The Forty-Fifth
Annual Conference of the
International Society for
Exploring Teaching and
Learning

Savannah, GA
October 15-17, 2015

Proceedings

ISETL is dedicated to the study of instruction and principles of learning in order to implement practical, effective methods of teaching and learning; promote the application, development and evaluation of such methods; and foster the scholarship of teaching and learning among practicing post-secondary educators.

Edited by Susan E. Copeland
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Tech Tools Make Teaching More Fun!

Lynne Anderson
National University
11255 North Torrey Pines Road
La Jolla, CA 92037
landerso@nu.edu

Objectives:

1. Share use of tech tools in teaching.
2. Group discussion of using tech tools in teaching.
3. Group analysis of teaching using tech tools.

Audience:

Any teacher using or hoping to use technological tools to enhance their teaching, whether face-to-face or online. And, any teacher wanting to have more fun teaching!

Description:

The Huntington Post featured this educational news downloaded on May 15, 2015:
For years, Finland has led the pack in international test scores, becoming a source of fascination for education policymakers and experts. Going forward, Finnish schools will be placing less emphasis on individual subjects like math and history, and will instead focus on broader, more interdisciplinary topics. The goal, according to Finnish leaders, is to provide students with the necessary skills for a more technological, global society.

Finland has developed three essential goals for the 21st Century for membership in a technological world: phenomenological teaching, mutually developed learning goals, and collaboration of students, teachers and parents. A joy of learning is what Finns want for their children.

Being a teacher educator in a primarily online program in a nationally and regionally accredited non-profit university, the author was particularly interested in the aforementioned news. Also, the author presented with a colleague at ISETL Conference in Orlando focusing upon skills for a 21st Century learner, and by inference, a teacher-in-training [assumed was successful preparation of teachers for a more technological, global society]. A few years ago, the author's focus became implementing technological teaching/learning tools within learning activities in her online teaching methods course design.

Flatley in 2012 found the blog to increase student interactivity, to extend classroom discussions, and to increase equity of student voice. Those findings affirmed an earlier study of Flatley's with collaborators Dyrud and Worley in 2005 in which blogging enhanced student collaboration, interactivity and creativity. The New York Times reporter Matt Richtel told of a Stanford Professor who studied 16,000 student writings by blogging over a six-year period, 2001-2007.

Stanford Professor Lunsford related students were impassioned and more expressive in when blogging. She replaced a term paper with student blogs in her research class.

At the author's home university tech tools of blogging, website construction, video and audio expressions of learning entered high school teaching methods online courses of her responsibility. Required was the training of key adjunct faculty who also teach those courses to use these tech tools, largely new to them and relatively new to the world. For over two consecutive years, those tech tools have been in place within those methods courses. Adjunct faculty reported their students had more personal expressiveness, greater creativity, more interactivity, and an increased relatedness with other students. Adjunct faculty have picked up those tools for their own personal and professional use. Adjunct faculty have contributed to increased use of technological tools for their learners to express findings and feedback.

Student feedback has been positive: some plan to use blogs in their teaching; some use the blog link as evidence of capability in job application; some enhance formerly developed blogs; and some continue developing their blogs as teaching journals. Similar findings were the case for website construction, although less popular. Video and audio expressiveness is very recent. In the author's recent class, students were given the option of submitting their findings by: essay, PowerPoint, or video/audio. Over half the class submitted video/audio findings. A small minority selected the traditional essay. Tech tools are popular and fun as students report.

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Promoting Communication Interactions in an Online Learning Environment
in Second Life Virtual Worlds

Patricia Anderson
East Carolina University
234 Speigjht
Greenville, NC 27858
andersonp@ecu.edu

Maureen Ellis
East Carolina University
2313 Bate
Greenville, NC 27858
ellism@ecu.edu

Objectives:

During this presentation, participants will:

- Observe strategies for promoting interactions between learners and leaders in the Second Life Virtual World setting;
- Observe strategies for promoting interactions between learners to learners in the Second Life Virtual World setting;
- Discover best practices for fostering interactions within the Second Life Virtual World.

Audience:

This presentation will be beneficial for higher education faculty who are interested in promoting communication within online learning environments. Specifically, the presenters utilized Second Life virtual worlds as the platform for modeling this communication structure in a real-time process. This session will be beneficial for faculty members wanting to learn about different pedagogies that match Second Live skills in their academic disciplines.

Activities:

This presentation will include the following activities:

- Observe real-time communication techniques in Second Life Virtual Worlds between avatars;
- Engage in small group discussions via the think-pair-share process to investigate opportunities for communication avatars within the participants' disciplines and different learning environments;
- With the assistance of presenters and working in small groups, participants will identify and self-select at least five different strategies for communicating effectively in Second Life and apply it to their own academic disciplines.

Description:

Using Second Life (SL) as a teaching platform is becoming more and more common in higher education and in many other settings. Within the powerful virtual environment, each participant creates his/her own avatar, using the avatar to communicate, move, and represent an individual person who is in the focus of learning and participation.

"Second Life is an online virtual world that this three-dimensional and uses rich graphics that allow the user to be engaged in this environment" (Campbell, 2009). Linden Lab launched SL in 2003 as Philip Rosendale envisioned a world created by its inhabitants (Collins, 2012) with virtual objects, virtual connections and "simulated real-world activities" (2012), shared by millions. Individuals are able to register for SL, create their free "avatar" and launch the SL software from the website "secondlife.com". The avatar and download process are free as a user creates a unique character and name to enter the virtual space.

It is the creative process that encourages the building of this unusual space and according to some studies, improves student performance (Lloyd-Smith, 2010).
Capturing the "best of both worlds" of technology opportunities for teaching and learning, instructional leaders can use SL to promote unique learning and communications in a globalized, networked world. Learners are immersed in this unique setting where learning and communicating are possible in amazing new ways.

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Building a Sense of Community in Online Courses

Susan Ashford
Clayton State University
School of Nursing
Morrow, Georgia 30260
susanashford@clayton.edu

Sue Bingham
Clayton State University
School of Nursing
Morrow, Georgia 30260
suebingham@clayton.edu

Objectives:

This presentation will present background information and a theoretical framework for teaching/learning strategies used in building community in an online environment. It will then share findings from a survey study about student perceptions of teaching/learning strategies that build community and explore the audience's perceptions.
Finally, an open discussion will follow to engage the audience members to reflect upon the survey findings, their own perceptions about building community, and successful teaching/learning strategies which they have used to build community

Audience:

This presentation is intended for administrators, faculty, faculty developers, and a general ISETL audience who teach in an online environment and want to build community in an online teaching/learning platform.

Activities:

We will use a combination of group discussion, lecture, and self-reported information during the presentation using a Nearpod program. First, we will conduct a brief survey about the attendee's experience with online teaching and learning, perceptions of community in an online environment, and perceptions of successful online community building teaching/learning strategies. Second, we will share the results of a survey we conducted with online nursing students about their perceptions of T/L strategies that help build community. Finally, we will discuss how to incorporate community-building strategies into an online course.

Summary:

Numerous studies have confirmed the criticality of building community in an online environment for a successful learning experience and productive knowledge construction (Gallagher-Lepak, Reilly, & Killion, 2009; Perry & Edwards, 2010; Shakelford & Maxwell, 2012; Shea, Sau Li, & Pickett, 2006, Vesely, Bloom & Sherlock, 2007). Due to the phenomenal growth in online

nursing programs and courses in the last two decades, nursing programs and nurse educators are responding to the call for nurses to achieve higher levels of education (Gallagher-Lepak, Reilly, & Killion, 2009; Shakelford & Maxwell, 2012). With today's technology, students in spite of hectic and complex lives, are seeking higher degrees through online education program that espouse ease of access and flexibility. Often nursing students enter a program and progress as a cohort until completion which allows significant community building. The purpose of this study was to explore teaching/learning strategies that online/distance nursing education students perceive as highly conducive to building a sense of community. Understanding student perceptions and experiences will facilitate engaging and creative online teaching/learning strategies.

Using an online Qualtrics survey tool, nursing students who were taking or had completed an online course in the past year were invited to complete the survey. The survey collects demographic data and asks for information about online/distance educational experiences. Data collection is ongoing at this time until the end of summer 2015.

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Faculty Motivations for Lifelong Learning

Patricia Baia
Albany College of Pharmacy and Health Sciences
106 New Scotland Ave
Albany, NY 12209
patricia.baia@acphs.edu

Objectives:

This study examines faculty motives to participate in teaching and learning professional developments (PD). Faculty (n=159) responded to a survey which gathered both quantitative and qualitative data on the way faculty think about PDs to support their own learning and factors which promote and deter attendance. Interviews conducted uncovered reasons and elaborations on survey responses. Participants worked at either a community college or pharmacy college and had expertise in a variety of disciples and experience. The value of this data could advance faculty commitment to the teaching profession and provided administrators tools to design PD's and increase attendance.

Activities:

This session will explore what motivates and inspires faculty to participate in life-long learning. Faculty, Administrators, and support staff are target audiences for this session. It begins with original research (looking through the theoretical lens of the Technologic Pedagogical Content Knowledge - TPACK), with an interactive discussion following to engaging audience members further in the topic. During the research portion, the lead presenter will use multimodal teaching strategies to interact and involve the audience with the study and its motivation focus. Data collected from this study will be reveal outlining practical application topics and promotion/tenure recognition, as most important to faculty when considering to attend a PD. Respondents revealed personal commitments to improving teaching skills and knowledge, but felt they had no time to do so. Release time lead as the most valuable incentive institutions could provide to increase participation, but is rarely offered. Effective teaching practices and faculty personal degree of satisfaction of PDs were also examined. Faculty seemed to value student and peer evaluations to determine if their teaching is successful. Critical reflection also was revealed as a useful tool when building pedagogical knowledge and skills. The interactive discussion following will encourage participants to be a part of these critical reflection practices. This will be conducted in a round robin style, with first breaking into small groups and themselves answering the motivation survey questions or to discuss a scenario, then back to the larger group for a reveal and group discussion. Looking at motivation is an excellent lens to explore future life long learning. This research shows promise toward engaging faculty to attend PD initiatives and contributes to the design of PD programs.

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The Digital Divide: The Conversation Continues

Keenya Barrett
East Carolina University
2313 Bate Building
Greenville, North Carolina 27858
barrettk00@students.ecu.edu

Maureen Ellis
East Carolina University
2313 Bate Building
Greenville, North Carolina 27858
ellism@ecu.edu

Objectives:

During this poster presentation, participants will:

- Learn about the history and evolution of the digital divide from the late 20th century to present day;
- Recognize different issues that comprise the digital divide today in higher education environments;
- Identify strategies teachers can employ to help students become computer savvy in a higher education environment.

Audience:

Have you ever had a student using their mobile technology to check Facebook, email or other social media during your class? This presentation will be beneficial for higher education faculty who are interested in opening up a dialogue about issues surrounding the new digital divide. Additionally, this poster presentation will describe how faculty can support students to develop the technical skills necessary to succeed in a higher education environment and the "real world" beyond graduation. The new digital divide no longer only encompasses access or the "haves and have not's", but requires responsible and knowledgeable users.

Activities:

This poster presentation will include the following activities:

- Participants will investigate appropriate use of mobile apps to bridge the gap to understand the new digital divide;
- Problem-based learning activities will be presented to encourage participants to discuss the digital divide within their discipline;
- With the assistance from the presenters, participants will work to develop solutions for bridging the gap between those students who lack appropriate technology skills and usage, those students utilizing the technology erroneously.

Description:

We as a society are living in a new digital age where technology is very much a part of our daily lives (Wei & Hindman, 2011). With the onset of new technologies, applications, and social media, people must adapt quickly in order to keep their skills up-to-date. Research indicates some individuals are technologically savvy and welcome innovation while others are struggling to use technology properly (Wei & Hindman, 2011).

The "Digital Divide" has been called the gap between the "Have's and the Have Not's" in reference to computers and internet access (Deuresen & Dijk, 2013). There were populations that simply could not afford such technology and did not have access or had limited access. Although technology has continually evolved and the gap between the haves and have nots has shrunken, there is still the presence of a digital divide present today (Hudson, 2013). The Digital Divide that lives today is somewhat different than the original divide of the late 90's. Due to the technological advancements of computers, internet and cellphones it seems the divide may have evolved. Usage, as it pertains to the internet and what activities we encounter while surfing the World Wide Web, is the newest factor in the digital divide debate (Wei & Hindman, 2011). Deuresen & Dijk (2013) identified factors existing for the divide that exists for internet usage, "high-income, educated people were more likely to have internet while low income, less-educated people spend more time online" (p.3). Digital inequalities are not only a temporary social phenomenon that will disappear once high-quality equipment and comfort with the internet become widespread (Zillien, Hargittai, 2009, p. 288).

In 2013 Smith reported on technology adoption focusing on the lower income populations. As income levels increase so does the increase of broadband access at home, almost half of non-users are over 65 years of age (Smith, 2013). Low-income, older adults, lacking the requisite skills necessary to use technology properly, find it cumbersome and choose not to surf the web for information (Smith, 2013). Research indicates that many adults still enjoy reading newspapers, talking on landline phones, watching the nightly news and mailing or paying bills in person, compared to millennials, who prefer performing these tasks electronically, even if they fall within the lower income bracket (Smith, 2013). Seventy-seven percent of 18-29 year olds making less than $30K yearly own a smartphone and are more likely to use it to log onto the internet more frequently than other technology tool (Smith, 2013). Their ability to use it more effectively and efficiently is vital to society as a whole.

Over the past 10 years, the Digital Divide has not disappeared, but instead it has morphed into a different kind of divide. Research indicates that the digital divide goes beyond the "haves" and the "have not's" but is more so about who now has access to technology and what those individuals are they doing with the tools they have. The goals and objectives of this poster presentation is to define the digital divide in terms of each person's capacity to use information technology effectively and may suggest that responsibility lies in the hands of individuals and educational institutions to use it responsibly. Individuals and educational institutions should identify best practices to increase standard practices and education on proper and efficient usage of technology tools in order to keep up with a fast growing society of web users.

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Communities of Inquiry Revisited

Kelvin Beckett
Kaplan University
6301 Kaplan University Avenue
Ft. Lauderdale, Florida 33309
kbeckett@kaplan.edu

Objectives:

During this presentation, participants will:

a) Engage in self-reflection and analysis of their online teaching goals and methods,
b) Learn more about the Community of Inquiry (CoI) approach to online discussions: it's background and methods,
c) Ask how Dewey's philosophy of teaching and learning might impact the way they approach their work, and
d) Discover ways to make their online discussions more effective in terms of the CoI goals of sustaining communication and promoting higher level learning.

Audience:

This presentation is intended for faculty who teach online and want to improve the effectiveness of their online discussions, and for administrators, course managers and faculty developing new online discussions.

Activities:

The presentation will begin with a brief survey of participants' experience teaching online. Have they attempted to create CoIs? If so, what challenges have they faced and what have they done to meet them? An account of Dewey's philosophy of teaching and learning will be provided, along with a demonstration of how the presenter implements it in his own teaching. Finally, the presenter will ask participants to respond as if they were students and to demonstrate to the group what they can do to help sustain communication and achieve higher order thinking.

Description:

A growing body of research follows the pioneering work of Garrison and colleagues in analyzing transcripts of online discussions for evidence of communities of inquiry (CoI) which promote sustained communication and higher level learning. This research has adopted a constructivist model based on John Dewey's philosophy of teaching and learning in which instructor and students are "participants" in shared activities working towards common goals (Garrison, Anderson, & Archer, 2000, p. 89).

CoI research has produced mixed results (see for example, Cook, Dickerson, Annetta, & Minogue, 2011; Darabi, Arrastia, Nelson, Cornille, & Liang, 2011; Nandi, Hamilton, & Harland,

2012). According to Garrison (2007), "the issue revealed consistently in the research findings is that...inquiry invariably has great difficulty moving beyond the exploration phase" (p. 65). Garrison cites two main reasons for this failure: the absence in many discussions of "shared goals requiring a collaborative solution or artifact" (p. 66) and, quoting Meyer (2003), the need for faculty to be "'more directive in their assignments'" (p. 65).

The question to be addressed is: how can instructors be more directive in their online discussions without risking a violation of constructivist principles?

This issue is resolved when we re-consider Dewey's philosophy. I will present Dewey, not as a progressive philosopher nor as a philosopher trying to find a balance between progressive and traditional education. Dewey said that "the fundamental issue" is "not of new versus old education nor of progressive versus traditional education but a question of what anything whatever must be to be worthy of the name education" (1938/1963, p. 90, emphasis in original), and he believed that the solution to the problem is not "to find a via media, nor yet make an eclectic combination of points picked out hither and yon from all schools." The solution, he insisted, necessitates "the introduction of a new order of conceptions leading to new modes of practice" (Ibid., p. 5).

The key concept in Dewey's philosophy is "growth" (1916, Chapter 4), but he was not concerned with just student growth (Noddings, 2007; Pring, 2007; Vanderstraeten, 2002). Dewey said that the purpose of education is to renew society (1916, Chapter 2), and he conceived his Laboratory School at the University of Chicago as "a cooperative society on a small scale" (Dewey, quoted in Mayhew & Edwards, 1936, p. 5). Dewey's re-conception of education, his radical departure, was to see students and teachers growing in the context of activities intended to regrow society.

Instructors in online discussions can be more directive, then, because they and their students have the same goal and because they must both be directive in order to achieve it. Instructors have their understanding of a topic. Students have theirs. To develop a new understanding, however, each must point the other in a new direction.

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All Work and No Results: The Limits of Synchronous Activity
in the Asynchronous Learning Environment

Kimberlee Bonura
Center for Faculty Excellence
100 Washington Ave South, Suite 900
Minneapolis, MN 55401
kimberlee.bonura@waldenu.edu

Laurie Bedford
Walden Unviersity
100 Washington Ave South, Suite 900
Minneapolis , MN 55401
laurie.bedford@waldenu.edu

Objectives:

In this session, participants will
a. Discuss the importance of the instructor-student relationship in the online setting
b. Integrate data from three small scale pilot studies focusing on synchronous instructor-student interaction
c. Identify strategies for instructor availability and responsiveness to student needs in the online setting

Audience:

This presentation is intended for administrators of online education, online faculty, faculty developers and a general ISETL audience who are interested in the faculty-student relationship in the online setting.

Activities:

a. Prior knowledge/experience survey regarding synchronous activity between faculty and students
b. Review of the literature regarding the instructor-student relationship
c. Brief presentation of research findings
d. Discussion of implications of the research findings in small groups
e. Report out of small group discussions
f. Questions and wrap up

Summary:

The faculty-student relationship is critical to student perception of quality in an online program as well as their success as measured by progress and grades (Baker, 2010; Mortagy & Boghikian-Whitby, 2010).   These relationships are formed through meaningful classroom engagement by faculty that includes presence, supportive feedback and interactions with

individual students. While the majority of individual interactions with students are through asynchronous communications that include discussion boards and email, synchronous activity has been described as an alternative method for faculty to support student learning.

Contemporary technology offers a myriad of methods for synchronous interaction including texting, live chat, telephone, and web/video conferencing.   However, the literature is sparse with strategies for engaging online students synchronously. The literature that does exist generally recommends that faculty keep regular office hours in an effort to be available to their students and to ensure that students know when and how their faculty member can be contacted (Quinlan, 2010/2011; Mortagy & Boghikian-Whitby, 2010).

Griffin et.al (2014) found that in traditional higher education settings, students rarely took advantage of scheduled office hours; instead opting to contact faculty when the need arose. Anecdotal evidence suggests similar phenomena in the online setting (Quinlan, 2010/2011). Rather, according to Rees (2014), students desire the ability to connect to their instructors on their own schedule, using email and mutually scheduled meetings to interact. When students do require synchronous interaction, they opt to call the instructor at a convenient time for the student.

In this session, results from three small-scale pilot studies from an online University will provide the background and context for a discussion regarding synchronous activity between faculty and students. These studies include the consideration for scheduled office hours, faculty outreach, and the use of various technology tools. The first, conducted during the 2009 - 2010 academic year, focused on faculty initiated telephone calls to determine the impact on student retention, grades, and satisfaction. In this experimental design, the treatment group called when academic issues occurred, such as the student failing to participate in the classroom or not submitting assignments. The second study, conducted in the summer of 2014, sought to identify how faculty members defined office hours and engaged synchronously with students. A small group of purposively selected faculty shared their experiences over a single term with synchronous student interaction.   In the third study, a treatment group of faculty in two programs scheduled regular office hours and offered synchronous video conferencing interaction to determine the impact on retention, grades, and student satisfaction.   A control group in this study offered synchronous interaction to students, but did so using an ad hoc strategy rather than regularly scheduled meeting times.

The purpose of this presentation is to share the results from these studies. In addition, it is meant as an opportunity to reflect on how faculty can best manipulate their availability to support and grow the development of relationships with students through the use of synchronous interaction. A third purpose is to identify which technology tools best support that interaction.   Given the importance of faculty-student interactions to the development of critical relationships and subsequent student success, this discussion will be of interest to those who develop and implement policy and best practices.

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The Assessment Option Model: Implementing a Strategy for Learner-Centered Teaching

Dana Burnside
Wilkes University
84 W. South Street
Wilkes Barre, PA 18766
dana.burnside@wilkes.edu

Objectives:

To learn about differentiated assessment and the flexible assessment model
To engage in discussion about pedagogy and the changing role of the teacher
To explore a learner-centered approach to assessment

Audience:

Any higher ed teacher who wishes to shift to a learner-center teaching approach

Activities:

Explanation of learner-centered teaching; the model; risks and reactions; overview of 2nd implementation; Group discussion; learning objective activity; participants attempt the assignment option.

Description:

Based on Maryellen Weimer's Learner-Centered Teaching, this educator dared to make a shift from old teaching models to one that is truly learner-centered, in an attempt to make the five key changes to practice that must occur to achieve learner-centered instruction: the balance of power, the function of content, the role of the teacher, the responsibility for learning, and evaluation purpose and processes (Weimer, p.8-16).

According to Sarros and Densten, students find evaluation the most stressful aspect of college life. This strategy can help alleviate that stress by making assessments genuine learning experiences (1989.)

 A flexible assessment approach "The Assignment Option" was implemented first in 2013, and again in 2015. This presentation will provide an overview of both experiences, including teacher and student reflections, and lessons learned, and modifications made for the second implementation.

The development and implementation of the model, sample assessments, and the philosophy behind the "Assessment Option Model" will be presented. Teachers will leave with an understanding of the model and everything they need to implement it in their own courses. This will be an interactive presentation where comments and questions among attendees will be

encouraged. At the end of the session, attendees will attempt to craft an "assignment option" for one course objective.

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Creating (and Improving!) the Capstone Experience

Allison Buskirk-Cohen
Delaware Valley University
700 East Butler Ave.
Doylestown, PA 18901
Allison.Cohen@delval.edu

Matthew Mutchler
Delaware Valley University
700 East Butler Ave.
Doylestown, PA 18901
Matthew.Mutchler@delval.edu

Objectives:

1. Identify types of capstone courses and projects;
2. Share best practices for designing and assessing capstone experiences;
3. Discuss strategies for approaching capstones from a learner-centered perspective;
4. Consider how to incorporate new strategies into existing or new assignments.

Audience:

This interactive session is appropriate for faculty of any discipline working with students on a capstone project, course, or other experience.

Activities:

This interactive session will include the following activities:
1. Presentation of research finding on types of capstone experiences and best practices for design and assessment;
2. Discussion of how to incorporate a learner-centered approach;
3. Consideration of how to create or adapt best practices into participant's own curriculum

Description (including relevant literature):

Capstone experiences represent the culmination of students' undergraduate educational experiences, they and may take the form of a course, project, or other type of experience. In fact, ninety-seven percent of the institutions who participated in the 2011 National Survey of Senior Capstone Experiences reported offering a senior capstone experience. Interestingly, institutional size was an important factor. Nearly half of the institutions offering a senior capstone experience had a senior enrollment of less than 500 (43.9%) followed by 501-1,000 (20.2%). Typically, research-focused institutions are much larger than teaching-focusing institutions.

Much of the literature on capstone experiences emphasizes the research component, and corresponds to large, research-focused institutions. In fact, the Boyer Commission (2001)

provides recommendations for capstone courses at research universities, but does not address teaching institutions. Similarly, a review of sociology and psychology capstone students nationwide indicated that their projects typically involve research, a literature review, and a major pap;er (Hauhart & Grahe 2010, 2011). Other studies have found a similar focus on research in capstone projects across various disciplines, including history, economics, and anthropology (e.g.., Elliott et al., 1998; Myers, Nelson, & Stratton, 2011; Siegfried, 2001).

In translating this work to a teaching-focused institution, the literature on learner-centered education may be helpful. Hauhart and Grahe's work on capstone experiences (2011) shows that individual student factors play an important role in capstone project completion and project quality. They specifically identified the extent students are academically well prepared, emotionally mature, and highly motivated as key variables. Principles on learner-centered education also emphasize the personal nature of learning, including motivational and social factors (Presidential Task Force on Psychology and Education, 1992; Work Group of the American Association Board of Educational Affairs, 1995, 1997). Thus, applying a learner-centered perspective to the design and implementation of capstone experiences seems appropriate and timely.

In this interactive teaching session, presenters will discuss their experiences with capstone experiences. They will share specific projects, including a portfolio assessment project. Best practices for design and evaluation will be shared. Participants will discuss strategies for approaching capstones from a learner-centered perspective. The session will conclude with reflection on how to incorporate these strategies into existing or new capstone experiences.

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Professors Learning to Use Online Discussion Blogs with Visual Components in an Undergraduate Classroom

Kadian M. Callahan
Kennesaw State University
Department of Mathematics
Kennesaw, GA 30144
kmcallahan@kennesaw.edu

Anne Marie S. Marshall
Berry College
Department of Mathematical and Natural Sciences
Mount Berry, GA 30149
amarshall@berry.edu

Objectives:

- To consider ways to use online discussion blogs to support particular instructional goals
- To examine how the design of online discussion blogs supports or impedes collaborative learning
- To exchange ideas about how to leverage online discussion blogs as a natural extension of other course components

Audience:

Educators interested in learning more about designing and using online discussion blogs to foster learning that extends beyond the classroom experience

Activities:

Presenters will
- Provide a brief overview of the research project (10 min)
- Engage participants in examination and discussion of two online discussion blogs (20 min)
- Encourage participants to share ideas and suggestions for subsequent designs of online discussion blogs (20 min)

Description:

Technology has been consistently identified as an important tool to support learning in undergraduate classrooms (e.g., Richardson, 2006; Waely & Aburezequ, 2013). Among the many educational technologies available, online discussion blogs are an increasingly accessible option for many post-secondary faculty with the advent of online Learning Management Systems (LMS) platforms (e.g., Blackboard, D2L, and Moodle) (Marketsandmarkets.com, 2013). Offenholley (2006) promotes the value of "threaded discussion to: (a) encourage higher-order thinking, (b) monitor students' progress, and (c) encourage peer collaboration" (p. 8) - all skills

that are important elements of undergraduate education. However, limited information exists that describes how post-secondary faculty use online discussion blogs to complement classroom learning experiences. This session explores findings from a research project in which two mathematics teacher educators worked together to design a series of online discussion blogs to support prospective elementary school teachers' conceptual understanding of geometry and measurement. This work is significant because it can serve as a catalyst for roundtable participants to think about how they might use online discussion blogs to support their instructional goals.

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Answering the "So What" of Faculty Development:
Encouraging Implementation and Sharing of Effective Practices

Danielle Carlock
Scottsdale Community College
9000 E. Chaparral Rd.
Scottsdale, AZ 85256
d.carlock@scottsdalecc.edu

Rob Morales
Maricopa Community Colleges
2411 West 14th Street
Tempe, Arizona 85281
rob.morales@domail.maricopa.edu

Lisa Young
Scottsdale Community College
9000 E. Chaparral Rd.
Scottsdale, AZ 85256
lisa.young@scottsdalecc.edu

Objectives:

During this session, participants will:
• Gain an understanding of how community colleges are promoting faculty development designed to facilitate student success.
• Discuss the faculty development model used to determine how participants are facilitating student learning, achievement, and success.
• Learn different ways to bring the model to their institution.

Audience:

This presentation will be of interest to faculty and administrators who support faculty development and would like to examine how practices from a workshop are implemented in the classroom.

Activities:

This presentation will include the following activities:
• Sharing of qualitative data and learning artifacts focused on the implementation of a technique to demonstrate the impact of faculty development practices.
• Rich discussion focused on sharing of effective practices for determining the impact of faculty development on student learning and engagement.

Description:
U.S. colleges and universities have been charged with increasing the number of students who attain degrees. Matthews, Powell, and Konz (2015) indicated colleges and universities are making progress towards Goal 2025; however, persistence and accelerating the rate of degree attainment need to be addressed. In an analysis of student survey data between 2004 and 2014, the Community College Center for Student Engagement (2015) noted an increase in student engagement; however, there is still a need to continue strengthening implementation of high impact practices such as active and collaborative learning, academic challenge, student-faculty interaction, and support for learning. Lane (2005) promoted critical thinking, inquiry, and problem solving through a program that included several face-to-face workshops, individual consultations, and working sessions. The purpose of this presentation is to describe a similar model that included online facilitated discussions focused on the integration of new material, and a culminating session providing faculty an opportunity to showcase practices.

Maricopa Community Colleges serves more than 250,000 students and is one of the largest community college systems in the United States. At the Maricopa Center for Learning and Instruction (MCLI), we work closely with faculty from throughout the system of ten colleges to implement faculty development opportunities designed to facilitate student learning and success. Measuring the impact of the learning opportunities on practice has been a challenge. MCLI responded to the challenge by working with faculty and faculty developers to design a program model focused on delivery of content through face-to-face learnshops, facilitated online discussions focused on developing rubrics and instructional prompts, implementation of materials by participants, and a concluding face-to-face session focused on sharing of practices and student impact.

Since the program model was implemented in fall semester 2014, the number of faculty completing the full learnshop sequence has increased. Feedback on the model and the rich discussions that occur throughout the semester has been positive and indicated the online discussion was helpful for developing discipline specific rubrics and prompts. Therefore, if you are interested in learning about a model that provides support through online facilitated discussions and reflection on practices this session is a must. Attendees will be given an overview of the model, feedback from participants, and lessons learned throughout the process.

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Advancing and Assessing Creative Thinking in the Classroom

Susan Carson
North Carolina State University
Campus Box 7105
Raleigh, NC 27695
sdcarson@ncsu.edu

Diane Chapman
North Carolina State University
Campus Box 7801
Raleigh, NC 27695
ddchapma@ncsu.edu

Sara Queen
North Carolina State University
Campus Box 7701
Raleigh, NC 27695
saragleequeen@gmail.com

Objectives:

Upon completion of this workshop, participants will

1. Explicitly define the creative process
2. Exemplify a discipline-specific activity in their area of expertise that utilizes the creative process
3. Evaluate a rubric for assessing student creativity
4. Reflect on their learning

Audience:

This presentation will be valuable for all faculty who wish to incorporate more discipline-specific creative thinking skills in the classroom.

Activities:

This presentation will include the following activities:

1. Participants will watch a short, engaging animated video we created of the creative thinking process and how the intellectual standards of critical thinking are intertwined.
2. Each participant (or groups of participants) will map out a creative activity in his/her discipline, illustrating how the activity fits into the general process.

3. We will introduce a common rubric that can be used for assessing creative thinking skills across disciplines.

4. Facilitators will share reflective prompts to assist in the assessment of student thinking.

5. Participants will complete "New Learning process" (Chapman, Wiessner, Storberg-Walker, Hatcher, 2017) reflections.

Description:

As part of our institutional Quality Enhancement Plan, TH!NK- Higher Order Skills in Critical and Creative Thinking, we provide faculty with resources and mentoring in cultivating higher-order thinking skills in our students. In this workshop, we hope to share these materials with the wider academic community.

Many faculty scholars utilize the creative process often without ever stopping to reflect on how to define the process to students. In this workshop, we will outline the creative process as a series of steps in a cyclical process, which can be entered at a number of different points depending on the issue at hand. We will share an animated video of the process with an engaging example and discuss strategies for focusing on specific behaviors and skills essential to the creative process.

Another challenge to incorporating creative thinking processes in the classroom is the myth that they are hard to measure or assess. We will present a rubric for assessing discipline-specific creative thinking skills along with reflection prompts to get into the minds of students.

We will finish the session with an activity that is crucial to critical and creative thinking - a participant reflection of learning that can be used with students and in faculty development workshops. This reflection is particularly suited to critical and creative thinking as it is designed to capture both evaluative comments and knowledge creation and is built upon a critical perspective that values all voices.

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What is studio? The role of space, time, and pedagogy

Katherine Cennamo
Virginia Tech
201 WMH
Blacksburg, Virginia 24061
cennamo@vt.edu

Objectives:

In this presentation, we will introduce a theoretical framework around which to discuss the academic studio. We present a way of classifying studio features, derived from our research, that will enable participants to discuss the features and affordances of studio with others using common vocabulary. This will lead to an open discussion of the affordances that the participants perceive to be provided by the various features of the studio method based on their individual experiences.

Audience:

This presentation is intended for administrators, faculty, faculty developers, and a general ISETL audience who may be interested in implementing the studio method in higher education.

Activities:

We will first conduct an informal survey of audience's perceptions of the nature of the studio in higher education. We will then introduce the components of the studio we identified in our work, and discuss our observations of the impact of space, time, and pedagogy on learning in a studio environment. Finally, we will conclude with a discussion of the audience's perceptions of the impact of space, time, and pedagogical features on learning in the studio classrooms with which they are familiar.

Description of Study:

Approximately 30 years ago, Donald Schön (1983; 1987) suggested that the architecture design studio could serve as a model for professional preparation in a wide variety of disciplines. Since then, the studio method has been adapted for use in diverse content areas, including classroom management (Brocato, 2009), physics (Wilson, 1994), creative writing (Tassoni & Lewiecki-Wilson, 2005), computer science (Greenburg, 2009) and instructional design and development (Clinton & Rieber, 2010).

"Studio", as traditionally applied in design fields such as architecture, industrial design, graphics arts, and the like is simultaneously, a class, a space, and a pedagogical method of instruction. Students enroll in a studio class, which typically meets multiple times each week for several hours at a time. The class meets in a space called "the studio" in which students are assigned individual desks that are available to them outside of class hours as well as during class. The

course instructor teaches the studio class, in the studio space, using the studio-method of instruction.

