More specifically, the mentoring between undergraduate and high school HTFE students appears non existent. This pilot study, over three semesters, was completed with 75 high school students enrolled in HTFE courses, being mentored via online/email by 75 undergraduate students majoring in HTFE. Undergraduate students mentored high school students on the HTFE industry, and pursuing a higher education degree. A pre/post test was conducted with the high school students to learn the impact of student mentoring. Several variables proved significant.

Session Objectives: (1) Learn a new methodology for online student mentoring. (2) State outcomes for undergraduate and high school students. (3) Identify methods for enhancing mentoring programs.

CC. The Impact of Experiential/Hands-On International Experiences on Hospitality, Tourism, Event, and Film Students
Lorie Tuma and Patty Janes - Grand Valley State University
A formative evaluation specific to experiential learning for event management students to determine whether short-term international experiences enhance the students’ competencies in serving and understanding international cultures.

Abstract: International learning opportunities that provide students with global perspectives have become a mainstay in many university programs, especially programs that provide students with opportunities to gain skills in the hospitality, event, and tourism industry. However, although these global opportunities are becoming more desirable, measuring competency in programs that focus on serving and understanding international cultures is becoming more difficult. This research study measures the competencies of hospitality, event management, tourism, and film students; their skills in serving international cultures; and their knowledge of various cultures in an experiential learning experience at the Marché du Film, Festival de Cannes, in France. Approximately 250 students from U.S.-based universities will comprise the sample. The study will employ a mixed methods approach. The students will complete pre- and posttests, post commentary on Facebook and Twitter, and respond to focus group questions. Data will be analyzed using SPSS v.18.0 and Qualtrics. Findings will be shared to assess any differences in more traditional study abroad experiences and the alignment of learning outcomes specific to competencies in undergraduate students’ international culture competency.

Session Objectives: (1) Identify any differences between the learning outcomes for domestic and international experiential experiences, and any impact of these experiences on cultural attitudes. (2) Determine whether short-term cultural experiences are similar to traditional study abroad experiences and identify any motivations and barriers that are similar to international experiential experiences.
**DD. Assessment Tools for an Active Classroom**  
Daphene Koch - *Purdue University*

Encourage active learning! Join us to learn about assessment of learning climate, psychological needs and knowledge transfer in a transformed classroom.

*Abstract:* To improve higher education pedagogies, Instruction Matters – Purdue Academic Course Transformations program (IMPACT) program was developed to assist faculty in creating more engaging classrooms. The program developed a semester long course for faculty which included a team of experts in instructional design, technology and information science to support them during the course redevelopment. This faculty member will expand on her experiences from participating twice in the program to redevelop 2 courses. Samples of active learning added to the course and the data collected over 3 semesters will be shared. The session will also show the tools and data collected related to learning climate, psychological needs and perceived knowledge transfer.

*Session Objectives:* (1) Review the literature related to the assessment of learning climate, psychological needs and knowledge transfer. (2) Explore three semesters of data from transforming a class from lecture format to active learning. (3) Demonstrate sample active learning exercises added to a course.

**EE. The SEVEN Principles of Good Practice in the Context of ESL Learning**  
Ghada Mahdi - *Ferris State University*

Applying Chickering and Gamson’s Seven Principles in the context of ESL teaching has the potential for providing a quality learning experience for ESL students.

*Abstract:* Chickering and Gamson’s Seven Principles have the potential for providing a quality learning experience for ESL students. Applying these principles in the context of ESL teaching is powerful in maximizing students’ motivation to achieve the Basic Interpersonal Communication Skills (BICS) successfully and in attaining success in their academic major course of study, or Cognitive Academic Language Proficiency (CALPS). The SEVEN principles of good practice for undergraduate education are: 1. Encourages contacts between students and faculty. 2. Develops reciprocity and cooperation among students. 3. Uses active learning techniques. 4. Gives prompt feedback. 5. Emphasizes time on task. 6. Communicates high expectations. 7. Respects diverse talents and ways of learning.

*Session Objectives:* (1) To better understand the importance of implementing the SEVEN Principles. (2) Increase the participants’ knowledge of the principles positive impact in the context of ESL teaching. (3) Encourage applying these principles in their classrooms, whether ESL or other classroom settings.

**FF. Be a Teaching Badass with CyberCourse**  
Kieran Mathieson - *Oakland University*

CyberCourse, sks Cyco, helps authors write badass courses that help badass instructors prepare badass students.

*Abstract:* CyberCourse, aka Cyco, is open source software for creating and running flipped blended introductory skills courses, like statistics, writing, and programming. You create a Cycourse, an online textbook replacement. Other instructors can use the Cycourse, if you allow it. Cyco helps you be a badass author. You help faculty around the world be badass instructors. They can help students become badass problem solvers.

*Session Objectives:* (1) Suggest how flipped intro skills courses should be designed and run, according to learning science research. (2) Show how Cyco helps authors create such courses. (3) Explain how instructors run Cyco courses.
GG. Getting Faculty Off to a Good Start: Designing an Effective New Faculty Program
Jeremy Osborn - Cornerstone University
In this presentation, learn how one institution built a flexible new faculty program centered on community and growth to develop 54 first-year faculty.

Abstract: Getting new faculty off to a good start in their first year is important. This session presents the elements of a new faculty program built to connect and grow a diverse group of 54 faculty from a wide range of disciplines, possessing a wide range of teaching experience. Interactive discussions centered on new faculty program experiences, challenges, and successes will be included. By the end of the session, participants will have several new faculty program elements they can apply at their own institutions, as well as the data that supports the effectiveness of those elements.

Session Objectives: (1) Learn how to utilize existing resources and faculty/staff to orient and prepare new faculty. (2) Learn how to use teaching and learning circles to build community and develop teaching practices among new faculty. (3) Identify two or three innovative program elements to implement for new faculty at your own institution.

HH. Using IRB Protocols to Teach Ethical Principles
Kathy Ritchie - Indiana University South Bend
I served on Indiana University South Bend’s IRB for 7 years and gave workshops on teaching IRB protocols and ethics for undergraduates at IUSB.

Abstract: In this poster, a method is presented for teaching ethical principles of research with human subjects using common questions in IRB (Institutional Review Board) protocols and suggestions are made for how to apply the method to teach ethics in everyday life. Using IRB protocol questions, students discuss both general issues in ethical research from the Belmont Report as well as the specifics of a group or individual classroom research project. These same questions are applied to common everyday ethical situations in some classes. Student assessment of learning in three types of classrooms indicates improvement in learning.

Session Objectives: (1) Identify the link between the three research principles of the Belmont Report on Ethical Treatment of Human Subjects and questions commonly answered in IRB (Institutional Review Board) protocols. (2) Apply IRB protocols as a method to teach the three research principles of the Belmont Report to students at all levels of instruction in research ethics. (3) Analyze ways to use IRB protocols to teach ethics beyond research in multiple types of situations for everyday life.

II. Mindsets of Writing and Willpower Predict Responses to Revision Suggestions
Brian Smith and Sal Meyers - Graceland University and Simpson College
This poster will share original research findings about how students’ mindsets connect to their responses to suggestions for revising papers. Practical implications will be shared.

