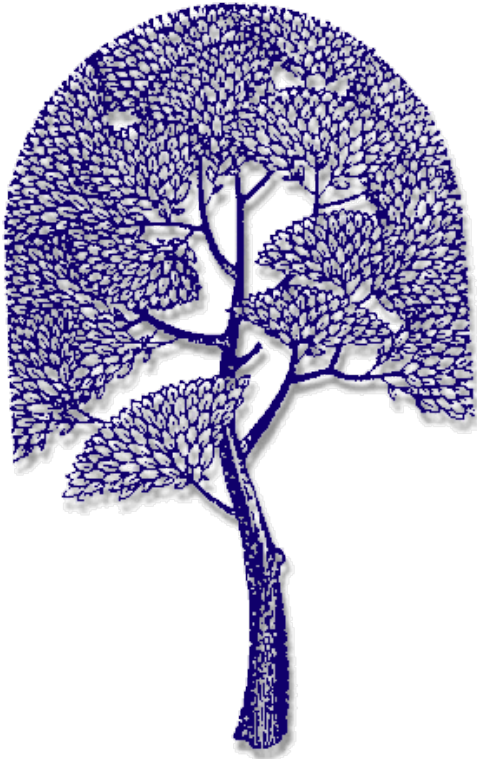




**The Forty-Fourth
Annual Conference of the
International Society for
Exploring Teaching and
Learning (ISETL)**

Denver, CO

October 16-18, 2014

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
Clayton State University

Copyright 2014 by the International Society for Exploring Teaching & Learning

BOARD OF DIRECTORS

Jerry Samples, President, University of Pittsburgh at Johnstown
Christie Burton, Clayton State University
Jill Lane, Clayton State University
Julie Schrock, Meredith College
Krista Terry, Appalachian State University

CORPORATE MEMBERS

Allison Buskirk-Cohen, Delaware Valley College
Lynne Hammann, Mansfield University
Gina Mariano, Troy State University
Cynthia Schubert-Irastorza, National University
Sharon Gilbert, Radford University
Lolita Paff, Pennsylvania State University – Berks
Eddie Watson, University of Georgia
Bradford Mallory, University of Cincinnati – Blue Ash

OFFICERS

Jerry Samples, President, University of Pittsburgh at Johnstown
Emily Sweitzer, Secretary, California University of Pennsylvania
Christie Burton, Treasurer, Clayton State University
Susan E. Copeland, Historian, Clayton State University

DISTINGUISHED FELLOWS OF THE SOCIETY

Samuel Postlethwait, Professor Emeritus, Purdue University
Joseph E. J. Habowsky, Professor Emeritus, University of Windsor
Charles Wales, West Virginian University
Kenneth Klopfenstein, Colorado State University
Jean E. Wold, California State University
Donald Borchardt, Rutgers University
Robert A. Stager, University of Windsor
A. Jeanne Miller, University of Central Florida
Eunice L. Krinsky, California State University – Dominguez Hills
Anne H. Nardi, West Virginia University
Bruce Saulnier, Quinnipiac University
Jerry W. Samples, University of Pittsburgh – Johnstown
Susan E. Copeland, Clayton State University
Peter E. Doolittle, Virginia Tech

PRESIDENTS OF THE SOCIETY

1970-71	Samuel Postlethwait
1971-72	Dave Husband
1972-73	Ben Meleca
1973-74	Robert Hurst
1974-75	John Hinton
1975-76	Sally Short
1976-77	Stan Nelson
1977-78	John Zimmerman
1978-79	Mary Lynch
1979-80	George D. Brown
1980-81	Warren D. Dolphin
1981-82	Joseph E. J. Habowsky
1982-84	Charles E. Wales
1984-85	Blaine Carpenter
1985-86	Donald E. Borchardt
1986-87	Jean E. Wold
1987-88	James Marlin
1988-90	Kenneth Klopfenstein
1990-93	William J. Mullin
1993-95	Bonnie Johnson
1995-97	Kenneth Brown
1997-99	Shirley Rickert
1999-2001	George Watson
2001-03	Bruce Saulnier
2003-05	Alexander Crispo
2005-07	Susan E. Copeland
2007-09	Peter E. Doolittle
2009-11	Angela Humphrey Brown
2011-13	Jill Lane
2013-15	Jerry Samples

CONFERENCE COMMITTEE

Sheila Wood, Registrar
Julie Schrock, Proposal Review Chair
Susan E. Copeland, *Proceedings* Editor
Tammy V. Wiley, Pro-Cam Conference Planner and Liaison

The Common Core is here, but are K-16 educators ready for implementation?

Joachim Agamba
Idaho State University
College of Education
Pocatello, Idaho 83209-8019
agamjoac@isu.edu

The Common Core State Standards (CCSS), which many educators agree will benefit K-12 education, have been scheduled for full implementation in 2015. But are K-16 educators ready? What is a Domain? What is a Cluster? What is a Claim? What is an Achievement Level Descriptor? How do educators utilize the Cognitive Rigor Matrix and Assessment Targets for formative and summative assessment? This presentation will provide a framework for understanding the architecture of the CCSS, enhance knowledge on how the standards will be assessed and how K-12 educators can determine similarities and differences between the CCSS and current practice.

Objectives:

During this presentation, participants will:

- a. Understand how the CCSS is organized for content delivery,
- b. Learn about the short-hand of the CCSS,
- c. Understand how the domains of the CCSS are the focus of assessment,
- d. Understand the tools for assessment, and
- e. How the appendices can be used as valuable resources for CCSS integration.

Audience:

This presentation will be beneficial for faculty who teach teaching interns and provide outreach service to K-12 teachers and administrators. In fact, this presentation will benefit educators interested in understanding the CCSS and how it will be assessed.

Activities:

This presentation will include the following activities:

- a. Navigation of the Common Core official website,
- b. Navigation of the Smarter Balanced Assessment Consortium (SBAC) official website,
- c. Navigation of the Partnership for Assessment of Readiness for College and Careers (PARCC) official website, and
- d. Understanding how Backward Design (Wiggins & McTighe, 2011; 2005) is a suitable framework for unit design on the CCSS and their assessment.

Description:

Effective integration of the CCSS will require a fundamental shift in instructional practice by K-12 educators. Also, higher education faculty have been called upon to play a pivotal role for the success of the CCSS, but how are they being prepared for this task? For K-12 educators, transitioning to the CCSS requires a focus on how to teach the standards for deeper understanding and transferability to other content areas (Dougherty, 2012). This requires a different focus on assessment and checking for understanding, such as a teacher's effective understanding on the difference between a learning target and an instructional objective (Moss & Brookhart, 2012). For higher education faculty, it means preparing pre-service teachers on the effective integration of literacy in all content areas, and for mathematics teachers, an understanding of the eight mathematical practices as well as the concept of teaching for deeper understanding. Faculty who especially teach early college courses, particularly in literacy and mathematics, therefore need to understand the requirements of high school standards and their utility in college in order to assist students succeed. What do you know about the CCSS? How do you understand the framework for their assessment? How can you engage in more meaningful conversations about the CCSS and or engage in effective collaboration?

Even if you're just curious about what the CCSS is about or the controversies surrounding it, come to this session. You'll understand how the CCSS is aligned with those of the National Association for Educational Progress (NAEP) and above all, why it is necessary to prepare more students to graduate from high school, ready for college and careers in the 21st Century.

References

- Dougherty, E. (2012). *Assignments matter: Making the connections that help students meet standards*. Alexandria, Virginia: ASCD.
- Moss, C.M., & Brookhart, S.M. (2012). *Learning targets*. Alexandria, Virginia: ASCD.
- Wiggins, G., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Alexandria, Virginia: ASCD.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Alexandria, Virginia: ASCD.

Groups and Games and Flipping, Oh My! Remaining Purposeful Amidst a Multitude of Teaching Options

Bridget Arend
University of Denver
2150 E. Evans Ave, Ste 350
Denver, CO 80208
bridget.arend@du.edu

Objectives for participants:

- a. Distinguish among seven different ways of learning in higher education
- b. Identify the intended best use of each of these ways of learning
- c. Connect their own learning outcomes for a particular course with the most effective ways of learning

Audience:

This workshop is designed for higher education instructors who are looking to be more purposeful and effective in their teaching. Although some of the ways of learning explored will be better suited to some disciplines over others, faculty members across all disciplines should find this workshop valuable to explore and reinforce their teaching methods.

Activities:

- a. Participants will first engage in an outcomes mapping exercise, connecting the outcomes of a course (real or hypothetical) to common teaching methods. (5 min)
- b. A brief presentation will provide an overview of seven ways of learning in higher education. (10 min)
- c. Based on the results of the first activity, the two most commonly cited ways of learning will be explored in additional depth, using some interactive examples and activities. (20 min)
- d. Participants will revisit, and potentially revise, their outcome map and discuss their findings and questions. (15 min)

Description:

The explosion of online, blended, and web-enhanced delivery options means that faculty members have increasing freedom to choose when, where, and how to teach. They are also under pressure to use active learning methods, and often reach for options without a solid understanding of the origins and purposes of various teaching approaches. When teaching methods are chosen haphazardly or are used for the wrong purposes, a disconnect between teaching and learning occurs and an otherwise successful method can be inefficient (Fink, 2003).

As options abound, faculty members need guidance in determining the best approaches to use for their particular learning goals. Many resources about different teaching methods do a good job of describing the techniques necessary to effectively carry out the method. However, not every method should be used for every purpose (Davis & Arend, 2013). If the goal is to develop critical or creative thinking, then learning through inquiry is appropriate. If the goal is to cultivate skills where accuracy and efficiency are important, it is best to learn through practice and feedback. If the goal is to practice complex professional judgment, then learning through role play, cases, or simulations are valuable. And so forth. A solid knowledge about a teaching method's rationale helps instructors leverage its benefits, leading to more effective implementation. When teaching methods are chosen purposefully and implemented effectively, it increases the likelihood of academic success by all students.

In this workshop a framework is provided for identifying the teaching methods best suited for particular learning outcomes. Using a taxonomy of significant learning outcomes in higher education (Davis & Arend, 2013), participants will explore seven common ways of learning, going beyond the typical discussion of tips and techniques to discuss the literature that supports the purpose, rationale, and best use of each approach. Based on the results of an outcomes mapping exercise conducted during the workshop, the two most popular

ways of learning for this particular group will be explored in more detail. Activities and examples will be used to actively explore these two ways of learning. Participants will have the chance to discuss and revisit their outcomes map with the intended purpose of using the most effective ways of learning.

References

Davis, J.R. & Arend, B. (2013) *Seven Ways of Learning: A Resource for More Purposeful, Effective, and Enjoyable College Teaching*, Sterling, VA: Stylus Publishing.

Fink, L.D. (2003) *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, San Francisco, CA: Jossey-Bass.

NOTE: The activities and information explored in this workshop will draw from the extensive literature reviews in the following two texts. Both texts contain numerous references to historical and current literature related to education and learning particularly from the fields of cognitive and behavioral psychology, sociology, human communication, and from mental models theory and experiential learning theory.

Enhancing Student Preparation for College through an Interdisciplinary Extended Orientation Course

Darlene Attiah
City Colleges of Chicago
4300 N. Narragansett Avenue
Chicago, IL 60634
dattiah@ccc.edu

Objectives:

Discuss the structuring, successes, and challenges of an extended orientation model embedded into a First Year College Success Course targeted at improving college completion and transfer into a four-year institution.

Audience:

Targeted audiences for this presentation are educators, advisors, and administrators concerned with enhancing student college success and retention.

Activities:

1. Reflection/Discussion on extended orientation/college success practices.
2. Discovering methods of integrating college success concepts into the classroom.
3. Exploring methods of assessment of the college success applications.

Description:

Spring 2014 marks the launch of a College Success Course aimed at supporting freshman students who are academically underprepared. The main objectives of the three-credit course are developing academic skills, integrating into the college community, providing a partnership with campus resources, and establishing connections to majors. A team of trained interdisciplinary faculty was chosen to facilitate the College Success Course in an effort at contextualizing academic skills. To further the purpose of providing the students with opportunities for application, the College Success Course offerings in Fall 2014 are to be integrated into a linked course/learning community setting with the additional benefit of placing the students into a cohort of targeted support services.

A key element of the College Success Course is motivational. A Mentor Program of upper level students has been established for integrating the first year students into the college community. The peer mentors selection based on their influential leadership roles at the college and their academic success was key for their identified role in providing one to one guidance to their fellow peers. For the purpose of targeted academic planning, college advising is embedded into the College Success Course, providing the students with timely advising that addresses their special needs.