Within the literature from other disciplines, the meaning that individuals hold for "studio" varies widely. The studio can refer to simply a space (e.g. Taylor, 2009) a class that has no dedicated space (e.g. Clinton & Rieber, 2010), or a method that is integrated into a traditional 3-hour course (e.g. Brocato, 2009). Clearly, when discussing "studio" across academic disciplines and programs, there needs to be a way to talk about the differences and similarities among studio cultures. Toward that goal, Shaffer's categorization of the components of studio may be useful. Based on his investigation of an architecture studio at MIT, Shaffer (2007) described the studio as a coherent system in which surface structure, pedagogy, and epistemology interact to create a unique learning context. As we examine what makes a studio, it is important to look beyond the surface structures of long hours, project-based assignments, critique sessions, and dedicated desk space to better understand the sort of pedagogy and epistemological understanding that are enabled or constrained by the methods through which students study design within their discipline.

The purpose of this study was to better understand how to adapt the studio across a variety of disciplinary domains. Towards these ends, we have conducted an ethnographic study of the studio as implemented in one industrial design studio class, one architecture studio class, and three human-computer-interaction classes. In all the classes, key classroom interactions, as identified by the instructor of each course, were videotaped for analysis. In addition, we collected all student and instructor-generated artifacts produced for each class as well as instructor reflections on the course activities. Thus, our data set consists of over 100 hours of videotaped recordings of classroom interactions, a variety of course documents. Each of the five courses served as one case study (Merriam, 1998; Stake, 1995; Yin, 1994). The final versions of the five cases were then analyzed across cases to identify the key findings.

In this presentation, we will briefly describe the studios we observed, the framework we developed to discuss the various studio features, and how space, time, pedagogy, and other studio experiences enabled or constrained the methods through which the students learned. The intent of this presentation is to lead to further discussion of the ways in which the features of the studio provide affordances (Gibson, 1977; 1979) that are worthy of consideration when adapting the studio method within disciplines without a long history of studio-based learning.

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**Capturing Knowledge Creation and Formative Evaluation
of Faculty Development Activities: New Learning and TH!NK**

Diane D. Chapman
NC State University
Campus Box 7801
Raleigh, NC 27695-7801
ddchapma@ncsu.edu

Susan Carson
NC State University
Campus Box 7612
Raleigh, NC 27695-7612
sdcarson@ncsu.edu

Jennifer Stanigar
NC State University
Campus Box 7801
Raleigh, NC 27695-7801
jstanigar@gmail.com

Objectives:

By attending this poster presentation, participants will:
Discuss the benefits of New Learning and formative evaluation
Discover the process of using New Learning
Realize the potential for using New learning in other contexts
Determine appropriate analysis of New Learning data

Audience:

Faculty, Faculty developers, program administrators, those interested in program evaluation and knowledge generation

Activities and Description:

Evaluation of faculty development relies primarily upon end-of-session (summative) assessments, that is, feedback is received after the session is over and there is no opportunity to make changes. Furthermore, as much as the literature proclaims the benefits of self-reflection as central to learning (Mezirow, 1990), evaluation tools rarely take this into consideration. This poster describes the implementation of a process called New Learning, designed for capturing both evaluative and knowledge generation information in a series of faculty development sessions related to our university's Quality Enhancement Plan (QEP), TH!NK.

TH!NK - Higher-order Skills in Critical and Creative Thinking

TH!NK focuses on increasing the critical and creative thinking skills of undergraduate students (NC State University, n.d.). Central to the TH!NK program are professional development sessions for faculty members intended to increase their ability and willingness to teach and assess critical and creative thinking skills in their courses. TH!NK faculty participated in two intensive, formal professional development events. The first was a 3-day intensive institute in May 2014 and the second a 3-day intensive institute in August 2014. Both Institutes focused on providing faculty members with strategies for teaching and assessing critical and creative thinking in their courses. The Institutes used two types of evaluation: end-of-day evaluation self-report and formative New Learning.

New Learning

New Learning is a process originally designed as a critical approach to knowledge creation through planned reflection (Wiessner, Hatcher, Chapman & Storberg-Walker, 2008). The process has been used in a variety of settings including leadership development (Sullivan & Wiessner, 2007), professional conferences (Chapman, Wiessner, Storberg-Walker & Hatcher, 2007), and higher education classrooms (Sullivan & Palmer, 2014). New learning involves planned reflection time throughout a learning session. During each of these planned reflection times, participants are directed to complete a "New Learning form" which asks what new learning occurred and how it occurred.

Faculty Development

For the TH!NK Institutes, New Learning reflections were planned to occur throughout each day at the end of each activity or presentation. Two-part forms were printed so that each person could write down his or her New Learning and keep a copy for themselves. The forms were submitted anonymously and gathered after each rendition by a graduate student team member. The forms would then be reviewed by a member of the QEP team and any necessary changes or important information was communicated to the TH!NK Director.

Result

The result was two-fold: the ability to make data-driven changes throughout each day, and forced reflection on the part of faculty to enhance retention and learning. Once the faculty development sessions were completed, the new learning forms were reviewed for information on what types of knowledge was generated and in what ways.

This poster will demonstrate how the New Learning process was applied to QEP faculty development and how the results impacted the sessions. Attendees will be able to see exactly how the data was collected and the poster will reflect examples of the data collected and highlight changes that were made as a result of data analysis. Ultimately, the poster will describe the challenges and benefits of using New Learning in faculty professional development sessions and emphasize how others can adapt this process for use in their own classes and other types of adult learning sessions.

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Cultural Strengths in Teaching and Learning

Alicia Chavez
University of New Mexico
MSC05 3040, 1 University of New Mexico
Albuquerque, New Mexico 87571
afchavez@unm.edu

Susan Longerbeam
Northern Arizona University
College of Education 801 S Knoles Dr PO Box: 5774
Flagstaff, Arizona 86011
susan.longerbeam@nau.edu

Objectives:

During the presentation, participants will:
- Reimagine teaching practice through a model of cultural frameworks in teaching and learning
- Interactively and introspectively explore how teaching norms, values, assumptions and behaviors often originate in our cultural origins
- Experience cultural introspection and reflection through reflection and discussion
- Discover strategies for balancing teaching practices across cultural frameworks

Explore ways of maintaining authentic cultural identities while teaching those from cultures other than our own

Audience:

This presentation will benefit faculty interested in developing greater success with all students by teaching across cultural strengths.

Activities:

This interactive session will include the following:
- Introduction to a model of cultural frameworks across eight teaching and learning continua
- Guided introspection with participants to analyze our own cultural norms and values and their influence on teaching practice and student learning
- Storied and shared development and discussion of pedagogical techniques to balance pedagogies, interactions, and facilitation across cultural frameworks, perspectives, and worldviews
- Provision of multiple materials for deepening cultural introspection, cultural assessment and analysis of teaching, and tips and guides for balancing cultural frameworks in teaching practice over time

Description:

 Given the increasing ethnic and cultural diversity of students in our courses, understanding how our own cultural epistemologies, norms, values, assumptions, and practices influence our teaching is as critical as understanding the influence of culture on the ways students learn. Culturally balanced classroom learning environments remain elusive in United States higher education as colleges strive to recruit, retain, and educate an increasingly diverse population. Frustrations run high amongst domestic and international students of color who find collegiate classrooms in the United States difficult to negotiate and often pedagogically incongruent with their own ways of learning and interacting (Ibarra, 2001; Johns & Kelley Sipp, 2004; Viernes Turner, 1994). Even when we strive to create environments that meet the needs of many, teaching and who we are as faculty remains largely unexamined through a cultural or anthropological lens.

In this session, we focus on a strengths based approach to understanding how who we are culturally as faculty, ultimately benefits students (Chávez & Longerbeam, forthcoming). By considering our strengths from across cultural frameworks, we will gain insight into our own preferred ways of learning and teaching, and how our preferred ways meet some students' learning needs very well, while missing the needs of others (Rendón, 2009). To address the critical higher education, need to increase the learning success of all students, faculty will gain multiple pedagogical tools for teaching all students across their cultural strengths.

In this session we will engage you in cultural introspection, by offering an opportunity of reimagining your pedagogical practices, and by asking you to work with and use a model of cultural frameworks in college teaching and learning. You will learn ways to balance cultural strengths from across a continua of worldviews to meet students where they are culturally and to provide them with culturally supportive and challenging learning processes and opportunities.

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What is Basic About Basic Writers and Basic Writing?:
A Comparative Study of Developmental and Regular First Year College Writing Students
and its Pedagogical Implications

Mwangi Alex Chege
University of Cincinnati Blue Ash
9555 Plainfield Rd.
Blue Ash, Ohio 45236
chegemi@uc.edu

Cassandra Fetters
University of Cincinnati Clermont
4200 Clermont College Dr
Batavia, Ohio 45103
cassandra.fetters@uc.edu

Objectives:

This presentation will outline the institutional background of our school, the design of the study, and research findings. In particular, the rationale for using same course theme and supplemental readings in both developmental and college-level writing courses will be explained. The presentation will engage audience in interrogating the following questions: What is basic about basic writing? How have we been teaching basic writing? Has it been working? Most importantly, what pedagogical innovations do we need to make in order to best address the needs of our basic writers?

Audience:

Although our proposal targets an English audience, issues and questions raised can be expanded to address developmental courses across disciplines. We will adopt a multi-disciplinary approach to concepts being discussed.

Activities:

We will begin by finding out the composition of the audience - those who teach English, developmental writing, and developmental courses in general. After preliminary activities, we will present our study and then involve the audience in group discussions. The audience will brainstorm the questions listed above in small groups and then have a time for groups to share ideas with everyone else.

Description:

Laura Gray-Rosendale (2000) is of the view that research on basic writing has for a long time focused on the wrong question - on "Who is a Basic Writer?" as opposed to "What can Basic Writers do?" Rather than looking at the two as antithetical propositions, this study seeks to unmask what is basic about basic writers and basic writing: are they basic writers because they

are incapable of critical thinking and intellectual engagement with course content or is it because they cannot express themselves in Standard English? Is it possible students are placed into basic writing courses due to misjudgment of their competencies - a misjudgment rooted in these students' literacy experiences, curriculum designs, and assessment practices that put more premium on accuracy in Standard English rather than depth of ideas and intellectual engagement?

It is in the backdrop of these questions that two of us did a classroom-based study in fall 2014. Our school is a two-year open enrollment campus of a large public university in Ohio. We were both teaching a combination of developmental and college level writing courses and the study set out to investigate what sets apart college level writing (and writers) and developmental writing (and writers). The study was set up in a way that the same theme, Justice, was used in our developmental and college level writing courses. In addition to using the same theme, the classes were assigned the same supplemental reading materials that addressed issues of justice. The focus of the study was to see the difference or similarities in the way students engaged these readings and themes deriving from those readings.

The research questions we hoped to answer were:

1. Who are our basic writers (in terms of socio-economic background, ethnicity, and race)?
2. What are the literacy experiences of the students?
3. What does the way they engage readings and themes from those readings in group discussions, class discussions, and their writing say about their critical thinking and intellectual abilities?
4. What do the students say about our teaching methods?

Our preliminary findings indicate, among other things, our developmental writing students intellectually engaged the theme of the course; but had struggles articulating ideas in academic discourse. That would be the focus of our presentation - pedagogical innovations we need to make in order to best address the needs of our basic writers?

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Themes reasonable to me: Organizing your course around a common theme

Susanna Clason
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, Ohio 45236-1096
clasonsa@uc.edu

Objectives:

During this presentation, participants will:
      a) Learn the benefits of organizing their course using a thematic element,
      b) Explore methods for choosing an appropriate theme, and
      c) Benefit from my real-life examples and experiences.

Audience:

This presentation will benefit faculty from a variety of disciplines who are searching for ways to simplify the instructor's task of developing coherent course readings and assignments, seeking to foster interdisciplinary approaches to teaching, and appropriately restrict students' degrees of freedom in project research and writing.

Activities:

This presentation will include the following activities:
      a) Brainstorming activities on various ways to select an appropriate theme,
      b) Participant discussion sessions on coursework development, and
      c) Discussion on benefits of a collaborative theme or Campus Reading Experience (CRE) program.

Description:

Our choices of what we will teach in a course should not be governed by textbook selection or our collection of favorite projects. Rather, those choices should be dictated by our learning objectives. But learning objectives alone do not always sufficiently direct our choices. In this session we will explore an additional guiding principle: theme-based organization. In theme-based pedagogy, we choose to frame our course around a simple organizing topic. Examples I have used in the past include, 'food' and 'justice'. Theme based instruction is popular in a number of disciplines, including the sciences (Samide and Akinbo, 2008; Melear and Lunsford, 2007; Chaplin and Manske, 2005), music (Baker, 2010), education (Antonek et al., 2005) and library and information literacy (Piper and Tag, 2011). Using a central theme throughout the course has benefits beyond helping instructors shape assignments. Central themes help to direct student inquiry for written projects and research by restricting the range of possibilities. An organizing theme can increase student awareness of the world around them and expose them to perspectives they might not have otherwise considered.

Finally, we will explore collaborative possibilities and examine how themes can help meet course goals and learning outcomes (Grimberg et al., 2008). In universities and colleges with Common Reading Experience (CRE) programs (Benz et al., 2013), the common text provides an obvious starting point for course themes. Using an organizational theme reinforces the pedagogy across the University and supports colleagues in other departments and colleges.

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Subjective Experience in Teaching and Learning:
A Comparison of Contemplative Techniques

Kathy Cooke
Quinnipiac University
EC-TRN
Hamden, CT 06518
kathy.cooke@quinnipiac.edu

Objectives:

This session explains, practices, and discusses the role of contemplative techniques, in particular First Person Noting and Attention Training, in student assignments. The goal of the session is to share contemplative methods in an interactive setting, and to discuss their application in the context of a wide variety of published research, in particular neuroscience and cognitive psychology. This research endorses the application of these techniques as a way to help students understand how their subjective experience contributes to their learning.

Audience:

The intended audience is interdisciplinary collection of faculty, students, and administrative staff who wish to explore innovative techniques for teaching and learning. The material will appeal in particular to individuals with experience in neuroscience and cognitive psychology, but will appeal to any field.

Activities:

In the session, participants will practice two techniques that draw on traditions in mediation and mindfulness. The first will be a brief experience of First-Person noting, a technique that draws on Mahasi-style noting, otherwise known as "open monitoring" or OM, practices. With this technique, practitioners pay attention to their subjective responses as they arise, including thoughts, feelings, and sensations, and relate them to the intellectual endeavor in which they are engaged. We will follow that with discussion. After this, we will compare that technique to another, Focused Attention, or FA. In this case we will briefly focus our attention on the anchor of the hand, and once again discuss the experience of this technique.

Following these two activities, I will briefly summarize how I have applied these in my courses, the published research, and then invite the group to discuss their experiences and potential applications. We will have focused questions, and include a note-taker to collect and share the discussion after the session concludes.

Description:

This work stems from my training in the practice of OM - at Brown University in Spring, 2014 - and FA - also at Brown University in Spring, 2015. In Summer, 2014, I also pursued more professional development in this area by participating in Brown's intensive 2-week Integrative

Contemplative Pedagogy Summer program, taught by Contemplative Studies faculty Hal Roth, Willoughby Britton, Cathy Kerr, Jared Lindahl, Jake Davis, and Tom Coburn. In summer, 2014, I also joined Brown's Britton Lab as a research assistant. There I measure the neurophysiological effects of different meditation practices in a NIH-funded clinical trial. This session will be enhanced by my ongoing work in the lab as well as my participation, scheduled for June, in the Summer Research Institute (SRI) of the Mind and Life Institute. This will extend my pedagogical and laboratory-based knowledge and move this scholarship rapidly forward.

I also have developed a small set of classroom exercises that use OM techniques, and implemented them in my interdisciplinary honors first-year seminar, an honors level course called "the Individual and the Community" this work resulted in an article about noting practices forthcoming in the NCHC journal Honors in Practice. Thanks to my more recent training in FA, I see great potential for them to add greater depth to student and instructor awareness of subjective experience and learning, and I look forward to comparing them directly with faculty, students, and staff in the ISETL interactive session.

My work here is supported by substantial research in meditation. According to brain researcher Antonietta Manna and her colleagues, OM can cultivate "enhanced metacognitive and self-regulation skills." Other studies, such as those led by Lorenza S. Colzato recommend OM for creativity and problem-solving, in particular for the generation of new ideas, also called "divergent thinking," or the generation of new ideas, as well as productive cognitive restructuring. Additional scientific research indicates that OM or FA can be useful as early as middle school (Britton et. al., "Randomized Controlled"), that they can also support engagement in lectures (Ramsburg and Youmans), and that they can further develop "a clear reflexive awareness of the usually implicit features of one's mental life" (Lutz et al). Finally, when we consider a more holistic approach to the student, studies also suggest that this sort of verbal labeling of emotions - "affect labeling" - helps to manage negative emotions and emotional reactivity (Lieberman et al.). Overall, these techniques are appealing for many reasons, but not the least because they might create what Richard Paul and Linda Elder argue is an essential "sensitivity to circumstances in which one's native egocentrism is likely to function self-deceptively" and help create "insight into the logical foundations, or lack of such foundations, of one's beliefs." I argue that subjective insights and awareness of limits also reveal another emphasis from Paul and Elder, "sensitivity to bias, prejudice and limitations of one's viewpoint" (22).

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STEM-ming Out: The Growth and Challenges
of Interdisciplinary Literacy in Higher Education

Susan Copeland
Clayton State University
2000 Clayton State Boulevard
Morrow, GA 30260
SusanCopeland@clayton.edu

Michelle Furlong
Clayton State University
2000 Clayton State Boulevard
Morrow, GA 30260
MichelleFurlong@clayton.edu

Jill Lane
Clayton State University
2000 Clayton State Boulevard
Morrow, GA 30260
JillLane@clayton.edu

Objectives:

Session objectives include the following:
- To discuss the contexts for the growing numbers of interdisciplinary studies programs across the academic spectrum, e.g., STEM, STE[A]M, and ST[R]E[A]M.
- To learn about Clayton State University's Interdisciplinary Studies 5201, a team-taught graduate course for students in the Master of Arts in Teaching Biology program, the Master of Arts in Liberal Studies program, and additional Master of Arts in Teaching programs.
- To discuss methods of evaluating this course's success in integrating disciplines and enhancing students' cross-disciplinary literacy.
- To leave the session with more knowledge about STEM programs and interdisciplinary studies in general, as well as about course possibilities and evaluation methods at participants' institutions.

Audience:

All faculty members involved with, or who are interested in, interdisciplinary studies that include natural sciences, engineering, math, art and design, literature, and/or other fields.

Activities:

The presenters will:
- Discuss historical contexts for, and advantages of, STEM programs

- Describe the history of the IDST 5201 course within the Master of Arts in Liberal Studies Program and its application to the new Master of Arts in Teaching Biology Program
- Provide an exercise to illustrate cross-disciplinary teaching in the course
- Raise questions regarding the evaluation of the successes or shortcomings in teaching the initial course in Spring 2016

Participants will:
- Discuss the concept of cross-disciplinary literacy
- Learn about IDST 5201
- Join in an exercise to illustrate such literacy with a passage from a science fiction text
- Debate methods of measuring the successes and failures of IDST 5201 when taught in Spring 2016
- Discuss the potential of using cross-disciplinary literacy approaches at their own institutions and across other disciplines

Description:

The STEM - Science, Technology, Engineering, and Math - Program in the United States began as a K-12 initiative "to collapse the teaching of these subjects individually by using a more interdisciplinary approach to learning, and this was in response to growing concerns that American students were not keeping pace with other students from other countries in these fields" (USGAO, 11). The central aim of the first STEM programs was to "improve teacher quality" by providing educators with an expanded and more integrated knowledge base for their teaching (11), or, in other words, with cross-disciplinary literacy, which has since become a term within the Common Core Initiative (Common Core State Standard Initiative).

However, since its inception, STEM interest has broadened into post-secondary education as demands for highly skilled graduates has been on the rise (Dugger), and its offshoots are perhaps responses to a growing awareness that more interplay and integration among disciplines provides more student involvement and interconnected learning, not only for teacher education students, but for students across fields and levels of education. For example, colleges and universities have expanded this approach with STE[A]M, for Science, Technology, Engineering, Art & Design and Math (STEAM Academy), STEAM-H for, Science, Technology, Engineering, Agriculture, Math and Health (STEAM-H Seminar), and elementary and secondary educators with ST[R]E[A]M for Science, Technology, Reading, Engineering, Art & Design, and Math (Foundation).

This session seeks to suggest another branch to the STEM tree: STEM-L for Science, Technology, Engineering, Math, and Literature. It also seeks to address issues regarding these types of programs and to discuss methods of evaluating the effectiveness of teaching and learning in one STEM-L course: IDST 5201: The Science in Science Fiction.

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"My Professor is . . . ": The Development and Efficacy
of Student Evaluation Instruments (SEI's)

Susan Copeland
Clayton State University
2000 Clayton State Boulevard
Morrow, GA 30260
susancopeland@clayton.edu

Jerry Samples
University of Pittsburgh -- Johnstown
University of Pittsburgh -- Johnstown
Johnstown, PA 15904
samples@pitt.edu

Barbara Musolf
Clayton State University
2000 Clayton State Boulevard
Morrow, GA 30260
BarbaraMusolf@clayton.edu

Objectives:

Session objectives include the following:
- To discuss the general issues related to the use of SEI's to improve teaching across disciplines and institutions
- To draw some conclusions regarding best practices in developing and implementing SEI's
- To leave the session with ideas for addressing SEI issues and advantages at participants' institutions.

Audience:

All faculty members and administrators who use SEI's or want to develop and use them to improve teaching and learning.

Activities:

The presenters will:
- Offer a brief introduction
- Provide an open forum for participants to discuss the development and purposes of SEI's at their individual institutions
- To suggest best practices in improving SEI's and their uses in improving teaching and learning
- Summarize the discussion for further thought beyond the session

Description:

Research indicates that use of the Student Evaluation Instruments (SEI) is a reliable indicator of teaching effectiveness if used properly (Wright, 2006). The instrument itself is most effective when students are aware of the instrument's purpose and provide enough feedback so that total responses are statistically valid. For instructors, the instrument can be approached primarily as a means to receive feedback on their course teaching and respond to areas that may need to be addressed in future courses, while for administrators, the instrument can be used to identify instructors who may need additional mentoring in their teaching (Murphy, Maclaren & Flynn, 2009; Berk, 2005). This session welcomes a guided but candid discussion across disciplines regarding the methods of developing SEI's and their usefulness in improving teaching.

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Learning Leadership: From Theory to Practical Teaching Approaches

Jenny Daugherty
Purdue University
155 S. Grant St.
West Lafayette, Indiana 47907
jldaughe@purdue.edu

Priyanka Brunese
Purdue University
155 S. Grant St.
West Lafayette, Indiana 47906
pshah@purdue.edu

Renu Dalal
Purdue University
155 S. Grant St.
West Lafayette, Indiana 47907
dalal3@purdue.edu

Objectives:

Session objectives include the following:
- To examine the connection between theoretical orientations to leadership and implications for teaching and learning.
- To discuss the presenters' and audience members' experiences teaching and learning leadership at undergraduate and graduate level.
- To deliberate an approach to educate students about the theoretical and practical aspects of leadership along with the development of their personal leadership skills.
- To identify implications of disciplinary theoretical foundations on teaching and learning.

Audience:

All faculty members engaged in the teaching and/or learning of leadership and faculty interested in implications of disciplinary theoretical foundations on teaching and learning.

Activities:

The presenters will:
- Provide a brief introduction to leadership education and leadership development conducted at the undergraduate and graduate levels.
- Discuss the implications of leadership theory on teaching and learning by highlighting a few examples
- Lead a discussion on implications for disciplinary theoretical foundations on teaching and learning

Description:

Underlying leadership education is a theoretical orientation guiding whether and how leadership can be learned. Most of these theories are juxtaposed against one of the oldest and most well researched theories of leadership: trait theory (Northouse, 2013). Trait theory postulates that leaders exhibit a set of common physical and emotional traits they naturally possess (Carlyle, 1849). Leaders are essentially born, not made. Leadership education, however, operates under the assumption that leadership can be learned and developed. The how is up for debate. Theories such as skills approach (Katz, 1955), transformational leadership theory (Burns, 1978), and complexity leadership theory (Lichtenstein et al., 2006) all assume leadership can be developed but each stresses different aspects that need to be learned for effective leadership.

This roundtable discussion will focus on theoretical orientations to leadership education with practical applications drawn from the presenters' teaching and learning experiences at both the undergraduate and graduate level. It will also encourage deliberation on an approach to educate students about the theoretical and practical aspects of leadership along with the development of their personal leadership skills.

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Foresight and Visioning: Creating a Classroom of Futurists for Complex Adaptive Systems

Beverly Davis
Purdue University
5500 St. Rd. 38 E.
Lafayette, IN 47905-9405
bevjd@purdue.edu

Abstract:

The goal of this conference session will be to examine how systems thinking and visioning can be employed to impact student learning and preparation for career paths in their preferred industry. To accomplish this, we will discuss methods that can be utilized to expand student paradigms.

Audience:

This workshop would be of interest to instructors of all disciplines. Any instructor who wishes to add new techniques to the classroom experience will enjoy this session.

Activities:

This interactive workshop is designed to allow participants to discuss the topic of foresight and visioning. Presenter will offer recommendations for successful implementation.
- 10 minutes: Introduce presenter, attendees and topic.
- 20 minutes: Participants complete "Weak Signals Detection Checklist." Presenter will lead a discussion on weak signal detection.
- 15 minutes: Small groups will discuss how this technique could be utilized in participants' own disciplines
- 5 minutes: Presenters conclude and summarize team discussions.
- Presentation Equipment and Room Set-Up

Session Purpose:

- To explore the interactive classroom in teaching the leadership skill of foresight
- To discuss visioning as an act of the contemporary systems thinker
- To have participants test their "Weak Signal Detection" skills
- To discuss how to lead students in utilizing tools or classification

Description:

Effective leadership has always required some level of systems thinking. However, in today's complex and chaotic global world of change, effective leadership demands much more. As teachers of future leaders, the classroom is an opportunity to encourage students to remove paradigm blinders and develop visioning skills. Many leaders are able to recognize strong trends

which affect their business and industry. The leader with visioning skills will be able to not only anticipate the weak signals in the environment, but will be able to detect patterns associated with those weak links.

A weak signal could be lingering under a complex business environment. Malcolm Gladwell in the book, The Tipping Point, discussed how quickly big changes follow small events and the changes that affect your business or industry, could occur rapidly. In today's complex and globalized business environment, the strategy of waiting for strong signals from the environment to tell us change is necessary will not serve leaders well as a way of staying ahead of the competition (Saul, 2006). This author goes on to distinguish between merely detecting signals and pattern recognition. In other words, leader's intuition leads to recognizing patterns involving weak signals that are not yet strong enough to be described by the rational part of our brain which has a preference for dealing with strong signal "facts." (p. 4).

There are many tools that could be utilized in developing foresight. Military intelligence officers gave us the Scan, Clip, Review method used in the military to scan for enemy countries for clues. This method teaches us to scan the bigger picture tracking many different events over time - events that relate to our business or industry. This helps in spotting long-term trends. The key is to recognize trends at an early stage of development so the leader has the time to respond to emerging risks and opportunities. This means developing a foresight for weak signals.

Another method is Kotter's DEGEST method which categorizes business trends into six distinct areas of focus:
1. Demographics: An example of this categorization is recognizing the aging baby boomers.
2. Economics: Understanding the global economy and the challenges and opportunities associated with economic upturns and downturns.
3. Government: Laws and regulations can affect many decisions in a business or industry.
4. Environment: This area forces on issues pertaining to the natural world and how we interact in it.
5. Society: Following popular culture, the media, the educational and religious systems and all the ways we interact with one another.
6. Technology: Trends in technology impacts the government, the economy, and the environment

Utilizing tools or classification system provides tools to improve our understanding of the world around us and how everything is connected.

Developing Foresight:
The tools mentioned above can be very helpful in changing student paradigms for developing foresight.
The following is a list of methods to use for spotting trends.
1. Systematically scan the media. Learn to make the connection between weak signals and identified business or industry.
2. Analyze trends: Identify weak signal trends and plot the direction and development of trends.
3. Develop scenarios to help you visualize future developments and prepare effectively.
4. Talk and follow experts.

5. Create a vision and set goals. Be prepared to consistently update this list.
6. Recognize organizational and personal biases and certainties and how those biases (experience) and certainties (reliance on past success) can serve as blinders in detecting weak signals and preparing for the future.
7. Allow students to think of their preferred career track and picture changes in that industry. Practice developing future scenarios for the industry as well as considering weak signals.
8. Develop a plan on acting on weak signals
9. Balance the past (lessons learned), the present (immediate and pressing concerns), and the future (weak signals and visioning)

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Flipping the Classroom: A Step-by-Step Approach to Fostering Deep Student Learning

Peter Doolittle
Virginia Tech
111 Hillcrest Hall
Blacksburg, VA 24060
pdoo@vt.edu

Objectives:

Participants will be able to:
(a) Explain the core attributes of student learning,
(b) Explain the core components of a flipped class,
(c) Create a flipped lesson based on learning attributes and flipping components,
(d) Create a flipped course based on flipped lessons, and
(e) Create course embedded assessments.

Prerequisites:

Anyone wishing to attend this session must complete the flipped component at
http://www.proactiveteaching.org/isetl/. This flipped component will take 20 minutes to
complete.

Audience:

This session is for anyone who teaches, broadly defined.

Activities:

This session will be a fast-moving workshop that will include:
(a) a pre-session flipped lesson, anyone wishing to attend this session MUST complete the
flipped component first at http://www.proactiveteaching.org/isetl/.
(a) an experiment designed to illuminate the core attributes of learning,
(b) a brief discussion of the core components of a flipped class,
(c) a "how to create" a lesson design activity.
(d) a "how to create" a course instructional design activity, and
(e) a brief discussion of course embedded assessment.

Description:

Flipping falls under the general category of active learning, hands-on minds on learning, or
engaged student learning. As such, flipping is not a new concept as many teachers have been
engaging in this approach to teaching and learning for decades. Unfortunately, something is at
risk of becoming nothing more than another educational fad, unless the foundation and structure
of flipping is made clearer.

Flipping is ultimately based upon the idea that students learn when they process their experiences cognitively, socially, behaviorally, and/or effectively. This processing of experience is based on creating an instructional design/instructional experiences that fosters relevant processing and students. The caricature of flipping is that course content is extracted from the face-to-face course and provided to students in video format for them to watch before coming to class. The danger in this approach is that video-based instruction is often poorly constructed results in very poor learning.

And defective flipped classroom must focus on student learning, which is based on student processing, which is based on constructing activities and lessons that explicitly and proactively engage students. Creating a course based on these processing activities will be the focus of this session.

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Bridging Disciplines Together Through Conversation and Collaboration

Melissa McDowell
Walden University
100 Washington Avenue South
Minneapolis, MN 55401
Melissa.McDowell@waldenu.edu

Lyda Downs
Walden University
100 Washington Avenue South
Minneapolis, MN 55401
Lyda.Downs@waldenu.edu

Objectives:

a) Current collaboration techniques will be evaluated.
b) Strategies for collaboration and building strong interdisciplinary alliances will be discussed.
c) Participants will compose an implementation plan merging current practice with new methods acquired during the session.

Audience:

This session will be beneficial for faculty and administrators who teach both online and in face-to-face settings.

Activities:

Discussion and planning activity

Description:

Education has evolved throughout the past couple of decades and it is becoming more common for academic institutions to offer online classes. With the evolution of online learning come changes in work environments for instructors. Prior to online learning instructors would pass each other in the hallway or start up a conversation at the copy machine. Today alternative strategies to bridge disciplines together need to be considered.

Informal and formal communication amongst colleagues is an essential part of maintaining a healthy professional balance. Research has concluded that informal interactions between instructors are influential in shaping teaching practices (Walsh, Lewis & Rakestraw, 2013). Financial limitations that academic institutions are facing have placed constraints on elaborate instructor trainings, meetings, and collaborations (Gizir, 2010); therefore, strategies bringing academic disciplines together need to be examined and implemented. In this session old collaboration techniques will be considered, evaluated, and revised to offer more current and effective ways for faculty to collaborate and build strong interdisciplinary alliances. Several

ideas for communities of practice will also be presented during the one-hour session that participants can explore implementing at their academic institutions.

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Getting the Message Across: Can You Hear Me?

Melissa McDowell
Walden University
100 Washington Avenue South
Minneapolis, MN 55401
Melissa.McDowell@waldenu.edu

Lyda Downs
Walden University
100 Washington Avenue South
Minneapolis, MN 55401
lyda.downs@waldenu.edu

Objectives:

During this session participants will:
a) Collaborate on current techniques being used when communicating with students.
b) Learn new and innovative methods for communicating with students.
c) Develop techniques for composing and sending effective messages that captures the attention of students.
d) Incorporate effective strategies to use when working with online learners.

Audience:

This session will be beneficial for faculty who teach online and want to learn about different techniques and strategies for communicating effectively with students.

Activities:

We will use open polling and discussion throughout the session.

Description:

Student demographics have changed and there are more and more adult learners in the classroom. Students that are over the age of 50 are opting for online instructional modalities when returning to the classroom (Erickson & Noonan, 2010). Many land-based academic institutions are joining virtual institutions in offering online courses. While students and faculty are together in their virtual classrooms, they do not have the opportunity to communicate in person; therefore, instructors need to consider innovative ways to send their messages so they are received as if they were sent in person.

Adult learners are typically vested in their academic endeavors; however, they must also juggle outside commitments, many times ones that hold the same priority as their school work. While online learners seek flexibility in online learning, most expect to receive the same content as they would in a face-to-face setting (Mahieu & Wolming, 2013). Techniques for sending messages

sent by online instructors should be frequently evaluated and updated to compliment the needs of online learners because oftentimes instructors send messages that are received but not heard due to students being preoccupied with other areas of their lives. This session will present some strategies instructors can use in their classroom, and out, to capture the attention of their students so their messages are heard. Strategies such as using announcement features in the classroom, composing and sending attention grabbing emails, and setting up safe social media sites and blogs are a few of the approaches that will be demonstrated and discussed during this session.

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Internships: An Employment Edge

Rozell Duncan
Kent State University
School of Communication Studies
Kent, Ohio 44242-0001
rduncan@kent.edu

Objectives:

- Session participants will discuss the benefits of Internship programs.
- Session participants will examine ways to design Internship programs that promote marketable skills.