Abstract: How do students respond to being told to make organizational changes before submitting the final draft of a paper? Does it matter whether they are first told the paper is pretty good versus the paper needs substantial revisions? Our data (N=175) shows that fixed mindsets of writing ability predicted more helpless responses and more negative emotions, but only after receiving positive feedback. Limited mindsets of willpower predicted more helpless responses and more negative emotions, but only after receiving negative feedback. Practical suggestions for increasing a growth mindset of writing ability and for increasing an unlimited mindset of willpower are explored.

Session Objectives: (1) Distinguish between the following types of mindsets: growth versus fixed mindsets of writing ability and limited versus unlimited mindsets of willpower to write. (2) Describe how mindsets of writing ability and willpower predict students’ emotional and behavioral reactions to positive and negative
feedback on a term paper requiring revision. (3) Apply practical suggestions for providing feedback to encourage a growth mindset of writing ability and an unlimited mindset of willpower.

**JJ. Student Evaluation of a Hybrid Learning Approach in a Medical Imaging Curriculum**  
Barry Southers, Alan Vespie, and Whitney Bowen - *University of Cincinnati*

**Student Evaluation of a Hybrid Learning Approach in a Medical Imaging Curriculum**

**Abstract:** Recently, the AMIT MRI program moved to a hybrid learning environment, with some lectures offered face-to-face only, some offered in both face-to-face and online, audio formats, while some lectures offered in an online, audio format only. Even though studies have demonstrated success in such course formats, in order to properly evaluate the attitudes, opinions, and success rate of incorporating a hybrid course format within the AMIT MRI curriculum, and in conjunction with continuous programmatic evaluation, a survey was administered to current AMIT MRI students.

**Session Objectives:**  
(1) Demonstrate results from survey evaluating efficacy of hybrid learning environment.  
(2) Understand the attitudes and feelings of students within the AMIT MRI program regarding hybrid learning.  
(3) Gauge opinions of curricular modifications regarding hybrid learning.

**KK. Learning About Students: Developing a Career-Based Criminal Justice Curriculum**  
Michael Vasicek and Steven Hundersmarck - *Ferris State University*

The outcome of the study found that the criminal justice program provided a meaning education, engaged students, added academic rigor and improved retention rates.

**Abstract:** Faced with scrutiny by the government over student loans, college officials continue to search for ways to keep students engaged and enrolled in their programs. At the same time, there is increasing concern over the access to education for all and the opportunity it provides. Private and public colleges now are re-thinking their practices to retain students in their programs. In many fields of study, there has been a push for career-based education. In this poster session we propose that a curriculum focused on student learning, coupled with career-based courses, will help ensure college success and successful entry into the workplace. The poster session examines the process in which a criminal justice program is developing a new approach to education utilizing a career-based approach to learning for students.

**Session Objectives:**  
(1) Recognize the connection of curriculum focused student learning with career-based education.  
(2) Understand the process in which criminal justice is using the combined forms of education.  
(3) Evaluate their university practices with the new approach to education.

**LL. Learning About Students: Developing a Career-Based Criminal Justice Curriculum**  
Judy Youngquist and Mary Klaus - *Saginaw Valley State University*

Two types of reading portfolios that can help promote motivation and deeper inquiry in multilingual academic reading classes will be addressed.

**Abstract:** A continual challenge for instructors of reading is to find ways to get students engaged with academic readings. For non-native speakers of English, this challenge is especially evident when students may see their instructors as a source for “the right answer” to questions about readings rather than an opportunity for further inquiry on their own. Portfolios, which have been well known forms of alternative assessment, let L2 readers become active stakeholders in their reading development. As purposeful collections of student work, they allow evaluation of process and product, integration of learning and assessment and habits for lifelong learning.

**Session Objectives:**  
(1) Learn about two types of reading portfolios that can allow students to become active stakeholders in academic reading classes.  
(2) Gain ideas for creating and implementing reading portfolios in their reading classrooms.  
(3) Be better able to help students track their progress in reading.
MM. Three Classrooms. One Class. One Goal.
Marcy Bauman - Lansing Community College

Online, face-to-face, and hybrid composition classes are combined, in order to explore and write about local and online communities, ultimately to effect change.

Abstract: This poster will describe and illustrate my ongoing efforts to combine three writing classrooms - online, face-to-face, and hybrid - into one learning community, and one large composition class. The class focuses on community through a four-paper/project sequence. Students explore their own physical neighborhood’s problems and possibilities, both by empirical observation and library research. The sequence culminates in a project that requires them to 1) take their concerns about their neighborhood to an actual person or group with the hope of effecting change; and 2) prepare a multimedia presentation about those concerns.

Session Objectives: (1) Learn about community-based writing assignments. (2) Learn about creating online-face-to-face communities. (3) Learn about the “buddy system,” a student retention system for online learners.

NN. Creating and Sustaining an Inclusive Classroom
Rachel Hammond - Cornerstone University

In this presentation, the relationship between creating inclusive classrooms and building community will be articulated using the principles and pedagogy of universal design principles.

Abstract: Inclusion involves eliminating hidden bias and creating an environment of connection and understanding. In this presentation, the relationship between creating inclusive classrooms and building community will be articulated using the principles and pedagogy of universal design principles.

Session Objectives: (1) Identify hidden bias in the classroom environment. (2) Articulate Universal Design for Learning (UDL) Principles. (3) Apply UDL Principles to Inclusive Pedagogical Practices.

OO. Experiential Learning as a Teaching Pedagogy to Introduce and Reinforce Key Principles in Visual Communication (and Help Students Develop a Professional Portfolio)
Hyansook Lee - Belmont University

Students are more likely to pay attention, learn deeply, and be excited about your course when they view the class as relevant to themselves and connected to their interests.

Abstract: Do you ever wonder whether your students care about your course material? Do you question whether your students value the importance of the information you address? Do you feel like there is often a gap between your intentions for your class and what your students actually want to learn? Students are more likely to pay attention, learn deeply, and be excited about your course when they view the class as relevant to themselves and connected to their interests. Although professors often find this goal to be elusive, there are strategies that will enhance meaningful online learning experiences. In this session, participants will examine their basic assumptions of teaching online, learn models that will encourage real learning, and gain practical ideas for delivering an excellent course.

Session Objectives: (1) Examine their basic assumptions and theories of teaching online. (2) Learn models that will encourage real learning. (3) Gain practical ideas for delivering an excellent course.
Saturday Morning Round Table Session

8:15am - 8:45am, West Bay Ballroom

A. Beyond Mentoring: Developing and Nurturing New STEM Faculty
Jeanne Andreoli - Marygrove College

This presentation will detail the creation of an effective, team-based mentoring and co-teaching model to attract, develop and retain future faculty in STEM disciplines.

Abstract: Research has documented the impact of the mismatch between graduate and postdoctoral training programs and the academic responsibilities for new faculty. Recently, several initiatives have addressed the “gap” in the training base for those graduate students and post-docs who target teaching in addition to, or instead of, laboratory research as their career goal. However, most of the responsibility has fallen on the research universities who train these individuals. This presentation will detail the creation of an effective, team-based mentoring and co-teaching model to attract, develop and retain new faculty in STEM disciplines at PUIs (primarily undergraduate institutions).