References

- Shouping, H., & Kuh, G. (2001). Being (dis)engaged in educationally purposeful activities: The influences of student and institutional characteristics. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Smith, R. (2003). Changing institutional culture for first-year students and those who teach them. *About Campus*, 8 (March-April), pp. 3-8.
- Swing, R. L. (2002). "The impact of engaging pedagogy on first-year students." E-mail message to the First-Year Assessment Listserv [fya-list@vm.sc.edu]. Sept. 6, 2002.

Reciprocal Teaching: A Study of the Before and After Implementation of a Modified Jigsaw Approach in a Laboratory

Micah Battson
University of Colorado Boulder
Graduate Teacher Program
Boulder, Co 80309-0362
Micah Battson <Micah.Battson@Colorado.EDU>

Laura L. B. Border
Graduate Teacher Program
University of Colorado Boulder
Boulder, Colorado 80309-0362
laura.border@colorado.edu

Objectives:

This presentation will cover the existing laboratory environment and subsequent modifications using a modified jigsaw approach to reformat an existing laboratory, explain how the method was developed, implemented, and assessed. Results will be presented to the audience for an open discussion of the content, the potential for implementation in other environments, and suggestions and audience insights into why the results occurred and ideas for improving the model.

Audience:

Individual faculty and their graduate assistants who are responsible for laboratory sections, faculty who are interested in modifying a lecture section to include similar activities and to stimulate student learning of difficult material, faculty and graduate student developers, and administrators who are concerned about retention and dropout rates in high demand major courses.

Activities:

We will engage the audience in the use of our reciprocal teaching method to discuss how they might transform a high demand major lecture course in their field. Participants will be divided into pairs - Participant A and B. We will provide them with teaching materials. Participant A will teach Participant B the benefits of the lecture method. Participant B will teach Participant A the benefits and placement of a reciprocal activity in a modified lecture class. This activity will be followed by a large group discussion of what they learned about different approaches to teaching and learning.

Introduction:

The teaching approach used in IPHY 3415 (Human Anatomy Lab) has been evolving over the past two years. Historically, the human anatomy lab course was taught in a more traditional lecture-style format. Teaching Assistants would run through the material while the students passively learned. Fall 2012 (mid-semester) saw the inception of the new "Jigsaw" approach to teaching as a way to increase student participation (Koprowski & Perigo, 2000; Johnson et al., 2007; Ruthenbeck et al., 2008). Based on student feedback, the "Jigsaw Assignments" were renamed "Lesson Plans". Here, the terms "jigsaw method", "lesson plan", and "reciprocal teaching" are used interchangeably (Aronson & Goode, 1980; Palincsar & Brown, 1984).

Summary of the Jigsaw Approach We Used:

1. The lab section is divided equally into two groups: A and B
2. Pre-class Preparation: Each group is assigned to learn half of new material prior to class, by reviewing the lab manual and accompanying online content, and taking a quiz.
3. In Class: Each group reviews pre-assigned material with TA/UGTA. Then students pair up (A with B) for reciprocal teaching. Group A teaches group B, then group B teaches group A. The bulk of the class time is spent on reciprocal teaching. TAs/UGTAs circulate the lab and help the groups of students as needed. TAs/UGTAs lead a short review at the end of the lab.

Methods:

Both graduate and undergraduate teaching assistants who have recently taught IPHY 3415 were asked to complete a survey with questions relating to their:

- Experiences/observations facilitating reciprocal teaching,
- Views on reciprocal teaching and traditional lecture, and
- Views on facilitating collaborative work in general.

The survey also included several open-ended questions asking for the teaching assistants' strategies for facilitating group and pair studying and for their general opinions on the change in teaching methods. This survey was sent by email to 97 undergraduate teaching assistants (42 responded) and 48 graduate teaching assistants (15 responded) who have been involved in IPHY 3415 in the past three years. In addition, publicly available Faculty Course Questionnaire (FCQ) data for the course IPHY 3415 was analyzed with an eye toward any changes in student responses when reciprocal teaching was implemented.

Results: Faculty Course Questionnaire Analysis

We looked at the grade distributions as metrics for student performance and the workload, course rating, instructor rating, and student withdraws as metrics for student experience and satisfaction (Table 1). We examined the statistical significance of the differences in scores between sections held from Spring 2006 to Spring 2012 to those held in/after Fall 2012 (the semester in which the jigsaw/reciprocal teaching framework was introduced). There is a significant increase in the average grades earned ($p < 0.001$), after the jigsaw framework was introduced and a statistically significant decrease in the number of students earning grades below a C ($p < 0.01$). This indicates a general improvement in student performance since implementing the jigsaw/reciprocal teaching strategy. However, there is an apparent drop in student satisfaction in the course as seen by a statistically significant drop in overall course ratings ($p < 0.01$) and perceived increase in workload ($p < 0.0001$).

Results: Survey Data

Out of the 55 responses, 65% of the responders have taught IPHY 3415 using the jigsaw method while 35% have done the traditional lecture. When asked about the effectiveness of fostering student learning, 58% agree and 15% strongly agree concerning a traditional lecture format while 49% agree and 24% strongly agree concerning the jigsaw format (Figure 1, top). When asked about student engagement, 36% agree or strongly agree that the traditional lecture format was engaging, while 82% agree or strongly agree that the jigsaw method was engaging (Figure 1, bottom). 64% of those surveyed strongly agree (27% agree) that explaining information to a peer helps them learn better than studying on your own. 86% of those surveyed agree or strongly agree that students prefer to collaborate with people they already know. There was no major difference between the responses when asked if a student does better when a weak student is paired with a strong student or a strong student is paired with another strong student. There was no agreement on whether students were observed to pair with the same race or gender as himself or herself or not.

Results: Survey Responses:

Many respondents stated that the Jigsaw method worked best for bones and models, but less well when learning on cadavers (muscles, blood vessels, etc.). There was concern that lack of student preparation combined with the difficulty of structure identification on cadavers could lead to inaccurate peer-teaching and a lack of student confidence in their learning, especially of the other group's material. To remedy this, many TAs would revert to a lecture-style of teaching, lead full cadaver tours, or spend more time with individual groups before reciprocal teaching. TAs also quiz students to correct any misunderstandings and ensure accurate teaching.

Conclusions:

From the FCQ analysis, implementing the Jigsaw teaching method in IPHY 3415 has resulted in a statistically significant increase in student performance and a statistically significant decrease in student experience and satisfaction metrics. TA responses indicate that the Jigsaw method does not work equally well for all course

content and suggest that more optimal student learning could be achieved by reviewing both group's material with all students before starting reciprocal teaching. Because the intervention increased student performance, yet decreased student satisfaction, we conclude that an additional intervention in our next iteration aimed at instructor communication to current students about the former students' improved grades and improved engagement might create a more positive valence in student satisfaction on future course evaluations.

References

- Aronson, E., & Goode, E. (1980). Jigsaw classroom: Overview of the technique. Training teachers to implement jigsaw learning: A manual for teachers. IN S. Sharan, P. Hare, C. Webb, and R. Hertz-Lazarowitz (Eds.). *Cooperation in Education*, 47-81.
- Bao, Y., Battson, M., Kamenetzky, J., Leonard, j., Shannon, E., and Wing, R. Jigsaw vs. Lecture Methods in IPHY 3415: Human Anatomy Lab. (2014). Unpublished poster. Graduate Teacher Program, University of Colorado Boulder.
- Johnson, D., Johnson, R., and Smith, K. (2007). The state of cooperative learning in postsecondary and professional settings. *Educational Psychology Review*. 19, 15-19.
- Koprowski, J. & Perigo, N. (April, 2000). Cooperative learning as a tool to teach vertebrate anatomy, *The American Biology Teacher*, 62 4, 282-284.
- Palincsar, A. and Brown, A. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*. I 2, 17-175.
- Ruthenbeck, G., Carati, C., Gibbins, I., Reynolds, K. (2008). A virtual reality 3D jigsaw for teaching anatomy. *Studies in Health Technology and Informatics*. 132, 436-438.

Creating Communities of Inquiry Online: Challenges and Opportunities

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 teaching methods,
- b) Learn more about the Community of Inquiry (CoI) approach to online discussions, its background, philosophy, and methods, and
- c) Discover ways to make their online discussions more effective in terms 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 discussion assignments, and for administrators developing guidelines for the development of future online courses.

Activities:

The presentation will begin with a brief survey of audience members' experience teaching online, focusing especially on the challenges they have faced. Second, the presenter will argue the case for taking a Community of Inquiry approach to discussions and explain how, in taking the approach himself, he overcame the challenges he faced. Finally the presenter's results will be discussed and audience members will be asked to assess their practicality if applied in their teaching contexts.

Description:

A growing body of research follows the pioneering work of Garrison and colleagues in Alberta, Canada, in analyzing discussions for evidence of communities of inquiry (CoI) which promote sustained communication and higher level learning. This research has adopted a constructivist model in which students and instructors are seen as "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 (2007) cites two main reasons to explain 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 key question to be addressed now is: how can instructors be more directive in their discussion assignments without risking a violation of constructivist principles?

The "bad news," the news which the presenter resisted at first, is that to ensure the success of his communities of inquiry he had to be an active participant in the discussions, responding to as many students as possible on as many days as possible. The good news is that, as a full participant in the discussions, the presenter could model the kinds of participation needed from students for the communities to succeed, and more often than not this resulted in students taking more and more responsibility for the success of the discussions as the courses went on.

Student Perceptions and Misperceptions of ePortfolios

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

Objectives:

I will share the results and recommendations of surveys and interviews from students who are encountering ePortfolios for the first time at an open access, two year regional campus. In this presentation I will recommend the skills that student need to succeed in ePortfolios as well as the skills that instructors need to support students. A principle attitude discussed will be the difference between the paper portfolio mindset and the Folio Thinking mindset. Using these sources we also explore how students may be so influenced by the requirements of the course that they do not naturally expand into their digital writing spaces. We consider the implications for pedagogy from student novice understanding of how they build and reflect on their ePortfolios.

Audience:

As instructors familiar with ePortfolios, we know that they can lead to a difference in how students represent their learning. As instructors familiar with paper portfolios, there are paradigm shifts to consider as we begin to teach in the new medium of the ePortfolio. Yancey (2004) describes this student as "one who can make multiple connections and who creates depth through multiplicity and elaboration, who can work in visual and verbal and aural modalities, who can offer a reader multiple narratives extending ever outward" (751). However, students may not perceive this depth and multiplicity as they complete their portfolios.

Activities:

In this presentation, we will conduct a brief survey about the audience's experience of ePortfolios and paper portfolios. Key perceptions of how to teach for a portfolio will be highlighted. Second the student perceptions that resulted from the study will be compared with the results of the conference audience survey. Finally, we will create a reflective piece of how we might reconcile differences between faculty and student perceptions of ePortfolio learning as well as the differences between paper portfolio thinking and ePortfolio thinking.

Description of the study:

Over the past decade, it seems that little has changed for novice students and ePortfolios. Our data echoes the results shown in Tosh et al. (2005). Students perceived the ePortfolios to an extra chore, and they had little patience with instructors who were not proficient in the chosen platform. As noted in Tzeng (2011), students new to ePortfolios need to be convinced that the extra effort is useful, and they may find the technology to be a barrier to their success as Tosh et al. also noted. Regardless of how social media has increased in use, at our open access institution, there remains a skepticism among our students concerning having to learn a new technology without clear indications of the practical advantages. Bolinger and Shepard (2010) indicated their students demonstrated positive attitudes concerning the learning potential of ePortfolios, but this was an experienced group of graduate students. Their focus and metacognitive awareness of their own learning would be greater than that of first year students with less practice in metacognitive awareness of their own learning. Interestingly, Lopez-Fernandez and Rodriguez-Illera (2009) studied students from "traditional Spanish universities" and found that these students did appreciate the personal development possibilities of ePortfolios but also remained skeptical of their practical use.

Our own data with student surveys and student example ePortfolios suggest that our students at an open-access college which enrolls students with a wide variety from unprepared to well prepared and traditional to non-traditional students do not match the perceptions of students in graduate programs or traditional four-year universities. They are more similar to the group profiled by Tosh et al (2005) in that they need to be convinced that ePortfolios are worth the effort, they view them as pragmatic tools to pass the class, and they need

extensive scaffolding to understand they have control of the reflective process and the creation of their ePortfolios. Hallam et al. (2008) report that, in a multi-university study of ePortfolios, implementation frequently rested at the unit level rather than at higher levels. This is also the case at our open access college, which means that individual instructors bear a significant responsibility in creating curriculum design that will address these student perceptions that ePortfolios are just another hoop to jump through to pass the class.