Audience:

This session is most appropriate for faculty who either coordinate Internship programs or who want to learn more about designing an outcome based experience regardless of major.

Activities:

- Participants will engage in small group discussion to develop an understanding of outcome based internship programs.

- Participants will discuss ways to design effective outcome based internship programs

- Strategies for promoting engaged learning through internships will be discussed

Description:

Internships are a subset of Experiential Learning and provide undergraduates with the professional opportunities and responsibilities similar to those experienced by students hired into their first job after college graduation (Position Statement, 2011). In an era when universities are promoting experiential learning, internships are an effective way for students to acquire valuable workplace skills. Internships are" experiences through which students can apply their academic knowledge in work settings..." (Position Statement, 2011, pg. 1). A common educational objective is to provide students with marketable skills necessary to compete in the ever-changing workplace (Kent State University, 2015). Internships are valuable no matter what major students are pursuing. To gain experience and/or determine if a certain career is the "one", internships provide opportunities for the application of academic knowledge, growth, networking, and an awareness of career possibilities (Loretto, 2015). Research conducted by the National Association of College and Employers (2012), indicated that "college graduates with internship experience are more likely to get a job offer and a higher starting salary than graduates with no such background" (Walters & Gilstrap, 2012, pg. 1). Whether the experience is paid or unpaid, the knowledge that is acquired is invaluable. This panel will discuss strategies for designing

Internship programs that will promote positive outcomes and provide students with an employment edge.

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"Show me what you've got!": Creating and Designing Learner-Centered Assessments

Tisha Duncan
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607
duncanti@meredith.edu

Allison Buskirk-Cohen
Delaware Valley University
700 East Butler Avenue
Doylestown, Pennsylvania 18901
allison.cohen@delval.edu

Objectives:

Following this session, participants will
- Experience hands-on learning
- View samples of student created work
- Analyze and revise assessments used in their own classrooms

Audience:

Anyone interested in learner-centered assessment.

Activities:

- Brief introduction through Internet/PowerPoint and focused group interaction with the following: Background information on each presenters reasoning for re-evaluating assessment practices
- Introduce background research on this topic and updates on what has happened with both presenters courses since an initial presentation at ISETL in 2011
- Share examples of student work and evaluate them with audience participation
- Provide time for audience members to revise their own classroom assessments and create new learner-centered assessments
- Guided reflection on experience
- Pros & cons of approach will be discussed

Description:

When instructors require that students really think about what and how they have learned, they are encouraging further learning to occur (Bransford, Brown, & Cocking, 2000). Two professors from differing academic disciplines (education and psychology) have worked over the last 4 years to fully implement learner-centered instruction and assessment in their respective undergraduate and graduate classrooms. Research has demonstrated that students who create

their own assessment must show that they understand the information by re-interpreting it in a different way, the definition of deep learning (Atherton, 2005; Säljö, 1979).

Student-centered learning demands that students set their own objectives for learning, and determine the resources and activities that will help them meet those objectives (Jonassen, 2000). This approach begins with a central question that creates a need for certain knowledge and activities, and learning is the result of students' attempts to respond to that question (Jonassen, 1999). Unfortunately, traditional assessments, such as multiple-choice exams, require very little effort from students. Student-centered approaches, on the other hand, promote a feeling of ownership among students (Pedersen & Liu, 2003). Shepard (2000) recommends the use of open-ended assessment techniques that are designed to involve students in their own learning process.

In this session, the presenters will provide information on creating learner-centered assessments. Sample student work will be shown so that participants have concrete examples of learner-centered assessments. The presenters have used this method with both graduate and undergraduate students in psychology and education. This will be a working session for attendees to analyze and revise their own assessments used. Time will be dedicated toward participants' revision and/or creation of their own assessment with a guided reflection on the process. Finally, advantages and disadvantages of this approach will be discussed based on the presenters' experience. Attendees are encouraged to bring a current assessment used in his/her respective courses.

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Assessing Students' Beliefs about Research: The Research Philosophy Paper

Mark Earley
Bowling Green State University
Educational Foundations, Leadership, & Policy
Bowling Green, OH 43403
earleym@bgsu.edu

Objectives:

The objectives of the presentation are to introduce faculty to assessing student beliefs and affective dimensions of student knowledge and understanding in any discipline.

Audience:

Faculty interested in assessment of student beliefs in any discipline.

Activities:

A brief "show of hands" survey regarding the audience members' use of affective assessment will start the session, followed by an audience discussion of the need for and importance of affective assessment. After a presentation of the study reported here, there will be an audience discussion of the Research Philosophy Statement and its application to other disciplines (for example, an "Economics Philosophy Statement" or a "Social Work Philosophy Statement").

Description:

Students typically come to research methods courses with some level of fear and anxiety, coupled with the fact that they have a hard time seeing the relevance of the course material to their personal or professional lives (Author, 2014). Many authors have written about teaching techniques meant to overcome these negative attitudes (e.g., Benson & Blackman, 2003; Braguglia & Jackson, 2012; Briggs, Brown, Gardner, & Davidson 2009; Campisi & Finn, 2011; Polkinghorne & Wilton 2010; Vandiver & Walsh, 2010), but no authors have talked about assessing and dealing with them directly. The exception to this is measuring student attitudes toward research. Various instruments have been developed to gauge what students think about research in general terms, including the Attitudes toward Research scale (Papanastasiou, 2005), the Gregory Research Beliefs Scale (Gregory, 2010), and the Educators' Attitudes Toward Educational Research scale (Ozturk, 2011). While these instruments capture quantitative changes in students' beliefs and/or attitudes, I find it challenging to grade students on these instruments and instead sought out a more qualitative assessment of student beliefs.

I have two learning outcomes in my introductory course that are directed at students' beliefs about research, but prior to this assessment I have never tracked these beliefs. The purpose of this classroom research study was to develop and evaluate the use of the Research Philosophy Statement as an assessment of students' developing beliefs about research. My own learning outcomes came about after studying Fink's (2013) Significant Learning framework, in which he

encourages "Caring" and "Human Dimension" learning outcomes in addition to the traditional knowledge and skill learning outcomes most courses employ. I was quick to add these learning outcomes to my syllabus, but slow to assess them. They are more affective in nature, and assessing them can be difficult. Bloom also encouraged the valuing of the Affective Doman, but this is not as popular as his Cognitive Domain (Olatunji, 2014).

Students complete the Research Philosophy Statement during the first and last weeks of the term. I provide guidelines that encourage students to focus on two broad areas as they write: what research means to them and who they are as a researcher. The first Statement written in week 1 is meant to capture where students are at the beginning of the course. These are shorter than the final Statement, which captures changes in students' thoughts over the course of the term. I grade statements based on how well students articulate themselves - there are no "right" or "wrong" answers here. I will provide sample statements for discussion in the final paper and as part of the presentation.

The purpose of this presentation is to discuss the 60 pre-course and post-course statements I have collected over three semesters and examine how well these statements assess student beliefs toward research. I will also discuss changes made from the first semester to the semester in which the presentation takes place (fall 2015) based on these results. Finally, I will engage the audience in a discussion about how the Research Philosophy Statement might be further revised as well as how it might be applicable to other subject areas represented in the audience.

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Fostering an Integrated Curriculum in Second Life:
Opportunities for Success

Maureen Ellis
East Carolina University
2313 Bate Building
Greenville, NC 27858
ellism@ecu.edu

Patricia Anderson
East Carolina University
234 Speight
Greenville, NC 27858
andersonp@ecu.edu

Objectives:

During this presentation, participants will:

- Engage in an analysis of integrated curriculum;
- Identify possible content areas or disciplines working cohesively to integrate specific Second Life virtual world skills;
- List at least five different strategies for integrating Second Life into participants' academic disciplines.

Audience:

This presentation will be beneficial for higher education faculty who are interested in developing an integrated curriculum. The presenters utilized Second Life virtual worlds as the platform for modeling this instructional design process. This session will be beneficial for faculty members wanting to learn about different pedagogies that match Second Live skills in their academic disciplines.

Activities:

This presentation will include the following activities:

- Small group discussions via the think-pair-share process to investigate cross-discipline opportunities;
- Problem-based learning activities encouraging participants to match varied academic disciplines with SL skills;
- With the assistance of presenters and working in small groups, participants will identify and self-select at least five different strategies for integrating Second Life into their own academic disciplines.

Description:

Demand for educational content with multi-media is at an all-time high (Atkins, Bennett, Brown, Chopra, Dede, Fishman, & Williams, 2010). This presentation describes how faculty from different disciplines adopted the interdisciplinary approach to design, develop, and deliver a Second Life course. This pedagogical model provides useful, practical advice for faculty considering interdisciplinary teaching projects in the Second Life platform. Beyond its origin as a gaming platform, Second Life has become an innovative approach to teaching with multicultural exposure, the exploration of methods for online learning where faculty and student can interact with expressions, share course material, and create a persona all while using Web 2.0 technologies (Bignell & Parson, 2010, Bowers, Ragas, & Neely, 2009; Inman, Wright, & Hartman, 2010). Authors Layne et al (2014) reported successful connections between their VITAL methodology of teaching in Second Life and a variety of disciplines. According to Dreher, Reiners, Torsten, Dreher, and Dreher (2009), Virtual World technology provides opportunities to redesign approaches for pedagogy rather than reproducing traditional methods. A unique level of immersion into a learning activity and interactions within that activity offer new possibilities for pedagogical approaches and increased learning in an innovative setting.

The goal for this presentation describes faculty designing and developing a curriculum based on the integrated curriculum model as an organizational structure and approach that weaves together content disciplines through a substantial theme or complex topic. By immersing learners in an integrated-thematic unit, faculty members provided learning experiences across disciplines, encouraging students to transfer and retain knowledge, as well as conceptually understand topics (Post, Ellis, Humphreys, & Buggey, 1997). One group of students received the integrated curriculum approach, and one group did not. At the end of the course, students who received the integrated curriculum approach showed more engagement with the course content through blogs, reflections and classroom activities. End-of-course grades were higher for students who participated in integrated curriculum than students who were not involved with the treatment. Overall, a positive outcome was achieved.

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Pedagogical Humor That Engages Students and Makes Content Memorable

Teri Evans-Palmer
Texas State University
601 University Drive
San Marcos, Texas 78666
te10@txstate.edu

Objectives:

During this presentation, participants will:
a) Learn that pedagogical humor can serve both novice and experienced teachers in raising their resilience to job-related stressors
b) Develop humor strategies that builds student rapport
c) Discover how social humor improves teachers' sense of control and their perceptions of effectiveness

Audience:

This research presentation will benefit ISETL educators of any discipline, teacher educators, administrators, professional development stakeholders and policy makers.

Activities:

This presentation will include the following activities:
a) Personal narratives that describe how pedagogical humor improves teaching practice in K-higher education classrooms.
b) Research that supports humor's benefit to teachers and students
c) Interactive sharing of teaching successes with humor similar to friendly "locker-room" talk
d) Dramatic vignettes, role-playing and group collaboration to develop solutions for classrooms scenarios

Description:

The most desirable learning outcomes are associated with teachers who use humor and exhibit behaviors of immediacy (Gorham & Christophel, 1990). In fact, teachers with high humor orientations possess more positive attributes (Wrench & McCroskey, 2001), demonstrate more authentic concern for students (Glasser, 1997;) and hold higher estimations of their abilities than those with lower humor (Sveback, 1974; Ziv, 1984). Research corroborates the association of pedagogically humor with positive teacher evaluations (Martin, 2007), effective communication (Berk, 2003), student enjoyment of the subject (Berk, 2002); and student retention (Korobkin, 1988; Martin, 2007; Opplinger & Zillman, 2003; Torok, McMorris, & Lin, 2004; Ziv, 1988). Teachers' perceptions of their ability to motivate and promote student learning was introduced in the social cognitive theory and is referred to as self-efficacy (Bandura, 1993; Gibson & Dembo, 1984). Essentially, what teachers believe about their ability to perform a task is far more potent than their ability to actually perform the task (Pajares, 2002). Social cognitive theory prescribes

four sources of influence (enactive mastery experiences, vicarious experiences, verbal persuasion and affective arousal) to control teachers' perceptions of efficacy (Bandura, 1997). In the area of affective arousal, humor significantly supports teachers' emotional health (Gorham & Christophel, 1990; Wanzer & Frymier, 1999).

The author explored the relationship between the multidimensional constructs of humor and self-efficacy in a quantitative study and found a moderate, positive relationship between teachers' social humor and instructional efficacy. The findings support the conclusion that characteristics akin to dispositions emerge at conceptual intersections when the results, along with the literatures for humor and self-efficacy are compared. The assertion is that teachers who possess high self-efficacy and high humor orientation are likely to demonstrate (a) social connectedness because of their keen sensitivity to emotional cues, and (b) emotional intelligence to gain immediacy and rapport with students. They are capable of innovative, (c) divergent thinking, are optimistic that they can maintain the (d) resiliency to adversity that is necessary to override stressors and believe that they are capable of adapting instruction through (e) self-monitoring to match mitigating factors in the classroom.

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Digital Toolbox: Using Video to Improve Student Engagement and Class Participation

Alicia Finnell
Appalachian State University
Reich College of Education
Boone, NC 28608
finnellam@appstate.edu

Stephanie Williams
Greenville County School District
100 Blassingame Road
Greenville, SC 29605
stephwil@greenville.k12.sc.us

Objectives:

During this presentation, participants will:
1) Review the importance of active learning.
2) Brainstorm ways to use video to empower learners.
3) Explore digital video tools that may be used to engage students in face-to-face and online environments.
4) Create a digital video product/activity that engages students in a lesson.

Audience:

This presentation will benefit educators who teach in face-to-face and online environments who are looking for ways to engage their students and give them more opportunities to display their knowledge and creativity in class.

Activities:

This presentation will include the following activities:
1) Presentation and exploration of a variety of digital video tools used to engage students
2) Creation of a brief digital video product/activity

Description:

A large majority of the students we teach are digital natives. They use technology daily, are comfortable with it enough to use it for learning, and expect us to use it in our teaching (Rickman & Grudzinski, 2000). When used appropriately, the integration of technology into our teaching helps us improve student engagement (Smith & Dobson, 2011). For decades, educational audio-visual tools have been used to "capture the attention of learners, increase their motivation and enhance their learning experience" (Cruse, n.d., p. 1). A 2004 survey from the Corporation for Public Broadcasting revealed that educational videos may be used to reinforce readings and lectures, help provide a common base of knowledge, enhance student comprehension and discussion, provide greater accommodation for diverse learners, increase

student enthusiasm and motivation, and improve teacher effectiveness (as cited in Cruse). Today's digital video tools allow us to do the same things.

With the use of digital video tools, teachers may expand their use of video beyond third party informational videos. These technologies allow teachers to create dynamic classroom experiences for their students (Courts & Tucker, 2012). Teachers may create their own videos to explain and demonstrate concepts and practices (Brecht, 2012). They may also empower students by having them create videos to share reflections and display knowledge (Bonk & Zhang, 2008). Video technology may also be used for live tutoring sessions and collaboration (Johnson & Bratt, 2009). Learning activities that require the use of digital video tools provide opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject" (Meyer & Jones, 1993, p. 6). We just have to remember that effective use of digital tools, including video, requires us to use those tools which best match lesson objectives (Bates & Poole, 2003).

The use of digital video in teaching and learning aligns with the International Society for Technology in Education (ISTE)'s (2014) National Education Technology Standards. According to the standards' performance indicators, effective teachers "design and develop digital-age learning experiences and assessments" (p. 1). They also "model digital-age work and learning" and "facilitate and inspire student learning and creativity" (p. 1). Using and creating digital videos allow teachers and students to be innovative, think critically, solve problems, communicate, and collaborate; all of which are 21st century learning and innovation skills noted in the Framework for 21st Century Learning (Partnership for 21st Century Learning, 2008).

Digital video technology available to teachers for increasing student engagement and class participation includes tools like Haikudeck, Movenote, Educreations, and Screenr. Come to this session to explore a variety of cool and "free" digital video tools that may be used to engage your students.

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Putting Your Students in Jeopardy!

Daniella Fisher
University of Cincinnati Blue Ash College
9555 Plainfield Rd.
Cincinnati, OH 45236
daniella.fisher@uc.edu

Thomas Stringfield
University of Cincinnati Blue Ash College
9555 Plainfield Rd.
Cincinnati, OH 45236
thomas.stringfield@uc.edu

Objectives:

During this presentation, participants will:
- Discover how games have been used in our courses and weigh the positives and negatives of such approaches.
- Assess student reaction, feedback, and potential impact on learning.
- Develop ideas for application and effective implementation in their own courses.
- Explore a Classroom Jeopardy! game system.

Audience:

This presentation will be beneficial for faculty who wish to provide fun, engaging ways for students to interact with course material.

Activities:

This presentation will include the following:
- Discussion and collaborative development of a potential game activity applicable to the participant's discipline.
- Participation in a live game with follow-up discussion, including assessment of the experience.

Description:

Game shows have been shown to be an effective way to employ active learning techniques to review course material (1,2) and can be used to review sensitive and/or difficult material (3). Games are fun, students report liking them, and the element of competition can spark additional interest in some students (2).

Just as with a traditional lecture period, the design of game-based activities plays a major role in determining how much the students will benefit from it. The design of an effective game activity should take into account many factors, including:

- How much time can be dedicated for the activity?
- How many students will be centrally involved (or will not be involved)?
- Is the game designed to review material or introduce/reinforce it?
- What equipment and technology are available?

Jeopardy! is a well-known game format that is commonly used in a classroom setting, and it is this game format that will be explored in the activities. However, the factors to consider in using gaming can be applied to other types of games.

In many cases, the execution of an in-class game is limited in scope by the equipment or technology available to the instructor and students, so design must consider the technological limitations. Standard PowerPoint slides can be used (4), but a portable, self-contained game system and software can standardize and enhance the experience for all students. Participants will experience and assess one such system.

Although some work has been done to assess the use of games to present new material (5), the literature combining Jeopardy! style shows with the newly popular "flipped classroom" model is scarce at the present time. The use of gaming as a way to introduce new course material, as opposed to simply reviewing material, will be explored.

In this session, we will discuss each of these factors and provide options that participants can consider when creating game activities that apply to their own objectives and discipline. We will also develop strategies to assess the effectiveness and student perceptions of the game activities.

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Best Practices and Lessons Learned:
Student Perceptions in an Online Community Engagement Project

Antoinette France-Harris
Clayton State University
2000 Clayton State Blvd
Morrow, GA 30260
AntoinetteFrance-Harris@clayton.edu

Christie Burton
Clayton State University
2000 Clayton State Blvd
Morrow, GA 30260
christieburton@clayton.edu

Mara Mooney
Clayton State University
2000 Clayton State Blvd
Morrow, GA 30260
maramooney@clayton.edu

Objectives:

To provide a resource for instructors who seek to incorporate community engagement into alternative course formats and to present creative methods by which to promote student learning through community engagement.

Audience:

This presentation is intended for administrators and faculty from all disciplines who are interested in learning about benefits to student learning and in obtaining practical tips to develop a community engagement assignment.

Activities:

Ask attendees to think about possible community engagement projects that tie into their respective disciplines. Then, have attendees pair up to discuss these ideas and develop concrete elements for a specific class. Lastly, ask attendees to share their brainstorming results with the group while the presenters offer suggestions.

Description:

The researchers gathered student perceptions of the community engagement projects to obtain student-focused, constructive feedback on ways to design, implement, and make improvements to an online community engagement project. We will incorporate this feedback into our own experiences from the instructors' viewpoint to propose concrete suggestions and ideas to other

people who are considering the incorporation of community engagement into their online classes.

Literature Review

Community engagement is defined by the Carnegie Foundation as "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Carnegie Foundation, 2008b). Community engagement experiences can be a valuable pedagogical tool in providing students with enhanced learning opportunities that foster better understanding of societal needs and professional accountability (Boyer, 1996). Assignments that immerse students in the larger community also give students practice to grapple with the complexity of their personal values when immersed in a community (Kelly and Miller, 2008), stronger democratic values and civic responsibility, as well as address critical societal issues and enrich the scholarship and creative activities of faculty (Committee on Institutional Cooperation Committee on Engagement, 2005; Miles, Reed, Brown & Allen, 2009). Studies have shown that in online classes this type of civic engagement will create a sense of community that is critical to student success (Brown, 2001; Sadera, Robertson, Song, & Midon, 2009; Song, Hill, Singleton, & Koh, 2004). Although research has revealed that community engagement activities are associated with positive student perceptions, additional research is needed to determine the factors that account for this increase (Furze, Black, Peck, & Jensen, 2011; Hoppes, Bender, & DeGrace, 2003). The purpose of this research is to explore students' perceptions of their community engagement experience, draw conclusions of what worked well and what was not as successful and to replicate the course again in future semesters using these lessons learned.

Method

The legal studies and human resource management disciplines are competency-based and students benefit when they can practice the skills they learn in real world, low stakes environments. For this reason, a community engagement assignment was well-suited for these courses and took advantage of what Gruenwald (2005) and Lysne, et al. (2013) note as critical for 21st century students; that is, understanding the notion of "place." Rather than learning being relegated to inside the fours wall of an institution, learning can happen everywhere and different places teach us about how the world works and how our lives fit into the spaces we occupy. In this qualitative study, students in both online courses participated in an assigned community engagement project that they could complete either individually or working in a group.

The legal studies project was offered in the instructor's online Wills, Trusts, and Probate Law class. She had her 28 students work in groups to draft estate planning documents for low-income individuals in the campus' surrounding community. Students were aware of the community engagement component of the class before they registered and the syllabus clearly outlined the semester-long project and objectives related to a service-learning course.

Initially, the instructor explained the importance of pro-bono work in the legal field and offered the students the opportunity to reflect upon service and their expectations of the experience.

After a month of instruction, the instructor and her students met with their clients for the first time. She conducted an information session, distributed literature, and advised the clients of the importance of estate planning. Then, her students conducted client interviews utilizing a questionnaire that they had assisted in preparing. Thereafter, using an online discussion board, the instructor had the students reflect upon the client meeting. For many it was the first time they had interacted with a "real-life" client or participated in community service. Subsequently, the students began drafting the necessary documents and submitting them to the instructor for her review. When they eventually finalized the documents, the instructor and each group had a conference call with the client to review the details prior to the execution of the documents. At the second and final meeting with the clients, the students and instructor explained the documents again and had them signed and notarized. Upon completion of the project, the instructor provided the final opportunity for students to reflect upon their community engagement experience on an online discussion board.

The other community engagement project was assigned to two sections of 58 students in an undergraduate human resource management course. Using concepts learned in the course, students acted as a consultant of training or personnel selection and collected information on the mission, goals, programs and organizational structure in either a local business or non-profit organization. Working individually or in groups, they provided analysis and recommendations that highlighted areas of exemplar and opportunities for improvement. Students met with their client organizations as needed and delivered a final report of their findings at the conclusion. At various stages in the project, students submitted an agency selection form, completed two discussion postings that prompted personal reflection and participated in an after action focus group interview.

<div align="center">Results</div>

At the beginning of the semester, the legal studies students were asked to reflect about the community engagement component of their online course. They expressed great excitement about offering a much-needed service to the community, dealing with "real-life" clients, and actually using the knowledge and concrete skills that they would be learning in class.

Throughout the course, a number of students approached the instructor about how they were now encouraging family members to prepare these important documents. Other students explained turmoil resulting from family members who had died during the semester without having these documents in place. Still others confided that this experience has encouraged them to continue to provide pro bono legal assistance to those in need. Regarding, working in groups, as is typical there were reports of students who did not do their "fair share." However, overall, in their final reflections, the students revealed that the community engagement component of the class helped to foster both student-instructor and student-student interaction in the online class. Moreover, it assisted in engaging the students in the course content. Students in the HR management course were asked to reflect on the following questions. Early in the project students were asked: How were the concepts you are currently learning about in class reflected in your visit to your organization? What are the similarities and differences between the concepts and reality? What useful skills did you discover during your client meeting? How might you apply these newly discovered skills in other situations? Did you use a skill that you didn't think you would need or

use? Why? Near the end of the project, students were asked to find a picture or song lyrics that illustrated their community engagement experience and post it along with a brief caption stating why they chose it.

Overall, students discovered skills and competencies that they did not know they possessed and were encouraged about their ability to use them in future situations. Pictures and songs posted creatively expressed students' positive experiences.

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Learner-Centered Teaching: Intention vs. Practice

Mary Garner
Kennesaw State University
3211 Campus Loop Road
Kennesaw, GEORGIA 30339
mgarner@kennesaw.edu

Amy Buddie
Kennesaw State University
3211 Campus Loop Road
Kennesaw, Georgia 30144
abuddie@kennesaw.edu

Objectives:

The objectives of this presentation are to:
1. Raise participants' awareness of the possible disconnect between how faculty say they approach teaching and how they actually approach teaching, as evidenced in our study.
2. Increase participants' understanding of the principles of learner-centered teaching and how those principles are manifest in attitudes towards teaching, course design as reflected in syllabi, and observations of classroom practice.
3. Suggest ways that faculty developers can help faculty ensure that their beliefs align with their teaching practices.

Audience:

This presentation is intended for faculty, faculty developers, and the general ISETL audience who are interested in promoting learner-centered teaching.

Activities:

The presentation will begin with the question: What should you expect to see on observation of a faculty member who espouses a learner-centered approach to teaching? We will then review Weimer's (2013) definition of learner-centered teaching, and discuss how it coincides with the principles of learning presented by Ambrose et al (2010). We'll present the results of our study. Participants will be asked to critically reflect on their own teaching, (e.g., the degree to which they think they are learner-centered, actual teaching practices, assessments, and syllabus of a specific course they teach.) Attendees will pair up and discuss their reflections with each other, giving extra consideration to the extent to which self-reports do not match up with the behaviors.

Summary:

Learner-centered teaching refers to an approach in which teachers aim to facilitate student learning rather than merely transmit information (Blumberg, 2008; Weimer, 2013). Research suggests that learner-centered teaching leads to better student outcomes; however, most college

classrooms are still teacher centered (Weimer, 2013). Even faculty who have undergone training on learner-centered teaching and who self-report that they have become more learner-centered do not necessarily exhibit these behaviors during classroom observations (Ebert-May et al., 2011). There is a similar disconnect in faculty members' self-reports versus behaviors regarding critical reflection about teaching (Kreber, 2004). More research is needed on the extent to which faculty members' self-reports about teaching and actual behaviors match up.

Therefore, we conducted a study in which we administered an online survey about learner-centered teaching (Trigwell & Prosser, 2004) to new faculty. Virtually all of the participants (63 of 65) espoused a learner-centered approach. Four of these participants were interviewed about their use of the principles of smart teaching (Ambrose et al., 2010). In addition, their syllabi were examined using Palmer et al.'s (2014) syllabus rubric. Finally, these participants were observed teaching.

Preliminary results indicate that there was a disconnect between faculty members' intentions and actual practice. For example, one of the participants' survey and interview results indicated learner-centered teaching; however, during the classroom observation, he lectured for 1.5 hours. The faculty member who espoused the least commitment to learner-centered teaching was the only faculty member who used group work.

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You're Still the One: Creating Effective Instruction by Teaching Naked

Rebecca Ghabour
Wilmington University
3282 N. DuPont Highway
Dover, DE 19901
rebecca.m.ghabour@wilmu.edu

Objectives:

As a result of participating in this session, participants will be able to:
1. Analyze the roles that faculty and technology play in student learning.
2. Describe the Teaching Naked (Bowen, 2012) framework and how it can motivate students and promote learning.
3. Design effective instruction based on the Teaching Naked model (Bowen, 2012).
4. Examine the instructional strategies in the Teaching Naked (Bowen, 2012) cycle.

Audience:

This presentation will be beneficial for faculty who teach in any discipline who are interested in designing instruction that engages students and enhances classroom interactions. This presentation will be geared towards those who teach face-to-face classes, but the content can also be applied to online learning.

Activities:

In this session participants will:
1. Engage in large and small group discussion where they compare and contrast the roles of technology and the roles of the professor in student learning.

2. Experience the Teaching Naked Cycle (Bowen, 2012) from a learner's perspective. This will include participating in discussions, group activities where they design instruction, and engaging in a self-regulation writing prompt.

3. Reflect on the effectiveness of the Teaching Naked Cycle via discussion.

Description:

Technology has greatly changed our society. Toddlers can navigate a smart phone or iPad with little help from their parents. From the terminology that we use, to the knowledge and skills we possess, technology has changed how we live life. Technology has also changed the climate of higher education. Online learning is commonplace. Entire degree programs can be completed via the internet, without ever stepping foot into a classroom. Information, which was once only found in books, or in the minds of individuals, is now easily accessible with the touch of a button (Bowen, 2012). Students can use their smart phones to find an answer to a question in less time than it takes to read a page in a textbook. The role of the professor filling students with

knowledge is obsolete. However, while technology may be best used to gain factual information (Lee, Waxman,Wu, Mitchko, & Lin, 2013), the value in the face to face learning environment lies in the interaction between student and teacher and students and peers (Bowen, 2012). The instruction we plan should facilitate interaction and the development of higher order thinking skills.

Bowen (2012) has outlined a framework called Teaching Naked that takes into consideration research on how individuals learn. Through the Teaching Naked framework, professors can engage students in ways that capture their attention, promote critical thinking and problem solving, and allow them to reflect on their learning. The first four strategies can be done with the use of technology prior to students coming to class; thus, creating a "flipped classroom" in which learners are exposed to the given content before coming to class so that class time can be used for problem solving, analyzing, and synthesizing information (Walvrood & Anderson, 1998). Studies (e.g., Deslauriers, Schelew, & Weiman, 2011; Clark, 2015) suggest that the flipped framework can lead to effective learning.

The Teaching Naked process begins with creating opportunities for students to make a personal connection to the material being taught. The second step is exposing learners to the content via videos, readings, websites, etc. The next strategy involves students taking a low-stakes exam to assess their learning. After that, learners are asked to elaborate on their learning by completing a task in writing. For example, students could provide examples, create lists, or design a scenario. When they attend class, learners are then challenged by a problem presented by the instructor. For example, if students in an Abnormal Psychology course were asked to design a treatment plan for individuals with Post Traumatic Stress Disorder, the instructor may pose the following challenge: What if the individual was 5 years old? How would this change your treatment plan? Upon completion of the in-class activity, students then reflect on their meta-cognitive skills. This could be done in writing by asking students to compare the learning strategies they used to the knowledge and skills that they gained from the activity. Finally, the instructor provides a follow-up email to reinforce the learning that occurred (Bowen, 2012).

In this interactive teaching session, participants will be able to experience the Teaching Naked cycle, reflect on its effectiveness, and share ways that they could apply the strategies to their own courses.

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Oh say, what do you see? Using student-videos for reflection and feedback

Sharon Gilbert
Radford University
PO Box 6959
Radford, VA 24142
sgilbert13@radford.edu

Katie Hilden
Radford University
PO Box 6959
Radford, VA 24141
kclouse@radford.edu

Objectives:

We will explore the uses of student-created video as both a learning and assessment tool. Additionally, as a group, we will discuss the practical benefits, roadblocks and possible solutions to incorporating video into instruction and assignments. This conversation will be contextualized through the lens of our experience in a teacher preparation program. However, participants will brainstorm and share ways to implement video across their disciplines.

Audience:

This session would be beneficial for any college-level instructors and administrators. Online instructors may particularly find this session to be helpful. Administrators will learn how archived videos can be linked to Specialized Professional Association (SPA) and national accrediting program standards (e.g., CAEP). Class instructors and clinical supervisors will both benefit from exploring the many applications of video in the classroom and field experiences.

Activities:

- Participants will begin and end the session by filling out an anticipation guide where they will capture their beliefs and knowledge about using video in the class.
- We will model how Edthena, an online video tool, can be used to enhance current instructional and assessment practices.
- A carousel activity will serve as a forum for discussing the benefits, roadblocks, and uses for student-created videos.

Description:

It is one thing to master the knowledge associated with an area of study. However, the ability to apply that knowledge in an integrated fashion in authentic situations requires a higher degree of mastery. Student-created videos encourage students to take an active role in their growth and reflect on their own teaching (Towndrow & Tan, 2009). Videos also allow instructors to give in-depth feedback about the students' skills when embedded in complex, interactive settings.

Similarly, students can learn how to give appropriate, positive feedback to peers by watching and commenting on colleagues' videos (Baecher et al., 2014). By archiving videos, students can also demonstrate growth over time (Rich, Recesso, Allexsaht-Snider, & Hannafin, as cited in Tripp & Rich, 2012) and mastery of a range of accreditation standards. Finally, exemplar videos can be shared across instructors to establish evaluation expectations and standardized observation feedback. Participants will problem solve potential roadblocks such as time management, permissions to video, and a variety of technical issues.

The presenters will provide advice about how to incorporate student videos as part of the learning and formative assessment processes. We will showcase the Edthena platform as one resource for managing and archiving videos. We will model a variety of ways that we have used student-videos across the education undergraduate program. The audience will be involved in sharing how videos could be incorporated across disciplines for a variety of purposes.

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Fostering Student Engagement:
A Strategy for Developing Intrinsic Motivation and Learner Autonomy

Mary Goldschmidt
University of Scranton
800 Linden Ave
Scranton, PA 18510
mary.goldschmidt@scranton.edu

Objectives:

During this interactive teaching session, participants will:
a) Learn about the benefits of Self-Regulated Learning techniques;
b) Experientially apply a sequence of reflective activities based on the core components of Self-Regulated Learning to one of their own goals as a teacher;
c) Using a generic model, draft their initial thinking about how they can adapt this strategy in their own courses.

Audience:

This presentation will benefit any faculty member who seeks to increase their students' intrinsic motivation and autonomy, but will be of particular interest to those who teach courses in general education, first year seminars, or introductory-level courses in the major.

Activities:

This presentation will include the following activities:
1) A brief introduction to the research that has documented the benefits of self-directed learning techniques for post-secondary education students, including highlights from a pilot study conducted by the presenter;
2) Hands-on work completing model examples of the assignments used with students, but in this case applied to a concrete learning goal chosen by the participant;
3) Drafting ideas about how such a strategy could be adapted in one of their own courses and sharing with co-participants for discussion.