Session Objectives: (1) Learn about innovative faculty development initiatives to attract and retain new STEM faculty. (2) Learn how co-teaching and train-the-trainer models can be used to nurture and develop new STEM faculty. (3) Evaluate how they could develop similar sustainable, collaborative faculty development initiatives at home.

B. Multiple Assessments: Measuring Teacher Candidates’ Knowledge and Attitudes on Assistive Technology Devices
Jeong-IL Cho and Jane Leatherman - Indiana University-Purdue University Fort Wayne

The use of multiple assessments to measure students’ knowledge and understanding of a key course objective will be discussed with research results presented as examples.

Abstract: This study investigated the effectiveness of assistive technology (AT) training on teacher candidates’ knowledge and attitude on AT devices and services. Participants were undergraduate and graduate students in the introductory-level special education course at a four-year university. The focus of the session is the use of multiple measures to investigate teacher candidates’ perceptions and experiences with AT for students with disabilities: surveys, observations, and in-class activities. The mixed methods results will be presented along with the use of multiple measures in the classrooms.

Session Objectives: (1) Identify three multiple types of assessments and their uses in university classes. (2) Identify three teaching strategies that can be used for technology training. (3) Identify useful state funded resources and services to maximize student learning.

C. MultiModal Opportunities for Student Learning on Diversity: Uses for Apple iBooks
Edwina Helton and Jeffrey Jones - Indiana University East and Sinclair Community College

This presentation will include discussion of multimodal opportunities for student learning on diversity using Apple's iBooks Author publishing software.

Abstract: Using Apple's iBooks Author publishing software as the focus, this presentation will include discussion of applications for online teaching, including examples of how to create your own works as well as examples of currently distributed materials. In this interactive presentation, participants will explore top uses for iBooks integration into online teaching as well as learn about assessment outcomes drawn from their use in English and Humanities courses.

Session Objectives: (1) Create content rich multi-touch books, textbooks and interactive course materials for the iPad. (2) Discuss of all three applications mentioned above for online teaching, including examples of how to create your own works as well as examples of currently distributed materials. (3) Explore top uses for iBooks integration into online teaching as well as learn about assessment outcomes drawn from their use in English and Humanities courses.
E. Returning to School After Traumatic Brain Injury: How Professors and Students May Use Outcome-Driven Learning

Diane Kimoto Bonetti - Grand Valley State University

Inconsistencies remain as to whether individuals may return to work after a traumatic brain injury. Outcome-Driven Learning suggests possibilities for both students and teachers alike.

Abstract: Traumatic brain injury (TBI) can happen to anyone at anytime. The incidence of TBI peaks during three specific age periods: birth to 5 years of age, 15-24 years of age, and over 70 years of age and results in over $56 billion yearly in costs within the United States. However, inconsistent results remain as to whether or not individuals may return to their former lives. As academics, we are charged to engage individuals for today and tomorrow. Outcome-Driven Learning allows us to generate practices and applications capable of engaging a You-Tube generation of students to those who are seniors.

Session Objectives: (1) Present Outcome-Driven Learning (ODL) as a model appropriate for return to work programs after traumatic brain injury. (2) Employ ODL to empower students after traumatic brain injury. (3) Enhance professor’s return to teaching after traumatic brain injury.

F. Interdisciplinary Majors, Minors, and Certificates: Credentialing in Cultural and Global Studies

Thomas Rohrer and Pamela Gates - Central Michigan University

This presentation reviews our cross-disciplinary concentrations in cultural competency, and discusses the benefits to students in earning credentialing in these disciplines. Benefits to the university are also discussed.

Abstract: Understanding global cultures is critical to the ability to work productively in our modern world. Under the administration of CMU’s new School of Public Service and Global Citizenship, we have developed a number of interdisciplinary programs in Cultural and Global Studies. Students are able to complete an academic major, minor or certificate concentration in one or more of these programs. This presentation reviews our cross-disciplinary concentrations in cultural competency, African diaspora studies, American Indian studies, East Asian studies, European studies, Latino studies, and Middle East and Islamic studies and discusses the benefits to students in earning credentialing in these disciplines. Benefits to the university and to employers of our graduates are also discussed.

Session Objectives: (1) Learn about new academic majors, minors and certificates in cultural and global studies being offered at Central Michigan University. (2) Understand the value of “credentialing” in these interdisciplinary academic areas to students and employers.

H. Action Research Leadership for Sustained Organizational Improvement

Theres Saunders - Eastern Michigan University

This session is designed to explore leadership for action research in organizations.

Abstract: Leadership is critical to any change process, especially processes that include establishing culturally proficient instructional environments that positively impact student learning. These are built via collaborative relationships between staff, students and school community members. An equity audit enables the process of action research that provides the foundation for effective data collection and analysis that supports the cultural proficiency work. It is the role of leadership to both facilitate this process and sustain it. This requires understanding leadership from a collaborative perspective; and presents an alternative research strategy for use by scholar/practitioners.

Session Objectives: (1) Understand the impact of collaboration in action research. (2) Identify the role and responsibilities of action research in creating a culturally proficient climate. (3) Understand the role of leadership in creating intentional structures to inform practice.
I. What Embedded Teaching of Elementary Students Reminds Teacher Preparers

Jeff Thomas and Joyce Gulley - University of Southern Indiana

Showcasing a partnership (Project ConnecT) between elementary teachers and teacher educators to teach lessons in an elementary classroom and learn from one another.

Abstract: In education it is important for teacher educators to remain current about evolving issues and practices in P-12 classrooms. Project ConnecT is designed to “connect” teacher educators and P-12 teachers so that both professionals benefit. The connection comes through co-teaching P-12 students in the same space and time. This presentation will share the background of the project, how the experience helps us teach our university students, and the inherent challenges for balancing the experience alongside other university responsibilities for teaching, scholarship, and service.

Session Objectives: (1) Learn Project ConnecT’s development, purpose, and goals. (2) Learn how Project ConnecT helps in teacher preparation. (3) Learn lessons learned in the stages of development for project. (4) Make connections about similar possibilities in your discipline.

J. The GPA or the Job Interview: Can Speed Interviewing Enhance the Employment Process?

Terry Thompson - University of Michigan-Flint

Students who participate in pre and post job interviewing processes prior to graduation will become more confident, increase employment seeking self-efficacy, while enhancing applicant desirability.

Abstract: Research literature has documented that personality and biographical characteristics predict job search success. While such results are well documented, today’s college graduates will encounter evolving skills’ demands, reduced employment opportunities, and the ever-increasing competition of un-employed qualified workers. Higher education is being criticized for its failure to provide students with needed competencies and skills required to excel. The researchers hypothesize that students who participate in pre and post job interviewing processes prior to graduation will become more confident, increase employment seeking self-efficacy, while enhancing applicant desirability. Lilly conference participants will gain enormous insight into speed interviewing for employment success.