The implications for pedagogy include recommendations for intensive scaffolding of the learning process from creating the ePortfolio to populating the ePortfolio to reflecting on the ePortfolio. Even when such intensive scaffolding is done, when it is taken away, students may still restrict themselves to addressing the minimal requirements of the course even when they are capable of performing well under the intensively scaffolded experiences.

References

- Bolliger, D. & Shepherd, C. (2010). Student perceptions of ePortfolio integration in online courses. *Distance Education* 31(3): 295-314. DOI: 10.1080/01587919.2010.513955
- Hallam, G. C., Harper, W. E., McCowan, C. R., Hauville, K. L., McAllister, L. M., & Creagh, T. A. (2008) ePortfolio use by university students in Australia: Informing excellence in policy and practice. Australian ePortfolio Project, Stage 1. Queensland University of Technology, Department of Teaching and Learning Support Services, Brisbane , Qld. Retrieved from <http://eprints.qut.edu.au/31912/>
- Tosh, D., Light, T.P., Fleming, K. & Haywood, J. (2005). Engagement with Electronic Portfolios: Challenges from the Student Perspective. *Canadian Journal of Learning Technology* 31(3): n.p. Retrieved from <http://www.cjlt.ca/index.php/cjlt/article/viewArticle/97>
- Tzeng, J. (2011). Perceived values and prospective users' acceptance of prospective technology: The case of a career ePortfolio system. *Computers & Education* 56 (1): 157 - 165.
- Lopez-Fernandez, O. & Rodriguez-Illera, J. (2009). Investigating university students' adaptation to a digital learner course portfolio. *Computers & Education* 52 (3): 608 - 616.
- Yancey, K. (2004). Postmodernism, Palimpsest, and Portfolios: Theoretical Issues in the Representation of College Composition and Communication 55 (4): 738-761.

Becoming the BEST Professor: Developing and Integrating a Framework of Teaching and Learning

Kalani Beyer
Ashford University
12829 Via Moura
San Diego, CA 92128
ckalani@sbcglobal.net

Suzanne Evans
National University
11255 North Torrey Pines Rd
La Jolla, CA 92037
suzanne.evans@natuniv.edu

Objectives:

Upon completion of the workshop, participants will

1. Articulate the research in effective higher education teaching and competencies of quality teachers that forms the basis for National Board for Professional Teaching Standards core propositions.
2. Engage in interactive activities that can be adapted to any subject matter to increase the 4c's of education that form the basis of the Common Core: collaboration, communication, creativity and critical thinking
3. Utilizing these principles, design an individual Framework of Teaching and Learning that includes action plans to improve the success of teaching and learning in their environments.

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 first explore an innovative framework of teaching and learning based on the research in learning theory, effective teaching in higher education, principles of NBPTS and the 4c's principles embedded within the Common Core Standards. Using these principles, we will collaboratively share ways to transform our teaching and learning and build vibrant learning communities where all students are authentically engaged. Participants will share activities that embody critical thinking, communication, and collaboration and creativity skills. Participants will design individual Framework of Teaching and Learning that include exploring ways to think deeply about and stay committed to student learning, create meaningful classes and assignments, manage and monitor what they and students do and apply that evaluation to future classes and critically reflect on their practice as a member of a learning community.

Description

As higher education educators, it is imperative that we become the best and most effective professors we can be. This involves creating a Framework of Teaching and Learning that incorporates understanding the research and integrating it into practice. It involves merging the roles of a professor as both a learner and a teacher. The Framework of Teaching and Learning is a philosophical framework that can help lead us towards improved teaching and learning. We will explore the research by Ken Bain (2004) that found that the best college teachers understand how their students learn, think deeply about student learning, create meaningful classes and assignments, evaluate what they and students do, and apply that evaluation to future classes. We will also explore the extensive research onto the core propositions of NBPTS. These core propositions or competencies: state that teachers are committed to students and their learning; know the subjects they teach and how to teach those subjects to students, are responsible for managing and monitoring student learning; think systematically about their practice and learn from experience; and are members of learning communities (NBPTS, 2013). The Framework of Teaching and Learning is also based embedding the 4C's of 21st century education and common core: communication, collaboration, creativity, and critical thinking (NEA, 2010). The Framework of Teaching and Learning creates a natural critical learning environment (Bain, 2004) in which professors create

an environment to share skills and information in an environment where students feel challenged, safe, gets plenty of practice and feedback and is able to relate what they know to what is being learned (NRC,2012). This grounded Framework of Teaching and Learning suggests that effective teaching is metacognitive teaching that involves good communication aimed at helping students understand course concepts, strategies that engage students in learning, and a close monitoring of whether students are understanding and can verbalize their learning (Yoo, Schallert, & Svinicki, 2013). Through implementation of the Framework of Teaching and Learning deeper learning will occur so that students learn content and 21st century competencies (transferable knowledge and skills) that prepare them to excel in life and work (Zhao, 2012).

References

- American Association of Colleges for Teacher Education(AACTE). (2008). Handbook of technological pedagogical content knowledge for educators (tpck). New York: Routledge.
- American Association of Colleges for Teacher Education(AACTE). (2010). 21st century knowledge and Skills in educator preparation. White paper.
http://www.p21.org/storage/documents/aacte_p21_whitepaper2010.pdf
- Bain, K. (2004). What the best college teacher do. Harvard University Press: Cambridge, MA
- National Board for Professional Teaching Standards. (2012). What teachers should know and be able to do.
 Retrieved <http://www.nbpts.org/five-core-propositions>
- National Education Association (NEA). (2010).Preparing 21st century students for a global society: An educator's guide to the "Four Cs" <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>
- National Research Council (NRC). (2012). Education for life and work: Developing transferable knowledge and skills in the 21st century. Washington, DC: National Academies Press. <http://www.nap.edu>.
- Yoo, J. H., Schallert, D. L., & Svinicki, M. D. (2013). Accountability: Mapping the views of college students and instructors. *Journal on Excellence in College Teaching*, 24, (4).
- Zhao, Y. (2012). *World Class Learners: Educating Creative and Entrepreneurial Students*. San Francisco, CA: Corwin Press.

Enhancing Interactivity in Online Classes: A Framework for Enhancing Student-Student, Student-Teacher, and Student-Content Engagement

Kalani Beyer
Ashford University
13500 Evening Creek Drive North
San Diego, California 92128
kalanib46@hotmail.com

Steven Brownson
Ashford University
13500 Evening Creek Drive North
San Diego, California 92128
Sbrownson@cox.net

Objectives:

Upon completion of the workshop, participants will

1. Articulate the student-student, student/instructor, and student-content factors inherent in successful student engagement in online classrooms.
2. Devise specific strategies that work within each of the three interaction modalities that facilitates higher levels of engagement and content knowledge in the online classroom.
3. Design an action plan to improve the success of teaching and learning in their online environments by enhancing interactivity.

Audience:

The session is directed toward distance learning educators in higher education who are committed to designing and integrating more research-based teaching principles in their classrooms. Furthermore, the session guides distance-education administrators towards forming effective programming and pedagogy that provides for higher levels of student engagement and improves the course completion rates.

Activities:

In the interactive session, we will first explore interactivity at three levels as a framework for enhanced engagement and learning. Strategies for student-instructor; student-student, and student-content strategies will be shared and discussed. The 21st century learning principles of collaboration, communication, creativity, and critical thinking will be embedded into this engagement model creating a Framework for online teaching and learning. We will share strategies within each engagement modality, and engage participants in discussion on activities that embody critical thinking, communication, and collaboration, and creativity skills. Participants will design an individual plan to incorporate the strategies and activities within each tier to ensure a higher level of student satisfaction, engagement, and retention.

Description:

As higher education educators, it is imperative that we become the best and most effective professors we can be. The process involves understanding the research and integrating it into practice. A three tiered engagement model of teaching and learning is needed. Bernard, Borokhovski, Tamim, and Bethel (2009) examined the level of interactivity in a meta-analysis on three levels (student/student, student/teacher, and student/content) wherein all three levels were critical for collaboration and mastering the content online. Based on the research and on the necessity to improve the online learning experience, there is a strong need for reform and bring changes in the design and delivery of distance learning programs that address interaction at all three tiers in order to raise the course completion rate and to reduce the attrition rate.

Tier One: Instructor/Student

Instructor active involvement - Using Tier 1 involves 100 % discussion board response, timely feedback, proactive course management strategies such as monitoring assignment submissions, and communicating and reminding students of missed and/or upcoming deadlines; and timely return of assignment and exam grades in order to maintain positive forward progress in their studies

Social media can also be utilized as an additional aid to the work being done in the classroom. Several factors are essential to embed social media in the online classroom. First of all, the level of interaction must move from mainly discussion threads and journals to interactive social conversations and dialogues using Twitter, Facebook, and other social networking tools. Another key element utilizes Tumblr and other blogging sites to bring out the students' voices and include their thoughts and expertise on the content. Through blogging, online journals, and social conversation, the impact can lead to creating an academic discourse. The third factor of forming oral language focuses on building a vibrant classroom community using social media such as GoToMeeting, Adobe Connect, and Class Live Pro to resemble face-to-face sessions and to increase interactivity in the online environment. Finally, another important variable is the participation and presence of the instructor who facilitated the usage and interactions (Gilbert & Mill, 1998; Greenhow, 2011; Mykota & Duncan, 2007; Ryan-Rojas, Douglas, & Ryan, 2012; Tay & Allen, 2011; Wei, Chen, & Kinshuk, 2012; Yoo, Schakert, Svinichi, 2013).

Tier Two: Student/Student

Learning environment- student-student and student-instructor

Emphasize collaboration, communication, and critical thinking in discussion threads and assignments. Instructor initiates communication that engenders student-to-student interactions through announcements, virtual office, email, or social media. Students use these various media tools to share experiences, ask questions, and seek support, which leads to creation of both a social and learning community (Palloff & Pratt, 2005).

To achieve higher levels of interactivity and student satisfaction, several changes must be implemented, such as incorporating a new social media paradigm for online course design and delivery. Liu, Kalk, Kinney, and Orr (2009) noted that the common social media for online classes includes blogs, podcasting, social networking, and virtual environments. Social networking sites incorporate social traits, technology, and high-level social networks that engage learners with interactivity and facilitate higher levels of knowledge transfers within the courses (Boyd & Ellison, 2007).

Embedding social media in the online classroom increases interactivity, extends collaboration, and forms increased levels of student satisfaction in the online classroom (Callahan & Bower, 2012). An essential element of increased student/student, student/instructor, and student/content interactivity (Bernard, Borokhovski, Tamim, & Bethel, 2009) emerges with the incorporation of such social media as Class Live Pro and Facebook as tools for social learning. Linked to the interactivity is the ability to form constructivist environments where students extend their schema of learning using social media for a deeper social presence and higher levels of content mastery. The overall goal, then, of increasing student satisfaction with the online environment emerges with the melding of the traditional distance-learning classroom with targeted applications of social media, creating a dynamic and engaging learning environment with higher learning retention rates and student satisfaction

Tier Three: Student/Content

Establish strategies for addressing the quality of the online learning experience, including content resources, instructional design strategies, and systems performance. Clearly, the communication between instructor and student through use of comments, grading rubrics, and feedback, using Track Changes or Waypoint to provide feedback is key to providing an effective learning experience for students (Richter, 2008; Ryan & Ryan-Rojas, 2013).

Through the process of supporting cognitive development on all level and peer interactions, the depth of deeper learning and the development of higher cognitive skills occur, especially with 21st century learners as espoused by Lynch, Debuse, Lawley, and Roy (2009).