Description:

Self-regulated learning (SRL) involves a sequence of activities in which students set goals, make plans for achieving them, self-monitor their efforts, and then self-evaluate at various points during the learning process (Pintrich & Zusho, 2002). Decades of scholarship in cognitive and educational psychology have shown that students who use the strategies associated with SRL are more effective learners (Zimmerman 1989; Zimmerman 1990; Schraw 1998; Pintrich 2004; Nilson 2013; Girash 2014). In higher education, studies examining the effects of instructional interventions confirm the positive influence of SRL on student learning and achievement (Ku & Ho, 2010; Tanner, 2012; Zhao, Wardeska, McGuire, & Cook, 2014). The literature that offers guidance for faculty who wish to incorporate SRL instruction in their courses has addressed two

primary areas: 1) the need to include effective instructional practices within disciplinary contexts (Pintrich, 2002, p. 223), and 2) concerns about perceived "lost" time on content (Nilson, 2013, p. 109; Girash, 2014, p. 159).

In this interactive teaching session, you'll have a chance to see a detailed example of SRL instruction that was used in a general education literature course with majors from across the university, including the students' post-course recommendations for how to improve the assignments. You will then have the opportunity to do some of the early assignments in this model for your own self-identified goal. Experiencing what we ask students to do can be a powerful way to think about learning from our students' point of view, and can bolster our beliefs in education as a partnership. In the remainder of the session, you will have a chance to draft ideas for adapting such a strategy in your own courses.

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Using Mobile Devices for Learning Innovations in Higher Education

Michele Halleran
Embry-Riddle Aeronautical University
600 South Clyde Morris Blvd
Daytona Beach, FL 32114-3900
Michele.Halleran@erau.edu

Objectives:

This poster session will present a brief overview of the outcomes from a research grant focused on the use of mobile devices as a means to increase learning efficiency. An iPad demonstration of the applications used in the research will accompany the poster session. Finally, the results will be discussed related to the study findings.

Audience:

This presentation is intended for administrators, faculty, faculty developers, and a general ISETL audience who may be interested in mobile learning innovations in higher education.

Activities:

This poster session will present a brief overview of the outcomes from a research grant focused on the use of mobile devices as a means to increase learning efficiency. An iPad demonstration of the applications used in the research will accompany the poster session. Finally, the results will be discussed related to the study findings.

Description:

Following the Substitution Augmentation Modification Redefinition (SAMR) Model, an AS 221 course was updated in fall 2014 and spring 2015. AS 221 - Instrument Pilot Operations is a course in which the students develop aeronautical knowledge required to navigate an aircraft solely by the flight instruments (no outside references). Course topics include instrument flying regulations, safety, operations, navigation systems, chart use, weather, flight planning, decision making, and crew resource management. The current teaching methods used by most of the Aeronautical Science (AS) professors for this course is lecture method, paper charts, and PowerPoint presentations. In stark contrast, half (49%) of the AS 221 students use an iPad for navigation purposes in the actual aircraft and no paper charts.

The SAMR Model outlines a process that demonstrates how the use of computer technology impacts teaching and learning (Puentedura, 2012). Puentedura uses the SAMR model to describe four stages of computer technology use in a learning environment. The first stage is Substitution, in which the computer technology is used to accomplish the same assignment as was accomplished before the use of computers (Hockly, 2012; Puentedura, 2010). For an AS 221 course, the iPad was substituted for paper navigation charts for half of the class students.

The second stage of the SAMR Model is Augmentation and is defined as the computer technology used as an operational means to perform an assignment or task (Puentedura, 2012). An AS 221 course was augmented in two different ways. For test # 1, in lieu of a pencil and paper test, the test was administered through BlackBoard using the test function which downloads the grades directly into the gradebook function. The second way AS 221 was augmented was by allowing the students with iPads to use their iPad for test # 2 (implemented fall 2014 semester). Students without iPads continued to use paper charts. The students with iPads were allowed to use the ForeFlight application as their source of navigation charts instead of paper charts. Because test #2 is pure application in which all of the test answers are found on the navigation charts regardless of paper or electronic, the students with iPads did not have an advantage over students using paper charts.

The third and fourth stages of the SAMR Model are Modification and Redefinition (Puentedura, 2012). In the Modification stage, students can complete tasks through the use of computer technology whereas in the Redefinition stage, students complete different tasks that were not possible without the use of computer technology (Hockly, 2012; Puentedura, 2010). The use of Microsoft FlightSim to fly instrument navigation approaches on the classroom computers modified and to an extent, redefined an AS 221 course, because without the Microsoft FlightSim software, students would not be able to perform this task in the classroom.

The assessment of this course was through quantitative data analysis using comparative statistics. Fall 2014 was the first semester that AS 221 students were allowed to use an iPad with the ForeFlight application for test #2 in lieu of paper navigation charts. Because AS 221 is a Federal Aviation Administration (FAA) course, the Chief Ground Instructor, the AS 221 Course Monitor, and the Aeronautical Science (AS) Department Chair all had to agree that allowing students to use their iPads with the ForeFlight application during a test did not violate the FAA regulatory oversight for this course. Not only was the request to use iPads during test #2 approved, two other AS professors chose to do so as well.

In the fall 2014 term, three AS professors (including the researcher) allowed students to use their personal iPad with the ForeFlight application for test #2. The same test was administered the semester prior so that class test averages could be compared between two different semesters. Between the three professors, a total of five sections of AS 221 in the fall of 2014 were taught. The total student population for these five classes was 155 students. Out of the 155 students, 76 students or 49% of the students used iPads during test #2. Below is the breakdown of total students per each section that used iPads for test #2. The test #2 averages from spring 2014 (without iPad users during test #2) were compared to the fall 2014 semester test #2 averages (with iPad users during test #2).

# of Students Enrolled in Class	# of Students Used iPad	Test # 2 Avg Fall 2014 (iPad)	Test # 2 Avg Spring 2015 (no)
25	16	83	82
34	17	84	82
34	15	80	82
28	10	80	81

34	18	83	83

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In conclusion, in the fall 2014 semester, the use of iPads in the classroom through the ForeFlight and FltPlan Go (Fltplan.com) applications was introduced in class exercises and homework assignments as well as using the iPad for cross country navigation for test #3 subject material. For the iPad users, these assignments were calculated on the iPad then handwritten on ERAU flight plan forms and discussed in class or submitted for a grade. The paper chart users did everything by hand and it took a considerable longer amount of time for these students. By the time students finish this AS 221 course, the majority buy iPads to fly with for the rest of their tenure at ERAU. Although the iPads are used as substitutions for paper in these examples, the in class and homework exercises were based on the functionality of ForeFlight and FltPlan Go, so without these two applications, the exercises would not exist.

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Problem Solving to Promote Active Learning and Knowledge Construction:
From Prior Knowledge to Transfer

Lynne Hammann
Mansfield University
203C Retan Center
Mansfield, PA 16933
lhammann@mansfield.edu

Objectives:

- Reflect and share approaches for instruction addressing problem solving in individual content areas
- Brainstorm strategies for learning opportunities to engage students in problem solving
- Engage in group activities illustrating problem solving strategies
- Engage in critical thinking and problem-solving with colleagues
- Apply concepts to own practices
- Share reflections with colleagues

Audience:

Higher Education Faculty

Activities:

- Brainstorm and Think-Pair-Share about opportunities for problem-solving in own classrooms
- Engage in problem-solving activity
- Share thinking and learning processes with whole group
- Construct/identify a problem solving strategy/instructional approach that participants can use/have used successfully to support student learning

Description:

Danielson (1996) described constructivism as having "important implications for teaching and for the role of a teacher in student learning....[focusing] on designing activities and assignments - many of them framed as problem-solving - that can engage students in constructing important knowledge" (p. 25). When we review the problem-solving literature, we find shared essential concepts across domains. For example, the definition of a problem generally includes an initial state, a goal state, and an unspecified process to get from the former to the latter (Mayer, 1992).

Problem Solving

Sinnott (1989) has pointed out that "if we question ourselves, about what is the most interesting or important thing humans do with their thinking skills, the answer usually is "They solve

problems'" (p. 1). In the context of problem solving, Mayer (2008) has described problem solving and cognition and thinking as "internal,...a process, ...directed toward a solution" (p. 7). Interestingly, the problem's goal or solution itself may vary from learner to learner (Sternberg & Williams, 2001). For example, the question (or problem) as the solver defines it - or perceives it - may influence the method(s) he/she uses to "solve" the problem. Furthermore, an aspect not always considered when solving problems is finding or recognizing that a problem even exists (Danielson, 2006). Danielson's (2006) described the problem solving process as an educational leadership skill that also includes specific such as supporting facts, including managing and reporting of this information.

Active Learning

Active learning is an integral feature of constructivism with implications and learning opportunities for both instructors as well as for their students. For example, course assessments and procedures that elicit active learning offer opportunities for learners to construct their own individual knowledge (Danielson, 1996) and understanding, from use of their prior knowledge to making connections among topics to transfer of prior knowledge. "If students construct their own learning, then it makes sense that the real learning can only be managed by them....(Kuhn & Rundle-Thiele, 2010). In fact, problem-solvers may even generate their own questions as part of active learning and engaging in individual critical thinking. Additional recommendations include the selecting of "contentious issues," (Knight, 2012, p. 46) that address socially complex topics, providing opportunities for students to direct and manage their individual learning.

Knowledge Construction

Students' individuality, prior knowledge, and learning goals are all critical factors in knowledge construction. Also important in active engagement in solving problems is seeking relevant information as learners construct their new knowledge (Bransford, Brown, & Cocking, 2001, Kucer, 1985). As learners engage in problem solving activities, we observe these factors producing diversity of cognitive process and perspectives among individuals engaged in the same assigned problem. Moreover, not everyone - even beginning with the same question - may be solving the same problem (Johnson, 2014). Bagby & Sulak (2009) pointed out that "Today's student must be able to integrate knowledge and then use the knowledge in varied situations; in short this student needs to master not only the traditional curriculum but also learn to problem solve and transfer solutions to new contexts" (p. 38).

We - as instructors - should provide our students with learning opportunities to solve varied-problems across multiple domains--opportunities to find or identify problems, define problems so as to make individual meanings for themselves, conceptualize problems and problem states, consider methods or procedures to visualize and construct goal states, and opportunities to consciously reflect about their own thinking (e.g., Bransford & Stein, 1984; Bransford et al., 1986; Mayer, 2008).

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Mindset and Grit in the Classroom: Finding the Sweet Spot in Teaching and Learning

Denise Hexom
National University
11255 N Torrey Pines Rd
La Jolla, , CA 92037
dhexom@nu.edu

Suzanne Evans
National University
11255 North Torrey Pines Rd
La Jolla, CA 92037
sevans@nu.edu

Objectives:

Upon completion of the workshop, participants will
1. Examine and identify characteristics of mindset and grit and the research based impact on teaching and learning
2. Evaluate personal level of growth mindset and how one could strengthen growth mindset in teaching.
3. Explore and practice strategies and techniques to build mindset and grit in students in their college classrooms.

Audience:

This workshop is directed toward educators in higher education; teacher- educators; educators who are committed to designing and integrating more research-based teaching principles in their classrooms.

Activities:

 In this interactive session, we will explore the principles of how learning requires engagement, mental involvement and doing and how that relates to building and maintaining grit and a growth mindset. Participants will explore and practice strategies and techniques to build mindset and grit in students in their college classrooms
Participants will complete self-assessments on grit and mindset, identify characteristics of mindset and grit through group sort activities, and practice Dweck's steps to change. Participants will also develop plans to encourage grit behaviours, improve growth mindset at their university and help candidates to become learners with grit and growth mindsets.

Description:

Examining effective teaching must begin with a consideration of how students learn and achieve. Drawing from research in cognitive, developmental, and social psychology, brain neuroplasticity and organizational behavior, there have emerged a set of key principles underlying intelligence

and learning. Two theories are guiding recent understanding about learning; mindset and grit theories.

Mindset is a theory developed by Stanford University psychologist Carol Dweck that explains achievement and success (Dweck, 2007, Yeager & Dweck, 2012). Mindset theory explains there are two sets of beliefs that people have about intelligence; a fixed or a growth mindset and that mindset has a direct impact on learning and student achievement (Blackwell, Tzeniewski, & Dweck,2007; Farrington, 2013; Good, Aronson & Inzlicht, 2003; Ricci, 2013). Ongoing brain research also supports the neuroplasticity of the brain and the malleability of intelligence (Boykin& Noguera, 2011; Moser, Schroder, Hecter, Moran & Lee, 2011; Sousa & Tomlinson, 2011).

Students with a fixed mindset believe that their intelligence or talent, are simply fixed traits that cannot be changed while those with a growth believe that they can develop skills and their brains through dedication and hard work (Dweck, 2007; Ricci, 2013). "With a growth mindset, an individual believes that the ability to learn is not fixed. Ability can change with one's effort, and failure is not a permanent conditions Such a mindset is a key ingredient in successful learning because the individual believes that learning and success are associated with hard work, patience, and persistence"' (Elish-Piper, 2014).

Teaching a growth mindset in school raised student achievement, investment and enjoyment in learning (Aronson, et.al., 2002; Blackwell, et, al, 2007; Good, et 2003; Rheinber, 2007). When students believe that their efforts affect their performance in school, they grow to become more productive, motivated and resilient (Ricci, 2013; Yeager & Dweck, 2012). A major approach to building growth mindset in the classroom is evaluating and providing feedback on the outcomes of learning. A growth mindset supports that rather than giving students easy tasks, teachers should be communicating to students that unchallenging tasks are a waste of time (Dweck, 2006; Ricci, 2013). An aspect of the growth mindset relates to setting high expectations for every student's growth and expecting every student to make excellent learning progress over the course of a school year, regardless of their starting point (d'Erizans& Bibbo,2015). Expecting growth over time, focusing on establishing the points that individuals have reached in their learning, setting personal stretch targets for further learning and monitoring the progress that individuals make over time supports a growth mindset (Dweck, 2006; Masters, 2014; Mercer & Ryan,2010).

The second theory in the growing area of psychology and learning now focuses on identifying Grit or the noncognitive skills or traits other than intelligence that support student success (Boykin, & Nogueras, 2011; Duckworth, 2012; Duckworth, Quinn, Tsukayama, 2012). According to Duckworth grit is defined as "sticking with things over the very long term until you master them"(Duckworth, 2015, p.1). In addition, she states that the gritty individual approaches achievement like running a marathon. They do not give up while achieving their goals, because they have stamina. When Duckworth and colleagues studied people in various challenging situations, including National Spelling Bee participants, rookie teachers in tough neighborhoods, and West Point cadets, she found that "one characteristic emerged as a significant predictor of success. And it wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was grit" (Duckworth, 20130. Researchers have found that grit is a better indicator of GPA and

graduation rates and that gritty individuals seem to become successful (Duckworth, 2013; Duckworth & Gross, 2014; Duckworth, Peterson, Matthews, & Kelly, 2007; Kendall, 2013; Tough 2014). Being smart is often overshadowed by "grittiness". The research suggests that students who are consider "smarter" often have less grit then their fellow students who compensate for the gap by working harder (Duckworth, 2012).. Students with more grit tend to perform better, receive better grades and are more likely to graduate (Kendall, 2013; Tough 2014).

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Teaching Strategies for Second Generation Immigrants and International Students

Yan Huang
California State University, Chico
400 W 1st St
Chico, CA 95929
yhuang34@csuchico.edu

Objectives:

- Participants will discuss common perspective, attitude, expectation and performance of second generation immigrations and international students in regard to college education.
- Participants will engage in conversation related to the problems and challenges we are facing when working with the college students who are second generation immigrants and from overseas.
- Participants will discuss some potential strategies to solve those problems and challenges.

Audience:

Any/all attendees

Activities:

Session facilitators will frame the discussion/debate and will lead participants in conversation related to the discussion topic.

Description:

According to the latest data, 13% of college students in the U.S are second generation immigrants (Lederman, 2012). And students from overseas now make up about 4 percent of all university students in the U.S.(Haynie, 2014). When teaching these students, our educators are facing many challenges such as language barriers (Yeh & Inose, 2003), lower academic motivation (Suarez-Orozco et al., 2008), lower levels of classroom involvement (Kao & Thompson, 2003) etc. This discussion will provide an opportunity for all attendees to brainstorm and come up with some potential teaching strategies to help second generation immigrants and international students.

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I did it my way!: Differentiation in the College Classroom

Angela Humphrey Brown
Piedmont College
595 Prince Avenue
Athens, GA 30601
abrown@piedmont.edu

Objectives:

During this session, participants will:
a) Discuss best practices in differentiating instruction
b) Examine strategies for planning and implementing differentiated instruction in a college course
c) Ponder and plan ways to apply differentiation strategies during the instructional planning process

Audience:

This presentation will be valuable for professors who want to increase student engagement in their courses by embracing best practices in differentiation.

Activities:

During this session, participants will:
a) Partake in thought-provoking discussions on differentiated instruction in the college classroom;
b) Review one college professor's attempts at differentiation in her courses;
c) Identify, examine and explore strategies for differentiating instruction;
d) Ponder and plan ways to apply differentiated instructional strategies during course planning; and
e) Engage in developing differentiated instructional plans for use in college classroom.

Developing an awareness of how one teaches is a crucial step in figuring how one could become more effective in his or her teaching. Davis (2001) supported that premise and surmised that this would encourage teachers to think about another key question. How should the curriculum be taught? Since the college classrooms are becoming more and more diverse, professors need to consider their students when answering that key question.

In thinking through the question of how should the curriculum be taught Davis suggested several strategies for teaching academically diverse students. She proposed that teachers "recognize your own style and how it if influences the way you teach" (p. 189). Davis (2001) also suggested that teachers survey students for them to be able to report their learning preferences and styles. Then teachers could use this to determine how the curriculum should be taught. Lastly, she advocated

for teachers to develop assignments and activities that connected with the survey data of the student preferences and styles as well as others that allowed for student choice.

Additionally, Ernst and Ernst reported in their study of an undergraduate political science course built on the structures of differentiation by content, process, and product that "students generally responded favorably to the differentiated approach, reporting higher levels of intellectual growth, interest in the subject, and satisfaction" (2005, p. 39) than their counterparts who were not in a differentiated instruction environment. Building on student's readiness and learning profiles can help facilitate students' abilities to see the connections and relevance of the course content and more meaning making in the classroom. Similarly, Chamberlin and Powers (2010) study of differentiated instruction in an undergraduate mathematics course revealed that there were greater gains in mathematical understandings for students who experienced differentiated instruction. Moreover, Lightweis (2013) conducted a review of research studies on differentiated instruction in higher education her analysis of that literature established that students achieve greater success in the college classroom when the course encompasses differentiation.

Furthermore, Santangelo and Tomlinson,(2009) found that using the framework of differentiated instruction often used in P-12 classrooms, one based on student interest, learning profile, and readiness to learn could be put into practice effectively in the post-secondary classroom to address the needs of a diverse college class. They maintained that it is imperative to start with clear course outcomes, use pre-assessments, and to plan the course based on those elements (Santangelo & Tomlinson, 2009).

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Non-Traditional Mentoring: How to Influence Students and Impress the Institution

Tracy Paul Hunt
Delaware Valley University
700 East Butler Avenue
Doylestown, PA 18901
Tracy.Hunt@delval.edu

Allison Buskirk-Cohen
Delaware Valley University
700 East Butler Ave.
Doylestown, PA 18901
Allison.Cohen@delval.edu

Objectives:

Participants will
- Discuss examples of non-traditional mentoring experiences appropriate to a small, teaching-focused institution;
- Identify potential roadblocks to successful mentoring, along with methods to overcome such challenges; and
- Reflect on how to incorporate non-traditional mentoring experiences into their own practice.

Audience:

This interactive teaching session is appropriate for faculty of all disciplines.

Activities:

During this session,
- Presenters will review the literature on benefits of mentoring for both faculty and students;
- Presenters will share examples of non-traditional mentoring experiences that incorporate a learner-centered perspective;
- Participants will engage in discussion about advantages and challenges of engaging in mentoring experiences; and
- Participants will consider how to develop their own non-traditional mentoring experiences.

Description:

Research demonstrates that student-faculty interactions are associated with a wide range of benefits to students, including career plans and educational aspirations, satisfaction with college, intellectual and social development, academic achievement, and college persistence (Anaya & Cole, 2001; DeAngelo, 2009, 2010; Sax, Bryant, & Harper, 2005). One type of student-faculty

interaction of high value is faculty mentorship (Fuentes et al., 2014). Eby, Rhodes and Allen (2010) define mentoring as a professional and personal relationship characterized by the mentor's support to mentee in a reciprocal and dynamic learning partnership.

Mentoring programs benefit both mentees and mentors. The benefits of mentoring to students have been widely documented, including expanded skillsets and networks, improved communication skills, better psychological health, higher career goals, stronger self-esteem, and reduced role stress and conflict (Bibbings, 2006; Davis, 2007; Ferrari, 2004; Jeste et al., 2009; Luna & Prieto, 2009). The literature also shows significant benefits of mentoring specifically for women, racial and ethnic minorities, and first-generation college students, including (but not limited to) increased retention rates (Burke, McKeen & McKenna, 1994; Ishiyama, 2007; Whiteley, Dougherty & Dreher, 1991).

One way faculty often mentor undergraduate students is through research projects; however, it is important to note that evidence demonstrating the efficacy of undergraduate research is provided primarily by established and well-funded undergraduate research programs, often supported through large grants or endowments (e.g., Butler et al., 2008; Thiry et al., 2012; Zydney et al., 2002). Many small, primarily undergraduate institutions may find it difficult and unsustainable to support similar initiatives at a comparable funding level because of the priority on teaching over external research funding. Also, it is interesting to note, relationships with mentors are emphasized over learning gains by student-researchers (Falconer & Holcomb, 2008).

As such, this interactive teaching session will explore other non-traditional mentoring activities that may be a better fit for both students and faculty at smaller, teaching-focused institutions. The presenters will share their own examples, focusing on the process of developing an idea, executing the activity, and assessing the mentoring experience. Using a learner-centered perspective, participants will consider how non-traditional mentoring activities can benefit mentees, mentors, and the institution. This session is intended to be more practical than theoretical, with participants engaging in an interactive discussion of how to incorporate non-traditional mentoring activities in their own practice.

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**Using Case Studies to Explore Academic Language
that Supports Positive Diversity Discussions**

Wilma Hutcheson-Williams
Piedmont College
595 Prince Avenue
Athens, Georgia 30601
whwilliams@piedmont.edu

Objectives:

This interactive workshop will use case studies developed from real life school situations around challenging diversity issues. The goal is to help pre-service and practicing teachers develop classroom academic language that will help students and colleagues create inclusive and democratic learning environments.

Description:

The new EdTPA requirement for teacher certification in many states, as well as the new teacher assessment tools many states are using, has presented teachers preparation programs and practicing teachers with new ways to address different elements of day-to-day practice in classrooms. One area is the emphasis on Academic Language. This focus on the language of school and the subjects taught has not directly addressed Academic Language as it applies to inclusion and cultural competence.

S.C.A.L.E. has defined Academic Language as the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content. It is the oral and written language used for academic purposes. It is also the means by which students develop and express content understandings. What is not addressed is how academic language can be used to include or exclude students and educators from the academic processes. Academic Language is also how, teachers, administrators, and others talk to each other. How is this level of discourse used to include or exclude educators and students from the learning environment?

Language may be used to advance democratic classrooms and democratic practices in education. How we talk about academics and school issues is powerful in determining the agenda for education. Multicultural education is a foundational knowledge base needed for pre-service and practicing teachers. Addressing Academic Language in relation to multicultural education is part of that foundation.

The workshop participants will be in small groups. Each group will have a different case study to read and discuss. A recorder in each group will document the language used during the discussion. The groups will then "unpack" their language and how it affected the discussion and a possible solution to the case study. They will be provided a grid to categorize their language as a starting point for the dialogue on language.

Workshop participants are encouraged to self-assess their own Academic Language in relation to inclusion and multicultural practices. Do we use Academic Language that is inclusive? Are new pre-service and practicing teacher assessments using inclusive Academic Language?

Multicultural Educators need to be part of the discussion around Academic Language. The language we use can be a powerful tool in the classroom and in the broader area of education writ large. A single workshop may not reach any answers or conclusions about the issue of Academic Language, but it can be a starting point for many educators to begin talking about the power of the language we use.

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Stanford Center for Assessment, Learning and Equity, 365 Lasuen St, Stanford, CA 94305-2068.

Hiccups, Hassles, and Hybrids: Interdisciplinary Issues and Strategies for Success in Hybrid Teaching

Michele Kegley
University of Cincinnati, Blue Ash College
9555 Plainfield Road
Blue Ash, Ohio 45236
kegleymd@uc.edu

Maia Toteva
University of Cincinnati, Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
totevama@UCMAIL.UC.EDU

Jeanie S. Wolf
University of Cincinnati, Blue Ash College
9555 Plainfield Rd
Blue Ash, OH 45236
wolfjs@ucmail.uc.edu

Objectives:

Participants will
a) Reflect on and discuss their hybrid/blended teaching experiences
b) Learn from interdisciplinary faculty research and experience teaching hybrid/blended courses
c) Leave with effective teaching and learning strategies to limit challenges and increase the benefits of hybrid/blended courses.

Audience:

This presentation is appropriate for faculty teaching or interested in teaching hybrid/blended courses. Participants desiring to learn effective teaching and learning strategies for limiting the challenges and increasing the benefits students and faculty experience in a hybrid/blended course will want to attend this session.

Activities:

Presenter will:
- After brief introduction, participants will reflect and discuss their perceptions of the benefits and challenges of hybrid/blended courses
- Share examples from their interdisciplinary courses of effective hybrid/blended teaching techniques
- Engage participants in open discussion of strategies and identification of strategies they can use in their own courses.

Description:

"Hybrid" or "blended" describe a form of distance learning in which some traditional face-to-face "seat time" has been replaced by online education. The general purpose of a hybrid course is to integrate the best features of both face-to-face and online learning so that those features support and complement one another to increase student retention and success. Engaging in hybrid teaching requires faculty embrace new tools and a new mindset. Aycock, Kaleta, and Garnham (2003) found change and time were faculty's biggest obstacles when deciding whether they wanted to teach hybrid. The faculty adaptation intersects at change, workload and technology. "Faculty teaching blended learning courses must adopt new tools and new mindsets to increase the likelihood of positive outcomes. Considering these potential challenges, transitioning to the blended learning model should be carefully managed to ensure that both students and faculty are ready and receptive to this approach" (Napier, Dekhane, Smith, 2011). We utilize hybrid to enable us maintain a level playing field (Muchado, 2011) to incorporate multiple learning strategies and get the student actively engaged in their learning process. "The Internet is a powerful tool which can be used to support student-centered instruction because it facilitates methods that focus on constructivism, active learning, collaborative learning, and individualized learning" (Karoglu, Kiraz, Ozden, 2014). The course management system often referred to as learning management system "facilitates communication channel, enhances learning practice for learners and instructors, and is an enabler for blended learning" (Chou 2011). In our interdisciplinary experience, "the hassle" is the plan, while "the hiccup" is the unavoidable interference. We explore how the general benefits of the hybrid platform, such as flexibility, easy access, and multi-level engagement, have worked and contributed to student success in our courses. Similarly, we address some of the "hiccups" that inevitably transpire in the platform's practical implementation - e.g., time management for both student and faculty; efficient technology access, quality design, and effective online communication. We present the ways in which we have mitigated, resolved, or continue to address these "hassle and hiccup" in our own course design, content organization, and practice.

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Reflective Essays as a Capstone Assessment:
SWOT Analysis of an Interdisciplinary Program

Michele Kegley
University of Cincinnati, Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
kegleymd@uc.edu

Objectives:

Session objectives include the following:
- To learn through open discussion about learning strategies and assessment tools faculty use across disciplines and institutions
- To draw some conclusions regarding best practices in assessment of capstone courses, program design and applied learning strategies
- To leave the session with ideas for improving course and program design and assessment at participants' institutions
-

Audience:

All faculty, program coordinators and administrators of any discipline involved in course design and assessing learning outcomes

Activities:

The presenter will
- Offer a brief introduction and highlight study findings
- Provide an open forum for participants to discuss the findings and current practices at their individual institutions
- Summarize the discussion for further thought beyond the session

Description:

Faculty and college administrators across the United States and internationally are challenged to offer competitive employer desirable programs, maintain academic rigor and fulfill student needs of affordable and accessible educational opportunities. In light of the rising cost of education students are currently trying to find the most economical and accessible route to higher learning and earning in the global economy. This research examines common themes of senior capstone student's reflective essays to determine strengths, weaknesses, opportunities and threats to success in an interdisciplinary bachelor program offered at a traditionally two-year institution. The reflective essays are part of the course artifacts archived in student's e-portfolios. Portfolios enable instructors both to evaluate student work and view work assigned in other courses to determine "how to align program or institutional learning objectives with educational experiences offered to students" (Masiello, Skipper, 2013). The thematic analysis follows Boyatzis's (1998) process for qualitative information and Creswell's (2009), Corbin and

Strauss's (2008) guidelines for qualitative research. Existing literature (e. g., Bajada & Trayler, 2013; Kerrigan and Jhaj, 2007; Masiello, Skipper, 2013; Nelson, 2015; Whitesell& Helms, 2013;) provided background and support for the study and guided the tools used to capture and analyze the program and applied student learning outcomes. The themes reveal why students chose such a program versus a more traditional bachelor degree. The session seeks to leverage the current literature and this research information in a discussion with educators to examine what we can do to build rigorous programs and meet student needs. The current academic economic dilemma of quality affordable education in the era of rising student debt makes this topic timely and important to finding the most effective and viable answers.

Keywords: Assessment, Reflective Essay, Portfolios, SWOT analysis, applied active learning strategies, capstone, interdisciplinary

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Using Peer-Supported Writing to Enhance the Graduate Writing Process

Christopher Keyes
Shippensburg University
1871 Old Main Drive
Shippensburg, Pennsylvania 17257
cskeyes@ship.edu

Michael Lyman
Shippensburg University
1871 Old Main Drive
Shippensburg, Pennsylvania 17257
mjlyma@ship.edu

Objectives:

The authors will present the theoretical underpinnings and the development of peer-supported writing. They will discuss the lessons learned during the peer-supported writing process and identify the various ways that peer-supported writing might be implemented in a variety of writing-intensive higher education coursework.

Presentation Audience:

This presentation appeals to a wide audience, most particularly to those interested in supporting the writing process of students who find writing intimidating. The findings presented may be used in a variety of writing-intensive courses and in research courses in particular in higher education.

Presentation Activities:

After introducing the concepts and practices associated with peer-supported writing, the presenters will provide participants with examples of student writing from graduate level research courses. Participants will then be asked to role-play the process of providing live constructive formative feedback to the student author of a paper. A follow-up discussion will focus on the value of providing formative feedback and the pros and cons of the peer-supported writing process, in general.

Description:

Peer-supported writing was designed based upon principles of peer-mediated learning, distributed-cognition, and peer assessment. A wide variety of research supports the practice of students reading, discussing, and negotiating in small peer-mediated groups. While we have designed our particular intervention using a collaborative group structure - where students participate jointly on a common task without pre-specified roles - our instructional program was informed by an array of within-class grouping research (see Oxford, 1997 for an analysis of cooperative, collaborative, and interactive grouping). Researchers report that peer-mediated

learning supported academic growth because collaborative dialogue promoted enhanced engagement and participation (Calderón et al., 1997; Klinger, Vaughn, & Schumm, 1988). Along the same lines, Brown et al. (1993) and Brown and Campione (1996) argue that classrooms should be oriented around distributed expertise. Distributed expertise classrooms are designed to support a distributed expertise ethos and interaction pattern, where students are supported in learning how (a) to acknowledge expertise, (b) leverage the competence of others, and (c) collaborate in goal directed activity. In tandem with supporting academic development, Brown and Campione (1996) argue that these goals foster community, legitimize difference, and recognize multiple ways of knowing.

Others have noted some of the following specific pedagogical benefits of peer assessment. First, peer-assessment incorporates many of the features of collaborative learning (Vu & Dall'Alba, 2007). Second, students who read each other's work more deeply analyze their work and the specific topics their peers are writing about (Paré & Joordens, 2008). Third, students learn about writing and writing style and pick up on ways to improve their own writing through exposure to their peers' work (Vu & Dall'Alba, 2007). Fourth, students learn about their performance relative to fellow students in a gentle and subtle way as they read their peers' work (Vickerman, 2009). Fifth, peer assessment provides both quantitative and qualitative feedback in a timelier manner than the typical turnaround of graded papers (Paré & Joordens, 2008). Finally, in conducting peer-assessment students learn the skill of providing feedback and constructive suggestions to colleagues, which is an applicable lifelong skill and vital to successful real world scientific discourse (Paré & Joordens, 2008; Prins, Sluijsmans, Kirschner, & Strijbos, 2005; Hanrahan & Isaacs, 2001).

Building upon these principles, we designed the peer-supported writing approach to support students enrolled in the authors' research courses in writing their initial chapters of their theses. Students are assigned to meet with a small group throughout the course to read their papers and provide constructive and formative feedback. Students are initially assigned to read and analyze selected journal articles in their small groups. This provides them with a model of writing and also with practice on focusing on the more salient features of academic writing such as impactful writing, tone, word choice, and organization. Then, students are provided instruction and practice in how to provide formative feedback to their peers. Peer writing groups meet regularly through the course to read each others' writing.

Peer-supported writing can be conducted live, in class or using web-based tools to facilitate the process. On-line peer support frees students from the obstacles of time and space and can provide anonymity in the writing process (Chen & Tsai, 2009). However, it may be that these benefits of on-line peer-writing support do not outweigh what some students perceive are the negative aspects of on-line education. For many students, the live, in-class peer support is the most beneficial way to provide peer-writing support. This is particularly true because there is further opportunity for the instructor to provide formative feedback in a more meaningful way in a live setting

Research Assessment

Over the past few years, the authors have conducted peer-supported writing exercises in a number of graduate and undergraduate courses and across their respective disciplines. A series of evaluations were conducted to determine the effectiveness and benefits of the peer assessment process. During this time, various applications of the peer-writing process were attempted in undergraduate courses, graduate courses, social work practice courses, social work research courses, graduate education research courses, in an online environment, and in a live classroom environment.

Findings from the evaluation show the generally more positive response of the students who participated in the peer-supported writing. The results also reflect the mixed feelings of the students relative to the peer-supported writing process and the pros and cons of peer-supported writing in general. Qualitative responses from students indicate that the mutual learning experience is beneficial, but at the same time some students interpreted the process as "busywork". Quantitative findings were similarly mixed, with a non-peer-supported writing control group showing very similar scores to the group who engaged in peer-assessment. Pretest/posttest scores for the peer-assessment group also showed little in terms of significant change on both scales. This suggests that there is still much to be done to streamline and improve the peer-supported writing process.