Session Objectives: (1) Develop and enhance personal soft skills designed to help students improve job interviewing techniques. (2) Distinguish between job interviewing best practices and self-expression to 1) eliminate non-professional jargon while 2) applying a professional presence/demeanor in context as potential barriers for students as well as key steps in expressing skill based knowledge. (3) Discuss the strengths and weaknesses of the pre-and post interviewing intervention as both a teaching strategy and as an assessment tool that can be adapted across disciplines.

K. The Teacher on the Tenure Track

Lorie Tuma - Grand Valley State University

An honest discussion on how to strategically align effective teaching and coveted service with valuable scholarship, all while in pursuit of tenure.

Abstract: Most colleges and universities expect tenure-track faculty to demonstrate efforts toward scholarship, teaching, and service. However, it is sometimes difficult to understand how to strategically meet these expectations, and document them along the way. In this session, a tenure-track faculty member will share a strategic approach she learned from her mentor that allows her to use teaching initiatives and service contributions as a foundation for publication. She will also share resources that can help other tenure-track faculty plan forward, finally opening discussion for best practices that pioneers in the academy use to make their efforts toward tenure successful.

Session Objectives: (1) Identify opportunities to align teaching initiatives with scholarship. (2) Utilize resource guides to strategically plan teaching and publishing track. (3) Share best practices and track progress on teaching & scholarship by using three common social mediums - Facebook, LinkedIn, & Twitter.
Saturday Concurrent Sessions

9:00am - 10:00am  **Build the Bridge: Transitioning All Learners to Technologically Enriched Learning Environments**  
Lesa Louch and Steve Simpson - *Baker College*  
**Venue:** Torch  
First-year college students present a spectrum of technological skillsets. Colleges have a responsibility to adequately prepare students for academic success in increasingly technological educational environments.  
*Abstract:* The rapid evolution of technology and technological literacy has created a widening spectrum of skillsets of entry level college students. Colleges shoulder the responsibility to adequately prepare all students for academic success in increasingly technological educational environments.  
*Session Objectives:* (1) Explore the evolving norms in student preparedness to leverage technology for educational purposes. (2) Identify strategies for promoting technological integration for both faculty and students. (3) Gain exposure to one framework for an asynchronous student on-boarding process.

9:00am - 10:00am  **Teaching and Training and Advising...Oh My! Let’s Work Smarter, Not Harder**  
Jeanna Cronk - *Northwood University*  
**Venue:** Leelanau  
Learn about the “hair pulling” workload that drove a teacher/trainer/advisor, to creatively use Web 2.0 tools and how it’s saved her calendar!  
*Abstract:* As professors, instructional designers and group advisors, we juggle office hours, faculty workshops and student club meetings. The administrative side of these items can quickly overwhelm a calendar. Join me in discovering a variety of free online tools to help us work smarter…not harder! Learn directly from a teacher/trainer/advisor, about the “hair pulling” workload that drove her to creatively use these Web 2.0 tools and how it’s saved her calendar! The session will include an interactive demonstration of the technology and attendees will have an opportunity to brainstorm and share future ideas and applications.  
*Session Objectives:* (1) Discuss creative uses of free online web 2.0 tools in streamlining the administrative duties of professional development, teaching, and advising. (2) Share experiences (good and bad) with using these tools when working with faculty and students. (3) Hands on demonstration and brainstorm with the technology tools designed to ease our workload.

9:00am - 10:00am  **Workplace Gap: Bridging the Perceived Student Skills Deficit**  
Virginia Yonkers and Diane Crosley - *University at Albany, SUNY and Spring Arbor University*  
**Venue:** Crystal  
This presentation presents a framework that can be used to develop skill sets research and industry has identified as deficit in new graduates.  
*Abstract:* Many experts the workplace have identified a lack of skills by new college graduates needed for the 21st century workplace. These skills include self-regulated
learning, communication, networking, critical thinking, analysis (data, numeric, and content) and problem solving. This presentation will present a framework that can be used to create and analyze activities that will develop these soft skills. The framework, based on a variety of learning theories and subjects (Social Sciences, Humanities, Business, and STEM), includes identifying student soft skills, identifying the instructor’s role (and changes needed by the instructor), and situational learning strategies to meet the student/workplace gap.

Session Objectives: (1) Identify, according to industry perceptions, deficit skill sets ancillary to content in new graduates. (2) Be introduced to strategies that focus on developing the deficit skills. (3) Develop implementation of relevant strategies for their own content area and teaching situations.

9:00am - 10:00am  
**What Do You Want from Your Healthcare Team? Medical Education for the 21st Century**  
Laurie Richlin - Western Michigan University  
*Venue*: Minerva’s Boardroom  

Session Objectives: Participants completing this session will be able to describe (1) the traditional process of medical education; (2) innovative changes in the medical education curriculum to meet the challenges of 21st Century medical practice; (3) why new technologies and interprofessional health profession education are keys to meeting 21st Century healthcare needs; and (4) what the participants want from their own Health Care Teams.

9:00am - 10:00am  
**Combating Multisensory Distractions: Contemplative Practices for Students and Educators**  
Cheryl Hoy, Amanda McGuire Rzicznek, Elizabeth Zemanski, and Cheryl Lachowski - Bowling Green State University  
*Venue*: Courtyard 1  

This session examines the integration of contemplative practices into the classroom and the subsequent effects of this approach on educator and student engagement.

*Abstract:* The problem of distracted students, a phenomenon currently caused by social media, smart phones, tablets, and even boredom, has received much scholarly attention. While no one solution will be a panacea, a few pedagogical approaches can improve student engagement. One approach, contemplative pedagogy, benefits both educators and students. In this session, the presenters will examine several contemplative practices that can be used to combat multi-sensory distractions and improve student engagement and learning. Participants will have the opportunity to engage in several guided contemplative practices that will illustrate the application of this pedagogical approach in a variety of disciplines.

Session Objectives: (1) Discuss the challenges of teaching and learning with multi-sensory distractions in face-to-face classroom settings. (2) Analyze the strengths and limitations of various contemplative teaching and learning strategies. (3) Engage in several hands-on contemplative practices that support meaningful learning.

9:00am - 10:00am  
**Let’s Get Physical: Students as Visual Aids**  
Matthew Roberts - Grand Valley State University  
*Venue*: Courtyard 2  

Rather than relying on vague oral or written descriptions, or even on static charts and diagrams, enlist students to physically represent complicated concepts.
Abstract: A large body of literature attests to the value of active learning. Some—but not all—active learning techniques require actual physical activity from students. Labs, simulations, and role-playing exercises can engage students both physically and mentally. They can also be time and labor intensive for faculty members and difficult to employ in larger or content-driven classes. This highly interactive session will introduce participants to an active learning technique that is suitable for classes of any size and any content, and which makes modest demands on planning and classroom time.

Session Objectives: (1) Develop a general understanding of the use of kinesthetic learning activities in the classroom and how they differ from other active learning techniques. (2) Derive practical principles for how and when to best implement these techniques. (3) Develop specific ideas for applying these insights in their future teaching.