References

- Bernard, A., Borokhovski, W., Tamim, S., & Bethel, E. C. (2009). A meta-analysis of three types of interaction treatments in distance education, *Review of Educational Research* 79(3), 1243 - 1289.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13, 210 - 230.
- Garrison, D. R., & Anderson, T. (2003) *E-learning in the 21st century: A framework for research and practice*. New York: RoutledgeFalmer.
- Callaghan, N. & Bower, M. (2012). Learning through social networking sites: The critical role of the teacher. *Educational Media International*, 49(1), 1 - 17. doi:10.1080/09523987.2012.662621
- Gilbert, L., & Moore, D. R. (1998). Building interactivity into Web courses: Tools for social and instructional interaction. *Educational Technology*, 38(3), 29 - 35.
- Greenhow, C. (2011). Online social networks and learning. *On the Horizon*, 19(1), 4 - 12.
- Liu, M., Kalk, D., Kinney, L., & Orr, G. (2010). How Web 2.0 Technologies Are Used in Higher Education: An Updated Review of Literature. Paper presented at the Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2010 Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/35937>.
- Lynch, K., Debuse, J., Lawley, M. & Roy, S. (2009). An early investigation into factors in student's choice of technology for e-learning. In *The Student Experience*, Proceedings of the 32nd HERDSA Annual Conference, Darwin, 6-9 July 2009: pp. 273-283.
- Mykota, D. & Duncan, R. (2007). Learner characteristics as predictors of online social presence. *Canadian Journal of Education*. 30(1),157-170. Retrieved January 15, 2008, from ProQuest Education Journals database.
- Palloff, R., & Pratt, K. (2005) *Collaborating online: Learning together in community*. San Francisco: Jossey-Bass.
- Ragan, L. (n. d.). 10 Principles of Effective Online Teaching: Best Practices in Distance Education. <http://www.facultyfocus.com/free-reports/principles-of-effective-online-teaching-best-practices-in-distance-education/#sthash.gW2uFqhH.dpuf>
- Richter, G. A. (2008) *Beyond engagement: Instructional strategies that facilitate learners' cognitive processes and produce effective and instructionally efficient e-learning*. Ph.D. dissertation, Capella University, United States -- Minnesota. Retrieved October 19, 2008, from Dissertations & Theses @ Capella University database. (Publication No. AAT 3297731).
- Ryan-Rojas J., Douglass J. & Ryan, M. (July 2, 2012) "Social learning theory and online education: Reciprocal determinism within threaded discussions". International Conference on Education and New Learning Technologies, Barcelona Spain.

- Ryan, M and Ryan-Rojas, J (2013). Collateral Effects of High Instructor Response in Online Student Activity Completion. Ashford University.
- Tay, E., & Allen, M. (2011). Designing social media into university learning: technology of collaboration or collaboration for technology. *Educational Media International*, 48(3), 151 - 163.
doi:10.1080/09523987.2011.607319
- Wei, C., Chen, N., & Kinshuk. (2012). A model for social presence in online classrooms. *Educational Technology Research & Development*, 60(3), 529 - 545. doi:10.1007/s11423-012-9234-9
- Yoo, J. H., Schallert, D. L., & Svinicki, M. D. (2013). Accountability: Mapping the views of college students and instructors. *Journal on Excellence in College Teaching*, 24, (4).

Code-Switching for College Success: African American English in the Urban Classroom

David Blackmore
New Jersey City University
2039 Kennedy Blvd.
Jersey City, NJ 07305
dblackmore@njcu.edu

Objectives:

During this presentation, participants will:

- a) Reflect upon their own attitudes toward African American English and other non-standard language varieties.
- b) Learn about the history and structure of African American English from a linguistic perspective.
- c) Explore ways of applying linguistic insights in working with language-minority students, including students whose mother tongue is African American English.

Audience:

This presentation will be valuable for faculty who work with students from an African American English linguistic background, as well as those who are interested in general questions of language and power within the education system.

Activities:

This presentation will include the following activities:

- a) A discussion of attitudes within the education system toward African American English and other non-standard language varieties, including the attitudes of workshop participants.
- b) A presentation on the historical development and most significant linguistic features of African American English.
- c) A discussion of how educators can use a linguistic understanding of African American English and other non-standard language varieties in their own teaching practices.

Description:

We hear it all around us, and sometimes in our classrooms, and it has many different names: "Ebonics," "African American English," "the language of the streets." While many people (including educators) think that African American English is just a "broken" version of academic, or "Standard," English, linguists know better: African American English, in its various forms, is a rich, complete communicative system that has its own grammar and pronunciation system, and a long and complex history.

This workshop will teach you about the history and structure of AAE, as well as teach you practical strategies for using an understanding of AAE to help your students more effectively "code-switch" from their home language to the more formal language of school and most professional workplaces. It will offer concrete, practical strategies for reframing the issue and using what we have learned about language difference and language development to help AAE-speaking students - and their teachers - more accurately understand differences between AAE and Standard U.S. English. Understanding these differences can, in turn, be used to help students match the language varieties they use to the circumstances in which they find themselves, whether that be in the neighborhood with friends or in the more formal environment of a classroom or a job interview.

References

Baugh, John. *Beyond Ebonics: Linguistic Pride and Racial Prejudice*. New York : Oxford UP, 2000. Print.

- Delpit, Lisa, and Joanne Kilgour Dowdy, eds. *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York: The New Press, 2013. Print.
- Gilyard, Keith. *Let's Flip the Script: An African American Discourse on Language, Literature, and Learning*. Detroit: Wayne State UP, 1996. Print.
- LeMoine, Noma, and the Los Angeles United School District. *English for Your Success: A Language Development Program for African American Children Grades Pre-K-8*. Los Angeles: Los Angeles United School District, 1999. Print.
- Mufwene, Salikoko et al, eds. *African-American English: Structure, History, and Use*. New York: Routledge, 2013. Print.
- Ogbu, John. *Black American Students in an Affluent Suburb: A Study of Academic Disengagement*. New York: Routledge, 2003. Print.
- Perry, Theresa, and Lisa Delpit, eds. *The Real Ebonics Debate: Power, Language, and the Education of African-American Children*. Boston: Beacon, 1998. Print.
- Redd, Teresa, and Karen Schuster Webb. *A Teacher's Introduction to African American English: What a Writing Teacher Should Know*. Urbana, IL: National Council of Teachers of English, 2008. Print.
- Rickford, John. *African American Vernacular English: Features, Evolution, Educational Implications*. Hoboken, NJ: Wiley-Blackwell, 1999. Print.
- Smitherman, Geneva. *Talkin That Talk: Language, Culture and Education in African America*. New York: Taylor and Francis, 2003. Print.
- Wheeler, Rebecca and Rachel Swords. *Code-Switching: Teaching Standard English in Urban Classrooms*. Urbana, IL: National Council of Teachers of English, 2006. Press.

Establishing Identity, Challenging Identity: Pushing First-Year Students to Explore the Meaning of Identity and its Impact on Learning

Stephen Braye
Elon University
2610 Campus Box
Elon, NC 27406
brayes@elon.edu

Objectives:

During this presentation, participants will:

- Engage in discussion about identity and first year students.
- Explore how identity and learning shape student learning.
- Develop ways of exploring identity and learning for their own institutions and students.

Audience:

This presentation would be valuable for teachers of first year students, especially those of traditional ages, and for faculty who want to develop their understanding of engaged learning.

Activities:

This presentation will include the following activities:

- a. Completion of an Identity Card handout.
- b. Pair and group analysis of the handout and its complexity.
- c. Presentation of ideas relevant to developmental learning, engaged learning, and identity development.
- d. Discussion of potential identity assignments for different school populations.

Description (including relevant literature):

Identity transformation has long been of interest to first year research (R. Brooke, 1987, & B. Baxter Magola, 2001) because of its impact on traditional student learning (Ambrose, 2010). Developmentally, first year teachers are faced with eighteen year olds, ensconced in their teen identities, not always willing to confront their ways of knowing the world (Belenky, 1986). Yet a critical analysis of this identity is essential for deep learning and the development of complex critical thinking skills (Bean, 1996 & Perry 1970). So how can we best go about enabling students to confront their sense of self in order to engage in significant learning within the academic environment?

In order for students to challenge their sense of self, they must critically examine their own identity. Easier said than done, right? Like most of us, teens will continually revise new information to fit into their lived narrative. This is why providing new information [the dangers of drinking on undergraduates] does not lead to substantive change. It does not challenge students to think differently, moving them from Dualism to Multiplicity and Relativism (Perry 1970]. We need to induce a paradigm shift, of sorts, in the evolution of their identity, and use the shift help them engage in high level critical thinking.

In this session, we will use a problem-based learning approach to examine identity and critical thinking. We will work in groups through an identity exercise and collaboratively develop ways of using the exercise to engage students in complex thinking. Ultimately, we will devise ways you can take away that will push your students to identity and learning development in the classroom.

References

Ambrose, Susan A. How Learning Works: Seven Research-based Principles for Smart Teaching. San Francisco, CA: Jossey-Bass, 2010. Print.

- B. Baxter Magolda, Marcia. *Making Their Own Way: Narratives for Transforming Higher Education to Promote Self-development*. Sterling, VA: Stylus, 2001. Print.
- Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass, 1996. Print.
- Belenky, Mary Field. *Women's Ways of Knowing: The Development of Self, Voice, and Mind*. New York: Basic, 1986. Print.
- Brooke, Robert. Underlife and Writing Instruction. CCC, Vol. 38. No. 2 (May 1987), pp. 141-153.
- Fink, L. Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA: Jossey-Bass, 2003. Print.
- Gardner, Howard. *Changing Minds: The Art and Science of Changing Our Own and Other People's Minds*. Boston, MA: Harvard Business School, 2004. Print.
- Perry, William G. *Forms of Intellectual and Ethical Development in the College Years; a Scheme*. New York: Holt, Rinehart and Winston, 1970. Print.

The Future of Learning: Smartphones in the Classroom

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

Karim Medico Letwinsky
Wilkes University
84 W. South Street
Wilkes Barre, PA 18766
karim.letwinsky@wilkes.edu

Objectives:

During this engaging and interactive presentation participants will:

- a. Learn about pedagogical tools that utilize Smartphones in the classroom and are appropriate for a variety of age levels and content areas.
- b. Engage in activities using a Smart device during the presentation to experience the applications of these devices and their various uses in classrooms.
- c. Discuss and reflect upon obstacles and potential solutions to these obstacles to promote the implementation of Smart technology in the 21st century classroom.

Audience:

This presentation is suitable for any teacher who would like to use cell phones in class for educational purposes, including a wide range of content areas and levels for Smartphone technology implementation, as well as educators who prepare future teachers and wish to learn more about the technology those pre-service teachers may encounter when they enter K-12 classrooms.

Activities:

This presentation will engage participants in the use of Smartphones or Smart technology to demonstrate a variety of ways to use these devices in a wide range of classroom content areas. The presentation will also present compelling and researched-based information relevant to the use of these devices and their potential benefits to the 21st century students. Lastly, participants will engage in an interactive discussion about the obstacles facing classroom teachers and ways to overcome these obstacles to allow for implementation of Smart technology in the classroom.

Description (including relevant literature):

Integrating technology into the classroom is required to prepare our students for the future. Research examining the 21st century learner illustrates that today's students do not merely prefer technology as a means to learn, but rather, distinct cognitive changes taking place in this generation require this approach for the most beneficial learning outcomes. Modern students have labels, such as Net-gen, Generation Y, and V-Gen (Kiekel, 2007; Proserpio & Gioia, 2007), and modern theorists insist that 21st century learners not only require different skills for future success, but also require education framed in a new paradigm of teaching and learning (Erdo'an, 2010). The role of technology and the Internet, uniquely combined in a Smartphone or Smart device, have made a significant impact on the way in which teachers can successfully prepare students for the future (Staples, Pugach, & Himes, 2005; U.S. Department of Education, 2009; 2010; Watson, 2008).

Inevitable changes in pedagogy must occur with the acquisition of technology in K-12 schools (Males, 2011). Although many teachers underwent training in implementing constructivist pedagogy and using technology to promote student problem solving ability (Staples et al., 2005), the successful shift to using technology to its fullest potential has been slow. Although classroom teachers may embrace the well documented benefits of a

technology rich classroom environment, a variety of obstacles prevent the successful implementation of devices such as the Smartphone.

When embraced, these tools provide increased opportunities for collaboration, communication, reading, and writing in various educational environments and are particularly relevant for today's learner (Hurt, 2008; U.S. Department of Education, 2009). Smartphones and Smart devices offer teachers the ability to promote active learning, stimulate motivation, and foster critical thinking among students (James, 2011). This interactive workshop will provide teachers with the tools to effectively implement this form of technology into any classroom and make progress towards improving the compatibility of learning preferences and 21st century teaching styles.