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What can educators do to make a better world for everyone?

Robert Kilmer
Messiah College
One College Ave
Mechanicsburg, PA 17055
rkilmer@messiah.edu

Kristen Hertzog
Horizon Initiative
415 North Prince Street
Lancaster, Pa 17603
khertzog@horizoninitiative.org

Lubin Charles-Fils
Haitian Connection Network
Haitian Connection Network
Montrouis, Haiti N/A
charlesfilslubin@yahoo.fr

Objectives:

During this presentation, participants will:
a) Learn what faculty have been doing to help people in developing countries to obtain a useful education via on-line learning and short term education mission trips,
b) Share experiences of helping people on the other side of the digital divide to improve themselves through education, and
c) Discuss and discover ways to become personally involved in making the whole world better by becoming involved in education in developing countries.

Audience:

This presentation will be beneficial for faculty who teach online courses and want to learn how they can make a difference in the lives of students, educators and administrators in developing countries.

Activities:

This presentation will include the following activities:
a) Stories of presenters' experiences in on-line or residential education in developing countries.
b) Stories of participants' experiences in on-line or residential education in developing countries.
c)   Develop and discuss strategies to improve on-line or residential education for students from developing countries.

Description:

Globalization from advances in areas like information technology and supply chains has certainly leveled the playing field in terms of education and business for billions of people. Fiber optic cable, personal computers, the Internet and the World Wide Web created a reliable and fast platform for individuals all over the planet to educate and empower themselves and others (Friedman, 2007).

However there are still large segments of the world's population with little chance of moving from poverty to prosperity on their own. Clearly education will play a major role in improving their chances. Free online courses such as Massive Open Online Courses (MOOCs) are one component that has potential for making a big impact. However there are problems with MOOCs in many developing countries, such as basic literacy and access to personal computers and the Internet.   With the prospect of inexpensive smartphones the latter issues will be reduced as soon as course content is programmed for smartphones and tablets (Robertson, 2015).
Even when these issues are addressed there is another important question that needs to be addressed. "How can online courses, often lacking the one-on-one support and accountability of teachers in an actual classroom, target the issues faced by disadvantaged students in developing countries?" (EdSurge, 2015, para 1.). It is this question that will be the focus of this session.

Have you ever been to a country in the developing world? If so the disparity between the developed and the developing worlds in terms of the infrastructure, sanitation, healthcare, economy, education and employment opportunities was probably overwhelming. What could you personally do to help? Many people give money to charities to help when disasters strike countries in the developing world. Others help by joining short term mission trips to help rebuild homes, hospitals, schools and churches.

Have you ever thought of using your teaching skills on a short term education trip or to be a mentor or teacher for online courses in the developing world? We will be sharing our experiences with helping students in the developing world working on their associates' degrees. In addition, we would like to hear from your experiences and we will brainstorm together on different ways we can help make the world a better place.

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Can Cinemeducation Provide a Framework for Creating and Using Video Material in Higher Education?

Margaret Klemm
Embry Riddle Aeronautical University
600 S. Clyde Morris Blvd
Daytona Beach, FL 32724
klemmm@erau.edu

Roundtable Objectives:

1. To learn through open discussion by participants.
2. To explore the use of video effectiveness in different disciplines.
3. To explore the use of video in support of collaborative learning.
4. To discuss best practices.
5. To share information and experiences.
6. To explore opportunities for future research and collaboration.

Abstract:

While many instructors have used traditional video in the past to supplement their classroom instruction, the advent of Internet video sites such as YouTube and Vimeo, and tutorial sites such as Lynda.com and Adobe TV, have placed at our fingertips a vast repository of materials. Some of the material is quite useful and educational and others, not so much. Who has not been in a rush and queued up the wrong YouTube video, even after previewing it before class??? This roundtable provides an opportunity for faculty from various disciplines to discuss their use of video, the pedagogical issues involved with using video, to discuss the current state of the research as well as future research areas, and to exchange experiences, pitfalls, useful tips.

Attendees/Participants:

All faculty members who use, have used or want to use video and video making apps in their courses.

Activities:

As moderator:
1. I will offer a brief introduction and discuss how I use video, my pedagogical concerns, and current and future projects (e.g., remaking a training video using students and ERAU simulators, using XTRANORMAL and PLOTAGON).
2. I will demonstrate the use of Plotagon and facilitate demonstrations by others
3. I will facilitate the discussion by attendees so we may exchange information about experiences, share tips and discuss current and future research needs.

Description:

Our University migrated to a new learning management system, and this provided a perfect opportunity for a course refresh. As such, I began to evaluate more critically why I was including certain videos (pedagogy!) and what I would like to have in a perfect world. In past semesters, I have used a combination of available online video clips, a few older proprietary videos transferred to DVD from VCR, commercially available videos, and web sites such as Xtranormal (http://www.xtranormal.com). Each have their challenges: (1) video available onine is often from television shows with a biased or less than accurate presentation of facts (e.g., CBS News' reenactment of Air France Flight 447 using a Boeing simulator rather than an Airbus) and sensationalism (e.g., Air France Flight 447's harrowing end - emphasis added); (2) video is unavailable for a variety of reasons (e.g., copyright, site no longer maintained), sometimes there just isn't any video on the subject matter, and the increasing amount of advertisements and sometimes inappropriate materials associated with the web page; (3) older videos transferred from VCR tapes often have image quality issues; and (4) web sites such as Xtranormal go away. Xtranormal was a useful site in that you could browse videos placed online by others and make your own animated segments from text with a few clicks. I used it for team assignments in my AS 387 class (Crew Resource Management). For example, I had groups/crews create briefing scenarios, scenes where the Captain set the climate for the flight, and so on. It was useful because of its anonymity, creativity, low costs and ease of use.

After a quick literature review (see bibliography) and a review of my courses, I learned the following:
1. While there is much literature on the pedagogy of using video in the classroom, there is nothing in my specific field (aeronautical science);
2. I discovered the concept of "cinemeducation." I find this interesting because my chair often compares the current revolution in aviation education to that underwent by medical education at the turn of the last century. Many areas of the medical profession such as operating rooms and anesthesiologists are embracing concepts from Aviation Crew Resource Management. To find medical education leading the way in the use of game playing and video is to come full circle. The seminal work in this area is Alexander, et al's (2012) work: Cinemeducation Volume 2 - Using film and other visual media in graduate and medical education;
3. I use whatever video I can find when it's available to supplement course content mostly because it's available and not to support an underlying pedagogical premise;
4. There are several key issues involved with the use of video in the classroom: quality, copyright, availability, and appropriateness;
5. Widespread dissemination of videos allows access to materials in the classroom not dreamed of before;
6. Technology has evolved such that both the equipment and knowledge needed to make and disseminate quality video is not only available and affordable but user friendly. This means instructors and students are free to create their own videos as appropriate;
7. Being digital natives, today's students bring to the classroom a "screen literacy" and fluency that is not often capitalized on in the classroom (Video use and higher education: Options for the future, 2009).

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Introducing and Adapting Mindfulness Practices for the College Classroom

Mary Knight-McKenna
Elon University
102 Winged Foot Court
Mebane, NC 27302
mmckenna2@elon.edu

Alexa Darby
Elon University
2337 Campus Box
Elon, NC 27244
adarby@elon.edu

Objectives:

a. To learn the benefits of mindfulness practices in the college classroom,
b. To engage in three shortened versions of mindfulness practices, and
c. To discuss with participants practices they currently employ in the classroom or would be willing to try

Audience:

College instructors

Activities:

Two mindfulness practices for calming students as they enter the classroom will be shared and the audience will be asked to participate:
  • Mindful breathing
  • Body scan

A mindfulness practice to reduce stress called STOP will also be introduced:
S - Stop whatever you are doing
T - Take three slow breaths
O - Observe your thoughts feelings and emotions
P - Proceed with something that will support you (Kar, Shian-Ling, & Chong, 2014)

Description:

When students come into the classroom talking on their phones, running late, perhaps stressed or distracted, it can take a while for them to become receptive to learning new information. Assignments, presentations, and tests during class can be the source of stress for students and interfere with their performance. Could the use of mindfulness practices help students to focus, allocate their cognitive resources for learning, and manage stress?

Mindfulness is defined as "paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally" (Kabat-Zinn, 1994, p. 4)." This practice is garnering significant attention today due to its many benefits, such as reduced stress, increased self-regulation, improvement in focus, enhanced well-being, and fostering healthier relationships (Kar, Shian-Ling, & Chong, 2014; Smalley & Winston, 2010). Mindfulness is generally taught in programs lasting from four to ten sessions over several weeks. Participants are asked to practice mindfulness anywhere from ten minutes to 40 minutes or more a day (Rogers, 2013; Smalley & Winston, 2010).

While the literature on mindfulness focuses on programs designed to teach this practice, this presentation is looking at how to use mindfulness practices in a targeted time frame over a semester in a college classroom. The session will include a description of the benefits of mindfulness and an opportunity to experience three such practices, including mindfulness breathing, body scan, and STOP (a practice to recognize and release stress). The session will conclude with a discussion with participants about practices they may be employing in their classrooms or ones they may be willing to try.

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Use the Results of Brain Based Research to Fire up Students' Neurons

Marilyn Koeller
National University
3390 Harbor Blvd.
Costa Mesa, California 92626
mkoeller@nu.edu

Objectives:

1. Participants will obtain an understanding of the basic tenets of neuroscience to create significant learning experiences for their students.
2. Participants will investigate several taxonomies that could be used to improve student learning, reflection, and retention.
3. Participants will learn how to match students' self-assessment of learning styles and domains to instruction.
4. Participants will reflect upon his or her courses by responding to discussion questions.
5. Participants will interact in group discussions to share ideas.
6. Participants will investigate how current courses may be redesigned to create significant learning experiences.

Audience:

Session content will be applicable for faculty from all disciplines.

Activities:

After a brief overview of brain based research and personal experiences related to how to design interesting and engaging learner-centered activities, some specific surveys and taxonomies will be shared to facilitate student learning, reflection, and retention. Participants will be asked to share innovative and easy-to-use ideas and activities that spark interesting discussions, energize group projects, inspire individual creativity and promote maximum student involvement.

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How Threshold Concepts Help Students Think Like Researchers

Amelia Koford
Texas Lutheran University
1000 W Court St
Seguin, TX 78155
akoford@tlu.edu

Daniel Braaten
Texas Lutheran University
1000 W Court St
Seguin, TX 78155
dbraaten@tlu.edu

Collin Bost
Texas Lutheran University
1000 W Court St
Seguin, TX 78155
cbost@tlu.edu

Mark Dibble
Texas Lutheran University
1000 W Court St
Seguin, TX 78155
mdibble@tlu.edu

Objectives:

- Explore the idea of "threshold concepts" in research
- Explore and understand the new ACRL Framework for Information Literacy in Higher Education
- Develop ways to apply the ACRL Framework to teaching students how to conduct research

Audience:

This presentation will be beneficial to faculty who expect their students to conduct research in their class and would like a better understanding of how to teach students how to conduct research.

Activities:

- Participants will reflect on threshold concepts for research in their own discipline.
- Participants will discuss both their own understanding of research and how they think their students view research.

- Participants will analyze sample assignments and think about how their own research assignments could be tailored to help students conduct better research.

Description:

What ideas do students need to grasp in order to conduct successful research? Faculty can easily come up with answers to this question. For example, research is an iterative process; different kinds of research are appropriate for different goals; and researchers must remain open-minded, curious, and agile. But these ideas are difficult to teach, and when we assign research projects, we often forget to address them.

Ideas that are difficult for learners to understand, but necessary to advance to the next level of learning, are called threshold concepts. Threshold concepts were introduced by Jan Meyer and Ray Land (2003). The threshold concept hypothesis has been discussed in the literature of teaching and learning for over a decade, and although it has been critiqued for a lack of clear-cut rules for definition (Barradell, 2013), it is a useful concept that helps educators think critically about what learning means in their disciplines. Once a student understands a threshold concept, it is transformative. Without understanding the threshold concept, the learner cannot become an expert in a given field (Meyer, Land, & Baillie, 2010). Each discipline has threshold concepts, and all faculty have likely experienced the frustration and satisfaction of helping students learn them.

In the first paragraph, we listed a few ideas that students need to grasp in order to conduct successful research. These are threshold concepts of information literacy. Information literacy is a set of abilities that enable students to find and use information effectively and ethically and think critically about it. Information literacy is taught throughout the curriculum and across disciplines by different faculty members and librarians.

In February 2015, the Association of College and Research Libraries (ACRL) finalized a new Framework for Information Literacy in Higher Education, a document designed to help guide campus discussions of information literacy (Association of College and Research Libraries, 2015). Unlike previous documents from the association, which focused on skills, the Framework focuses on threshold concepts. The authors of the Framework argue that what separates novice researchers from expert researchers is not the ability to perform a set of steps in the right order, but an understanding of the nature of information and research that causes students to approach a problem in a certain way.

The Framework identifies six threshold concepts for information literacy: Authority Is Constructed and Contextual, Information Creation as a Process, Information Has Value, Research as Inquiry, Scholarship as Conversation, and Searching as Strategic Exploration. In our presentation, participants will receive a brief introduction to all of these threshold concepts and discuss a few in more depth.

How can we teach with threshold concepts in mind? We will introduce several possibilities, including thinking carefully about the language used to describe research (Bizup, 2008; Dibble, 2009), breaking research into smaller pieces (Aguado, 2009), using the Decoding the Disciplines

model (Middendorf & Pace, 2004), and giving assignments focused explicitly on information literacy. Participants in our interactive teaching session will be given several sample assignments and spend time discussing how they might be modified for different courses.

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Contrasting Faculty and Student Perceptions of Syllabus Design

Robin Lightner
Blue Ash College, Univ of Cincinnati
UCBA, Univ of Cincinnati
Blue Ash , OH 45236
robin.lightner@uc.edu

Ruth Benander
Blue Ash College, Univ of Cincinnati
UCBA, Univ of Cincinnati
Blue Ash , OH 45236
ruth.benander@uc.edu

Objectives:

Participants in this session will be able to:
- Identify different syllabus orientations
- Analyze the effectiveness of different designs
- Evaluate their perceptions of syllabus design and purpose compared to student perceptions of syllabus design and purpose.

Audience:

Classroom instructors

Activities:

- Participants will label syllabus samples as a learner centered , promising, or contract syllabus.
- Participants will rate the syllabi according to ease of use, perception of the professor, and ease of use.
- Participants, if electronically available, will reassess their own syllabi according to what they learned in this session and suggest ways they may be thinking of changing elements of the syllabus.

Description:

The syllabus has been described as a legal document, a reference guide, and a "promise" for any given course. The syllabus has several different functions, one of which is introducing students to the instructor's style. Since 2008, a number of syllabus suggestions offer ways to communicate a course to students, but there are few studies that systematically examine student perceptions of these recommendations. This presentation will offer several versions of a syllabus along with pros and cons of each style from the instructor's point of view.

Additionally, students in a focus group and through a survey have offered their impressions of the different syllabus styles. Though often instructors don't worry about format, the style and design of a syllabus can set an impression of an instructor and serve as an anchor for the tone of a course. The following references inform the content of the syllabi and the discussion of pros and cons. Participants will assess the sample syllabi, compare their assessments with those of the assessments, and consider how they might account for these perceptions in possible revisions of their own syllabi.

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Let's Give Them Something to Talk About: Enhancing Classroom Discussion

Danielle Lusk
Virginia Tech
385 West Campus Drive
Blacksburg, VA 24061
dlusk@vt.edu

Objectives:

At the end of this presentation participants will be able to:
1) Identify strategies to improve their use of discussion strategies in the classroom
2) Understand how these strategies can enhance and improve student learning
3) Identify ways to implement these strategies in their lessons

Audience:

This presentation is intended for teaching faculty at all levels. Instructors who currently use or are interested in using discussion as an active learning technique are encouraged to attend.

Activities:

(1) Brainstorming discussion: Participants will brainstorm and discuss the challenges to utilizing discussion in the classroom.
(2) Explanation: Why and how these active learning strategies can improve student learning, attention, and engagement.
(3) Demonstration: The various strategies discussed in the presentation will be modeled during the presentation itself to engage the participants and show them how to utilize the techniques.

Description:

Active learning has been found to improve student attitudes as well as their thinking and writing skills (Bonwell & Eison, 1991; Prince, 2004). For those faculty who strive to incorporate active learning strategies into their classrooms, discussion is often one technique they turn to. Discussion may help improve students' retention of material; promote deeper critical thinking (McKeachie, 1972) and higher-level learning such as analysis, synthesis, and evaluation (Bloom et al., 1956); and creativity (Anderson & Krathwohl, 2001; Bligh, 2000).

Despite trying discussion in the classroom, many faculty find it difficult to engage students or draw them into the discussion. A number of hindrances affect the use of discussion, including but not limited to lack of student involvement, students' passivity, students' fear of appearing "stupid," poor classroom space, and ineffective facilitation. Despite these challenges, faculty can employ certain strategies to overcome setbacks.

This session will model how to utilize various discussion strategies to engage students. These strategies will include think-pair-share, the minute paper, snowball technique, discussion stations, graffiti, and more.

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Relating to reality: Using applied learning to make authentic connections in the classroom

Melissa Mallon
Vanderbilt University
230 Appleton Place
Nashville, TN 37203-5721
melissa.mallon@vanderbilt.edu

Megan Mallon
Bluemont Elementary
714 Bluemont Avenue
Manhattan, KS 66502
MEGANM@usd383.org

Objectives:

During this session, the participants will:
- Analyze sample learning outcomes in order to identify their applicability for a variety of applied learning projects.
- Discuss methods of assessing students in a way that provides an opportunity for authentic activities tied to career skills.
- Report on applied learning initiatives on their campuses in order to determine opportunities for interdisciplinary collaboration.

Audience:

This presentation is geared toward faculty and instructors in all disciplines who are interested in designing projects and assignments that require students to apply the skills they learn to real life scenarios.

Activities:

Throughout the session, the presenters will engage participants in brainstorming exercises to identify applied learning opportunities within their own disciplines. Participants will discuss strategies for connecting with faculty members in other disciplines in order to collaborate on projects that equip students with the skills they need to compete in the 21st century job market. Finally, participants will have an opportunity to write sample learning objectives that can be used in their own classroom.

Description:

As the information landscape becomes more complex than ever, and as graduating students compete in an intense and competitive job market, the need to equip them with the skills to be successful becomes more important than ever. The 2014 Job Outlook published by the National Association of Colleges and Employers (NACE) reports that, "one of the keys to finding the right job at graduation is to have experience in [the graduate's] field" and "three out of four

employers said that they prefer to hire new graduates who have some relevant work experience" (NACE, 2014, 6). So how can you ensure your students are well prepared to compete in this environment?

This presentation will discuss common characteristics of applied learning and share strategies for designing assignments and activities that facilitate critical thinking, problem solving, professionalism, and communication skills in the higher education classroom (Fink, 2013; Haight, 2012; Hooker & Brand, 2010). We will also highlight the importance of connecting an applied learning framework across students' academic careers (Conley, 2010; Hooker & Brand, 2010).

Since writing student learning outcomes that set the stage for applied learning to take place is an important part of the process, and often provides the catalyst for designing learning that is collaborative and intercultural (Ash & Clayton, 2009), we will ask you to analyze learning outcomes and activities to identify scenarios that lend themselves well to applied learning.

In addition to practical activities and projects, we will also discuss strategies for assessing students' work, and share sample rubrics, including the AAC&U VALUE Rubric for Integrative and Applied Learning (Development Overview, 2014). We hope you will join us for this engaging discussion; please come prepared to share your ideas for bringing the "real world" into (and out of) the classroom!

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How to Get your Students to Read and Come to Class Prepared to Learn

Bradford Mallory
University of Cincinnati Blue Ash College
9555 Plainfield Rd.
Blue Ash, OH 45236
bradford.mallory@uc.edu

Ruth Benander
University of Cincinnati Blue Ash College
9555 Plainfield Rd.
Blue Ash, OH 45236
ruth.benander@uc.edu

Objectives:

During this presentation, participants will:
1) Discuss barriers that inhibit students from preparing for class.
2) Explore approaches to address preparation issues.
3) Collaboratively develop strategies to ensure quality learning takes place when students don't prepare for class.

Audience:

This presentation will be beneficial to faculty who teach flipped or hybrid/blended classes that rely on students coming to the interactive sessions prepared for group activities. This presentation will also inform instructors who want to develop a plan for when students arrive to class less than optimally prepared and for those who wish to learn strategies and techniques to continue the learning process when lesson plans suddenly change.

Activities:

This presentation will include the following activities:
1) Collaborative assessment of why students arrive to class unprepared.
2) Discussion of strategies to address preparation issues.
3) Exploration of technology tools to address student preparation issues.
4) Development of plan "B" activities for when students come to class unprepared or when lesson plans suddenly change.

Description:

Getting students to properly prepare for class is a very common barrier faced by educators regardless of what we teach, how we teach, or at which institutions we teach (Schell, 2012). When students come to class unprepared, it greatly inhibits the instructor's ability to engage students in meaningful activities and discussions of a topic which results in a limited learning experience. Additionally, having students arrive in class with vastly different levels of

preparedness can also diminish the effectiveness of many planned class activities. One common method of getting students prepared for classes is through assigned readings. Some subjects use text books that can be terribly difficult to read and at times boring for the novice learner. In some cases, students may experience difficulty with reading in general which can greatly impact the motivation of students to read (Mealey, 1990). Yet in other cases, students simply don't read or prepare for class because based on their experience, they believe that teachers will discuss any important information included in the readings during class (Doyle, 2008). Whether the problem stems from a lack of motivation, or students inability to effectively read, identifying the root cause of students' lack of preparation may be the difference between helping students to succeed or watching them fail frustrated and discouraged.

Over the past few years a number of resources have become available to educators to help students successfully prepare for classes. In fact, the list of suggestions can become so overwhelming for the instructor that choosing a strategy can become a cognitive barrier itself. Once the task of selecting a strategy has been completed, there is still the problem of successfully implement new tool. Often times the difference between the successful implementation of a new strategy to help students prepare for classes and one that fails is the level of peer support and collaboration.

In this interactive session, the presenters will discuss some of the reasons why students, don't, won't or can't read and prepare for classes, as well as practical ways to address each condition. Participants will work collaboratively to identify possible causes for a lack of student preparation, develop strategies to address these causes, and look at comparative data from other multidisciplinary interactive sessions. Finally, participants will be introduced to selected technology tools to promote student learning when plan "A" lesson plans fizzle.

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Transforming Writer's Block into Building Blocks:
Designing a Creative Activities Support Group for Faculty

Rolando Marquez
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
rmarquez1@ggc.edu

Karen Weller Swanson
Mercer University
3001 Mercer University Drive
Atlanta, GA 30341
swanson_kw@mercer.edu

Brian Etheridge
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
betheridge@ggc.edu

 Grace Onodipe
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
gonodipe@ggc.edu

Stan Perrrine
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30345
sperrine@ggc.edu

Andra Knecht
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
aknecht@ggc.edu

Objective:

Identify ways to actively and continuously support faculty in conference and publication creative activities centering on teaching and learning. Elements will include the theoretical of SoTL and Communities of Practice blended for the purpose of faculty production.
Audience: Faculty, program directors, administrators at all levels of higher education.

Activities:

This session will be designed around a discussion model to include brainstorming, problem-posing and creative solutions to transform writer's block in to building blocks.

Description:

The goal of this session is design supports necessary for faculty who take a systematic approach to teaching and the assessment of learning to expand the articulation of SoTL efforts to presentation and publication. This session will speak specifically to faculty who teach a 4/4 load at the college level.

Our work begins with McKinney's (2004) definition, "The scholarship of teaching and learning goes beyond scholarly teaching and involves systematic study of teaching and/or learning and the public sharing and review of such work through presentations, publications or performances" (p. 8). Many faculty are very good scholarly teachers, the goal is to support them to more fully develop the scholarship of that scholarly teaching. Thus the creating of a thoughtful, productive and energizing space to do such work was our challenge, creating a 21st century design for a centuries-old enterprise.

Wenger (1998) communities of practice model suggests that it includes four elements of social participation: meaning, practice, community, and identify (5). These are the four components the session discussion and activities will be designed around. The practical elements will include:
1. Discussion of assisting faculty to identify a systematic data collection process and research question pertaining to their teaching and student learning.
2. Discuss the research that breaks down of faculty time to include sufficient time for scholarship activities.
3. Discuss faculty need for support in the writing, publishing and submitting conference proposals.
4. Discuss creating a transformative vita.
Overall, the purpose is to engage faculty in meaningful discussions about their work in ways to promote and sustain a productive scholarship agenda.

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The World Out There: Personalized Research Projects and Millennial College Students

Mary Frances Mattson
Georgia Perimeter College
2101 Womack Rd.
Dunwoody, Georgia 30338
mary.mattson@gpc.edu

Katherine Perrotta
Georgia Perimeter College
2101 Womack Rd.
Dunwoody, Georgia 30338
katherine.perrotta@gpc.edu

Objectives:

During this presentation, participants will:
1. Reflect upon their current research assignments.
2. Engage in an activity to illustrate preferred learning styles.
3. Participate in a document-based question inquiry simulation
4. Engage in dialogue with presenters about forms of assessment that utilize a more personalized approach.
5. Create ideas for assignments in small groups.
6. Collaborate with all participants in a final share and reflection session.

Audience:

This session will prove beneficial to faculty who want to learn about more modern, personalized assignments to engage students in their classes.

Activities:

This presentation will include the following activities:
1. Self-reflection of current formal research assignments.
2. Document-based question inquiry simulation with graphic organizers.
3. Activity.
4. Description section of other possibilities by presenters.
5. Small group break-out creating ideas for assignments.
6. Whole group sharing and final reflection.

Description:

In a recent class, an instructor wrote out directions on the white board for some changes in an assignment. A student asked if he could use his iPhone to take a photo of the directions. When the instructor replied "yes," all of the other students got out of their chairs and followed suit. As Prensky (2008) summarizes, the world of students is a fast-paced, visually stimulating world of

"light" in which they are connected to multiple forms of media simultaneously "through their media and myriad personal devices, both electronic (such as TV) and digital [such as the Internet and cell phone]" (41). As college instructors, we often live on the fringes of this world, taking a screen shot every now and then, teaching online, answering copious emails daily. Yet we do not live in their students' world. Consequently, instructors, despite their best efforts, fall short in implementing research assignments and activities that provide students the opportunity to find relevance between course content and their lives, as well as making personal connections between class material and academic and career goals. Kincheloe (2001) contends that when students care about what they study they are more likely to be "motivated to learn."

This world "out there" is one that is available to students - in a visual, auditory, real-life, up-close manner - not one that relates to stacks in a library, microfiche, and formal documentations. Students' world is active and imaginative, yet instructors may stymy this creative energy on which they thrive, by insisting that they live in a world of the past, completing assignments based on formal academic standards that no longer reflect modern culture or the tools used in modern culture. Among these standards include "chalk and talk" pedagogies and teacher-centered instruction that discourages student collaboration and active learning. Daley (2003) suggests that those who are truly literate in the twenty-first century will be those who learn to both read and write the multimedia language of the screen. In addition, "There is ample evidence that students are creating all types of digital content and disseminating it via the Internet. When they graduate from universities and colleges and enter such fields as business, education, government, medicine, research, or the arts, they will continue to produce digital content, whether that content is text documents, podcasts, videos, multimedia presentations, data sets, simulations, games, or other new media" (Lippincott, 2007). So why are we still assigning traditional research papers that reflect the writing and skills of a bygone era?

We must go beyond these basics; we must reach across the textbook and enter their digital world, incorporating some of their media into our instructional design. Based on earlier findings of Brooks and Brooks (1993), we know that a constructivist classroom promotes engagement of students; yet how to incorporate modern tools which students utilize remains in question.

This session will explore these possibilities. The presenters will share their experiences and assignments that both personalize and modernize learning while meeting academic standards of research, and provide tools and activities for participants to organize a successful project upon return to their home institution.

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Are we Present?: Thinking about presence in online, blended and traditional courses

Dick Riedl
Appalachian State University
College of Education
Boone, NC 28608
riedlre@appstate.edu

Krista Terry
Appalachian State University
College of Education
Boone, NC 28608
terrykp@appstate.edu

Terry McClannon
Appalachian State University
College of Education
Boone, NC 28608
mcclannontw@appstate.ed

Cheney Amy
Appalachian State University
College of Education
Boone, NC 28608
cheneyal@appstate.edu

Objectives:

- Participants will discuss strategies and ideas related to facilitating social presence in online, blended and traditional instruction
- Participants will engage in conversation related to the impact of presence, especially social presence, on learning

Audience:

- Any/all attendees

Activities:

- Session facilitators will frame the discussion by overviewing current theories, models and research related to defining presence and understanding its importance in the learning process.
- Session facilitators will engage participants in conversation related to strategies and implications for including activities aimed at enhancing presence in their classes.

Description:

During the past decade, as online education programs have continued to proliferate, the concept of presence is one that has been studied by instructional technologists, learning scientist and organizational communication professionals. Although there are many definitions of presence, the sense of "being there" and "being together" (Lehman & Conceicao, 2010) speaks to the essence of the concept. Understanding how course designs and media can either facilitate or inhibit students' feelings of being a part of the course, and how that ultimately affects student persistence and achievement, have been avenues of inquiry for many scholars.

As such, many models and frameworks have been developed so that educators can better understand and assess presence and, ultimately, design courses that promote a sense of "being there". One prominent model, the Community of Inquiry model (Garrison, Anderson, & Archer, 1999), consists of components of social, cognitive and teaching presence. This model, which has been widely researched, evaluated and applied to a number of instructional environments and delivery modalities (see https://coi.athabascau.ca/) has aimed to help educators better understand how to facilitate learning experiences that help students feel a sense of 'being there' and 'being together' with a community of learners.

Models and frameworks such as the COI model have, in turn, informed pedagogical orientations and instructional strategies, which have been applied to immersive learning environments (Bronack et al., 2008), hybrid environments (Whiteside, 2015) and in traditional settings (Greyling, 2007). Ideas and theories of presence have also been connected to engagement, interaction and performance (Picciano, 2002). As such, there are many avenues of discussion for educators who strive to create highly interactive and community oriented learning environments for their students.

This session will provide an overview of some of the prominent theories, models and frameworks, and will engage participants in discussion related to applying strategies for enhancing presence in their courses.

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And the Winner Is.....Using Competitions
to Enhance Learning and Improve the Quality of Student Work

Emily McLaughlin
IUPUI
799 W Michigan Street, ET 309
Indianapolis, IN 46202
emmclaug@iupui.edu

Objectives:

This presentation will discuss a variety of strategies for locating, joining and facilitating student competitions in your classroom, while also sharing the successes and failures of several approaches which have been explored at one university. Participants will have the opportunity to:
a) Learn how to overlap what they are already doing in the classroom with student contests for any discipline
b) Consider how friendly competition can motivate students to exceed everyday expectations
c) Engage in meaningful conversation to share best practices relative to assessment and promotion of successful competition outcomes

Audience:

This presentation is intended for all faculty and administrators who may be charged with formulating creative ways to improve teaching and learning, or those interested in tactics which might motivate wearied students and bring notoriety to faculty or programs in any discipline.

Activities:

This interactive presentation will include a variety of activities which will propagate new thought relative to engaging students through competitive outlets. Participants will:
a) Converse with other attendees about the various contests and subsequent outcomes which have been experienced at their institutions
b) Complete a self-reflection exercise to examine the ways that personal curriculum learning objectives might correlate with student competitions in their classroom
c) Discuss outlets for dissemination of successful student competition outcomes

Description:

Higher education is inherently involved in an ongoing rivalry. It is an enduring competition to educate a "more qualified" student, create a "superior" program or prove ourselves as "exceptional" faculty by building a national reputation for ourselves and our institutions. This presentation proposes that employing student competitions in the classroom can have many positive effects which support these agendas, such as enhancing student learning, increasing the quality of student work produced, and gaining respect for our faculty, our programs and our institutions by third party constituents in a highly competitive age.

Within the classroom, competitive exercises can be interjected into existing curriculum when careful thought is given to learning outcomes in advance. Various studies have celebrated this tactic, indicating that students who participate in competitive activities develop valuable job-related skills, oral communication and presentation skills, group dynamic (e.g. teamwork) skills, leadership skills and enhanced knowledge relative to their field (Dangiene & Skupiene, 2004; Stutts & West, 2005; Wankat, 2005). It has been noted that overlapping teaching and learning activities with friendly competition is also an engaging way to hold the attention of our latest segment of learners, Generation Y. Elam, Stratton & Gibson (2007) contend that the millennial generation best respond to active learning exercises, a trait different from previous cohorts. Forward-thinking approaches, such as connection with community partners, opportunities to work in groups and nontraditional course activities carry significant weight with this group (Elam, Stratton & Gibson, 2007). Discovering ways to better engage this demographic within our programs is key, and goes beyond simply using group projects or technology (Fern├índez, Marin & Wirz, 2007). Using contests, which are often accompanied by monetary or notable prizes, can enhance teaching and learning motivation while enticing young learners to excel.

We must not ignore the fact that intercollegiate competitions can also be a successful means to engage students in activities that extend beyond the curriculum. When students gather around a project in their spare time and use their classroom skills to craft a creative solution, they develop passion for their discipline (Schuster & Mello, 2006). In addition, research has proven that the use of friendly competitions provides a strong motivation for students, helping to increase their performance and the quality of delivered assignments and coursework (Burguillo, 2010).

While high achieving behaviors and skillsets are certainly desired by today's employers, recognition of heightened learning and success does not only affect those registered for the coursework. Faculty and the institution itself reap the benefits of student victories as this achievement can offer strong testimony which can be used in a variety of ways, including promoting the academic program or the university. Furthermore, students who draw notoriety through winning academic competitions have the potential to draw special awareness to an instructors personal mentoring and instructional capabilities (Schuster & Mello, 2006).

There are many factors which are dependent on successful contest outcomes and must be considered prior to commencing on a path of competition. The availability of resources in a program is a strong indicator of the quality of project submissions and the overall success of the students when competitions which are undertaken (Wankat, 2005). In addition, the quality of instruction and mentorship has been proven to have significant correlation to contest success (Wankat, 2005). Similarly, the personal motivations and attributes of the student body can certainly vary from semester to semester, and should be considered for viability prior to engaging in activities which will reflect the institution (Wankat, 2005).