10:20am - 11:00am  
A Cross Analysis of Faculty Competency and Students’ Perceptions on Utilizing Technology in Learning  
Alev Elci - Roger Williams University  
Venue: Torch

This study is a cross analysis of faculty competencies and students’ perceptions on utilizing technology in light of the institution’s efforts in providing such tools. The findings allow development of strategies for higher performance and retention.

Abstract: The students’ lack of success in learning in traditional ways combined with faculty members’ reluctance to adopt new technologies in teaching are clues of an emerging challenge in higher education. This study is a cross analysis of faculty competencies and students’ perceptions on utilizing technology in light of the institution’s efforts in providing such tools. Multiple methods are employed to derive relations and gaps. The findings allow development of strategies for higher performance and retention.

Session Objectives: (1) Examine the need for enhancing the teaching environment by utilizing technology. (2) Evaluate the faculty needs for technology enhanced environment for learning. (3) Applying the knowledge gained to redefine strategies in utilizing technologies in teaching environment.

10:20am - 11:00am  
Frequent Formative Feedback at Scale: Achievement Unlocked  
Kieran Mathieson - Oakland University  
Venue: Leelanau

Frequent formative feedback imposes a grading burden. A “clickable rubric” system helps human graders use their time well, and lets grading work be distributed online.

Abstract: Some learning research guidelines are difficult to implement. One finding is that frequent formative feedback can improve deep learning. This imposes a large grading burden on faculty, especially when students are allowed to improve and resubmit work. The feedback system in the open source CyberCourse software can help. It uses “clickable rubrics” to (1) speed up feedback workflow, and (2) allow grading to be done by online workers while (3) maintaining appropriate standardization and personalization. Session attendees with laptops and tablets can participate in the feedback process.

Session Objectives: (1) Show that if we are to take learning science research seriously, we must give students in skills courses formative feedback. Humans must give the feedback. Computers cannot. (2) Consider a solution where content authors create rubrics for every exercise, allowing graders to give formative feedback quickly. For intro courses, graders need not be faculty experts. (3) Show how open source CyberCourse (aka Cyco) implements this
approach. Session attendees can log in to a Cyco site, and submit exercise solutions. They can see how quickly graders can offer personalized formative feedback.

10:20am - 10:40am  **Opera-tunities: Designing Community Engaged Learning in Performance-Based Courses**  
*Joshua May - University of Michigan-Flint*  
*Venue:* Crystal  

An examination of service learning, cross curricular development, and performance through the redesign for added civic engagement of a performance based course.  

**Abstract:** Through the development of our “Opera-tunities” program, the students were able to share their passion for opera by performing a one-act of “The Three Little Pigs” to over 3,000 students in our local community to promote literacy through the music of Mozart. The music education students created unique cross-curricular lessons to bring to the classrooms prior to our performance. They focused on the connected elements of music in math, science, reading, story-telling, theatre arts, and foreign languages. Through the design of this project, we hoped to connect students to the fine arts through multiple channels of learning and musical performance.  

**Session Objectives:** (1) Development of active learning in the arts. (2) Civic engagement. (3) Real World Applications: Performance and Teaching. (4) Share lessons learned in the development of arts projects in the community.

10:45am - 11:05am  **Cyber Mentoring and the Impact on Student Success: Evidence from an Introductory Statistics Course**  
*Mamunur Rashid - DePauw University*  
*Venue:* Crystal  

This session describes the role of cyber mentoring, how it is implemented, and how it impacts on student success in an introductory statistics course.  

**Abstract:** Huge advances in instructional technology have taken place in the last decade (Mills and Raju, 2011). However, disengagement seems to be a large problem in online math courses (Petty and Farinde, 2013). Cyber mentoring sessions have been devised an effective way to engage students in the learning process and maximize the students' learning outcomes in an online environment. This session offers the framework and operation of the cyber mentoring sessions. Additionally, a short video clip will be demonstrated to help participants understand the nature of the cyber mentoring sessions. Finally, all comparative statistical findings will be presented to the audiences.  

**Session Objectives:** (1) Discuss the necessity and frameworks of cyber mentoring sessions. (2) Demonstrate a sample video clip to understand the operation of the cyber mentoring sessions. (3) Assess the role of cyber mentoring based on students’ performances.

10:20am - 11:00am  **Creative Connections: Using Art Therapy-Inspired Activities to Promote Community and Engagement in College Classrooms**  
*Nicole McDonald - Cornerstone University*  
*Venue:* Minerva’s Boardroom  

This session explores applicability of art therapy-inspired techniques for building classroom rapport, promoting self-awareness, developing a safe and supportive learning community, and maximizing learner engagement.
**Abstract:** A growing body of literature documents art therapy’s effectiveness in promoting optimal human growth and development. While most available research has investigated the efficacy of art therapy with clinical populations, preliminary studies further indicate that art therapy-inspired techniques can also be effective in general populations, including university settings, in reducing stress and anxiety while promoting positive student moods and engagement. This session focuses on helping college professors to consider how art therapy-inspired activities and techniques could be useful in developing safe, supportive learning communities and maximizing student engagement. Specific techniques and examples will be demonstrated and explored.

**Session Objectives:**
1. Gain familiarity with basic art therapy concepts and research, focusing on its potential applicability within the college classroom.
2. Gain knowledge of specific art-based techniques and activities that can be used to build community and foster engagement in the college classroom.
3. Brainstorm applications of art therapy-inspired principles within their unique academic disciplines and classroom contexts.

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**10:20am - 11:00am**

**Pulling the Rug Out: Using Disruptive Critical Thinking Activities to Enhance Ethical Awareness**

**Jeffrey Murray - Virginia Commonwealth University**

**Venue:** Courtyard 1

This interactive session will explore a powerful strategy for the cultivation of students’ ethical awareness and civic responsibility, namely critical thinking activities designed to disrupt moral assumptions and identities.

**Abstract:** This interactive session will explore a powerful strategy for the cultivation of students’ ethical awareness and civic responsibility, namely critical thinking activities designed to disrupt moral assumptions and identities. This session will engage participants in two such classroom activities, followed by discussion of a “rhetoric of disruption” model of moral engagement, which suggests that inquiries about moral assumptions and identity simultaneously function as an opening toward otherness by triggering a metacognitive destabilization of subjectivity. The session will conclude with a brief workshop, in which participants will consider how such activities might be incorporated into their own courses or existing assignments.

**Session Objectives:**
1. Learn expanded ways of thinking about civic responsibility and global citizenship.
2. Gain a deeper understanding of the potential relationship between development of ethical awareness and destabilization of subjectivity.
3. Receive some sample activities designed to disrupt subjectivity as an opening for the acknowledgment and appreciation of otherness and diversity.
4. Gain concrete ideas and notes on how those activities could be incorporated or adopted into their own existing classroom activities or course assignments.