References

- Erdo'an, A. (2010). Variables that affect math teacher candidates' intentions to integrate computer-assisted mathematics education (CAME). *Education*, 131(2), 295-305.
- Hurt, J. (2008). The advantages and disadvantages of teaching and learning online. *Delta Kappa Gamma Bulletin*, 74(4), 5-11.
- James, J. S. (2011). A comparison of online and face to face discussions in an online elementary mathematics methods course. (Doctoral dissertation). Retrieved from Proquest. (879631856)
- Kiekel, J. M. (2007). Characteristics of high school online educational programs: A multiple case study. (Doctoral dissertation). Retrieved from Proquest. (3259335)
- Males, N. (2011). Uses and attitudes toward educational technology among new teachers in urban schools: A correlational study. (Doctoral dissertation). Retrieved from Proquest. (3468109)
- Proserpio, L., & Gioia, D. (2007). Teaching the virtual generation. *Academy of Management Learning & Education*, 6(1), 69-80.
- Staples, A., Pugach, M. C., & Himes, D. (2005). Rethinking the technology integration challenge: Cases from three urban elementary schools. *Journal of Research on Technology in Education*, 37(3), 285-311.
- U.S. Department of Education. (2009). Great expectations: Holding ourselves and our schools accountable for results. Retrieved from <http://www.ed.gov>
- Watson, J. (2008). Online learning: The national landscape. *Threshold Magazine*. Retrieved from www.ciconline.org/thresholdfall08

**A Model for Facilitating Interdisciplinary Competence:
Collaboration between Students in Nursing and Communication Disorders**

Laura Willis
Auburn University
1199 Haley Center
Auburn, AL 36849
lbg0003@auburn.edu

Embry Burrus
Auburn University
1199 Haley Center
Auburn, AL 36849
burruae@auburn.edu

Libba McMillan
Auburn University
107 Miller Hall
Auburn, AL 36849
reedreb@auburn.edu

Objectives:

During this presentation, participants will:

- a. Describe benefits of collaboration between disciplines in university training programs
- b. Identify professions that relate to their field of study as a first step in developing an interdisciplinary activity.
- c. Analyze the method presented to determine feasibility and usefulness in their teaching.

Audience:

This presentation will be beneficial for faculty who wish to enhance student learning through integration of an interdisciplinary component in their teaching.

Activities:

- a. Participants will discuss interdisciplinary activities currently in use at their university.
- b. Participants will identify programs of study that would benefit from a collaborative model of interdisciplinary training.
- c. Discussion with other participants about possible ideas of collaboration among departments, training programs and universities.

Description:

Interdisciplinary teamwork and education are vital components in training students in the health sciences professions. With the increase in complexity of knowledge and skills needed to provide comprehensive care to patients, many professionals are becoming "specialists" in order to meet these growing demands (Hall & Weaver, 2001). Although specialization allows for more quality care from a specific discipline, it also means that no one health care professional can meet all the needs of these patients. Traditionally, students in health sciences professions learn their respective roles through the educational process of their discipline, and this role becomes part of their cognitive map. Research indicates that once this map is formed, it is difficult to understand another professional's roles or maps, which according to Hall & Weaver, "causes anxiety, conflict and ineffectiveness as a team" (p. 871). However, it is common practice that patients in any type of medical setting are assessed and treated by a team of professionals. Therefore, individuals come to the team with preconceived ideas of their role based on the learned culture and beliefs of their specific discipline. Without some type of interdisciplinary training, these individuals are left grossly under-prepared to function as part of a team. The literature also points out that the complexity of patient care has contributed to the awareness that

effective interdisciplinary teams may help reduce costs through minimizing unnecessary interventions, as well as improve overall patient care.

It has long been acknowledged in the professional training programs of the health sciences professions that competencies for graduation must include the ability to collaborate with other professionals. The American Speech-Language Hearing Association (ASHA) lists the ability to refer to other professionals and the ability to function as a member of a team as two of the requisite skills graduate students have to demonstrate before receiving their certification. According to the Fourth Report from the Pew Health Professions Commission, health professions schools should introduce students to a wide range of professionals and their respective roles, and incorporate planned interdisciplinary experiences into the curriculum (Lavin et al, 2001).

As clinical educators, faculty at Auburn University realize the importance of exposing students to cross-discipline experiential learning opportunities, which was the impetus for the collaborative project between students in the field of communication disorders and the school of nursing. Students in the school of nursing were given de-identified diagnostic reports written by students in communication disorders covering a variety of diagnoses across the lifespan (Autism, Developmental Delay, Aphasia, Traumatic Brain Injury and Cognitive Communication Deficit) and asked to anonymously rate the report for its professionalism, content, clarity, and usefulness in treating a common patient. Following this activity, students from both groups met to discuss feedback, as well as to talk about how individuals from these two disciplines work together in a variety of settings. One of the common themes discussed was the importance of understanding the role of each professional in the treatment of the patient. The experience proved to be beneficial for students and faculty in both disciplines and reinforced the need for interdisciplinary education in training competent professionals.

References

- Hall, P. & Weaver, L. (2001). Interdisciplinary education and teamwork: A long and winding road. *Medical Education*, 35: 867-875.
- Lavin, M., Ruebling, I., Banks, R., Block, L., Counte, M., Furman, G., Miller, P., Reese, C., Viehmann, V., Holt, J. (2001). Interdisciplinary health professional education: A historical review. *Advances in Health Sciences Education* 6: 25-47.
- Secomb, J. (2007). A systematic review of peer teaching and learning in clinical education. *Journal of Clinical Nursing*, 703-716.

Meaning Making By Tweet: 140 Characters to the Rescue

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

Objectives:

- Create a forum for participants to discuss the uses and best practices of using social media in the classroom.
- Share lessons learned, results and tips regarding how I used Twitter to augment established assignments.
- Promote brainstorming and idea generation by participants in ways to use Twitter to positively impact their current assignments.

Audience:

This session is for instructors who teach at all levels, from core courses to upper division, who want to promote independent meaning making and strengthen the learning community that exists within their classroom.

Activities:

The session will be comprised of three segments: 1) Participants will share best practices and lessons learned regarding Twitter and other social media as part of their instructional toolkit. 2) Participants will actively debate a compelling issue of interest to faculty in higher education using Twitter to model student usage. 3) Participants will design a Twitter activity and/or develop Twitter prompts to augment one of their current assignments for later use at their home institution.

Description:

Learning management systems or LMSs like Blackboard and WebCT were designed to model the traditional classroom, enabling students to share information and documents, communicate synchronously and complete a variety of assessments. "What tends to be missing (when used in isolation in a 100% online environment) is the just-in-time, playful interactions that happen before and after class, during a break and when students and faculty bump into each other between class meetings." The banter that helps members of a learning community get to know each others' personalities and connect on a more emotional level is difficult to replicate. These informal interactions have potential instructional value and can help strengthen interpersonal relationships among students and enhance the learning community (Kuh, 1995).

Twitter is a multiplatform Web 2.0 microblogging tool confined to 140-character iterations, most notable for social networking, that enables users free access via cell phone, email or instant messaging. In addition to the social value of this medium for personal use, Twitter has been used in education because it helps create social presence. Social presence is well established in the online education literature as a way of thinking about social connection and interaction for student engagement in online courses (Dunlap and Lowenthal, 2010). As a component of the Community of Inquiry framework (Garrison, Anderson & Archer, 2000) it refers to the "ability of participants in a Community of Inquiry to project their personal characteristics into the community, thereby presenting themselves to other participants as "real people"" (p. 89). It describes the amount of salience, or the state of being there, between communicators.

As a central concept in online learning, researchers have shown that social presence is connected to student satisfaction (Richardson and Swan, 2003), the development of a community of learners (Rovai, 2002) and perceived learning (Richardson and Swan, 2003). Because of results like these, researchers and practitioners continue to try out different ways to establish and maintain social presence in online courses (Dunlap and Lowenthal, 2010). Although effective for basic learning activities, LMSs are limited in their ability to maintain

high levels of social presence. LMS users have to log in and navigate to different locations within the course to engage discussion and often are forced to communicate out of context of their daily experiences. Many opportunities for real time discussion are lost because of the limited accessibility and additional time required with LMSs (Dunlap and Lowenthal, 2010).

Faculty from a variety of disciplines have experimented with using Twitter in the classroom. As a communications instructor, Parry (2008) found Twitter to be an effective tool because of its ability to "blur the lines of the classroom." As a just-in-time communications tool, it enables sharing, collaborating, brainstorming, problem solving, and creating within the context of immediate experience. Other examples from education include being used in public relations (Sweetser, 2008), project management (Keefer, 2008) medical education (van der Broeck, 2009), language learning (Ulrich, Boraus, Luo, Tan, L.Shen & R. Shen, 2008), and information systems (Sendall, Cecuccu & Peslak, 2008).

Although the lack of social presence is not an issue in seated and hybrid courses given their on-campus meetings, faculty often look for additional ways to increase relevance of course concepts and promote deeper exploration. Because of its efficacy in establishing social presence in an online course, I was curious to see how using Twitter with some of my already established assignments could further extend the sense of community and encourage additional meaning making in my hybrid undergraduate management course. Groups of students were assigned complex organizational issues to debate, with one side arguing the affirmative and the other the negative. The instructor created a hashtag (forum) for discussion and students created Twitter accounts so that they could tweet their thoughts in response to the arguments presented. Student reactions and lessons learned will be presented.

References

- Dunlap, J.C. and Lowenthal, P.R. (2010). Tweeting the night away: Using Twitter to enhance social presence. *Journal of Information Systems Education*, 20(2), 129-135.
- Garrison, D.R., Anderson, T. and Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2 (2-3), 87-105.
- Kuh, G.D. (1995). The other curriculum: out-of-class experience associated with student learning and personal development. *The Journal of Higher Education*, 66(2), 123-155.
- Parry, D. (2008). Teaching with Twitter. *The Chronicle of Higher Education*. Retrieved March 1, 2008, from <http://www.chronicle.com/media/video/v54/i25/twitter>
- Richardson, J.C. and Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks*, 7(1), 68-88.
- Rovai, P. (2002). Building a sense of community at a distance. *International Review of Research in Open and Distance Learning*, 3(1). Retrieved January 1, 2008 from <http://www.irrodl.org/index.php/irrodl/article/view/79/15>
- Sendall, P., Cecuccu, W. and Peslak, A. (2008). Web 2.0 Matters: An analysis of implementing Web 2.0 in the classroom. *Information Systems Education Journal*, 6(64). Retrieved February 2, 2008, from <http://isedj.org/6/64/>
- Sweetser, K.D. (2008). Teaching Tweets. Retrieved March 1, 2008 from <http://www.kayeseetser.com>

van der Broeck, W. (2009). Twitter and medical education. Retrieved January 29, 2009, from <http://shockmd.com/2009/01/14/twitter-and-medical-education/>

Ulrich, C. Borau, K. Luo, H., Tan, X., Shen, L. and Shen, R. (2008). Why Web 2.0 is good for learning and for research: Principles and prototypes. Proceeding of ACM's 17th international conference on World Wide Web, Beijing, China. Retrieved February 2, 2008, from <http://portal.acm.org/citation.cfm?id=1367497.1367593>

Incorporating Social Media into Course Assignments

Jessica McCall
Delaware Valley College
700 East Butler Ave.
Doylestown, PA 178901
Jessica.Mccall@delval.edu

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

Objectives:

Participants will

1. Identify steps involved in setting-up social media accounts;
2. Review examples of social media uses for educational purposes; and
3. Evaluate how to incorporate social media in their particular courses.

Audience:

This interactive teaching session benefits faculty who teach a variety of courses in any discipline.

Activities:

Participants will discuss and review literature on social media for educational purposes. They will develop personally-relevant course activities that incorporate social media.

Description:

Social media are a collection of Internet websites, services, and practices that support collaboration, community building, participation, and sharing (Junco, Heiberger, & Loken, 2011). These technologies have attracted the interest of higher education faculty members looking for ways to engage and motivate their students to be more active learners (Hughes, 2009). There has been interest in integrating various social media tools (such as blogs, microblogs, video-sharing sites, and social networking) into the learning process (Grosbeck & Holotescu, 2009; Ebner et al. 2010; Schroeder et al. 2010).

Several studies (e.g., Annetta et al., 2009; Chen, Lambert, & Guidry, 2010; King & Robinson, 2009) have found relationships between technology use and engagement. For example, Junco, Heiberger, and Loken (2011) examined the use of Twitter in first-year seminar course for pre-health professional majors. Their analysis of 125 students (70 in the experimental group) showed that students who used Twitter for educational purposes had a significantly greater increase in engagement than students who did not use Twitter, as well as higher semester grade point averages.

In this round-table discussion, participants will share information on how to set-up social media accounts along with policies and procedures for appropriate use. They will review examples of educationally-relevant course activities and evaluate how these activities foster learner-centered education. Participants also will consider specific activities for their own courses.

References

Annetta L.A., Minogue J., Holmes S.Y. & Cheng M.T. (2009). Investigating the impact of video games on high school students' engagement and learning about genetics. *Computers & Education* 53, 74 - 85.