Ultimately, findings show that student competitions have the potential to make a significant impact on how satisfied a student is with his/her overall educational experience (Schuster, P., Davol, A., & Mello, 2006). There is little question that it is through providing self-motivated learning activities that we can increase quality of work produced and recognition for our students. It is important in our competitive academic arena that we consider using this as one of many innovative strategies for actively engaging the talent that is already present in our

classrooms. Friendly competition offers a chance to exploit every opportunity to increase learning potential, stimulate enthusiasm, and promote our academic homes.

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**Let's Get Active! Integrating meaningful instructional strategies
to foster total participation in the classroom**

Erica Moore
Lock Haven University
401 N. Fairview Street
Lock Haven, PA 17745
erm684@lhup.edu

Objectives:

Participants will be able to:
- Explain the importance of active learning and total participation strategies
- Describe how activity-based learning can enhance students' application of concepts
- Engage in each of the 5 active learning strategies (Windows of Wisdom, Relatives as Teachers, Debate Team Carousel, Three 3's in a Row, and Hold-ups)
- Propose ideas on how to utilize these strategies in discipline specific classrooms
- Reflect on the benefits of implementing activity-based learning to address the needs of all learners

Audience:

This presentation will be targeted toward higher education faculty within any discipline. The learning activities will be beneficial for educators who are interested in implementing an interactive instructional design that can meet the varying needs of learners in the classroom.

Activities:

During the interactive teaching session, participants will gain knowledge on the value of integrating activity-based learning to enhance students' application of concepts and meet the diverse needs present in today's classrooms. They will learn how to implement five active learning techniques by engaging in each activity as they are discussed. The presenter will embed each strategy into an activity throughout the session.

The session will:
- * Provide a brief introduction on the importance of active learning   and total participation strategies to enhancing student growth.
- Engage participants in the five active learning/total participation strategies (Windows of Wisdom, Relatives as Teachers, Debate Team Carousel, Three 3's in a Row, and Hold-ups)
- Give participants the opportunity to reflect on the learning strategies, discuss how they can meet diverse learner needs and apply the strategies to their own discipline.
- Allow time at the end for individuals to share specific examples related to their disciplines on how active learning and total participation techniques can stimulate student growth.

Description

In order to effectively enhance student growth, students need to be actively participating with the content being presented. Engagement is a central aspect in effective teaching and if students are not in engaged, there is little chance they will learn what is being presented in class (Marzano, Pickering, & Heflebower, 2011). Active learning and total participation techniques can be easily incorporated into any classroom setting to stimulate student growth. Total participation techniques allow for all students to demonstrate, at the same time, active involvement and cognitive engagement in the topics being discussed (Himmele & Himmele, 2010).

This session will focus on five specific active learning and total participation techniques that provide students with the opportunity to apply and demonstrate the content being learned. These strategies are utilized to engage students in critical or creative thinking, exploring personal attitudes, expressing ideas, and reflect upon the learning process. Involving students in activities during lessons generate high-quality learning (Zepke & Leach, 2010).

Educators who are interested in no longer presenting material in a straight lecture format can be inspired to incorporate these strategies to promote an engaging learning environment. The specific active learning strategies focused on during this session will encompass Windows of Wisdom, Relatives as Teachers, Debate Team Carousel, Three 3's in a Row, and Hold-ups (Himmele & Himmele, 2011; Morable, 2000). Each active learning technique will provide participants with simple, yet effective, ways to get students involved in their own learning.

Student engagement does not occur spontaneously and it is our responsibility as educators to implement strategies that are proven to foster total student participation (Marzano, et al., 2011). The philosophy that highly effective teaching strategies include activity-based learning can be summarized by the ancient Chinese proverb; I hear and I forget, I see and I remember, I do and I understand. This quote simply embraces the fact that students can easily grasp and apply concepts when fully engaged in the learning process. Participants will leave this session with five meaningful instructional strategies that they can incorporate into any discipline to enrich student engagement.

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The Use of Peer Instruction and Classroom Response Systems in a Flipped Classroom

Grace Onodipe
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
gonodipe@ggc.edu

M. Femi Ayadi
University of Houston-Clear Lake at the Texas Medical Center
2151 W. Holcombe Boulevard,
Houston, TX 77204-0301
AyadiM@uhcl.edu

Objectives:

After participating in this session, participants will be able to:
1. Provide a rational for use of all three pedagogical methods in a classroom environment.
2. Identify barriers and lessons learned in each method in the classroom environment
3. Evaluate the effectiveness of peer instruction and flipped classroom environment on core learning outcomes.

Audience:

This presentation is intended for faculty and general ISETL audience who may be interested in the application of technological enhancement to teaching and learning in higher education.

Activities:

Participants will be asked to provide examples of when they have used any of these pedagogical methods in their classroom experience as well as provide lessons learned and barriers encountered. At the end of the presentation, Participants will be asked to work in pairs to discuss/identify which class they can go back home to apply any or all of these methods and which specific pedagogy they think they will work on first.

Description:

This interactive session will discuss the use of three pedagogic methods to teach undergraduate economics courses. We will identify the challenges faced in using all three methods and lessons learned, as well as provide rationales for why we think this is a powerful and effective way to teach.

Six to eight minute video clips covering economic concepts were produced and made available to students. Students were required to view 2-3 videos prior to coming to each class session. Flipping the classroom allows the students to spend time thinking about the concepts prior to

coming to class, and frees up classroom time to develop mastery of the concepts. (Findlay-Thompson, S., & Mombourquette, P.,2014).

Peer Instruction (PI) and Classroom Response Systems (CRS) are teaching techniques used to make classroom lectures more engaging and interactive. According to Mazur Group, (Mazur, 1997), PI involves students in their own learning; lectures are interspersed with conceptual questions that are designed to expose common difficulties in understanding the material. This process forces students to think through the arguments being developed, and enables them to assess their understanding of the concepts even before they leave the classroom. With PI, students learn from each other as well as learn to articulate their thinking (Crouch et al., 2007) Using Classroom Response Systems offers a method of active engagement for the students (Bojinova 2011). Pre and post-tests were given to measure the mastery of the concepts taught, as well to measure the effectiveness of the pedagogic methods. Students used their mobile devices to complete quizzes on www.socrative.com in class, and received instant feedback on performance from the instructor, allowing for just-in-time teaching.

Results from the data analyses of the pre- and post-tests will be provided to demonstrate the improvement in understanding of the core learning outcomes. Lessons learned from combining these innovative teaching methods will also be discussed. We will provide recommendations on how to train students to adapt to the flipped classroom environment, and use that effectively.

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Nature as a tool for stimulating learning outside of the classroom

Patrick Owen
University of Cincinnati, Blue Ash College
9555 Plainfield Rd.
Blue Ash, OH 45236
patrick.owen@uc.edu

Objectives:

This poster reviews the psychological basis of learning in a natural environment in terms of attention restoration theory and its application to nature walks. It presents a case study determining the effectiveness of nature walks in stimulating learning, specifically in the context of an introductory biology laboratory course. The poster explains how this work can be adapted to courses in other disciplines outside of biology.

Audience:

This poster is intended for faculty and administrators who are interested in how the on-campus natural world (i.e., outside the brick and mortar classroom) can be taken advantage of as an innovative (and inexpensive) way to augment the educational experience.

Activities:

I will distribute a worksheet to conference participants viewing the poster that asks them to 1) identify content in courses that they teach that could potentially be taught in an outdoor context, and 2) identify ways that they might adapt that content to be taught as part of a nature walk or similar outdoor activity on their campus.

Description:

There has been surging interest in how direct experience with natural environments affects social development, physical health, and mental well-being (popular reviews of this literature can be found in Louv 2008, 2012). Part of this interest focuses on the application of nature experiences to the educational process.

Much of the scholarship of teaching and learning literature focuses on learning in the context of the indoor classroom environment. Less attention has been paid to the value of taking students out of the classroom into nature and the impact of this on stimulating learning. Most of the past literature on the value of exposing students directly to nature chiefly focuses on very young students (pre-school through elementary school) and on environmental education. Much of this work involves surveys examining how natural experiences impact student attitudes toward nature (for example, Hatty et al. 1997; Malone and Tranter 2003; Ballantayne and Packer 2009). These studies for the most part do not test hypotheses about the effect of natural environments on learning. However, the psychological literature (especially attention restoration theory) provides a good framework for how natural environments might positively influence college student

learning. For example, Berman et al. (2008) found that walking in nature or being shown images of nature improved tasks requiring directed attention. Kaplan and Berman (2010) review additional literature showing that stimuli from nature improve attention and memory.

The study outlined in this poster demonstrates how nature walks can function as a successful alternative to a classroom-based activity, even despite such potential drawbacks as time taken away from instruction due to transit and uncontrolled distractions in the environment. This study specifically investigates how a nature walk affected retention and understanding of introductory biology material relative to an in-classroom presentation alternative. The subjects were undergraduate college students enrolled in a majors-level biology laboratory course. The material covered as part of the study consisted of a topic that lended itself to an outdoor experience and one that students traditionally show low initial interest in (plant diversity and anatomy). The study had a repeated measures design in which all students received both treatments: nature walk and inside alternative. The inside alternative was identical in content to the nature walk with the exception that it did not occur outdoors, and instead, students were shown projected images of what they would have encountered on the nature walk. Learning was assessed with pre- and post-tests on the material that was covered. Student attitudes toward the material being covered were assessed using a survey adapted from Bauer (2008). A statistical analysis was conducted on the data using repeated measures ANOVA.

Despite the perceived logistical drawbacks, the results of the study indicate that nature walks are an effective alternative to classroom-based presentations for meeting student learning outcomes. Additionally, the college students had more positive attitudes about material presented as part of a nature walk, and this is in keeping with the prior work on learning in grade school students. I give examples of how the results of this study are broadly applicable outside of the discipline of biology, particularly to any course where the natural environment informs its content.

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What's it all about? Changing the conversation about syllabi

Lolita Paff
Penn State Berks
Tulpehocken Road
Reading, PA 19610
LAP21@psu.edu

Objectives:

During this session participants will:
1. Summarize the common components and uses of the syllabus.
2. Learn about the characteristics of a learning-centered syllabus.
3. Examine syllabus tone and its implications.
4. Explore strategies for getting students to read and use the syllabus in learning.

Audience:
This interactive session will be of interest for faculty interested in maximizing the learning potential of their syllabus.

Activities:
This session will incorporate the following activities:
1. Participants will brainstorm components of the typical syllabus.
2. Small groups will engage in a first-day syllabus activity.
3. Small groups will critique sample syllabi and make recommendations about improving tone and format.
4. Personal reflection on questions designed to help participants discern ways their syllabus could be improved to enhance learning.

Description:

The syllabus literature tends to focus on "Here's what makes a good syllabus." Unfortunately, other important aspects of the syllabus haven't been addressed nearly as well: "What are the purposes of the syllabus?" and "What are the syllabus' implications for learning?" This session will consider strategies for shared decision-making, examine syllabus tone, and explore means of incorporating the syllabus throughout the term as a learning tool.

The following questions motivate the session:
- Does teacher decision-making help students develop as independent learners?
- Is it necessary for the teacher to make all the decisions about the course?
- When the teacher decides everything, how does that affect the motivation to learn?
- Does teacher decision-making help students develop as independent learners?

A learner-centered syllabus shifts emphasis from "What will be covered in the course?" to "How can the course promote learning and intellectual development in students?" "In introducing the syllabus, we must counter ingrained beliefs that students "are powerless to affect what happens

to them; that hard work will not pay off; that success is due to luck, and failure is due to circumstances beyond their control" (Slattery & Carlson, 2013, p. 159). Instead, the learning-centered syllabus shifts the focus toward learning outcomes. The same syllabus information is provided. What's different is that the information is presented "in a way that creates a community learning environment in which power and control are shared between the instructor and the student" (Robb, 2012, p.489).

Diamond (1997) defines 6 goals of a learning-centered syllabus as:
1. Defining responsibilities (students and teacher)
2. Stating course goals, from the perspective of students
3. Establishing standards and procedures for evaluation
4. Acquainting students with course logistics and policies
5. Establishing lines of communication
6. Providing access to course materials

Students often place more emphasis on grades than learning. Typical syllabi reinforce that perspective. Instead, Grunert recommends we "consider how each and every aspect of your course can most effectively support student learning. How, then, can you use your syllabus to promote your students' engagement with subject matter and their intellectual development?" (1997, p.3). Policies and rules are necessary and are often mandated by institutions. However, tone is a choice, and it affects how policies are perceived. "A syllabus, like any other text, cannot be separated from its author; nor is it above scrutiny and deconstruction. Professors, as critical thinkers themselves, should be aware that their syllabi are alive, symbolic, and vocal. A syllabus really can talk, and it's saying a lot more than we think" (D'Antonio, 2007). As Singham notes, we assume " that we have to teach in an authoritarian manner because of the way students are. However, all of the literature on student motivation has convinced me that the opposite is likely to be true: students act the way they do because we treat them the way we do" (2007, p.55).

Grunert (1997) explores numerous functions of the learning-centered syllabus. Of particular note for this session are the functions related to:
- Setting the tone for the course
- Describing your beliefs about educational purposes
- Describing active learning
- Helping students assess readiness for the course
- Setting the course in a broader context for learning
- Providing a conceptual framework

The session will conclude with strategies to encourage students to read and use the syllabus in learning throughout the term. Examples include Blinne's (2013) collaborative syllabus construction and Forniciari & Dean's (2013) recommendations with respect to Gen Y students, among others.

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Strategies to discourage unproductive student behaviors

Lolita Paff
Penn State Berks
Tulpehocken Road
Reading, PA 19610
LAP21@psu.edu

Objectives:

1. Identify a short list of student behaviors that inhibit learning. (5 min MAX)
2. Learn through discussion of the intended and unintended consequences of policies and practices designed to mitigate a specific set of unproductive student behaviors.
3. Leave with at least one strategy to implement in their course.

Audience:

This interactive session will be of interest for faculty, faculty developers, and student support staff interested in alternative strategies that promote student responsibility for learning.

Activities:

The facilitator will offer a short introduction. The discussion will be chunked into 3-4 themes, based on participant interest in a variety of potential negative behavior topics.

Proposal:

It's depressing to see students making poor decisions about learning. They don't come to class, or come unprepared. They miss deadlines, make excuses, and grub for every last point even on work that's mediocre. Many teachers try to prevent negative learning behaviors through a variety of course policies that punish the offenses. Syllabi often include details about the consequences of missed classes, late work, missed assignments, etc. detailing the penalties for a variety of unproductive behaviors.

Negative reinforcement can work, but is it the best strategy? What are the consequences of an adversarial syllabus, or a syllabus that implies teachers expect students will engage in these negative learning behaviors? Faculty expectations, thus explicitly stated, are powerful. If we focus on poor behaviors in the syllabus, we probably shouldn't be surprised if students behave in ways we seem to expect.

Negative reinforcement has other implications. Do we want students to do the work, in order to avoid losing points, or are we hoping students will develop a desire for learning? What will happen when the negative consequence is removed? Have students learned anything about the value of reading in our discipline? Have they developed better study habits? Are they improving their note-taking skills?

If all we want students to achieve in our class is some content mastery, then negative reinforcement may be the most straightforward way for the teacher to manage students and the classroom. For those hoping to accomplish more, other kinds of strategies are needed.

This roundtable discussion session will focus on this question: What can faculty do to prevent or at least limit the impact of these negative behaviors? Join us as we discuss strategies that focus on helping students assume responsibility for their learning.

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Threshold concepts and the Framework for Information Literacy for Higher Education

Angela Pashia
University of West Georgia
1601 Maple St.
Carrollton, GA 30118
apashia@westga.edu

Jessica Critten
University of West Georgia
1601 Maple St.
Carrollton, GA 30118
jcritten@westga.edu

Andrea Stanfield
University of West Georgia
1601 Maple St.
Carrollton, GA 30118
astanfie@westga.edu

Objectives:

During this presentation, participants will:
- Learn about the Framework for Information Literacy in Higher Education, a document recently approved by the Association of College & Research Libraries
- Brainstorm and discuss ways to incorporate information literacy skills in their instruction in order to help students cross the threshold of concepts, or Frames, outlined in the Framework for Information Literacy in Higher Education

Audience:

This presentation will be beneficial for faculty who are interested in improving their research assignments and want to brainstorm ways to incorporate information literacy into their instruction.

Activities:

The audience will participate in a think-pair-share exercise to discuss threshold concepts for doing research in their fields. The audience will then participate in a guided brainstorming exercise to explore ways to incorporate concepts from the Framework into their instruction.

Description:

Information literacy is crucial for both academic success and lifelong learning. In its latest official document on the subject, the Association of College & Research Libraries defines information literacy as "the set of integrated abilities encompassing the reflective discovery of

information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning" (ACRL, 2015).

For years, the librarians promoting information literacy in higher education settings referred to the Information Literacy Competency Standards for Higher Education (ACRL, 2000) to guide our efforts. These standards included clearly articulated, skills-based learning outcomes. They also promoted a broader conceptualization of information literacy, to include skills needed throughout the college curriculum, not just the steps required for finding items in a library (Fister, 2014). Over the years, though, there has been increasing criticism of the standards, including complaints that they are an over-simplified list of skills and that they fail to address the flexibility needed to navigate the range of information made possible by technological advances (Mackey & Jacobson, 2011). To address these critiques, Mackey and Jacobson (2011) proposed re-conceptualizing information literacy as a metaliteracy, which would provide a framework within which to discuss a range of more specific literacies (including digital, media, and visual literacies). Other authors built on the growing literature about threshold concepts to reframe information literacy as a set of core threshold concepts that people must grapple with and internalize in order to become information literate (Townsend, Brunetti, & Hofer, 2011). A threshold concept "represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress...there may thus be a transformed internal view of subject matter, subject landscape, or even worldview" (Meyer & Land, 2003, p. 1).

Both of these strands contributed to the development of the new Framework for Information Literacy in Higher Education (ACRL, 2015). The Framework identifies six threshold concepts, outlining for each a set of "knowledge practices", or specific skills that demonstrate some degree of mastery of that concept, and a set of "dispositions", or habits of mind, associated with that concept. This reconceptualization of specific skills as fitting within a framework of threshold concepts is designed to highlight the overarching nature of information literacy.

In this interactive session, we will introduce the Framework and briefly discuss how and why it was developed. Participants will be asked to discuss whether viewing information literacy as a set of threshold concepts affects their understanding of how to teach research, and to discuss the concepts they view as core threshold concepts for research in their fields. Following this, we will spend time brainstorming ways to incorporate the concepts from the Framework into their instruction. Participants will come away with fresh ideas for incorporating information literacy into their instruction in order to improve student research in their discipline.

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Predictive Statistics and Task Attraction:
Using available data and innovative activities to engage online students

Neal Phillips
Valencia College
1800 S. Kirkman Rd. Bldg. 3-241
Orlando, Florida 32811
nphillips@valenciacollege.edu

Objectives:

During the presentation, participants will:
a) Be introduced to ways to facilitate a more personalized learning experience for online learners
b) Learn about free multimedia applications that can be used to activate online students kinesthetically so as to create long-term comprehension
c) Be shown rubrics used to assess every step of the dicussion and multimedia presentation aspects of group collaboration for online learners
d) Be shown how Civitas predictive statistics can be used to quickly assess the progress of learners while individually personalizing ways to engage them in kind

Audience:

This presentation is especially beneficial for online-exclusive instructors who are looking for innovative, cost-free ways for students to collaborate kinesthetically via online platforms. This is also beneficial especially for English, Literature, and writing instructors looking to take advantage of students' interests in using social media to achieve course objectives. And further, this presentation is ideal for the time-limited instructor looking for ways to quickly assess and then motivate by targeting specific tasks students need to enhance in their online courses.

Activities:

The presentation will include:
a) A survey of online learning focusing on how instructors know that an online student has learned or comprehended a skill set.
b) A discussion of how to make discussion boards and modes for online class participation both more inter- and intrapersonal.
c) A step-by-step interactive walk through, guided by the presenter, teaching how to use Google Hangouts to enable students to discuss and perform literature without physically meeting.
d) A step-by-step interactive walk through, guided by the presenter, teaching how to use Audacity and Dropbox software to enable students to create original Mp3 recordings of audio books or songs based on literature.
e) An introduction to Civitas software that gives students scores based on their engagement activities in online classes. Following this, participants will also be given ideas on how to use the scores to motivate online students both individually and in groups.

Description:

With the advent of social media, students in online courses seek the versatility and human interest that Facebook has, and they gravitate toward online courses to escape face-to-face classroom pressures. In addition, international students see online learning as a way to increase communication and acquire language proficiency. As an online instructor, I felt it was necessary to try and find ways to both activate online students kinesthetically to create long-term comprehension, and the online medium necessitated those activities being completed without students physically meeting. To start on this quest, I needed to consult scholarly sources that advocated best practices in student engagement for an online course.

Best practices to promote student engagement in online courses is a "hot" topic, as online learning is still much in the pioneering phase; the mode of educational delivery is even a relevant topic politically, as the federal government has developed a new program that focuses on cyber learning and transforming education (Cavanaugh, 2012). Recent studies have also shown that giving students choice to make an online course more relevant results in evidence of greater instances of critical thinking for online learners (Lindgren, 2012). And new technologies result in a greater range of diverse experiences for the online learner as they increase opportunities for collaborating and building a digital community as opposed to just focusing on an individual (Peck, 2012). The tools for engagement have been developed, it is just a matter of inducing students to use them to engage each other.

The first act, then, that I needed to take was an inventory of student perceptions about online learning. With my initial survey of students at the outset of the online course, I would not say the responses were cynical, but responses did indicate that students did not believe they would be engaged with other students. Maybe that reflected a very low expectation for interaction in the course.

As online learning has evolved, the continued concerns about getting students engaged, albeit virtually, has grown and become more complicated with the continued technological divide between technology natives (students growing up in a virtual and technological world) and technology immigrants - their professors. Instructors today are constantly playing "catch up" to reach the level of technological competence of most students (Fink, 2003; Myers & Jones, 1993). As a result, students are consistently looking for engaging opportunities in online courses, and they expect their instructors to create them.

Some new technologies that have been found to engage students and increase participation online include e-mail, discussion boards, videos, and increased audio tracks for literature. Today's students are "ready to participate" and have been connected to technology throughout their development. They expect teaching and learning will be interactive, though less than half of today's college students believe their instructors know how to use technology effectively. Using technology in the classroom is not enough; their use needs to build upon good practices in active learning that require students to apply what they're learning (Sherer and Shea, 2011). One way to demonstrate best practice while reaching individualized learning styles can occur via online video. Online video's versatility allows students and instructors alike to contribute to course content and to increase student engagement in classroom discussions (Cole and Chan,

2012). It is with these ideals in mind that the Google Hangout and Audacity recording projects were created.

Additionally, Civitas of Austin, Texas has now developed software that, combined with an online class, can assess overall student engagement, areas of a student's strength, and areas of student concern. With the predictive analysis provided by Civitas, instuctors will have a powerful tool they can use to quickly assess a student's strengths and weaknesses in a class and then target intervention based on student engagement scores. Using the engagement score as a motivational tool, an instructor can target ways to motivate individual students and groups of students.

In short, if you'd like to learn, quickly and easily, how to create highly interactive personal and literary discussions, virtual class meetings and performances, and group recordings through file sharing, then this session is for you! Additionally, you will be introduced to new technology that allows an instructor to quickly assess an individual student's or group of students' progress in a course and then target areas for improvement. As an online instructor, it is not to be missed.

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The Big, the Bold: Best Practices for New & Sustainable Study Abroad Courses

Denise Pilato
Eastern Michigan University
126 Sill Hall
Ypsilanti, MI 48197
dpilato@emich.edu

Pamela Becker
Eastern Michigan University
122 Sill Hall
Ypsilanti, MI 48197
pam.becker@emich.edu

Objectives:

- Discuss best practices for starting a successful study and sustaining a abroad program; and
- Identify innovative, big ideas and bold strategies to operationalize a new study abroad and sustain a successful one

Audience:

Faculty from all disciplines

Activities:

After a brief presentation of the top five best practices and sharing key experiences of successes and challenges in designing, implementing, sustaining a successful study abroad course, we will facilitate a discussion about ideas, challenges, and questions to consider on these points. We will distribute copies of the list of five best practices in a planning model template that will encourage ranking priority and facilitate the inclusion of "big" and "bold" ideas beyond the top five best practices. This modeling activity will include a platform for discussion, including but not limited to some of the "who, why, how, and where" issues, such as:
1) From an institutional standpoint: Know the market demand for study abroad programs. Who is your student body and why should they study abroad?
2) From a faculty perspective: Why should a faculty member consider undertaking a study abroad course? How does teaching a study abroad course foster and support a culture of professional development?
3) From a personal development: How can a faculty member engage in personal stimulating teaching and learning experiences beyond the classroom?
4) Logistics: What are the biggest challenges and best solutions? Where should you go and not go?

Co-Presenters will summarize the discussion and highlight key points related to the session's objectives. Participants will leave the roundtable with ideas based on best practices and beyond of viable study abroad models focused on starting and sustain a successful study abroad program.

Summary:

This round table is designed to promote faculty participation in academic study abroad programs. From a faculty with years of experience to one who is just designing a first new study abroad course, we are interested in sharing our experiences, exchanging ideas, and discussing strategies for increased successful engagement with study abroad curriculums and programs. We will discuss the top five best practices supported by the National Association for Foreign Student Advisor (NAFSA) and potentially learn form one another about other practices applicable for starting and/or sustaining successful study abroad programs.

The trend toward increased globalization on campuses is under discussion across American universities and colleges. The merits of students studying abroad are part of an ongoing dialogue that address such questions as, "Does meaningful travel mean anything anymore?" and the open ended discussion on "Better Abroad is . . ." that "encourages thoughtful program design and reflection" (Better Abroad). Developing and implementing a study abroad course is a daunting task, but one with potential for rich returns in professional and personal development as a teacher, a scholar, and member of a larger global community beyond campus boundaries. It is a teaching experience that demands innovative curriculum design, creative teaching strategies, and determination in working through various administrative challenges.

In this session we will discuss the best practices in designing, implementing, and sustaining successful study abroad program in our institution, the challenges we faced, and identified strategies for success. The collective discussion will add big and bold ideas leading to future best practices for meaningful teaching and learning experiences through study abroad programs.

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Factors Related to Cognitive, Emotional,
and Behavioral Engagement in the Online Asynchronous Classroom

Maura Pilotti
Ashford University
8620 Spectrum Center Blvd.
San Diego , CA 92123
maura.pilotti@gmail.com

Pamela Vincent
Ashford University
8620 Spectrum Center Blvd.
San Diego , CA 92123
pamela.vincent@ashford.edu

Pamela Murphy
Ashford University
8620 Spectrum Center Blvd.
San Diego , CA 92123
pamela.murphy@ashford.edu

Stephanie Anderson
Ashford University
8620 Spectrum Center Blvd.
San Diego, CA 92123
stephanie.anderson@ashford.edu

Pamela Hardy
Ashford University
8620 Spectrum Center Blvd.
San Diego, CA 92123
pamela.hardy@ashford.edu

Objectives:

Although online learning is no longer a curiosity in higher education, debate exists on the factors that make the online classroom a viable and effective learning environment. Not surprisingly, because the asynchronous delivery mode deviates most from the traditional classroom, the key ingredients of an effective asynchronous delivery mode have been challenging to define (Dennen, Darabi, & Smith, 2007). Of course, across all modes and contexts of learning, effectiveness relies on behavioral, cognitive, and emotional engagement of students and faculty. Previous research has focused on student engagement and treated faculty engagement mostly as an afterthought (Kuh, 2003). The goal of the proposed presentation is to better understand the online asynchronous classroom by examining engagement of both students and faculty (Fredricks, Blumenfeld, & Paris, 2004; Kuh, Kinzie, Bridges, & Hayek, 2007) as it relates to

measures of student success (e.g., class completion and discussion forums' grades) and properties of the online classroom (e.g., class size and depth of discussion prompts).

Audience:

This presentation is intended for faculty, faculty developers, administrators, and general ISETL members who may be interested in the factors that relate to engagement in online education.

Activities:

The presenters will first conduct a brief survey regarding attendees' knowledge of engagement and their experiences of the factors that may be related to it. Second, there will be a discussion focusing on the challenges of measuring engagement of both students and faculty in the online classroom. Third, our study and its findings will be presented. Lastly, lessons learned will be discussed to elicit attendees' views on the study, its findings, and future research.

Description:

The proposed presentation focuses on the findings of a study devoted to the online asynchronous classroom. The purpose of the study was to examine the relationship between measures of behavioral, cognitive, and emotional engagement of students and instructors in asynchronous discussion forums and behavioral measures of student's success (e.g., class completion and discussion forum grades) as well as properties of the online classroom (e.g., class size and depth of discussion prompts). For both students and instructors, response frequency in discussion forums (i.e., response rate) and length of discussion posts were the primary measures of behavioral engagement (i.e., participation). The depth of the responses (as determined by the Bloom's Taxonomy; Zhu, 2006) defined cognitive engagement. Self-referential quotes and posts' positive connotations were used to define emotional engagement.

Students and instructors displayed quite different patterns of relationships. As expected, as the size of the class increased, students' behavioral and cognitive engagement declined ($rs = -.216$, $n = 169$, $p = .005$, two tailed, and $rs = -.221$, $n = 169$, $p = .004$, two tailed, respectively). Instead, instructors' cognitive engagement increased ($rs = +.167$, $n = 169$, $p = .030$, two tailed) and emotional engagement decreased ($rs = -.193$, $n = 169$, $p = .012$, two tailed) with the size of the class. Instructors may be more cognitively engaged in larger classes, perhaps as a means of counteracting their concerns regarding learning and/or their feeling of reduced emotional engagement in such classes. Of course, in a correlational study such as ours, cause-effect relationships are merely speculations.

Students' emotional engagement increased with grades obtained in the discussion forums [$rs = +.201$, $n = 169$, $p = .009$, two tailed), whereas instructors' cognitive and behavioral engagement measures were inversely related to grades [$rs = -.190$, $n = 169$, $p = .013$, two tailed, and $rs = -.152$, $n = 169$, $p = .049$, two tailed, respectively]. The latter is not surprising. Instructors who are engaged behaviorally and cognitively in the online classroom may also have high expectations (as measured by a conservative grading style). Interestingly, the depth of the prompts of discussion forums was related to students' cognitive engagement, suggesting that students may

respond to high pedagogical expectations (rs = + .417, n = 169, p < .001, two tailed). Furthermore, correlations existed not only between the measures of behavioral engagement of instructors and students (rs = + .166, n = 169, p = .021, two tailed), but also between the measures of emotional engagement (rs = + .193, n = 169, p = .021, two tailed; respectively), suggesting a pattern of mutual influences at the behavioral and emotional level between students and instructors. As indicated earlier, in a correlational study such as ours, the direction of such influences cannot be specified.

In sum, students and instructors in our study displayed unique patterns of relationships between properties of the online classroom, such as class size and depth of discussion prompts, and measures of engagement, thereby suggesting that students and instructors see and respond to these properties differently. Unique patterns of relationships were also observed between a measure of student success (i.e., discussion forum grades) and engagement of students and instructors, implying the possibility of different underlying factors. For instance, instructors' high expectations may be linked to both more stringent grading criteria and to higher cognitive and behavioral engagement, whereas students' positive outlook in a class may be linked to both emotional engagement and good grades.

Although relationships were detected, their magnitude was small. It is reasonable to assume that the constraints related to quality-assured curricula and standards of conduct might have weaken variability in the data set and thus reduced the magnitude of the relationships uncovered. Nevertheless, distinctive patterns of relationships were observed which encourage further inquiry into the unique aspects of the pedagogy of asynchronous online learning.

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Metacognition in Higher Education

Clay Rasmussen
Weber State University
1301 Edvalson St.
Ogden , UT 84408
clayrasmussen1@weber.edu

Penee Stewart
Weber State University
1301 Edvalson St.
Ogden, UT 84408
pstewart@weber.edu

Objectives:

1. Discuss the benefits of metacognition.
2. Introduce metacognitive questions that students can use in any content area.
3. Show results of a study comparing student test scores when using metacognitive questions and students not using metacognitive questioning.

Audience:

This presentation is intended for instructors, faculty, or anyone involved in teaching and assessing students.

Activities:

We will begin by covering the benefits discussed in the literature about having students use metacognition. Next, we will share the results of a study comparing student achievement in introductory university courses of students taught to use metacognitive questioning against students not taught to use metacognitive questioning. Finally, we will share the metacognitive questions we provided students and show how they can be adapted to any content area.

Description:

Metacognition has been shown to have great impact on the academic success of students. However, many beginning college students do not have well-developed metacognitive skills. The purpose of this study was to examine the effect of giving students a brief introduction to metacognition and then providing the students with metacognition questions prior to exams. The students' test scores and their ability to predict what scores they receive on their tests will be analyzed.

In 1976 Flavell introduced the concept of metacognition, or thinking about thinking. Since that time, metacognition has been increasingly the focus of both cognitive psychology and educational research (Dignath & Büttner, 2008) . Metacognition includes both a student's

knowledge about his or her thinking process and the student's ability to regulate or control the thinking process (Schraw & Dennison 1994). Although metacognitive knowledge seems to be mostly developed by adulthood, metacognitive regulation appears to continue to develop through adulthood (Stewart, Cooper & Moulding, 2007). A particularly important component of metacognition for students is the ability to regulate and direct their thinking in order to be more successful at learning new content or information. Psychologists often categorize metacognitive regulation into three subparts: planning, monitoring and evaluation (Schraw, 1998). Usual life experiences and traditional educational efforts do not ensure the development of metacognitive skills (Cornoldi, 2010). Therefore, it is necessary to explicitly teach metacognitive strategies instead of relying on implicit learning of those skills.

There are very few peer reviewed experimental and/or quasi-experimental studies examining the effect of metacognition instruction on academic achievement (Elllis, Bond & Denton, 2012). A more research review by the same authors identifies instructional approaches that promote metacognitive thinking in primary and secondary students. (Ellis, Denton & Bond, 2014). Since metacognitive regulation continues to develop into adulthood, it would be useful to see if these same strategies will work for college age students. The question remains whether undergraduate general education students can benefit from explicit metacognitve regulation instruction.

This study is a quantitative study that compares students in introductory university courses. Course sections were randomly assigned as either treatment or control groups. Treatment and control groups within each content area were taught the same content with the same methods. The only exception was the treatment group was shown a short video about metacognition and then before each exam they were given an online assignment consisting of three sets of metacognitive questions. The questions asked students to identify what test content they felt confident in prior to studying, what areas they felt they needed to spend extra time studying, and other similar type questions. In addition to this online assignment, both the treatment and the control group had one additional question on each exam asking the students what grade they think they will earn on the exam.