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**10:20am - 11:00am**

**An Innovative Approach to Engage Students in Problem-Based Interprofessional (IPBL) Learning**

**Beverly Mihalko, Robbya Green-Weir, and Lynne Shetron-Rama - Eastern Michigan University**

**Venue:** Courtyard 2

Problem-based learning engages students in collaborative generation of alternative solutions to complex problems. This session demonstrates an effective strategy for including PBL in interprofessional education.
Abstract: Problem-based learning (PBL) has been an effective approach to foster collaborative problem-solving in a contextually relevant learning environment. As schools of health professions prepare graduates to work effectively in teams, opportunities to introduce a PBL approach in the design of interprofessional education (IPE) modules is explored. Using a tabletop disaster simulation this session introduces an iPBL module that engages clinical and non-clinical students in inter-professional groups to address an organizational response to a disaster event. Participants will identify additional iPBL opportunities and learn how clinical and non-clinical academic programs can be included in the development of iPBL modules.

Session Objectives: (1) Identify uses of PBL in interprofessional education. (2) Describe methods to engage students from clinical and non-clinical health professions in collaborative learning. (3) Develop a strategy to incorporate multiple academic programs in interprofessional education.

11:20am - 12:00pm Fueling Feedback with Formative Assessment Strategies
Gregory Allar - Oakland University

Venue: Torch

This session discusses the impact of feedback with formative assessment tools on student learning and instructor performance.

Abstract: With students taking more responsibility for their own education, instructors are now revisiting how best to present their respective subject matter and to evaluate student learning. Formative assessment and feedback are two components that support both student development and instructor performance.

Session Objectives: (1) Differentiate between the use of formative and summative assessment in the learning process. (2) Introduce common models of formative assessment and how to convey feedback to the student that will help to improve performance and emphasize learning. (3) Demonstrate how feedback coupled with formative assessment strategies supports and enhances the learning process for the student and instructor.

11:20am - 12:00pm Creating Teachable Moments in Times of Crisis
Pamela Monaghan-Geernaert - University of Maryland - Baltimore County

Venue: Leelanau

Instructors are often “first responders” when tragic events happen. They need to create a safe space for students and adequately support a learning environment.

Abstract: We live in a dynamic environment. As educators we can take advantage of our environment to create “teachable moments”. However, some of the events in our environment are controversial (ie. Baltimore Uprising) and/or tragic (ie school shootings). This presentation will address how to proactively create a safe space in your class, so that when/if events occur, students are able to discuss these events in ways that draw on the goals for your classroom and course. Additionally, this presentation will address how faculty can collaborate to develop a toolbox that addresses their own emotional response to the events while remaining effective instructors. Using experiences from teaching at a Baltimore University during the Baltimore Uprising, participants will develop tools to handle traumatic events that can occur during a semester.

Session Objectives: (1) Develop a safe space guideline for classrooms. (2) Develop a toolbox for instructors for discussion tragic events in the classroom. (3) Provide a forum for instructors to discuss previous classroom events.
11:20am - 12:00pm  **Multiculturalism and Disability: Cultural Views and Perspectives**  
Kelly Roberts - *University of Hawaii*  
**Venue:** Crystal  
The session is an exploration of participants’ perceptions and beliefs associated with culture and disability and implications for instruction.

*Abstract:* This session examines the intersection of culture and disability. Organized with a multidisciplinary focus, topics examine the history of various cultures, issues of multiculturalism, and both classic and evolving theories of intercultural interaction, with an emphasis on the practical application of those theories to working with individuals from multiple cultures. Multicultural studies and disability studies are the disciplines that have been studied separately for decades, and each discipline applies the intellectual tools of history and social sciences to understanding intellectual issues of multiculturalism and disability. As such, this session examines multicultural issues in disability that resonate within and beyond specific geopolitical, socio-cultural, and thematic boundaries.

*Session Objectives:* (1) Demonstrate understanding of the common paradigms of disability and how different paradigms shape one's definition of disability. (2) Demonstrate an increased understanding of disability as diversity by learning more about culture and paradigms of disability. (3) Acknowledge and explore one's own cultural values and assumptions and an understanding of how these values and assumptions may interact with various perspectives of persons with disabilities.

11:20am - 12:00pm  **“Teaching is (like)...”: Discussing Images of Teaching from Prospective Teachers and Other Contexts and Stakeholders**  
Nicola Findley - *Alma College*  
**Venue:** Minerva’s Boardroom  
Participants explore metaphors of teaching—their own, prospective teachers’, and public examples—and discuss implications for those entering the profession and those supporting them.

*Abstract:* In an era of increasing emphasis on standards and accountability in schools, there is a danger that teachers’ classroom and work experience is in reality very different from what they expect as they enter the profession, and particularly as they enter introductory teacher education classes. This workshop involves participants in experiencing a key visualization activity from such an introductory class, discussion about the beliefs identified by prospective teachers at different points in their education program, and sharing of how we best support and retain these young teachers as they enter the profession.

*Session Objectives:* (1) Identify three major approaches to teaching identified in the literature and the key concepts and words associated with each. (2) Use the three approaches to identify and analyze beliefs underlying different representations of teaching - their own, those brought by prospective or practicing teachers, and those present in other contexts and conversations about teaching. (3) Identify ways to best support prospective teachers given the implication of these discussions.
11:20am - 12:00pm  **The Best Kept Secret to Student Success: The Library!**
Lidiya Grote - *Lansing Community College*

**Venue:** Courtyard 1

An overview of libraries’ contributions to student success and review of the practical ways in which libraries support teaching faculty as they advance student success.

**Abstract:** Library usage is linked to student success. Multiple research studies demonstrate a positive association between library use and student success measures such as retention, graduation and higher grade point average (GPA). However, library usage does not occur in a vacuum and comes in large part from campus-wide partnerships and collaborations. This session will provide an overview of the role libraries play in student success and review the practical ways in which libraries support teaching faculty as they advance student success.

**Session Objectives:** (1) Describe the role of libraries in student success. (2) Make connections between LEAP and high-impact educational practices and the library. (3) Identify ways that the library can support faculty as they advance student success.

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11:20am - 12:00pm  **Hybrid Teaching for Art Education in Higher Education: Transitioning from Traditional Classroom**
Donna Carroll - *Wayne State University*

**Venue:** Courtyard 1

Blended learning in art education course and how adopting methodological perspectives and presenting them with teaching strategies related to technology in a traditional and hybrid manner.

**Abstract:** The presentation will address how the integration of both face-to-face and online activities reinforce, complement and elaborate the best features of the traditional experience and the online learning experience. The focus will explore the asynchronous communication viewpoints, experiences of reduced in-class time and how the course experiences and knowledge base contribute to the overall implementation of successful learning. An examination of what was the most important things learned in the course and why. How the course stretched the student’s learning expectations and capabilities. Establishing the integration and relationship between collaborative learning by the use of in-class learning and online learning.

**Session Objectives:** (1) Describe the components of a hybrid computer graphics course. (2) Apply techniques necessary in the transition of the traditional course to a hybrid course. (3) Design variations and benefits of a dual learning environment, which students meet in the traditional face-to-face learning environment and the distance learning portion requires students to be more focused, better time managers, and to be able to work independently. (4) Utilization of online tools and resources.