- Chen P.S.D., Lambert A.D. & Guidry K.R. (2010). Engaging online learners: the impact of web-based learning technology on college student engagement. *Computers & Education*, 54, 1222 - 1232.
- Grosseck G. & Holotescu C. (2009). Can we use Twitter for educational activities? Proceedings of the 4th International Scientific Conference: eLearning and Software for Education, Bucharest, Romania. Available at: http://adlunap.ro/eLSE_publications/papers/2008/015.-697.1.Grosseck%20Gabriela-Can%20we%20use.pdf
- Hughes, A. (2009). Higher education in a Web 2.0 world. JISC Report. Available at: <http://www.jisc.ac.uk/media/documents/publications/heweb20rptv1.pdf>
- Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27, 1-14. doi: 10.1111/j.1365-2729.2010.00387.x
- King S.O. & Robinson C.L. (2009). "Pretty lights" and Maths! Increasing student engagement and enhancing learning through the use of electronic voting systems. *Computers & Education*, 53, 189 - 199.
- Schroeder A., Minocha S. & Schneider C. (2010). The strengths, weaknesses, opportunities, and threats of using social software in higher and further education teaching and learning. *Journal of Computer Assisted Learning*, 26, 159 - 174.

Critical Thinking and Collaboration in the Classroom

Melinda Campbell
National University
11255 N. Torrey Pines Road
La Jolla, CA 92037
mcampbell@nu.edu

Objectives:

During this presentation, participants will:

- (a) Learn about a new learning-and-assessment tool, the Team Critique, through a brief lecture and discussion period, accompanied by a PowerPoint slide show.
- (b) Be informed about the pedagogical theories and recent research that supports the claim that the Team Critique is an innovative, extremely effective, and easily implemented classroom learning tool that accomplishes multiple goals leading to significant improvements in student performance and satisfaction.
- (c) Participate in a hands-on practice session that takes them through an abbreviated version of the first two phases of the process-driven, multi-part Team Critique assignment.

Audience:

This presentation will benefit all faculty who are looking for ways to get students to (a) actively engage in critical thinking; (b) increase their peer interaction; (c) strengthen their research and writing skills; and (d) feel increased satisfaction with the learning process.

Activities:

This presentation will include the following activities:

- (a) Discussion of pedagogical theory as it relates to the specific learning-and-assessment tool introduced in the presentation, the Team Critique.
- (b) Engagement in a hands-on practice session in which participants will work in teams to implement abbreviated versions of Phase One and Phase Two of the Team Critique.
- (c) Question-and-answer session based on the content of the presentation.

Description:

The term, "critical thinking" is thrown around a lot these days, and teachers everywhere, in just about every subject, ask their students to employ critical thinking in their written work as well as in classroom discussions. What is surprising is that although students are quite familiar with this term and know that they are supposed to be engaged in this activity and demonstrate evidence of it in their work, many students, if pressed to do so, would find it difficult to say exactly what critical thinking is. Added to this, even though they may recognize critical thinking when confronted with it, educators often lack effective pedagogical tools for inducing it in their students. The development of critical-thinking skills and the cultivation of student-student and student-teacher interaction are widely hailed as key factors in student learning and performance as well as student satisfaction. The Team Critique assignment explained and demonstrated in this presentation, which works equally well in online or face-to-face classroom situations, should be of particular interest to those hoping to bring the advantages of collaborative learning to the online environment. This learning tool is particularly advantageous when used in the online classroom, where an increased focus on interactivity in relation to content delivery is needed to compensate for the loss of the valuable real-world, real-time, socio-intellectual interactions that are part and parcel of face-to-face learning situations.

The Team Critique challenges students not only to absorb, understand, and apply course content in response to questions or essay prompts, but also to think critically about their own and their peers' responses. As a multi-stage group activity/assignment that results in a jointly authored, peer-critiqued research paper, annotated visual presentation, or multi-media project, the Team Critique increases interactivity and student engagement with course content, initiates learner-centered assignments and activities, enhances student motivation and peer interaction, and delineates clear pathways to student success, including perception of assessment consequences

as meaningful and fair. By forcing the creation of teams from the very start of the class, the Team Critique project generates a feeling of mutual support among students, who will begin interacting on Day One. Their attention is quickly occupied in a special way toward course learning objectives and outcomes since these are highlighted in the selected topics around which the team papers or projects will be constructed. Strategic alignment of learning tasks and course objectives is an important but often overlooked pedagogical goal. This is especially crucial in distance education where students must work independently and be self-motivated to stay on track (Edmondson, 2007; Harmon & Hirumi, 1996). A sort of camaraderie is effected as soon as the teams sort themselves out through topic selection. This very first part of the project already prompts students to engage with course content to find a topic that they will want to pursue for the remainder of the course. Contemplating the duration and various phases of the team project at the outset also helps students understand the terrain of the course and begin to formulate a strategy for how they will negotiate a successful path through it.

Collaborative or cooperative learning is increasingly becoming a model for successful pedagogy in online education. Weidman and Bishop (2009) lay out a convincing case for the advantages offered by learning tasks that incorporate collaboration or teamwork. Instituting a commitment to shared goals and interdependence, especially in online environments, is one of the best ways to produce a feeling of community and create the kind of group bonding that happens so readily in face-to-face classrooms. It is widely accepted that collaboration and cooperation in the classroom elicits higher-order thinking and increases student motivation and satisfaction (Barkley, Cross, & Major, 2005, as cited in Weidman & Bishop, 2009). Active peer collaboration and social interaction on specific instructional tasks or course assignments are significant factors in successful learning in online environments, and the same holds true for onsite classroom situations. Learning takes place in other ways than simply surveying and absorbing new information. Learning takes hold when learners' needs are addressed, and learning grows through communicating and sharing understanding (Koszalka & Ganesan, 2004).

Are you ready to add the Team Critique to your armory of effective learning tools? In this interactive teaching session, we will review the concepts underlying the use of collaboration to foster critical thinking, go over the basic format of the assignment, and get acquainted with the four phases of this multi-part assessment tool. Enough time will be reserved to try out an abbreviated application of the first two phases of the process. Copies of an instructional PowerPoint outlining the various aspects and phases of the Team Critique and describing its implementation in the classroom will be made available to all participants.

References

- Barkley, E.F., Cross, K.P., & Major, C.H. (2005). *Collaborative Learning Techniques: A Handbook for College*.
- Edmondson, B. (2007). Utilizing multiple intelligences in e-learning design. *International Journal of Learning*, 13(12), 35-41.
- Koszalka, T. A., & Ganesan, R. (2004). Designing online courses: A taxonomy to guide strategic use of features in course management systems (CMS) in distance education. *Distance Education*, 25(2), 243 - 256.
- Harmon, S. W. & Hirumi, A. (1996). A systemic approach to the integration of interactive distance learning into education and training. *Journal of Education for Business*, 71(5), 267-272.
- Weidman, R. & Bishop, M. J. (2009). Using the jigsaw model to facilitate cooperative learning in an online course. *The Quarterly Review of Distance Education*, 10(1), 51-64.

Data Drives Academic Support Reform: Measuring the Impact of Mandatory Study Sessions in First-Year Courses

Ethel Cantu
University of Texas Brownsville
One West University Blvd
Brownsville, Texas 78520
ethel.cantu@utb.edu

Leslie Jones
University of Texas Brownsville
One West University Blvd
Brownsville, Texas 78520
leslie.jones@utb.edu

Arlene Ready
University of Texas Brownsville
One West University Blvd
Brownsville, Texas 78520
arlene.ready@utb.edu

Objectives:

The objectives for this interactive research session are to

- (a) Outline the campus wide process that led to the administrative decision to implement a mandatory academic support model,
- (b) Provide an overview of the model design, including the comprehensive assessment plan,
- (c) Discuss the logistics of developing and implementing the program, and
- (d) Present one year of quantitative and qualitative data on an academic support model that has engaged learning as its core.
- (e) Present the assessment plan for extending the research in AY 2014-2015.

Audience: This presentation is intended for faculty, administrators, and general participants who are interested in discussing the effect of high impact practices in academic support programs on student and student employee achievement and learning.

Activities: The activities for this interactive research session include the following:

- (a) Participants will reflect upon and share their potential administrative obstacles as well as collaboratively discuss essential elements of an assessment and evaluation plan.
- (b) Participants will experience a portion of a mock study session.
- (c) Data will be presented and participants will be encouraged to share in the development of the assessment plan for extending research in AY 2014-2015.

Summary:

Lessons learned through foundations such as Lumina Foundation, Ford Foundation, and the Bill and Melinda Gates Foundation have taught us the recipe for increasing student academic success. Many of the projects that have been implemented through these foundations have resulted in systemic change that has these common ingredients: (1) leadership commitment, (2) use of data to prioritize actions, (3) broad engagement, (4) research-based intervention strategies, (5) establishing a culture of continuous improvement, (6) building a culture of evidence, (g) understanding trends in academic performance, and (7) instituting large-scale reform (Rutschow, 2011). Ensuring these key ingredients were in place, the University of Texas at Brownsville implemented a full-scale freshman student success initiative in Fall 2013. Link2Success (L2S) is an academic support initiative designed to target traditional high failure-rate freshmen core courses. The initial evaluation of this full-scale initiative was to measure the impact on students' academic success and retention during the first year of college.

Of these seven key ingredients, all but one is related to institutional policies and practices and assessment and evaluation. The implementation of research-based intervention strategies is a variable that can be manipulated, assessed, and evaluated to inform institutional policies and practices. This peer collaborative learning assistance program takes academic support directly to the students within the courses where the learning is active, collaborative/cooperative, contextualized, and relevant to students (Arendale, 2005; Chickering & Gamson, 1987). Bonwell and Eison (1991) identify these common characteristics associated with strategies promoting active learning: (1) students are involved in more than listening, (2) the learning environment is more student-centered rather than teacher-centered, (3) students are engaged in learning activities, and (4) there is an emphasis on student reflection of learning. Encouraging increased student engagement is an included component and measurable best practice (Kuh, 2003).

Link2Success is a student-centered academic support program that supplements course lecture with mandatory 2-3 hour per week study sessions that are built into the course schedule and facilitated by peer L2S leaders (tutors/peer mentors). The L2S leaders attend the course lectures along with the students, communicate with faculty on a weekly basis, and design lesson plans for their study sessions accordingly. The study sessions are designed with collaborative learning and students' active engagement in mind. The goal is to scaffold students toward becoming active, strategic, and independent learners (Weinstein, Acee, & JaeHak, 2011). L2S leaders serve a multi-purpose role in that they are tutors, role models, and peer mentors that help incoming freshmen transition, both academically and socially, to college life. Both students and tutors reported a positive impact on their academic and personal development. Link2Success is a research-based high impact practice that serves approximately 2500-3000 students (duplicated headcount) per year. Targeted courses in Fall 2013 were Composition I, U.S. History to 1877, College Algebra, and Contemporary Mathematics. These same courses are being targeted in Spring 2014 with Composition II and U.S. History since 1877 being added. In addition to offering targeted academic support services to thousands of students per year, Link2Success offered student employment for approximately 70 L2S Leaders during the Fall 2013 semester and 115 during Spring 2014.

Assessment and evaluation of the program included quantitative and qualitative measures. To investigate the impact of the program on participating students, measures such as end of course success rates, withdrawal and retention rates, critical thinking (CAT), writing level, focus groups and surveys of student engagement (NSSE and ROVAI) were used. In addition, each cohort of incoming freshmen is being tracked to measure progress toward completion in a timely manner. To investigate the impact of the program on student employees, measures such as survey, focus groups, and student employee learning outcomes and corresponding rubrics (AAC&U VALUE rubrics) were used.

The purpose of this presentation is to present lessons learned and spark ideas among participants that may be relevant to their own institutional or program needs. One intention of the presentation is to provide an overview of the process and model design in hopes of sparking ideas for participants interested in implementing a full-scale initiative on their own campus. Another intention of the presentation is to discuss the findings from the program evaluation in the hopes the results shed more light on the impact of offering mandatory academic support to students enrolled in first-year courses on participating students as well as student employees.

References

- Arendale, D. (Ed.). Postsecondary peer cooperative learning program: Annotated bibliography. Retrieved April 29, 2014 from <http://www.tc.umn.edu/~arend011/Peerbib03.pdf>
- Bonwell, C.C., & Eison, J.A. (1991) Active Learning: Creating Excitement in the Classroom (p.2). Washington, D.C.: The George Washington University (ERIC Clearinghouse on Higher Education).
- Chickering, A.W. & Gamson, Z.F. (1987). Seven Principles for Good Practice in Undergraduate Education. AAHE Bulletin, p 3-7.