The study is ongoing. Results will be analyzed using quantitative statistics. A summary of the results will be shared during the presentation.

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**Learning with SOLE: Using Self-Organized Learning Environments
to increase collaboration and engage learners**

Christine Remley
Lock Haven university
131 Robinson Learning Center
Lock Haven, PA 17745
cremley@lhup.edu

Erica Moore
Lock Haven University
203 Robinson Learning Center
Lock Haven, PA 17745
erm684@lhup.edu

Objectives:

1) Explore the ideas of learning through Big Questions and Collaboration
2) Participate in a SOLE activity
3) Reflect on ways the SOLE can be implemented in their own classrooms

Audience:

This presentation will be beneficial for faculty who teach in a variety of disciplines and who wish to encourage self-organized learning and more student collaboration in the classroom.

Activities:

1. Explore the SOLE procedures as outlined in the toolkit provided
2. Participate in the SOLE activity by developing a big question, collaborating with colleagues, and present the information to the large group.
3. Discussion and reflection about SOLE and determine ways to implement it in their classrooms.

Based on the work of Sugata Mitra, The School in the Cloud is a platform, driven by a global community that connects Self-Organized Learning Environments (SOLEs) in a movement towards a more inclusive, universal education. As computers continue to get faster and more available, the need to memorize information is becoming obsolete. Through SOLE, students learn to think critically, work collaboratively, and discern the accuracy and relevancy of information.

The SOLE is a learning environment that focuses on the use of the internet, collaboration, and encouragement. The teacher is only the facilitator of learning and serves only to guide learning and encourage the learners. The SOLE dream is that the learners are given a big question and the teacher just steps back and watches what happens. Groups of four students are self-selected and include just one computer to encourage the collaboration.

Anyone can create a SOLE and spark curiosity in learners by asking them to explore a big question. Learning happens spontaneously in these environments. SOLEs are created when educators encourage students to work as a community to answer their own questions using the information found on the internet.

Students are given a big question or are challenged to think of their own. Then they follow some simple rules:
- Students choose their own groups and can change groups at any time.
- Students can move around freely, speak to each other and share ideas.
- Students can explore in any direction that they may choose, there may be no single right answer.

Groups are expected to present what they have learned at the end of the session.

The SOLE learning path is fueled by big questions, self-discovery, sharing, and spontaneity. Those parameters are needed to create a non-threatening learning environment in which students feel free to explore. Much of the work with SOLEs has been done in the K-12 learning environment. Recently I began using them with pre-service teachers to explore issues of interest and impact learning.

During this session, I will explain the SOLE, explore Big Questions, and discuss how it can be used in a variety of age groups and disciplines. In addition, I will share some of the experiences I have observed while working with the SOLE in the college classroom. The group will participate in a SOLE activity and reflect on the uses in their own classrooms.

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Killing Three Birds with One Stone:
Civic Engagement, Experiential Learning & Skill Development

Christian Rogers
Indiana University-Purdue University Indianapolis
799 W. Michigan Street
Indianapolis, IN 46260
rogerscb@iupui.edu

Objectives:

The objective of this presentation is to provide findings from multiple experiential learning assessments and the students reflections from their time on the project. Participants will be presented with case studies where students worked on projects that not only provided a service to a civic entity but offered an alternative to the fabricated project.

Audience:

The audience for this project is for teaching faculty in higher education that desire to provide real-world projects within the classroom. Participants will hear a brief presentation and then will engage with the presenter and each other on the value of civically-minded experiential formative assessments.

Activities:

Activities will include small group discussion and large group discussion that will allow for participants to hear from each other as well as from the presenter.

Description:

Experiential learning theory was developed from the work in human learning and development from scholars such as John Dewey, Carl Jung, Paulo Freire and Jean Piaget (Kolb 1984). Educators have defined experiential learning in different ways. Dewey (1938) defined it as it a 'theory of experience'. He states that institutions need to provide students with the opportunity to engage in active testing of knowledge and ideas in real life situations.

Kolb (2005) builds on experiential learning theory with a four-stage model that entails concrete experience, reflective observation, abstract conceptualization and active experimentation. With many media production courses, the emphasis is on practice and the act of "doing". Thus, it is crucial to integrate experience and reflection.

With that in mind, the instructor developed multiple formative assessments that involved real-world projects within a video production course. The purpose of doing so was to engage students in real-world scenarios to reflect the industry.

The initial that the project is based on took place in Fall 2013. Eight students in an introductory video production course participated at IUPUI participated in a video project in partnership with the Indiana Department of Corrections industrial wing. Students individually conducted preparation documents and participated in on-site interviews in one of three prisons. At the completion of the project, students were given the opportunity to reflect on their time working in the prison and with the incarcerated.

In Fall of 2014, a new section of the same course participated in one of two projects with the Indiana Department of Homeland Security or the State of Indiana Youth Philanthropy Initiative. Twenty four students worked in grouped on each project.

While each assessment was a part of a video production course, the concepts can be applied to any field, specifically those that find it more different to find ways to engage civic partnership.

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Do Group Projects Help Students Develop Important Skills?

Bradley Sarchet
University of Cincinnati, Blue Ash College
9555 Plainfield Rd
Blue Ash, OH 45236
bradley.sarchet@uc.edu

Objectives:

This poster presentation will begin by presenting details of the course project that was used for this study, including various handouts and descriptive materials distributed to the students. Details of the research study will then be presented, including materials & methods, results, and discussion. The final objective that is continuous throughout the entire poster session is to generate discussion and gather new ideas for possible directions of future research.

Audience:

This poster presentation is intended for individuals from any discipline who are involved in curriculum development or are interested in creating, implementing, and evaluating group projects and presentations.

Activities:

This will be an interactive poster session designed for direct interaction between the author and other conference participants. A poster session was again chosen to give participants the opportunity to review course/study materials and offer feedback on the design, methods, and results of the study. Handouts that are distributed to students during the project will be available for the audience to review, as will copies of the surveys used in the study. Pamphlets produced by several groups will also be available.

Description:

College instructors are often unaware of the skills and qualities employers seek in new college graduates. As a result, many activities in the traditional college classroom have focused heavily on content and lightly on skill development. Surveys of employers very often include the following in their lists of top 10 skills they seek in recent college graduates/new employees: verbal communication, teamwork, interpersonal, and computer skills (NACE 2011; Hansen & Hansen). Based on information such as this, and the need to successfully employ graduates, a recent trend in higher education has been to include more group activities as course requirements, under the assumption that by merely completing the activities students will automatically improve or develop the desired skills. According to Girard et al. (2011), however, this assumption has not been adequately investigated and whether or not students actually perceive the assumed benefits of such assignments remains largely unsupported in the pedagogy literature. Relevant assignments exist in courses ranging from mathematics to marketing to

physiology, but the evidence of their effectiveness is lacking (Kagesten & Engelbrecht 2007; Higgins-Opitz & Tufts 2010).

The purpose of this study was to investigate whether or not, and to what extent, students enrolled in Introduction to Pharmacology at University of Cincinnati, Blue Ash College (UCBA), perceived benefits from participating in a collaborative group project and presentation. The benefits measured include:

- Increased learning of content, both as project participant and class audience member;
- Enhanced interpersonal communication skills and ability to work collaboratively;
- Increased confidence and skills in public speaking; and
- Improved technological/computer skills required to create successful resources for oral presentations

The project used in this study required student groups to complete two collaborative assignments. The first assignment was a 20-30 minute oral presentation on their chosen topic and each group member was required to participate, i.e., required to speak in front of his/her classmates and the instructor. Groups were able to use any technology/visual aids they liked, but they were required to use PowerPoint in some appropriate manner. The second assignment was for each group to create a tri-fold pamphlet on their topic to accompany the presentation. Specific formatting directions were provided to the students, and examples pamphlets will be available during this poster session. Groups were to bring copies of their pamphlet for classmates at the time of their presentation, and the end product of their pamphlet was included in the group evaluation. Information in the pamphlet was then considered testable material. Overall grades for the entire project for each student were calculated as follows: 60% based on individual performance, 30% based on group performance, and 10% based on evaluations/grades submitted by other group members.

Data for the study were collected by means of anonymous pre- and post-project surveys. The "pre-project survey" was administered at the beginning of the semester before students were assembled into their groups. This survey gathered quantitative data on students' perceptions of their own abilities and ideas regarding current interpersonal communication skills, public speaking skills, and skills using technology to create resources for oral presentations. This survey also questioned whether or not students believed that such skills will be important in their chosen field of employment. All questions on the pre-project survey were based on either a 5-point Likert scale or Yes/No (True/False). Pre-project surveys were not discovered in a literature review of previous studies.

The "post-project survey" was administered following the last group presentation. It collected both quantitative and qualitative data related to students' perceived changes in their interpersonal communication skills, public speaking skills, and the ability to create resources for presentations after the project is complete. Unlike the pre-project survey, this survey also collected data on knowledge of the course content gained by participating in their own projects and by listening to other presentations as audience members. Quantitative data were collected using questions with a 5-point Likert scale and Yes/No. The qualitative data were gathered through a variety open-ended questions, e.g., what did you learn/gain by working on your own project? In the future, what could you do to help groups you're working with function better?

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Challenging The Agile Learner through Variations in Assessment

Jerry Schnepp
Bowling Green State University
212 Technology Building
Bowling Green, Ohio 43403
schnepp@bgsu.edu

Christian Rogers
Indiana University / Purdue University Indianapolis
799 W. Michigan Street
Indianapolis, IN 46202
rogerscb@iupui.edu

Objectives:

During this presentation, participants will:
- Gain an overall knowledge of the challenges teachers face when evaluating students of the Millennial generation.
- See the results of three studies that evaluated 1.) an automatic hint-based testing system, 2.) students perception of an experiential learning activity, and 3.) students engagement using mobile devices in the classroom.
- Participate in a discussion about engaging approaches to assessment.

Audience:

This presentation will be beneficial for faculty who want to explore unconventional assessment techniques to engage agile learners.

Activities:

In this presentation, we will begin with an overview of the agile learner. We will then present four stories in which agile learners have engaged in alternative forms of content delivery and assessment. We will conduct an interactive software demonstration. Finally, we will facilitate a collaborative discussion on the merits of various assessment methods.

Description:

Millennial Students differ from previous generations in a number of ways; Perhaps most profound is their proficiency with computer technology (Blackburn et. al. 2013). These students are extremely adept at using computers. Moreover, they have experienced massive shifts in interface paradigms throughout their lives - from text-based chats to mouse-based digital art to touch-screen IPads and speech-driven smartphones. Switching between modalities is second nature. The agility with which Millennial students interface with technology also drives their preference for assessment approaches. In order to engage these students, assessments should involve considerable variation in modality and approach.

In this presentation, we explore and evaluate unconventional approaches to student assessment. Our goal in this line of inquiry is to identify ways in which educators can leverage technology to not only equitably assess, but also increase student engagement. Each of the proposed assessment techniques involves activities that can additionally lead to knowledge acquisition.

The first approach involves a points-for-hints summative assessment system called Point Barter (Schnepp, 2013). We have used this tool for several semesters and have conducted studies examining student perception as well as its effectiveness as a learning tool. The results of this research indicate not only a preference for the tool as a testing environment, but also that using this tool over time may lead to increased learning (Rogers and Schnepp, 2015).

We illustrate the second technique through a study in which students participated in an experiential learning activity. The students created a documentary video in partnership with the Indiana Department of Corrections. After completing the project, students reflected on their experience working with incarcerated individuals and the impact the experience had on their own learning (Rogers, 2014).

The third approach centers on the BYOD (bring your own device) movement, where students utilize mobile devices such as smart phones and tablets as an integral part of the active classroom environment. We will present the results of a student survey addressing issues of engagement and distraction (Schnepp and Cesarini, 2014).

Finally, we will highlight various ways students can reflect on their learning experiences. We will examine the efficacy of specific tools such as Remark HQ and Canvas voice/video as they are used for journaling and to provide both peer and instructor feedback.

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**Increasing Student Reading Compliance and Comprehension
with Focused Reading Questions**

Julie Schrock
Meredith College
3800 Hillsborough St
Raleigh, NC 27607
schrockj@meredith.edu

William Schmidt
Meredith College
3800 Hillsborough St
Raleigh, NC 27607
schmidtw@meredith.edu

Objectives:

Participants in this session will:

- Examine the reasons why students do not read assigned course material
- Participate in and analyze a strategy to increase reading compliance and comprehension
- Consider how to implement the strategy in courses they teach

Description:

Course instructors rely on students completing assigned reading to be able to participate meaningfully in course activities. However, research indicates that the majority of students are not completing assigned reading (Burchfield & Sappington, 2000; Hatteburg & Steffy, 2013; Sharma, van Hoof, & Pursel, 2013). Numerous reasons why students are not reading have been identified including that students view textbook reading as an alternative to attending class as opposed to a preparation for class (Pecorari et al., 2012), lack of interest in course material, lack of reading comprehension, lack of self-confidence, underestimation of the importance of completing the assigned reading (Lei, Bartlett, Gourney & Herschbach, 2010) and lack of time to complete reading due to work schedules and social life (Hoeft, 2012).

Research indicates that some strategies can increase student reading compliance including online discussions based on the reading (Lineweaver, 2010), reading quizzes and reading guides (Mauer & Longfield, 2015). Reading guides provide students with a purpose for completing reading and allow them to focus their attention in a meaningful way. In this session we will share the results of using a reading focus question to increase student reading compliance and comprehension. Two faculty, one in education and one in physics, utilized this strategy and collected survey data from students in their classes about the effectiveness of having a question to help guide and focus their reading. The results of the survey will be shared. Participants will also participate in a brief reading activity, one time using a focus question, one time not, and consider the effectiveness of the strategy.

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Match.com: Linking Faculty Development to Student Success

Cynthia Schubert
National University
11255 North Torrey Pines Rd.
LaJolla, CA 92037
cschubert@nu.edu

Christie Burton
Technology Management
Clayton State University
Morrow,, GA 30260
Christieburton@clayton.edu

Objectives:

1. Present an overview of current research and trends in professional development for faculty in higher education
2. Consider challenges and barriers to implementing effective professional development activities that meet individual faculty needs, support institutional goals and result in measureable student achievement.
3. Discuss and share participant needs and experiences with professional development activities and faculty learning communities.
4. Provide useful information and resources for organizing and implementing effective "faculty friendly" professional development experiences.

Audience:

This roundtable discussion is designed for all levels of higher education faculty who seek to improve their performance and that of their students through interesting, engaging and relevant professional development experiences.

Activities:

1. Presenters provide brief overview of current research on professional development for faculty in higher education.
2. Participants discuss current challenges and barriers to organizing and implementing effective professional development programs.
3. Participants continue discussion, focusing on solutions and positive personal experiences related to successful professional development activities/experiences.
4. Presenters distribute references and resources that center on ideas and suggestions for improving and/or enhancing current faculty development offerings.

Description:

Current research suggests that professional development for higher education faculty is closely tied to student success (Caffarella & Zinn1999; Teras & Teras, 2008; Mundy, Kupczynski, Ellis & Salgado, 2011). As Randall (2008) notes, "The extent to which the university supports faculty development will be strongly reflected in levels of student engagement and motivation, and thus ultimately, student learning" (p. 18). Randall points out that successful faculty development activities contribute to Improved instructional performance, informed pedagogy, innovations in teaching and improved program quality along with more effective use of emerging technologies.

 Cafarella and Zinn (1999) caution that there are multiple barriers to organizing and implementing relevant professional development activities. Some of these barriers include limited faculty time and the scarcity of both institutional and human resources (Teras & Teras, 2010). Additional barriers can include the lack of administrative support and faculty resistance based on less than positive previous experiences as well as the multiple, and sometimes conflicting, needs of individual faculty members.(Stevenson, Duran, Barrett, & Colarulli, 2005; Hunter,2009.)

 A recent study of more than 15,000 faculty members at 89 colleges across the country conducted by the Chronicle of Higher Education emphasized the difference in professional development needs, interests and experiences among faculty members at various stages and levels of the academic career ladder. Noting that new faculty needs center on retention and promotion while mid-career faculty needs focus on vitality, productivity, innovation and the development of technology skills, the study underscored the importance of providing differentiated faculty support and training. (Selingo, 2008).

Current research suggests that the rapid growth of online offerings, emerging technologies and optional instructional delivery formats combined with changing student expectations, expanding information and evolving learning styles have added a new dimension to the need for effective faculty development activities ; (Elder, 2004; Diaz et al.; 2009; Mizell, 2010). While some researchers concentrate on the necessary components and structures of successful faculty development programs (Gardiner, 2000; Randall, 2008; Mundy et al, 2011), others focus on specific activities such as faculty learning communities, mentoring programs, peer support groups, technology workshops and content specific seminars (Randall, 2008; Goodyear, 2009; Fox, 2012; Tareef, 2013). However, there is general agreement on the idea that there is no "one size fits all" panacea for designing effective faculty development activities. Consensus shows that successful programs need to be developed with careful attention to individual faculty, student and institutional needs, goals and values.

The presenters of this roundtable session hope to provide participants with research based information, ideas and suggestions that will lead to enhanced educational experiences for faculty members, their students and their institutions.

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Teaching and Learning 21st Century Skills in Higher Education

Cynthia Schubert-Irastorza
National University
11255 N. Torrey Pines Rd.
LaJolla, CA 92037
cschubert@nu.edu

Ron Germaine
National University
11255 N. Torrey Pines Rd.
San Diego, CA 92037
rgermain@nu.edu

Jan Richards
National University
1800 E. Concours, Suite 150
Ontario , CA 91764
jrichard@nu.edu

Marilyn Koeller
National University
3390 Harbor Blvd.
Costa Mesa , CA. 92626-1502
mkoeller@nu.edu

Objectives:

- Present an overview of current research on 21st Century Skills in higher education
- Discuss why these skills are important for all levels of higher education students in all disciplines
- Explore effective strategies and provide useful resources for integrating 21st Century skills into college and university teaching, course design, curriculum development and assessment procedures.

Audience:

This session is designed for college and university faculty at all academic levels and all disciplines teaching in a variety of instructional delivery formats.

Activities:

- Presenters offer an overview of current research on 21st Century skills and why they are important in higher education.
- Participants discuss the 4 C's; Communication; Creativity, Critical Thinking and Collaboration and how they are currently teaching these skills

- Presenters introduce and guide participants through a demonstration of specific activities, instructional materials, assignments and assessment instruments that integrate 21st Century skills into the higher education teaching and learning environment.
- Participants share how they plan to apply or adapt the strategies discussed during the session to their own learning environments.

Description:

Twenty first century skills refer to the proficiencies that students of all ages will need to function successfully in the workplace of the future (Bellanca & Brandt, 2010, Fadel, 2012). As Jackson (2008) suggests, one of our greatest challenges in higher education is preparing students for a future that is unknown. "We are preparing students for jobs that don't yet exist, using technology that has not yet been invented, in order to solve problems that we don't know are problems yet" (p. 2). Reports by the Educational Testing Service (2002) and the Partnership for 21st Century Skills (2008) emphasize the need to prepare students with the 21st Century skills they need to compete successfully in the global job market

A recent report issued by the National Education Association (2012) identifies four 21st century skills considered as essential for preparing students to succeed in the rapidly changing and increasingly technological marketplace. The four skills include; Communication, Collaboration, Critical Thinking and Creativity. Current researchers agree that higher education faculty need to help students cultivate these skills by incorporating them into the curriculum, instruction and assessment instruments (Silva 2008; Greenstein 2012).

Session presenters will encourage open discussion and information sharing that centers on why and how to integrate 21st century skills into all aspects of the higher education teaching and learning experience.

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Back to the Future: Teaching with Open Educational Resources and Limited Technology

Sara Selby
South Georgia State College
2001 South Georgia Parkway
Waycross, GA 31503
sara.selby@sgsc.edu

Molly Smith
South Georgia State College
2001 South Georgia Parkway
Waycross, GA 31503
molly.smith@sgsc.edu

Lisa Howell
South Georgia State College
2001 South Georgia Parkway
Waycross, GA 31503
lisa.howell@sgsc.edu

Objectives:

During this presentation, participants will:
1. Review their own current teaching strategies,
2. View multidiscipline demonstrations of how a single iPad can be used to facilitate student engagement, and
3. Learn how to find interactive tools for their own academic disciplines.

Audience:

This presentation will be beneficial for anyone interested in adopting OER, anyone wishing to incorporate active learning strategies, and/or anyone interested in using current technology with limited resources.

Activities:

This presentation will include the following activities:
1. Instructional inventories intended to focus participants' attention on their
own teaching strategies
2. Demonstrations of different active learning strategies that correlate with
specific learning outcomes
3. Discussion of how to locate freely available resources for any academic discipline

Description:

Most of us are familiar with the oft-quoted statistic showing that the price of college textbooks has increased 812% since 1978 (Perry, 2012). In 2013, a survey of 2,039 students from more than 150 university campuses nationwide found that 65% of students surveyed had not purchased one or more textbooks because the cost was too high, even though 94% of them believed that not having all their textbooks would adversely affect their grades (US PIRG, 2014).

An emerging movement aimed at lowering costs for students is the large-scale adoption of Open Educational Resources (OER), supported by state and federal initiatives like Affordable Learning Georgia and the Higher Education Opportunities Act. While low-cost or no-cost materials certainly benefit students' budgets, do they make a significant difference in students' academic achievement? The OER Research Hub maintains "that the implementation of OER can improve student performance, but it is often indirectly through increased confidence, satisfaction and enthusiasm for the subject" (de los Arcos et al., 2014).

Common sense would seem to indicate that students who don't use textbooks will not be as successful as students who do, but simply adopting low-cost or no-cost textbooks does not ensure that students will actually use them. We must devise a means of increasing their interest and enthusiasm for the subject so that they will actually open and read those textbooks.

So, how do we capture and maintain their interest? We meet them on their turf and drag them to ours! In this session, we will share how one iPad, a handful of apps, and a different teaching approach can make a difference in academic achievement.

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Engaging, Maturing, and Retaining the Modern Freshman:
Discussions of Pedagogies for Student Success

Donna Simpson
Wheeling Jesuit University
316 Washington Avenue
Wheeling, W.V. 26003
dsimpson@wju.edu

Jane Neuenschwander
Wheeling Jesuit University
316 Washington Avenue
Wheeling, W.V. 26003
jneuen@wju.edu

Deborah Wilkinson
Wheeling Jesuit University
316 Washington Avenue
Wheeling, W.V. 26003
dwilkinson@wju.edu

Objectives:

Session objectives include the following:
- To learn through open discussion of classroom experiences of faculty across disciplines in the teaching of first-year students and to share strategies of pedagogy and andragogy to promote student success.
- To draw some conclusions regarding best practices in faculty teaching of freshmen.
- To exit the discussion with a broader understanding of the challenges and rewards of successful teaching of first-year students and with additional pedagogical approaches to test in the participants' own classrooms.

Audience:

All faculty members who teach first-year students and/or introductory courses.

Activities:

The presenters will:
- offer a brief introduction which will include examples of pedagogies being used by the presenters to stimulate conversation.
- provide an open forum for participants to discuss the challenges, methodologies and rewards of teaching First-Year Students.
- provide a summary of the discussion for further thought and application following the session.

Description:

Recent work by Vincent Tinto (2012) on student retention notes that the classroom is central to students' success, yet the classroom domain is often given the least attention by institutions of higher education when discussing student success and retention. Once a college or university admits a student, the institution has an obligation to do what it can to help the student graduate (Kuh, Cruce, Shoup, Kinzie, and Gonyea, 2008). Four conditions, found from retention research, that promote retention and graduation are expectations; support; assessment and feedback; and involvement or engagement (Tinto, 2012). Recent scholarship has focused on the connection between preparedness and success and the importance of curricular design that targets the needs of the first-year student (Jones, 2009). Pedagogies must now incorporate not only the traditional canon of content, but also more current technologies and approaches that consider the diverse learning styles of our students (Dunn, et al., 2009). This roundtable discussion welcomes frank discussion regarding the challenges of teaching today's college freshmen and the methodologies that are proving successful in engaging these students and promoting their success.

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An Entrepreneurship Pathway to Motivated Learning

Lin Sun
Clark Atlanta University
223 James P Brawley Drive S.W.
Atlanta, GA 30314-4391
lsun@cau.edu

Objectives:

During this presentation, participants will:
a) be informed of the entrepreneurship curricular creation and management in the Art Department of Clark Atlanta University;
b) understand how students have benefited from entrepreneurial knowledge and skills.
c) learn about pedagogical techniques that align students' practical problem-solving skillsets with real-time project management;
d) find out various possibilities in learning-as-doing teaching pedagogies.

Audience:

This presentation will be beneficial for faculty who seek to learn from entrepreneurs in an effort to create an innovative learning environment for students, and thus strengthen their career pipeline buildup, given today's challenging economic conditions.

Activities:

This presentation will include the following activities:
a) Introduction of the prototype courses of the Art Department of CAU, in the programs of advertising design, fashion design, and fashion merchandising;
b) Poster show of the entrepreneurship pathway chart of BLUEFUSION, which serves as a powerhouse to link all programs together and collaborate with the CAU community as well as local businesses;
c) Discussion of learning-by-doing pedagogy and its application to the CAU new entrepreneurship course design;
d) Showcase of one entrepreneur project - MISS.SIS magazine of BLUEFUSION;
e) Discussion of various issues in teaching and a summary of the findings.

Description:

By definition, "entrepreneurship is the process of opportunity recognition and resource acquisition that leads to the creation of something new (Academy for Entrepreneurial Leadership)." Entrepreneurship is by nature multi-disciplinary and highly dynamic (Kaplan & Warren, 2010). It emphasizes integrated, applied, and hands-on learning, bringing together various resources to work on real-time projects (Gelb & Caldicott, 2007).

BlueFusion, a student-centered start-up group working in conjunction with department faculty, serves as an agent of such transforming power. Under professional guidance, students with a diversity of skills, experiences, and viewpoints work in teams to generate ideas that build off each other (Venturewell).

Currently BlueFusion provides a synergistic force for students from at least six academic backgrounds - art & graphic design, fashion design, fashion merchandising, photography, marketing, and public relations.

With target customers such as the Atlanta University Center, local small businesses, and non-profit organizations, our objectives are:
a) to foster student innovation and entrepreneurship practice,
b) to promote student internship opportunities,
c) to provide better career pipeline training,
d) to connect with Atlanta metropolitan industry leaders.
BlueFusion in particular addresses three areas of innovation expertise: design and production of visual arts and communication media, fashion product design and development, and fashion merchandising retail ventures.

Fashion Design: Self-sufficient design studio/atelier (Fashion Lab)
- Foster creativity and design skills
- Facilitate understanding of product development processes
- Improve program standards and elevate quality of student work
- Produce high-quality low capital apparel and accessory goods
- Improve program reputation and rapport with regional fashion
- networks

Fashion Merchandising: Student managed self-sufficient retail store
- Execution of store layout and design
- Retail store management
- Product styling/repurposing
- Retail pricing
- Product sales
- Inventory and stock keeping

Advertising Design/Marketing services
- Advertising/Graphic Design
- Photography
- Marketing

Additional Information for the Fashion lab
Key Tasks
- Develop store layout

- Retail store management
- Product styling/repurposing
- Retail pricing
- Product sales
- Inventory and stock keeping

Repurposing
- To develop a resourceful and inno‐¼vative mindset for the stylist, buyer, and designer

Film and Television Opportunities
- To focus special attention on the growing Georgia of Film & Television market
- To take students to top industry pro‐¼fessionals for live demonstrations

ATELIER Key Product Development Processes
- Research materials, concepts and silhouettes
- Source sample fabric, materials and hardware
- Create prototypes and sample products
- Finalize collection of samples via juried presentation and selection
- Finalize production patterns, products and techniques
- Price products and order production fabric, materials and hardware
- Package and label products

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Note:
This is an interactive presentation with a poster display.

**Results refute one of the world's greatest lies:
"We are from the university and we are here to help you."**

Wayne Tanna
HACBED
3138 Waialae Avenue apt 522
Honolulu, HI 96816
wtanna@chaminade.edu

Objectives:

This presentation will introduce the framework for a course that can serve as an assessment vehicle for both program (major) and individual course learning goals and objectives. It will then propose a model for community engagement that can be sustained with reduced faculty effort. The method involves the utilization of networks already in place at practically every university and an internal partnership with a campus based service learning department. The session will encourage a continuous discussion that invites the participants to reflect and share the resources they have developed and rely on in their own communities that can facilitate the replication of this kind of course in other disciplines.

Audience:

This presentation is intended for service learning administrators, faculty, faculty development officers, and a general ISETL audience who may be interested in the use of service learning in a capstone course As well as those interested in the sustainability of community based organizations that strive for social, economic and environmental justice.

Activities:

This presentation will include the following activities:
- Activities designed to help participants become more aware of the resources currently at their disposal that could help to develop a class that serves both the community and the assessment demands of accreditation bodies
- Share examples successes and failures in these kinds of capstone endeavors and the elements that contributed to success or failure
- Discussion of best practices that can be developed based on the class objectives and available community resources.

Outline of the presentation:
The scholarship and research focus for business faculty at Chaminade University centers on community engagement and applied/action research. This focus has recently been extended to include students in the practice of engaged scholarship while serving the community. This focus on engaged/applied scholarship is in full accord with the university's mission to educate for life, service and successful careers.

In 2007, Chaminade was placed on the President's Higher Education Community Service Honor Roll and in 2008 received the Presidential Award for Service to Youth from Disadvantaged Circumstances. Chaminade was one of only three universities nationwide to receive the presidential award. It was the first institution from Hawai'i to win the award.

Chaminade is considered to be unique as most of its major service-learning programs are conducted or supported by its business school. The business school has created a service learning pathway that engages students in a variety of increasingly challenging service learning projects beginning in their freshman year and extending through the Masters in Business Administration (MBA).

Increasing the abilities of community based non-profits through the development of sound business practices also builds sustainable places in the community that will serve generations yet to come. We have done a five year qualitative review of student reflections, community partner assessments, focus groups and grant reports to document the impact of the products of this course.

This research focuses on the effects on both the student as participant and consultant and the community organizations that were the subjects/beneficiaries of a Capstone "Senior Field Experience" class. During 2006 - 2007 the business school decided to change the essential components of its required capstone Senior Field Experience class to include a consulting type project that would assist in building organizational capacity of community based nonprofits. The course instructor serves as a guide and the students essentially perform extensive service-learning and engaged research projects. There was an intentional design element to have all graduating students and their teachers engage various issues and problems that are currently encountered by community organizations and to access the results.

The course serves as an assessment vehicle for all majors. The course project requires students to apply their cumulative business education to deliver a professional product (business or marketing plan or solution to a particular organizational problem). In this process students must engage the project by using all of their theoretical and academic expertise. Further since the problems are being generated in "real time," and involve multiple issues, this becomes a truer test of how much each student has learned through the various classes taken over their academic careers. The final presentations are all videotaped and the final papers are archived for external reviewers to examine as well as for the benefit of future instructors and classes. Many of the presentations have been repeated for the community organizations at annual meetings after the conclusion of the course. One project (on financial literacy) was presented at a special briefing to a joint committee of the Hawaii State Legislature. The students' findings became part of the legislative research on an active bill. Some of the students report a continuing relationship with the community organization after graduation; we continue to monitor this to track the commitment to and level of participation post-graduation of students in community based nonprofits beyond basic volunteerism (e.g. Board memberships, advisory committee memberships, audit committee memberships and so forth).

The class typically will in engage in 7-10 projects a year. Students are assigned to groups of 4-6 and the class as a whole receives a general introduction to non-profits, including management

and governance, accounting and fundraising, board responsibilities, board recruitment and development over the first four weeks of the semester. During this time representatives from various community organizations will also "pitch" their organizations projects to the class. As the community does not have adequate resources to assist all of the nonprofit organizations that are in need of this type of pro bono help, this "pitch" serves both to introduce the students to the community organization and what it does and to help the students decide which organizations should receive priority for services during the semester. For example during 2007-2008, seven different groups of students worked on various projects. During the fall semester 2007 three groups of students engaged three community organizations (the Hawaii Better Business Bureau (BBB), Aloha United Way (AUW) and Volunteer Legal Services Hawaii (VLSH)) and worked as consultants to provide a client requested product. During the spring semester 2008 two groups worked on projects for the Mutual Assistance Association Center (MAAC is a 501(c)(3) that acquired over 150 public housing units from HUD in the neighboring area of Palolo Valley and runs various programs for the residents living in the housing project) and Aloha United Way (AUW).   The MAAC project was broken down into three sub-projects (accounting and financial management plan, human relations plan and program marketing plan). The three sub-groups then had to prepare an overall business plan for the MAAC board of directors.

The success of the class and the limited supply of affordable professionals in this area already has generated significant interest from other nonprofit organizations for involvement in this program. A feasibility study also indicated that there is a great need for a nonprofit development center in the community and further that such a center could itself generate a sustainable revenue stream.

The principal assessment goals of this class are to:
(1) Access the abilities of graduating seniors in the fields of Accounting, management, and marketing, to identify and solve business issues confronting a real world organization in the local community.
(2) Access the abilities of students to work collaboratively to solve problems requiring skills beyond an individual student's capabilities.
(3) Identify best practices that will lead to the development of students who are capable of successfully engaging business careers immediately upon graduation.
(4) Generate data that will contribute to an understanding of program outcomes, student success and community empowerment.

Results of the project and impact on outcomes assessment mandates will be discussed at the conference.

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Facilitating Sensitive Topics with Students:
A Comparison of Face-to-Face and Online Discussion of Racism

Consoler Teboh
Saint Cloud State University
720 Fourth Avenue S.
Saint Cloud , MN 56301
cteboh@stcloudstate.edu

Objectives:

- Participants will be exposed to culturally competent skills
- Participants will be able to utilize sensitive language to promote social justice
- Participants will be informed about conducting research on sensitive topics
- Participants will master how to engage students in the discussion of diversity and difference
- Participants will develop an understanding of systemic oppression of marginalized people

Audience:

  All participants who teach, or who work with minorities

Activities:

- Lecture
- Short video
- Discussion

Description:

Tillich, (2014) argues that "until we acknowledge that racism exists, describe it, and share it across the racial divide that the country currently faces, the legacy of slavery will continue to cost some black lives, others their livelihoods, and most their full measure of dignity, p.1." On the other hand, the legacy of white privilege usually unacknowledged, according to (Lum, 2012: Koppleman, 2014) will continue to leave students woefully unprepared for social work practice in this seemingly changing US population demographics. Also, nearly 50% of Americans under 18 are currently minorities (Koppleman, 2014). The trend projects a reversal in the population where by 2030, the majority of people under 18 will be of color, and by 2042 nonwhites will be the majority of the U.S. population (Ortman & Guarneri, 2009). Given these figures, it is evident that every single teacher or service provider is going to teach or work with a student/client that is somehow different from him/herself.