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1:00pm - 2:00pm  **Teaching Students to Engage Mindfully: The Power and Importance of Mindfulness in Education**
Heather Capote-Powell - *Baker College*

**Venue:** Torch

Participants will learn to honor the present moment, and be introduced to novel mindfulness techniques to be put to immediate use in the college classroom.
**Abstract:** In this session participants will learn the definition of mindfulness as it relates to adult learning theory and 21st Century post-secondary education. Participants will be reminded of timeless classroom best-practices as well as being introduced to novel mindfulness techniques to be put to immediate use in the college classroom. Participants will understand the importance of accepting and honoring the present moment and how that acceptance can balance and empower students (as well as instructors) leading to an optimal learning environment. The importance of utilizing mindfulness strategies in today’s classroom is emphasized.

**Session Objectives:** (1) Understand the definition of mindfulness, and its role in education. (2) Practice mindfulness. (3) Create tools for mindful teaching and learning, and for enabling students to be mindful learners.

**1:00pm - 2:00pm**

**Defining, Perceiving, and Applying Diversity: A Call to Action**

Rhae-Ann Booker and Keri Dutkiewicz - Davenport University  
**Venue:** Leelanau

Explore the five-component, framework and research on employee diversity conceptualizations utilized at Davenport University for increasing knowledge and skill development and for achieving diversity outcomes.

**Abstract:** Many colleges and universities have curricular and co-curricular, diversity initiatives aimed at developing and strengthening knowledge, skills and cultural competency. At the same time, the mix of meanings applied to the term diversity continues to evolve impacting the understanding of diversity-related needs and outcomes. Building upon primary research and secondary sources, participants will examine perceptual and substantive approaches to diversity, explore a diversity framework for affecting social change, and experience the intersections between diversity and inclusion and its implications for teaching and learning.

**Session Objectives:** (1) Examine perceptual and substantive approaches to diversity. (2) Explore a diversity framework for affecting social change. (3) Experience the intersections between diversity and inclusion.

**1:00pm - 2:00pm**

**An Actionable Model for Creating Faculty Learning Communities as a Mechanism for Promoting Transformative Learning**

Ella Ingram, Jay McCormack, and Patrick Cunningham - Rose-Hulman Institute of Technology  
**Venue:** Crystal

This session presents a model for organizing faculty learning communities that can be implemented when faculty development expertise is limited or not available.

**Abstract:** Cultivating a community of learners is as important for faculty as it is for students. While many faculty may desire community support in learning (e.g. while adopting a new teaching strategy), few faculty beyond trained faculty development specialists are familiar with best practices for creating and facilitating such communities. Fortunately, excellent guidance is available, and in this session, we distill the research literature into actionable steps for faculty to follow as they create a learning community. We highlight these steps in the context of our own experience creating a faculty learning community centered on promoting reflection among engineering students.
Session Objectives: (1) Differentiate between faculty learning communities and other common
faculty development experiences. (2) Identify key elements of preparing and organizing a
faculty learning community. (3) Create a draft plan for a faculty learning community.

1:00pm - 2:00pm

My Students Can’t Write and I’m NOT and English Major! What Can I Do?
Michael Heberling and John Fruner - Baker College
Venue: Minerva's Boardroom

Writing is a valuable skill, yet few students are proficient upon graduation. This
presentation, by a non-English major, will illustrate methods to advance student-writing.

Abstract: Writing may be the most valuable skill for our students. Yet, fewer than 50% of the
seniors feel that their writing improved while in college. Three areas exacerbate the problem:
1. A de-emphasis on grammar, 2. Texting, and 3. Faculty who care more about content than
how the student expresses it. By making this a major focus in the classroom, the writing
can improve. This presentation, by a non-English major, will illustrate a number of ways
to advance the writing skills of our students. The 12 most common writing mistakes are
provided to the students at the beginning of class.

Session Objectives: (1) Learn how to improve student writing in a non-English class. (2) The
majority of the writing errors fall in just 10 areas. (3) Methods to incentivize students to
improve their writing.

1:00pm - 2:00pm

The Hero’s Journey
Michelle Bigard - Central Michigan University
Venue: Courtyard 1

The Hero’s Journey provides a paradigm that views student as Hero and faculty as Allies on
the Quest for student success.

Abstract: The Hero’s Journey provides a strength based template for students to view
their experience as they transition to and face the challenges of academic life. It invites
students to see themselves as Hero and staff and faculty to view themselves as Allies along
the Quest. A film montage of The Hero's Journey will be viewed. Common issues of first
generation/low income students will be presented as well as the core characteristics needed
for academic success. The stages of the Hero's Journey and ways in which the workshop
facilitate the adoption of behaviors that foster persistence will follow.

Session Objectives: (1) Identify issues common issues of first generation students.

1:00pm - 2:00pm

The Dispositions of Academically Successful Students with Learning
Disabilities
Scott Gaier and Morgan Morris - Taylor University
Venue: Courtyard 2

Join colleagues in discussing dispositions of academically successful students including
those with disabilities. Participants will be equipped to help students develop these
dispositions.
**Abstract:** Do students with disabilities who succeed in college have a mindset for learning? Academically successful students with learning disabilities were interviewed to determine why they were succeeding. Results indicate that these students have specific and unique dispositions (e.g., willingness to persist) for learning. Participants in this session will learn how to help all students including those with disabilities to develop dispositions for learning. Participants will also receive an instrument for helping students identify their dispositions for learning.

**Session Objectives:** (1) Understand dispositions (e.g., willingness to persist) that are necessary for students with learning disabilities. (2) Be equipped with strategies for increasing learning dispositions in students with disabilities. (3) Receive a copy of an instrument which identifies dispositions for learning.

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2:20pm - 3:00pm  
**Instructional Strategies that Promote Student Engagement and Help Build a Critical Thinking Environment**  
Beth Vander Kolk - *Cornerstone University*  
**Venue:** Torch

**Abstract:** Fostering learning requires rigorous intellectual work. Effective teachers intentionally design their course to promote student engagement and engineer a critical thinking environment. This session invites participants to take part in and reflect on a few teaching strategies that do both.

**Session Objectives:** (1) Reflect on current research regarding student engagement and engineering a critical learning environment. (2) Reflect on the learning environment they currently create for each of their courses. (3) Take part in and reflect on several instructional techniques that encourage student engagement and help build a critical learning environment.

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2:20pm - 3:00pm  
**You Never Get a Second Chance for a Great First Day of Class**  
Billie Franchini - *University at Albany-SUNY*  
**Venue:** Leelanau

Learn frameworks for designing substantive tasks for a first day of class that will get you and your students ready for a great semester.

**Abstract:** Too often, the first day of class is a missed opportunity. Instead of getting students excited about our content and ready for a semester of intellectual inquiry, we get bogged down in administrative detail. Especially in active learning classes, students need to know what they can really expect throughout the semester. In this session, we will re-think the power of the first day of class and consider new ways of engaging students in substantive work right from the beginning. You will leave with a framework for designing a first day of class that will ensure student engagement throughout your course.