- Kuh, G.D. (2003). What we're learning about student engagement from NSSE: Benchmarks for effective educational practices. Taylor & Francis, Ltd. Vol. 35, No. 2 pp. 24-32. Retrieved April 29, 2014 from <http://www.jstor.org/stable/40177261>.
- Rutschow, E.Z., Richburg-Hayes, L., Brock, T., Orr, G., Cerna, O., Cullinan, D. Kerrigan, M.R. et.al. (2011). Turning the tide: Five years of achieving the dream in community colleges . New York: MDRC. Retrieved April 28, 2014 from http://www.mdrc.org/sites/default/files/full_593.pdf
- Weinstein, C.E., Acee, T.W., JaeHak, J. (2011). Self-regulated learning: New directions for teaching and learning, 2011: 45-53. Doi: 10.1002/tl.443

Students as Content Curators: Using Flipboard as a Tool for Active Engagement

Paul Cesarini
Bowling Green State University
BGSU Center for Faculty Excellence
Bowling Green, Ohio 43403
pcesari@bgsu.edu

Objectives:

During this presentation, participants will:

1. Learn how to use Flipboard, a free, web-based tool for creating and curating digital content
2. Discover ways to integrate this tool in a group or individual assignment, in different classroom environments
3. Create custom, online magazines, using a team-based approach
4. Discuss and explore rubric possibilities for this assignment

Audience:

The target audience for this presentation are faculty interested in rethinking some existing assignments, using free online tools that will reimagine them as media-rich, collaborative, social deliverables that can be shared and followed.

Activities:

This presentation will include the following activities:

1. Create Flipboard accounts (for those who do not already have one)
2. Divide into themed teams -- each tasked with generating a new online magazine on an intentionally narrow, specific topic.
3. Curate and deliver content for these magazines.

Description:

As educators, we have all heard the phrases "active learning", "flipped classroom", and "social media" in relation to student engagement so often now that we have perhaps become desensitized to them. Not a single year passes by now without someone or some company proclaiming they have solved the engagement problem, with all of their students now attentive and generally firing on all cylinders. We know this isn't true. Or, if it is, it is a solution or strategy specific to a very narrow discipline, a very narrow type of classroom environment, or both. Yet, what have we got to lose by checking it out, by giving it a shot? For this interactive teaching presentation, I will provide an overview and a demonstration of one such tool that has worked out well for me, in my classes: Flipboard. Flipboard is a free, online, magazine-style social media tool that enables users to organize, annotate, and curate digital content -- all without needing any web production or programming skills. I have come to rely on Flipboard to create my own media-rich readers / course packs for my classes, and to require my students to collaboratively do the same.

I believe designing assignments around this tool, where my students are directly responsible for generating course content, has tremendously benefited both my teaching and their learning. It has made them more invested, more participatory, and more accountable. It has made me more likely to relax my top-down, instructor-centered teaching style, and approach my class from more of a facilitator perspective.

Forcing students to generate some class content puts them in unfamiliar territory. After all, who is the instructor of record? Shouldn't that person be the one dictating and curating the content, the so-called "required reading"? While a seemingly atypical pedagogical approach, student-generated content curation actually stems straight from Bloom's taxonomy. Ryan asserts that: [NOTE: the paragraph below would normally be block-quoted, but I couldn't get that formatting to function in the online submission process here. So, I am breaking APA by instead putting it in quotation marks -- sorry about that]

"The learning process begins with knowledge where we discover, observe, or watch. Comprehension leads to the application of knowledge and skills acquired by solving, designing, and sharing. As we begin to work through our understanding we analyze, recognize trends, and comment on them. The synthesis phase brings composition and combining of data, of modifying and producing new ideas. Finally, as we reflect and evaluate, we judge, recommend, and curate to others."

Of course, there are no shortages of potential pitfalls when relying on such assignments. Students must "find their voice", as Dietz suggests, by figuring out their authority, determining purpose / goals, creating an identity, and knowing their audience. A robust, structured rubric is essential, and can certainly be approached from a variety of perspectives.

So, is Flipboard the only way to "get there"? Of course not. Flipboard is one of numerous tools, including Storify, TheHubEdu, Dipity, Tiki-Toki, Pinterest, and others that allow for this sort of themed, sharable content curation online. Yet, it is free, simple to learn, intentionally interdisciplinary, platform / OS neutral, and mobile-friendly. In this presentation, you will learn to use this tool as a group or individual assignment, to meet your learning goals in an approachable, accessible way for your students.

References

- 5 common content curation mistakes. (n.d.). Retrieved June 05, 2014, from http://www.ragan.com/Main/Articles/5_common_content_curation_mistakes_48019.aspx
- Content Curation Is A Handy Assessment Tool. (n.d.). Retrieved June 05, 2014, from <http://www.ednewsdaily.com/content-curation-is-a-handy-assessment-tool/>
- How Can Curation Tell Your Story? 6 Steps to Finding Your Voice - Curatti. (n.d.). Retrieved June 05, 2014, from <http://curatti.com/curation-is-your-story-6-steps-to-developing-your-unique-voice/>
- THE Journal. (n.d.). Retrieved June 05, 2014, from <http://thejournal.com/Articles/2012/12/18/Teaching-with-Content-Curation.aspx?Page=1>
- Using Content Curation Tools to Engage Students. (n.d.). Retrieved June 05, 2014, from <http://www.facultyfocus.com/articles/teaching-with-technology-articles/using-content-curation-tools-engage-students/>
- Why Content Curation Is Disruptive - Curatti. (n.d.). Retrieved June 05, 2014, from <http://curatti.com/future-of-curation-why-curation-is-disruptive-by-martin-smith/>
- A researcher's survival guide to information overload and curation tools. (n.d.). Retrieved June 05, 2014, from <http://blogs.lse.ac.uk/impactofsocialsciences/2012/07/16/researchers-guide-info-overload-curation/>

Feelings of Preparedness of DE Instructors: Implications for Faculty Development

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

Objectives:

While few doctoral programs outside of those in college of education, intentionally prepare their graduates for teaching in higher education, those graduates are still expected to walk directly from graduation and into the classroom. However, research shows that distance education and especially online instruction requires additional competencies to do it well. The objectives of this presentation to present the findings about the needs for faculty development in distance education. This will be followed by an interactive activity where attendees explore their own preparedness and a discussion about what should be done to prepare faculty to teach DE courses. Attendees will acquire knowledge about the needs of DE faculty, examine their own needs and perceptions of needs related to teaching DE, and discuss best practices in moving forward to develop a comprehensive DE faculty development program.

Audience:

This presentation is intended for administrators, faculty, faculty developers, and a general ISETL audience who may be interested in ways in which DE instructors can be better prepared to teach their courses.

Activities:

The audience will be informally polled for their roles and for their perceived preparedness levels for DE instruction. This will be followed by a short presentation about the findings of the current study. Attendees will then have an opportunity to answer the questions posed in the study to reflect upon their own needs and perception. This will be followed by a conversation about best practices and next steps to develop a comprehensive faculty development plan for DE instructors.

Summary:

Distance education (DE) continues to grow at all types of colleges and universities. Even at traditional universities, distance education is likely to be a part of the strategic plan for both growth and for outreach. While research in faculty development has looked at individual instructors need to teach distance education, little research has been done to explore the areas in which they feel prepared versus those areas where they feel ill-prepared.

As early as 1999, Littlejohn and Sclater warned that instructors struggle when adopting new instructional technologies. The struggles can be traced to a lack of experiencing non- traditional instruction in their academic preparation and the rapidly changing nature of many of the instructional technologies used in teaching. Irani and Telg (2002) found that most instructors who teach DE courses are not required to take any type of formal training prior to teaching and called for universities to develop a "strategic plan for distance education" (p. 45). In its latest report on the Top Ten Issues Facing Universities, Educause (Grajeck, 2013) claimed that keeping pace with innovations in e-learning, and was a major force that was shaping new strategic priorities. Moore (2006) lamented the state of faculty development for distance education was bleak as instructors rarely have the time or motivation to take on additional development and that the only development with any measureable attendance is related to mandatory training. Almost all literature referring to faculty development for DE instruction notes that motivation is a factor. In order for instructors to be motivated to learn new skills and for faculty developers to offer the right programming, there needs to be an understanding of where instructors feel ill-prepared.

In a primarily quantitative study, DE instructors were asked to identify their levels of perceived preparedness to teach distance education courses. A questionnaire was distributed to all DE instructors listed for an

academic year at a large, research-intensive university. Aspects of preparedness were derived from the literature and presented in three primary areas, those involved in the instructional role, those involved with instructional design, and those involved with course administration. In addition, they were asked about the areas in which they wanted to be better prepared. Analyses were performed to derive the areas where faculty felt most and least prepared to teach DE courses. In addition, responses between tenured/tenure-track instructors were compared to those of contingent faculty members.

The purpose of this presentation is to present the findings from the study about faculty feelings of preparedness to teach DE courses. It is hoped that these findings will inform faculty development about the needs of DE instructors and about ways in which to structure a strategic approach to faculty development for distance education. It is assumed that this session will be beneficial to faculty developers and administrators at all levels who are interested in determining faculty development programming and policy at educational institutions.

References

- Grayjeck, S. & the 2012-13 Educause IT Issues Panel (2013, June). Welcome to the connected age: Top ten IT issues, 2013. Educause Review. Available at <https://net.educause.edu/ir/library/pdf/ERM1333.pdf>
- Irani T. & Telg, R. (2002). Building it so they will come: Assessing universities' distance education faculty training and development programs. *International Journal of e-Learning and Distance Education*, 17(1), 36-46. Available at: <http://www.ijede.ca/index.php/jde/article/view/184/116>
- Littlejohn, A., & Sclater, N. (1999). The virtual university as a conceptual model for faculty change and innovation. *Journal of Interactive Learning Environments*, 7(2/3), 209-227.
- Moore, M.G. (2006). Editorial: Faculty professional development. *The American Journal of Distance Education*, 20(2), 61-63.

**Problem-Based Learning & Concept Mapping:
(Almost) as Good Together as Peanut Butter & Chocolate!**

Margaret Cheatham
University of Cincinnati - Blue Ash
9555 Plainfield Road
Cincinnati, OH 45236
margaret.cheatham@uc.edu

Ellen Lynch
University of Cincinnati
2150W EDWARDS 1 Edwards Center
Cincinnati, OH 45221
ellen.lynch@uc.edu

Objectives:

During this session, participants will:

1. Share ways in which problem-based learning (PBL) and concept mapping (CM) can be used to help students engage in problem solving and meaningful learning in individual and collaborative environments.
2. Discuss characteristics of effective PBL problems.
3. Identify ways in which concept maps can support the PBL process.
4. Discuss potential benefits and challenges of incorporating PBL and CM into the curriculum.

Audience:

This session will benefit faculty who are looking for ways to help students engage in meaningful learning in individual and collaborative learning environments.

Activities:

Participants will:

1. Engage in discussions about ways in which PBL and CM can be effectively incorporated in a variety of curricular areas
2. Brainstorm about ways in which PBL and CM can be combined to encourage meaningful learning
3. Engage in discussions about the benefits and challenges of adding yet another pedagogical tool to the classroom environment

Description:

"Regardless of economic competitiveness, the future of a democratic society depends upon educating a generation of young adults who can think critically, reason deeply, and communicate effectively. Only with the individual mastery of such competencies can today's complex and competitive world be successfully understood and navigated by the next generation of college graduates." So state Richard Arum and Josipa Roksa in their frequently-cited look at higher education, *Academically Adrift: Limited Learning on College Campuses* (Arum & Roksa 2012).

Employers apparently agree. According to a recent survey conducted by the National Association of Colleges and Employers (NACE), the top five personal qualities employers look for in college graduates are:

1. Ability to work in a team
2. Verbal communication skills
3. Ability to make decisions and problem solve
4. Ability to obtain and process information
5. Ability to plan, organize, and prioritize work (NACE 2012)

More than a decade ago, the report by the Boyer Commission on Educating Undergraduates in the Research University (1998) identified problem-based learning (PBL) as an extremely promising instructional

philosophy/methodology that promotes active, self-directed learning, analytical reasoning, and the development of collaborative problem-solving skills - all of which are skills that are prized by potential employers. As students work to solve open-ended, real-world problems, they learn how to define and locate what they need to know, evaluate diverse sources of information for relevance in solving their problems, and work with other students to develop and assess relevant solutions. Indeed, PBL has gained traction as an effective pedagogy that challenges students to "learn to learn." (Duch, 2001)

Even with its many attractive attributes as a pedagogy that encourages critical thinking and problem-solving, PBL is not without its challenges. For example, the relatively unstructured nature of the problem-solving process can lead to both student and faculty frustration with PBL. Concept mapping (CM) is a strategy which can help bring structure to a PBL scenario. CM can be used to help students organize their thinking, identify important concepts, and visualize the relationships between and among concepts. (Novak & Gowin, 1996; Novak, 2012) While concept mapping has traditionally been used primarily in the sciences, this pedagogical tool can be used in nearly every discipline to support students' construction of knowledge and instructors' assessment of student learning. (Novak & Gowin, 1996; Moon, 2011; Novak, 2012)

The presenters have each implemented PBL and CM in their classrooms, and have experienced first-hand the rich, active learning environment that can result from the use of these pedagogical tools. During this session, the presenters will share their experiences with combining PBL and CM to create individual and collaborative learning environments which encourage deep thinking and meaningful learning. The presenters will also share examples of PBL problems, as well as faculty and student-generated concept maps. Potential benefits and challenges of incorporating PBL and CM in the curriculum will be discussed. Session participants are encouraged to share their experiences with PBL and CM, and to engage in a discussion about why these pedagogical tools are (almost!) as good together as peanut butter and chocolate.