A video titled "Facing Racism" was shown to 2 cohorts of social work graduate students. The first group (made up of 18 students) watched the video within the classroom setting, while the second group (made up of 18 students) viewed the same video online. Each group was then asked to discuss issues raised in the video within their various settings. Note that the teacher

taped the classroom discussion and was not present in class. By the same token, the teacher did not participate in the online discussion. These discussions were then analyzed to arrive at thematic conclusions of the study.

The qualitative analysis found that, on average, students in the online discussion group performed better than those in the face-to-face discussion group when asked to rate the outcomes of the exercise. Implications to the profession of social work are also discussed.

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One Bite at a Time: Rapid Cycle Improvement in Higher Education

Mary Terhaar
Johns Hopkins University
School of Nursing
Baltimore, Maryland 20205
mterhaa1@jhu.edu

Objectives:

This roundtable will employ highly collaborative processes during which participants will:
1. identify best practices for RCPI in higher education,
2. explore the kinds of challenges amenable to RCPI,
3. deconstruct a few case studies where RCPI was used to improve quality,
4. discuss metrics available for evaluation, and
5. develop an actionable plans to pilot RCPI in situ.

Audience:

All faculty interested in real-time quality improvement are encouraged to participate.

Activities:

- The session will open with a facilitated discussion in which the group will describe the process, benefits, and challenges of engaging in RCPI.
- Volunteers will capture the zeitgeist on flip charts and these notes will be made available to all participants by the close of the program.
- Small groups will deconstruct a set of case studies where RCPI was practiced in higher education and then share key points from the discussion with all session participants.
- A tactical plan for practicing RCPI will be crafted by the group and shared along with the notes from the flip charts.

Description:

Rapid Cycle Performance Improvement (RCPI) is an iterative process used across many enterprises to drive change. As opposed to all-encompassing planful change, RCPI accomplishes improvement in increments after which evaluation is conducted and the improvement cycle repeats. Well suited to action, the approach helps teams achieve measurable and meaningful gains needed to improve quality and encourage ongoing improvement.

The cycle is more predisposed to action than planning, which was its significant contribution when first introduced. Based on the assumption that the team has the knowledge and aptitude it needs to be successful; RCPI then presses team members to make improvements, and to carefully tend results (Varkey, et al., 2008). Not designed as a method for translation, RCPI traditionally does not rely on evidence. It is predicated on the innovation of team members who pose and test hypotheses about improved processes. Still, RCPI easily fits the work of

translation when evidence is used to inform the improvement activities. This may hinder the rapidity of change, but may well increase its impact. A team steeped in the evidence may find RCPI a very useful approach to translation and improvement.

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**Mining for gold: Brilliant activities to help students understand
the value of diverse perspectives and teamwork**

David Thomas
Arizona State University
College of Letters & Sciences
Tempe, ARIZONA 85287
david.thomas@asu.edu

Objectives:

During this presentation, participants will:
- Participate in a 20-minute interactive activity ("Romance at Sea") that I have used with great success helping students understand and experience the nature and value of diverse perspectives
- Draw connections between Romance At Sea and notions of effective communication in the classroom.
- Discuss best practices with respect to facilitating and debriefing activities effectively - using "Romance At Sea" as an example.
- Share individual experiences and examples of particularly powerful experiential activities. (I will compile activities that group members are willing to share and email then back out to the group at a later date.)
- Receive a handout with several of my personal favorite activities (including facilitation instructions) designed to be used across disciplines to help students understand the value of diverse perspectives and teamwork.

Audience:

This presentation will be beneficial for faculty who are interested in discovering and trying out innovative experiential activities and teaching strategies designed to illustrate the value of diverse perspectives and teamwork - across disciplinary boundaries. Faculty interested in honing their facilitation skills will also be interested in this presentation.

Activities:

The presentation will include the following activities:
- "Romance At Sea" activity
- Debriefing activity designed to stimulate conversation about the challenges of communicating effectively in the classroom
- Discussion regarding best practices and challenges in debriefing experiential activities effectively

Description:

What would be the "perfect" conference session? What kinds of sessions do I actively seek out and arrive early for? As I have attended conferences over the years, I always look for sessions

that offer an opportunity to participate in an experiential activity or lesson that I might be able to use or adapt to my own classroom right away. I love the "teaching demo" concept (which I first encountered at a Wakonse Arizona conference in the early 2000's). I also look for sessions that might provide an opportunity for group members to share some of their own most successful student engagement techniques and teaching tools - experiential activities, in particular.

Having taught interdisciplinary studies at the university level for 15+ years now, I also appreciate learning about techniques and curriculum that transcend traditional disciplinary boundaries and get students thinking about how to "see" the world more effectively - as well as curriculum that promotes the development of team skills and other transferrable types of skills.

Given that, the idea for this session is simple:

1. Facilitate an excellent activity (called "Romance At Sea") that I have been using for years now - and with which I have had tremendous success.

2. Use that experience as an opportunity to launch into a discussion about effective classroom communication strategies among diverse student populations.

3. Use that discussion as a bridge to consider best practices with respect to effectively debriefing classroom activities. (For teachers who use experiential activities, I believe that the debrief is the most critical part, the hardest part, and the most often neglected part.)

4. Share some other great activities (in handout form), and ask participants to email me examples of their most successful and powerful classroom activities. I would pass around an email contact sheet, collect anything that participants provide, and get all of those ideas back out to the group.

Given this description of what might be my perfect example of an interactive teaching session, it's easy to see why I am attracted to organizations like ISETL, AEE, and Wakonse. Are you interested in finding and sharing some of the "gold nuggets" in your teaching repertoire that help students understand the value of diverse perspectives and teamwork? Are you interested in discussing what works with respect to effective communication and activity debriefing in the classroom? If that's your passion, I can't wait to meet you at this interactive teaching session!

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Study abroad programs: Using course design elements to enhance student learning

Margaret Thompson
Clayton State University
College of Business
Morrow, GA 30260
MargaretThompson@clayton.edu

Objectives:

During this presentation, participants will:
1. Engage in analysis of possible study abroad course learning outcomes for your own courses.
2. Discover ways to design and develop study abroad courses to maximize student learning in your programs.
3. Learn about the four elements of successful study abroad programs and how to apply these to your own courses.
4. Identify possible learning assessments for study abroad students.
5. Develop easy and free marketing strategies for study abroad programs.

Audience:

This presentation will be beneficial for faculty who teach or (want to teach) study abroad courses and want to learn how to design a successful course.

Activities:

This presentation will include the following activities:
1. Self-reflection activities designed to help participants become more aware of their study abroad teaching goals and philosophy.
2. Simulations of different pedagogical and assessment techniques that match specific teaching and learning goals of study abroad programs.
3. Exchange ideas with other participants about different teaching strategies they use in their study abroad courses.

Description:

For many years, study abroad has been touted as a great way for students to learn about the world and themselves. To prepare students for global careers, nothing takes the place of going to another country and experiencing life in a different way. Of course, we have stated learning outcomes in our courses, but the students' experience goes beyond those outcomes (Howard & Gulawani, 2014). For example, they can increase their cultural competence (Murowski, 2013) and enhance their cognitive abilities and creativity (Lee, Therriault, & Underholm, 2012). But, whatever the reason for studying abroad, the design and facilitation of the program will determine its success. The purpose of this workshop is to share insights about how to develop successful programs with facilitators of study abroad programs. This content of this session is based on the instructor's experience with study abroad tours and the current literature about

facilitating outstanding programs. The session will be hands-on, as participants will bring their ideas for study abroad design to the session, share ideas with others, and develop a strategy for a study abroad program in the future.

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**Myers-Briggs Type Indicator (MBTI): How you can use personality preferences
to enhance teaching and learning in the classroom**

Margaret Thompson
Clayton State University
2000 Clayton State Blvd.
Morrow , GA 30260
MargaretThompson@clayton.edu

Objectives:

During this presentation, participants will:
1. Learn about the MBTI preference scales.
2. Identify their preferences and MBTI profiles through self-reflection and analysis of the four preference scales.
3. Learn how to identify and flex to the styles of their students to maximize learning and course effectiveness.

Audience:

This presentation will help faculty identify techniques to engage students with different MBTI profiles.

Activities:

This presentation will include the following activities:
1. Based on descriptions, participants analyze and identify their MBTI preferences through self-reflection, and describe their teaching styles accordingly.
2. Participants demonstrate MBTI dichotomies through role-plays.
3. Participants are equipped with tools and techniques to identify students' preferences.
4. Participants will discuss teaching strategies that can appeal to different profiles.

Description:

According to the Certified Psychological Press (www.cpp.com), 1.5 million people take the Myers-Brigg Type instrument annually, and use it in many contexts, including executive coaching and psychological counseling (Passmore, Holloway & Rawle-Cope, 2010; Peterson, K. & Rutledge, M., 2014), career development (Schaub, 2012), and team development (Rodriguez, Mesa Fernandez, Balsera, & Nieto, 2015). The information we can gain from the MBTI can also be used to help us in the classroom to better teach and learn (Daisley, 2011; Raju, P. G. & Venugopal, M., 2014). This session will give you insights on how we assess preferences, and how we can use that information to enhance our teaching style, and engage our students.

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Strengthening academic life through Professional Development Communities (PDCs)

Cece Toole
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607
toolecec@meredith.edu

Objectives:

To discuss ways to create professional development communities for faculty development
To share experiences of how professional development communities strengthen academic life for faculty
To provide examples of topics and/or interests used in professional development communities on college campuses.

Audience:

Faculty from all disciplines

Activities:

The presenters will:
- Offer a brief a discussion of the literature and share how Professional Development Communities (PDCs) evolved over the past two years on a college campus.
- Provide an open forum for participants to present examples of topics and/or interests used in creating PDCs and share how use of PDCs strengthen academic life for faculty
- Summarize the discussion for further thought and possible implementation

Description:

The affective, intellectual, and social aspects of academia make the profession worthwhile and rewarding. According to Selesho and Naile (2014) in order for IHEs to effectively manage and retain their academic employees, they should pay specific attention to the importance of job satisfaction and its effect on the performance level of employees. Moorhead and Griffin (2009) add that an employee's intention to leave or stay not only depends on work factors, but also on non-work factors. Faculty members thrive on the intellectual and collegial stimulation from their peers when they attend professional activities and research functions (Rosser, 2004).

Professional development communities can be a means of connection for faculty members across disciplines and therefore a means for collegial membership around an interest area. Through PDCs faculty can collaborate with respect to student learning, pedagogical content and professional development. PDCs have been described in the literature using a variety of terms. Cox (2001) uses the term Faculty Learning Community (FLC). Allee (1997) and Wenger (2001) describe COPs (Communities of Practice). According to Wenger these communities have several common characteristics:

- The domain. A COP is not just a group of friends. Involvement in the community requires some knowledge and some competence in the focus area, or domain.
- The community. Members of the community interact and learn together, "they engage in joint activities and discussions, help each other, and share information" (p. 2).
- The practice. Members of the community "develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems "in short a shared practice" (p. 3).

In this session presenters will discuss how Professional Development Communities have evolved at our institution, how PDCs have strengthened the aspects of academic life for faculty and discuss how to continue their development and access for faculty as a means of support and collegiality.

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Beyond Hybrid: Pedagogical Benefits of Combining Physical and Digital Learning Spaces

Kisha Tracy
Fitchburg State University
160 Pearl St.
Fitchburg, Massachusetts 01420
ktracy3@fitchburgstate.edu

Objectives:

During this presentation, participants will:
1) consider the pedagogical value of combining the benefits of physical and digital spaces;
2) explore the concept of "digital literacy" from various angles;
3) reconsider the knowledge and skills students are bringing into the classroom;
4) examine examples of assignments that mix physical and digital spaces;
5) design their own assignment with these ideas in mind.

Audience:

This presentation will be beneficial for any faculty in any discipline.

Activities:

This presentation will include the following activities:
1) interactive examination of articles assuming the "digital literacy" of students, considering if these experiences match those of participants;
2) discussion of benefits and challenges associated with "growing up digital";
3) dissection of example assignments through an in-session modeling of combining physical and digital spaces;
4) creation of an assignment for use later by participants in their own courses.

Description:

In this age of "digital literacy" and "growing up digital" (Palfrey & Gasser, 2008; Tapscott, 2008), there is a constant push to maximize digital pedagogical tools and encourage the use of technology in the classroom. On the other hand, there is also pushback, particularly in terms of the efficacy of digital note-taking, the levels of student distraction, and the issue of student access to devices - all worthwhile discussions. The responses to this debate have been articles with titles such as "Why I'm Asking You Not to Use Laptops" (2014), "The Case for Banning Laptops in the Classroom" (2014), and "Educators Find It Challenging Getting Through to Most Connected Students" (2014). It is perhaps too soon to know for certain what the impact of technology is going to be on the brain, particularly the student brain, although there has been a plethora of speculation (Jabr, 2013). Nonetheless, the issues are here and real (Sandeen, 2014), which explains why almost every current teaching and learning conference takes up technology in its discussions.

In thinking about ways to negotiate this technology-filled environment, we may already have discovered one method that we are not utilizing to its fullest extent - the concept of hybridity (see Kurzweil, 2014). Generally speaking, the phrase "hybrid classroom" implies that a certain percentage, as defined by the institution, of traditional face-to-face classes in a course are converted to online or out-of-class work. Through the use of wikis and other tools, I have found the hybrid model to be a particularly effective method, especially with certain demographics of students. We may, however, be under-utilizing a useful benefit to hybridity: the true combination of physical and digital spaces. This idea developed as I considered how students relate to research and information. Due to their generally digital interaction with it, information tends to be intangible to students - for instance, stand-alone PDF's they download without the rest of a journal issue or disjointed internet searches that cull information piecemeal. The skills in the research process are not the only ones affected by this phenomenon. The idea I propose is to integrate both physical and digital spaces - in more dynamic ways than simply using face-to-face class time as the "physical" aspect - in order to allow each to enhance the other.

To provide some examples, I started to address the above information literacy issue by creating a Library Scavenger Hunt, in which I take the class to the library, form them into groups, and send them out to complete different challenges. These challenges ask them to find and use a variety of resources in the library, including talking to librarians and archivists, finding a physical journal issue, looking up and analyzing information in the reference section, and, at the same time, utilizing digital tools (the library web site, their smartphones, laptops, etc.) to complete tasks. One of the discoveries I made during these exercises is that students are unaware what a journal issue actually is until they see it. We ask them to use them in their research in critical and sophisticated ways, and yet they have no physical concept of what they are. Such a disconnect makes deeply understanding research and how information is connected incredibly difficult for them.

From this experiment, I moved to an even more deliberate study of physical and digital spaces by creating, through the support of a New England Association of Teachers of English grant, an assignment in an upper-division literature course that requires students to participate in a pilgrimage "shrine" to the author Chaucer, a physical location I created in our English Studies department, by picking up pilgrim badges and leaving their own individual offerings, while at the same time taking photos, providing analysis of their objects, and discussing other students' objects in a public Facebook group. Students participate and are immersed in the cultural practice of medieval pilgrimage as well as have a different, creative, active experience with the works of a specific author. It encourages interaction with the texts outside of class through cooperative physical and digital interaction with a concept - here, pilgrimage - that is sometimes difficult for students to apply to their modern experiences.

While my experiences are in teaching literature and writing, the concept of utilizing the physical and digital benefits of hybrid classes in more unique ways can be applied to almost any field or course. For instance, the issues students face with research are a common, interdisciplinary problem, which partially can be addressed from this perspective. The "paper" and "digital" worlds and teaching practices do not need to be in conflict with each other or be mutually exclusive; they can work together in highly productive ways.

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**Improving pedagogy through a peer coaching model
or taking the fear out of being observed in your classroom**

Lisa Turissini
Marymount University
2807 N. Glebe Road
Arlington , VA 22207
lturissi@marymount.edu

Objectives:

During this presentation, participants will:
a) Uncover the benefits of self-reflection and critical examination of what we do and why we do it
b) Discover new ways to engage today's students in the learning process
c) Share ways to collect observation data and give unbiased feedback
d) Add to the repertoire of instructional strategies for higher education classrooms
e) Become more confident in being observed and observing others in the university setting

Audience:

This session is for faculty who teach at all levels and in all disciplines who are interested in reflecting upon, adding to, and improving their pedagogy in a supportive and constructive environment. This presentation will benefit all faculty who are looking for ways to learn about and try new strategies without fearing the process.

Activities:

This presentation will include the following activities:
a) Self-reflection activities to help attendees become more aware of their personal teaching strategies and if these align with student evaluation surveys
b) Discussion with other participants on setting new instructional goals to add to their repertoire of instructional strategies for today's millennials
c) Provide an open forum for questions and jointly coming up with solutions to overcoming the challenges of developing a peer coaching program
d) Brainstorming ways to overcome the anxiety of being observed in your classroom and how you can turn that into requesting to be observed on a regular basis

Description:

A persuasive body of research (Astin, 1996; Kuh, Kinzie, Schuh, Whitt, and Associates 2005; Pascarella and Terenzini 2005) demonstrates the efficacy of collaboration among faculty. Included in this research is the significant role that peers play not only in forming supportive networks, but also in enhancing learning and personal development.
Have you ever thought about trying new and creative methods in your university classroom and getting unbiased feedback that won't count against you during your formal evaluation?

Wouldn't it be beneficial to ease your stress and become more comfortable being observed in your classroom? How about having the opportunity to observe other faculty? Are you tired of not receiving quality feedback from your student evaluation surveys each semester? Would you like to reflect upon data collected from your class, which could be used to improve upon your instruction on your own time and in your own way? What about meeting other university faculty and developing a support system where you can talk about teaching and learning that invigorates your passion for the classroom? These benefits are all been documented based upon a voluntary peer-coaching program.

Peer coaching is a process in which two or more professional colleagues work together for a specific, predetermined purpose in order that teaching performance can be improved as well as validated. The purpose may be to reflect on current practices or to expand, to refine, and build new skills. Peer coaching can be utilized to share new ideas; to teach one another; to conduct classroom observations; or to solve problems in the workplace (National Foundation for the Improvement of Education, 1996). Learn the process and the procedures. Have access to the materials developed for this program. Listen to the advantages and challenges of the program from the faculty who participated.   Let's talk about quality teaching and learning across all disciplines in our university classrooms!

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Uncorking the Bottleneck: Measuring Fidelity of Research-Based Instructional Strategies

Moira J. van Staaden
Bowling Green State University
JP Scott Center for Neuroscience, Mind & Behavior
Bowling Green, OH 43403
mvs.bgsu@gmail.com

C. Dianne Raubenheimer
Meredith College
308 Johnson Hall
Raleigh, NC 27607
raubenhe@meredith.edu

Objectives:

As a result of the presentation, participants will be able to:
- describe Fidelity of Implementation Theory and its relationship to faculty teaching practices,
- articulate critical components associated with several Research-Based Instructional Strategies,
- evaluate the potential of Fidelity of Implementation Theory for driving transformative change, using an RBIS readiness rubric.

Audience:

The intended audience includes faculty and administrators, particularly those in STEM disciplines, staff in teaching and learning centers, and others interested in the use and assessment of Research-Based Instructional Strategies, across all STEM disciplines and both 2- and 4-year institutions.

Activities:

We will first poll participants on their familiarity with the 14 Research-Based Instructional Strategies focused on in this presentation. We then provide a 'roadmap' for the presentation and present a brief description of fidelity theory, including associated critical components for each RBIS. Participants will discuss selected case studies built from the various research methods employed in this study to become familiar with the critical components and to identify evidence of fidelity. Thereafter we present the results from the fidelity of implementation study conducted on faculty in 12 STEM disciplines, as well as results from the ATI and faculty interviews. Relationships among data sources will be highlighted. Finally, we consider barriers to implementation of RBIS, with participants completing an RBIS Readiness worksheet for their particular institution, which we then discuss within the context of prior results from 20 other institutions.

Description:

Active learning has been shown to increase student learning in most STEM disciplines (Freeman et al. 2014). Groccia and Buskist (2011) highlighted several evidence-based teaching systems that lead to improved student learning in higher education, and called on more faculty to employ these teaching methods. Indeed, the elements necessary for enhancing undergraduate STEM education are well established, and yet implementation of innovative approaches and high-impact practices frequently lags behind. Plans for transformative change, whether at disciplinary or institutional levels, must be founded on accurate assessment of the baseline situation, and grounded in objective research (e.g. using appropriate comparison/control groups).

While fidelity of implementation is widely used in a K-12 context (Fogleman, McNeill & Krajcik, 2011; Hamre et al. 2010; O'Donnell, 2008), measures in the STEM disciplines and at the college level are relatively rare (Borrego et al. 2013). This research extends Borrego's earlier work, which was conducted nationally in two, narrowly focused engineering disciplines (Borrego et al. 2013), by deploying a similar survey across 12 STEM disciplines at a large state university and a community college in the northcentral area of the USA.

In summer 2013, a survey to identity faculty use of Research-Based Instructional Strategies (RBIS) was developed and field-tested with a pilot group of STEM instructors. A modified survey was then deployed to STEM faculty at Bowling Green State University and Owens Community College. Respondents also completed the Approached to Teaching Inventory and interviews were conducted with selected faculty who demonstrated either high or low fidelity, as evidenced by their responses to the survey.

In this presentation, we will explicate fidelity theory and associated critical components, then describe quantitative and qualitative analysis of survey results with an emphasis on fidelity of RBIS implementation in 12 STEM disciplines. Our work provides further validation for the Borrego survey as a mechanism for establishing the fidelity of implementation of particular RBIS. Additionally, our work extends the discussion by triangulating the fidelity results with quantitative and qualitative data drawn from the ATI and faculty interviews.

Finally, we consider challenges to implementing highly effective STEM practices in the context of the demands on faculty and institutional structures. Drawing from the work of Kezar (2001, 2009), we developed the "Assessment of Institutional Readiness for RBIS Implementation Rubric" to be used to assess the extent to which an institution is ready for campus-wide instructional innovation. Participants will use this to evaluate their own institution and we will present the results from 20 institutions that have completed this exercise.

This work is supported by an NSF STEP grant and WIDER supplement.

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A Blended Model for Student Active Learning and Experiential Problem Solving

Rodney Vandeveer
Purdue University
155 South Grant Street
West Lafayette, Indiana 47907
vandevee@purdue.edu

Priyanka Brunese
Purdue Unicersity
155 South Grant Street
West Lafayette, Indiana 47907
pshah@purdue.edu

Objectives:

Experiential-learning can provide a unique experience and opportunity for students to grow their "wisdom" for success. This interactive session will share information and examples of student involvement toward the development of solutions working with different industries and organizations. There will be ample opportunity for questions and sharing of insights of new paradigms for experiential learning. In addition, a case study will be used as a means to illustrate the impact of the experiential experience.

Audience:

This presentation/workshop will be insightful and is appropriate for instructors from all disciplines at all levels of their career and education.

Description:

"Education is the foundation for success but experience is the foundation for wisdom." (Dick Giromini) Most colleges and universities provide students opportunities for experiential learning through internships over the summers or coop-programs during the semester. However, this often is done at the cost of not only adding additional semesters or years to the student education but also additional expense. Purdue University has provided undergraduate and graduate students with experiential learning through two unique opportunities: Technical Assistance Program (TAP) and Manufacturing Extension Partnership (MEP) program.

Every state in the US has an MEP program providing opportunities for colleges to partner with the state's manufacturing industry. In 2015, the Purdue MEP Center has been awarded $13.79 million in federal funding over the next five years to serve the competitive needs of small and mid-sized manufacturers in Indiana. This funding allows for the Center to scale up to not only provide manufacturing services but also focus on partnering with colleges and universities to provide services related to product, customer and market growth to all Indiana based manufacturing companies. The Purdue TAP program provides high-value solutions to help Indiana businesses maximize their success by increasing profits, reducing costs and

implementing growth with the mission to advance economic prosperity, health and quality of life in Indiana.

The State if Indiana provides around $10 million in funding per year to the Technical Assistance Program (TAP). This allows Purdue University to provide a significant opportunity for professors and students to be involved in addressing real-world problems and learning through experience such as quality initiatives, leadership development and increasing expertise. Undergraduate students earn three credit hours per semester by working with professors on these TAP or MEP projects. Graduate students are provided graduate assistantships to work as student consultants and researchers for these projects and usually make visits to assess the current situation, collect data and provide improvement recommendations.

Students learn to assess organizational problems ranging from technical to leadership. They learn how to define scope for the project by developing analytical skills as well as negotiating objectives that can be achieved in the time and budget provided. They learn different techniques of addressing problems, thus complementing and applying their academic knowledge. They also learn knowledge beyond their discipline as many industry problems have inter-disciplinary solutions. Critical thinking and creative problem solving is encouraged. Interacting with business professionals also teaches students several valuable skills such as communication, presentation and professional writing skills.

Hutchings and Wutzdorff (1998) explained, "Knowledge must be linked to experience, not set apart in "abstract, bookish" forms divorced from life. It must be grounded in "the depth of meaning that attaches to its coming within urgent daily interest. And mere activity does not constitute experience." Thus, Purdue TAP and MEP have created a model by blending student active learning and real-world industry problem solving. This model goes beyond solving case studies and classroom simulated industry problems as it allows students to be fully immersed in the complexities of real-world experiences than cannot be experienced in a classroom.

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What do we really know about how people learn?

C. Edward Watson
University of Georgia
North Instructional Plaza
Athens, GA 30602
edwatson@uga.edu

Objectives:

After attending this session, attendees will:
1) Have met and interacted with attendees at the conference.
2) Know more about how people learn and don't learn, and
3) Possess new, research-based ideas for their own classroom practice.

Audience:

This session is intended for anyone who has a role in instruction in higher education. Those who teach are the core audience for this session; however, administrators, instructional designers, technologists, and professional staff will obtain information that is important and relevant to their work.

Activities:

This session will be entirely activity driven and discussion based. The flow of the session will be as follows:
1. After a brief overview, participants will be broken into four teams and provided four different sets of statements about learning.
2. As individuals, each participant will consider his/her statements and determine if they are true or false.
3. Each team will then discuss the statements and attempt to reach some consensus regarding their validity.
4. The teams will then be asked to select their most thorny statement and to share and justify their conclusions. As time allows, additional statements will be reviewed from each team's list; however, it is estimated that 10 to 15 statements about learning will be examined during this session.
5. As we review each of the statements, research behind the statements will be briefly shared.
6. The session will conclude with a discussion of how the truths we discussed might impact or change our own classroom practice, and participants will leave with action items for their own courses that are based on what we know about learning.

Description:

With well over 600 journals in the higher education domain, there is an enormous amount of information being produced about teaching and learning. With so many journals of, in truth, varying quality, support for almost any pedagogical argument or strategy can be found. As an

example, while the digital native narrative has been thoroughly debunked (e.g., Bennett, Maton & Kervin, 2008; Watson, Terry & Doolittle, 2012), the literature is full of suggestions supporting pedagogies based on beliefs in the digital native myth (see Mangold, 2007; McGlynn, 2005; Sontag, 2009). Further, vendors, such as Top Hat, continue to perpetuate that myth as it supports their arguments for the purchase of their technologies (Holloway, 2013).

Unfortunately, digital natives "stories" aren't the only elements of misinformation in the broad corpus of educational literature, and while much has been done recently to correct the myth of learning styles (see Dembo & Keith, 2007; Pashler, McDaniel, Rohrer & Bjork, 2008), these arguments only scratch the surface of correcting misinformation about learning. This session will dive into the surprisingly deep world of teaching and learning mythology.

Questions to be answered in this session include the following: Do humans really only use 10 percent of their brain? Do mental exercises increase IQ and ward off diseases like Alzheimer's? Do attention spans max out at 50 minutes, the length of the shortest college class? Do pastel walls aid in learning? Do college students check their e-mail? These are a small subset of the questions around which empirical data has been gathered.

During this session, these questions and more will be explored and answered through an interactive game. Those who attend can expect to be highly engaged with their co-participants and can expect to leave with clarity concerning many of the most commonly talked about "truths" regarding how students learn.

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Instructor Views of Free Use Multitasking with Digital Devices in the Classroom

Sandra (Sandy) Week
University of Nevada, Reno
1664 N Virginia St
Reno, NV 89503
smw@weekspace.com

Rita Laden
University of Nevada, Reno
1664 N Virginia St
Reno, NV 89503
rmladen@unr.edu

Objectives:

The presentation will give an overview of the literature and will outline the presenter's qualitative study. As this is a highly charged issue for those creating policy and those who are teaching, a guided, but open, discussion will follow. The purpose will be to explore opinions and experiences of those in attendance.

Audience:

This presentation is intended for administrators, faculty, faculty developers, and a general ISETL audience who may be interested in the research behind multitasking in the classroom and how ICT use during class is affecting those teaching during rapid technological change.

Activities:

A multitasking activity is used as an ice-breaker and will foreshadow the presentation of the research. A guided discussion will follow.

Summary:

Higher education professionals struggle with the question of whether information and communications technology devices (ICTs) should be allowed in the classroom during instruction (Young, 2006; Dietz & Henrich, 2014). Most higher education instructors experience pressure from students to permit electronic devices to be freely used during class (Campbell, 2006; Emanuel, 2013; Palen, Salzman & Youngs, 2001) and are aware of the calls to include technology while teaching in order to embrace student culture (Clayson & Haley, 2013; Dingus, 2014; Prensky, 2005; Tessier, 2013; Walker, Sampson, & Zimmerman, 2011).

Faculty and administrators have concerns that using technologies to teach in conjunction with students using personal ICTs may cause the unintended consequences of off-task behavior (Young, 2006). Attempting to learn while multitasking can result in knowledge attainment that is less flexible when applied to new situations (Foerde, Knowlton, & Poldrack, 2006; Rosen, Lim,

Carrier & Cheever, 2011) due to internal (Goundar, 2014; Drouin, Kaiser & Miller, 2012; Wei & Wang, 2010) and external distractors (Bjorklund & Rehling, 2010; Adler & Benbunan-Fich, 2013). A number of recent studies discuss how often students multitask during class and the effects on learning (Pashler, 2013; Rosen, 2011) whereas supertaskers may be able to multitask without negative effects (Watson & Strayer, 2010).

A number of studies have been conducted to explore student opinion and perceptions concerning the use of ICTs in the classroom, but few studies have been conducted on instructor views (Emanuel, 2013; Gikas & Grant, 2013; Tessier, 2013; Walker et al., 2011). However, Glenn (2010) and Synott (2013) have pioneered research on instructor perspectives of teaching while students are engaged in free use of digital devices during class.

This qualitative study uses Bronfenbrenner's ecological systems theory (1979) as a lens to facilitate breaking down the complexity of the information to be gathered from participants. It is intended to add to the research by focusing on instructors' views of college student free use of digital devices during classroom instruction at a western university. The study will also explore instructor acceptance and/or resistance to technological change and whether teachers believe that ICTs benefit or are a detriment to student learning during classroom instruction.

Currently, the study has dissertation committee approval. Data collection will occur during September and October of 2015. Therefore, conclusions will not be reported as part of the presentation.

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Cognitive Apprenticeship as a Model for Program Design

Jane West
Mercer University
3001 Mercer University Drive
Atlanta, GA 30341
west_j@mercer.edu

Karen Swanson
Mercer University
3001 Mercer University Drive
Atlanta, GA 30341
swanson_kw@mercer.edu

Sherah Carr
Mercer University
3001 Mercer University Drive
Atlanta, GA 30341
carr_sb@mercer.edu

Objectives:

- Participants will understand the model of cognitive apprenticeship and see an example of how the stages of the framework can be implemented.
- This interactive teaching session will engage participants in envisioning ways in which a cognitive apprenticeship framework can serve as an anchor for program design or review.

Audience:

Faculty, program directors, administrators at all levels of higher education.

Activities:

After an overview of the model, with an example, participants will work in groups to accomplish the following tasks:
- Articulating a vision for program completers: Identifying a signature pedagogy
- Identifying the skills and knowledge that program completers should possess
- Mapping specific opportunities for using the five stages of cognitive apprenticeship (modeling, coaching, scaffolding, articulating and reflecting, transferring and exploring) to support students' development of the target skills and knowledge

Description:

In this interactive teaching session, presenters will lead participants in a modified backward design process (Wiggins & McTighe, 2005), thinking through the design of their own academic programs, with cognitive apprenticeship as a framework. We will begin by identifying the

signature pedagogies (Gurung, Chick & Haynie, 2009) of participants' disciplines, and then using the six methods of cognitive apprenticeship as a way to plan for students' movement through the program toward being journeymen in their new professions or fields of advanced study.

The cognitive apprenticeship model developed by Collins (2006; Collins, Brown, & Holum, 1991; Collins, Brown, & Newman, 1989) can serve as a framework for designing or revising academic programs. Grossman and McDonald (2008), suggest that novices develop into experts not only with content knowledge but through engaging in intentional practices of the profession. Like apprenticeship in traditional trades, cognitive apprenticeship involves the apprentices' learning under the close supervision of expert mentors, gradually gaining independence and building their own expertise. Unlike traditional apprenticeship, though, cognitive apprenticeship involves learning internal processes that are not naturally visible to observers, and it often requires learning skills in classrooms, outside their natural context.

Academic programs built on a cognitive apprenticeship framework require intentional design of experiences to make the internal work of experts accessible and to assist apprentices in contextualizing their learning. Instructors and mentors must provide progressive levels of autonomous practice of the skills required for success in the discipline of study. In cognitive apprenticeship, this practice and support take the forms of modeling, coaching, scaffolding, articulating and reflecting, transferring and exploring.

One subsequent benefit of this model is that instructors and students must critically reflect on their own application of cognitive processes. Thus, the framework increases active engagement in authentic professional scenarios (Stalmeijer, 2015). This provides opportunities for rich discussion not only among students but also instructors and their colleagues. Likewise, students grow as they watch, make attempts, struggle and grow through specific feedback. In the final stages of the model, students begin to take on the transformed role of an expert and the cycle continues as they share knowledge with novice learners. The presenters have also found that faculty members using a cognitive apprenticeship approach experience growth themselves as a result of their collaborative intellectual work.

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