**Session Objectives:** (1) Re-examine their first day practices. (2) Design activities for an engaging and intellectually challenging first day of class. (3) Re-focus the first day on key learning objectives for their entire course.
2:20pm - 2:40pm  **Online Resources for Flipped Classrooms: 20 Sources in 20 Minutes**  
Robin Sabo - *Central Michigan University*  
**Venue:** Crystal  
This presentation will explore online content sources from open educational resources and academic libraries for use in flipped classrooms.

**Abstract:** Searching for engaging content for your flipped classroom? This presentation will explore content sources such as multimedia presentations, demonstrations, and other electronic resources that students can review asynchronously outside of class. Sources of high quality open educational resources and learning object repositories will be identified. In addition to the freely- available resources presented, learn how your academic library can partner with you to provide additional sources of online content supplementing and enhancing your flipped classroom.

**Session Objectives:**  
(1) Identify sources of high-quality open educational resources.  
(2) Explain how academic libraries can help provide content resources for use in flipped classrooms.

2:45pm - 3:05pm  **Six Sigma Approach to High Quality Online Higher Education in Business Administration**  
Jayanta K. Bandyopadhyay - *Devry University*  
**Venue:** Crystal  
This paper will offer a model for offering high quality higher education in Business Administration using Six Sigma approach.

**Session Objectives:**  
(1) Learn the six sigma approach.  
(2) Understand how six sigma approach can be used.  
(3) Learn how a high quality higher education can be offered online.

2:20pm - 3:00pm  **Presenting Student Research: How Should They Do It?**  
Mary Dereski - *Oakland University*  
**Venue:** Minerva’s Boardroom  
Many students are involved with research at their institutions. However, they lack the skills for effectively communicating their findings. This workshop will address this process.

**Abstract:** As a requirement for graduation from the School of Medicine, each student must identify, carry out and complete an independent Capstone research project in a mentored topic area. Upon completion, the students have the opportunity to disseminate their research findings at local, national and international conferences. Capstone coursework provides a longitudinal approach for development of effective research presentation skills. The following topics are progressively covered: 1) writing structured abstracts with peer and mentor feedback; 2) rubric-based judging of oral presentations; and 3) effective scientific poster displays. Participants in this workshop will run through active learning exercises from these course sessions.

**Session Objectives:**  
(1) Applying “best practices” for teaching effective dissemination of student research.  
(2) Guiding students in providing peer feedback for completed research projects.  
(3) Effective use of a judging rubric to provide constructive instructor-based feedback on student research.
In the Same Boat: Student Perceptions on Collaborative Testing
Susan Harrington, Nancy Schoofs, and Susan Strouse - Grand Valley State University

Venue: Courtyard 1

Student perceptions of collaborative testing were collected in sequential focus groups. Themes were extracted by three independent researchers in accordance with Norwood's research process.

Abstract: In a required nursing course, students took three of four exams individually and then collaboratively in small groups which were preassigned and remained constant throughout the semester. Both individual and group scores counted in final grade calculations. After each of the three exams, self-selected students participated in focus groups to elicit their thoughts and feelings regarding group testing. Analysis of focus group transcripts followed Norwood's method. Themes that emerged from the data were that group testing promotes deep learning, fosters collaboration, and transforms stress into learning. Participants will experience simulation of group testing and explore the themes from student experiences.

Session Objectives: (1) Gain an understanding of the functional process of group testing with undergraduate students in a required nursing course. (2) Acquire and examine the themed results of post testing focus groups comprised of these nursing students. (3) Experience simulated group testing to appreciate the qualitative findings of this research.

The Impact of Partner Patients on Learning
Amy Yorke, Jamie Haines, Mary Black, and Jolene Weesjes - University of Michigan-Flint

Venue: Courtyard 2

Engagement with partner patients improves student learning.

Abstract: Service/Experiential learning courses are based on high-impact educational practices designed to deepen students' learning, provide opportunities to apply course concepts, skill and knowledge in professional settings, reflect on their learning, and develop professional relationships. One example of experiential learning completed within a health profession program will be shared. Planning, implementation, learning outcomes, and lessons learned will be shared by the perspectives of faculty and students. Participants will engage in conversation about personal experiences with service/experiential learning as well as develop a potential service/experiential learning encounter to implement into their own teaching.

Session Objectives: (1) Recognize current evidence on service/experiential learning in higher education. (2) Assess the positive impact on students, faculty, and the community of an experiential learning project embedded within a health profession program. (3) Reflect on their individual teaching and develop one service/experiential learning encounter to implement into teaching.
Saturday’s Plenary Presentation

3:15pm - 4:15pm  **Encouraging Students to Study Hard and Study Right: Mindsets and Effective Learning Strategies**

Sal Meyers - *Simpson College*

**Venue:** West Bay Ballroom

We will explore ways of fostering a growth mindset to increase student effort, and we will focus that effort on effective learning strategies.

**Abstract:** Students’ mindsets influence how they respond to academic challenges. People with a fixed mindset see ability as an unchangeable characteristic and effort as an indication of lack of ability. People with a growth mindset see ability as something they can increase with effort. We will explore ways of increasing students’ motivation by fostering a growth mindset of ability in our syllabi, comments we make in class, and feedback we give to students. Because motivating students to put forth more effort is not helpful if students are using poor study strategies, we will identify learning strategies that are worth the effort.

**Session Objectives:** (1) Explain how mindsets of intelligence and willpower relate to students’ effort and performance in class. (2) Analyze ways that instructors’ communications with students (e.g., in syllabi, during class, in feedback on papers) can influence students’ mindsets of intelligence and willpower and thus their motivation and effort. (3) Teach students at least one effective way of studying so students do not waste effort.
Institutions Represented

A.T. Still University
Acorn Consulting
AIC Kijabe Hospital
Aliz Educational Institutions
Alma College
Baker College
Ball State University
Bowling Green State University
Brigham Young University-Idaho
Calvin College
Canton Public Library
Central Michigan University
Concordia University Wisconsin
Cornerstone University
Davenport University
Daystar University
Delta College
DePauw University
Eastern Michigan University
El Centro Community College
Elizabethtown College
Ferris State University
Glendale Community College
Grand Valley State University
Hillsborough Community College
Indiana Tech
Indiana University-Purdue University Fort Wayne
Indiana University-Purdue University Indianapolis
Indiana University-South Bend
Iowa Western Community College
King’s College
LaGuardia Community College
Lake Superior State University
Lansing Community College
Macomb Community College
Madonna University
Marygrove College
Miami University
Michigan State University
Missouri Valley College
Morehead State University
Mott Community College
Northeastern Illinois University
Northern Michigan University
Northwestern Michigan College
Northwood University
Nova Southeastern University
Oakland University
Ohio State University
Principia College
Purdue University
Rose-Hulman Institute of Technology
Saginaw Valley State University
Sinclair Community College
South Dakota State University
Southern Illinois University Edwardsville
Spring Arbor University
Taylor University
University at Albany-SUNY
University of Hawaii
University of Maryland-Baltimore County
University of Massachusetts Dartmouth
University of Michigan-Ann Arbor
University of Michigan-Dearborn
University of Michigan-Flint
University of Minnesota
University of North Georgia
University of Southern Indiana
University of TN at Chattanooga
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