References

- Arum, R., & Roksa, J. (2011). *Academically Adrift: Limited Learning on College Campuses*. Chicago, IL: University of Chicago Press.
- The Boyer Commission on Educating Undergraduates in the Research University. (1998). *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. Retrieved May 20, 2014 from http://www.niu.edu/engagedlearning/research/pdfs/Boyer_Report.pdf.
- Duch, B.J., Groh, S.E., & Allen D.E. (Eds.). (2001). *The Power of Problem-Based Learning*. Sterling, VA: Stylus.
- Moon, B. (2011). *Applied Concept Mapping: Capturing, Analyzing, and Organizing Knowledge*. (VitalSource Bookshelf), Retrieved March 5, 2014 from VitalSource.com: <https://store.vitalsource.com/show/9781439877654>.
- National Association of Colleges and Employers. (2012). *Frequently Asked Questions*. Retrieved 5/2/2012, from http://www.nacweb.org/Press/Frequently_Asked_Questions.aspx.
- Novak, J. (2010). *Learning, creating, and using knowledge: Concept maps as facilitative tools in schools and corporations* (2nd ed.). New York, NY: Taylor & Francis.
- Novak, J.D. & Gowin, D.B. (1996). *Learning how to learn*. New York, NY: Cambridge University Press.

The Effectiveness of MyMathLab Learning System on Developmental Math Education

Adam Chekour
University of Cincinnati - Blue Ash College
9555 Plainfield Road
Cincinnati, OH 45236
chekourusa@yahoo.com

Objectives:

This presentation will highlight statistical results illustrating the difference between MyMathLab integrated instruction and conventional instruction of developmental mathematics. A discussion will take place on the audience's experience while using MyMathLab in their math instruction. Some possible confounding factors, which might influence the use of MyMathlab, will also be discussed. Finally, some valuable recommendations on how to use MyMathLab will be provided in order to attain efficacy of such learning system.

Audience:

This presentation is mostly appropriate for faculty, instructional technologists and instructional designers, faculty professional developers and any audience interested in technology and technology integration to education.

Activities:

A brief survey will be conducted on the audience's usage and experience with MyMathLab learning environment. This survey will mostly stress the way MyMathLab and its features are being implemented, the frequency of such implementation, and the mode of instruction (Conventional, Hybrid, or Online Distance Learning). In addition, a follow up discussion will engage the audience in considering an appropriate mode and methodology of instruction, while implementing MyMathLab learning environment.

Summary:

Exposing students to the course content is often not enough for them to achieve academic success in mathematics. Implementing a variety of instructional strategies that increase students' motivation and meaningful learning are also necessary.

While there are numerous pedagogies used in teaching mathematics, this research study will shed light on those with a focus on learning through computer-assisted instruction (CAI) such as MyMathLab, in both hybrid format and online instruction. The efficacy of such learning environment will be compared to traditional face-to-face instruction of mathematics in developmental classes.

The results of this study reveal that a hybrid mode of instruction, incorporating MyMathLab is more effective than a conventional face-to-face approach. Furthermore, it is more balanced and exposes students to a variety of pedagogies and strategies that positively affect their learning and allow for their smooth transfer from traditional to online environments (Wadsworth et al. 2007). This is especially essential to developmental math classes, where students often lack motivation, maturity and time management skills.

Substantial professional developmental programs need to be designed around teaching, training and the sharing of experiences among hybrid and online instructors. Objectives should aim at effectively matching the needs of students, instructors, and the course curriculum in a blended format of instruction (Barabash, 2003). Further research on e-learning and internet use in developmental math classes is also warranted, as software and hardware tools are evolving exponentially, which affects the conceptualization and implementation of effective technologies and pedagogies that enhance students' learning and instructors' delivery of math content.

As reported, there are several critical factors that are significant to the success of online or blended format of instruction (National Center for Academic Transformation, 2005). These factors include student motivation, self-efficacy, self-discipline, self-direction, and time management. Nevertheless, when used properly,

Computer Assisted Instruction (such as MyMathLab) can create an environment of effective interaction, active participation, constructive feedback, and significant learning outcomes (Roschelle, Pea, Hoadley, Gordin, and Means, 2000).

Finally, colleges and universities need to establish assessment and screening tools that determine the appropriate mode of instruction and environment to best meet students' needs. Educators must implement effective learning strategies that are aligned with academic objectives and are conducive to meaningful learning.

References

- Armington, T.C. (Ed.). (2003). Best practices in developmental mathematics. (2nd ed.).
NADE Mathematics Special Professional Interest Network.
- Boggs, S., Shore, M., & Shore, J. (2004, Spring). Using e-learning for mastery learning in
developmental mathematics courses. *Mathematics and Computer Education*,
38(2), 213-220.
- Boylan, H.R. (2002). What works: Research-based best practices in developmental
education. Boone, NC: Continuous Quality Improvement Network with the
National Center for Developmental Education.
- Brothen, T., & Wambach, C. (2000). A research based approach to developing a
computer-assisted course for developmental students. In J. L. Higbee and P. L.
- Brown, K. L. (2003). From teacher-centered to learner-centered curriculum:
Improving learning in diverse classrooms. *Education*, 124(1), 49-54.
- Coggins, P. (1999). Developmental education at a distance. Retrieved June 1, 2012,
from <http://www.faculty.uaf.edu/ffrdi/Professional%20Papers/NADE%2099/NADE99%20Penny's.html>
- Dwinell (Eds.), *The Many Faces of Developmental Education* (pp.59-72).
Warrensburg, MO: National Association for Developmental Education.
- Engelbrecht, J., & Harding, A. (2005). Teaching undergraduate mathematics on the
internet. *Educational Studies in Mathematics*, 58(2), 235-252.
- Grasha, A. F. (1994). A matter of style: The teacher as expert, formal authority,
personal model, facilitator, and delegator. *College Teaching*, 42(4), 8-19.
- Hall, J. M., & Ponton, M. K. (2005, Spring). Mathematics self-efficacy of college
freshmen. *Journal of Developmental Education*, 28(3), 26-30.
- Hannafin, R. D., & Foshay, W. R. (2008, April). Computer-based instruction's (CBI)
rediscovered role in K-12: An evaluation case study of one high school's use of
CBI to improve pass rates on high-stakes tests. *Educational Technology Research
& Development*, 56(2), 147-160.
- Heubeck, E. (2008, October 16). Higher ed professionals' perspectives on online
education. *Diverse: Issues in Higher Education*, 25(18), 30-31.

- Kinney, D. P., & Kinney, L. S. (2003). Computer-mediated learning in mathematics and universal instructional design. In J. L. Higbee (Ed.), *Curriculum Transformation and Disability: Implementing Universal Design in Higher Education* (pp.115-125). Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy.
- Kinney, D. P., & Robertson, D. F. (2003). Technology makes possible new models for delivering developmental mathematics instruction. *Mathematics and Computer Education*, 37(3), 315-328.
- Kulik, C.-L. C., & Kulik, J. A. (1986). Effectiveness of computer-based education in colleges. *AEDS Journal*, 19, 81-108.
- Kulik, C.-L. C., & Kulik, J. A. (1991). Effectiveness of computer-based instruction: An updated analysis. *Computers in Human Behavior*, 7(1), 75-94.
- Liao, Y.-K. C. (2007, February). The effects of computer-assisted instruction on students' achievement in Taiwan: A meta-analysis. *Computers and Education*, 48(2), 216-233
- MacDonald, L., Vasquez, S., & Caverly, D.C. (2002, Winter). Techtalk: Effective technology use in developmental mathematics. *Journal of Developmental Education*, 26(2), 35-37.
- Mahmood, S. J. (2006). Examining the mathematics performance of developmental mathematics students when computer assisted instruction is combined with traditional strategies. (Doctoral dissertation, Texas Southern University, 2006).
- Miles, C. (2000, Spring). Developmental mathematics traditions and alternatives: An interview with Bob Hackworth. *Journal of Developmental Education*, 23(3), 20-23.
- National Center for Academic Transformation. (2005). Program in course redesign: The University of Alabama. Retrieved May 30, 2012, from http://www.center.rpi.edu/PCR/R2/UA/UA_Overview.htm
- National Center for Educational Statistics [NCES]. (2003a). Distance education at degree-granting postsecondary institutions: 2000-2001. Retrieved May 29, 2012, from <http://nces.ed.gov/surveys/peqis/publications/2003017/>
- Olusi, F. I. (2008, September). Using computer to solve mathematics by junior secondary school students in Edo State Nigeria. *College Student Journal*, 42(3), 748-755.
- Pearson Education, Inc. (2005). MyMathLab student results. Retrieved June 1, 2012, from www.mymathlab.com/success_passrates.html
- Pew Internet and American Life Project (2002, September 15). The internet goes to college. Retrieved October 29, 2008, from http://www.pewinternet.org/pdfs/PIP_College_Report.pdf
- Roschelle, J. M., Pea, R. D., Hoadley, C. M., Gordin, D. N., & Means, B. M. (2000, Fall/Winter). Changing how and what children learn in school with computer-based technologies. *Children and Computer Technology*, 10(2), 76-101.

- Smith, G. G., & Ferguson, D. (2004, September/October). Diagrams and math notation in e-learning: Growing pains of a new generation. *International Journal of Mathematical Education in Science and Technology*, 35(5), 681-695.
- Stillson, H., & Alsup, J. (2003, Fall). Smart ALEKS - or not? Teaching basic algebra using an online interactive learning system. *Mathematics and Computer Education*, 37(3), 329-340.
- Trenholm, S. (2006, Spring). A study on the efficacy of computer-mediated developmental math instruction for traditional community college students. *Research & Teaching in Developmental Education*, 22(2), 51-62. Retrieved June 1, 2012, from <http://web.ebscohost.com/ehost/pdf?vid=4&hid=112&sid=c9369a86-4b20-4348-9c3c-30cead81785e%40sessionmgr109>
- Woodward, J. (2004). Mathematics education in the United States: Past to present. *Journal of Learning Disabilities*, 37, 16 - 31.
- Wright, G. L., Wright, R. R., & Lamb, C. E. (2002, Fall). Developmental mathematics education and supplemental instruction: Pondering the potential. *Journal of Developmental Education*, 26(1), 30-35.

Meta-Teaching, Better Learning? A Roundtable Discussion on Faculty Mentoring

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

Patricia Smith
Clayton State University
2000 Clayton State Boulevard
Morrow, GA 30260
PatriciaSmith@clayton.edu

Jerry Samples
University of Pittsburgh at Johnstown
223A Engineering and Science
Johnstown, PA 15904
samples@pitt.edu

Objectives:

- To learn through open discussion about issues and rewards related to faculty mentoring for the mentor and the mentee across disciplines and institutions
- To draw some conclusions regarding best practices in faculty mentoring
- To leave the session with ideas for addressing issues or otherwise improving faculty mentoring at participants' institutions.

Activities:

The presenters will:

- Offer a brief introduction
- Provide an open forum for participants to discuss the issues, challenges, and rewards of the faculty mentoring processes at their individual institutions
- Summarize the discussion for further thought beyond the session

Summary:

In their 2004 detailed study Prebble, Hargraves, Leach, Naidoo, Suddaby, and Zepke summarized, "Good teaching has positive impacts on student outcomes; and teachers can be assisted to improve the quality of their teaching through a variety of academic interventions" (91). However, Honeyfield and Fraser (2012) note the following:

Although primary and secondary teachers are required to successfully complete programs in educational theory and practice, tertiary teachers have no such legal requirement, the only constraints being an organization's policies and procedures. New educators frequently enter the profession with a wealth of subject-matter expertise but little or no background in lesson planning, classroom management, or other pedagogical knowledge. (264)

With the growing recognition of the importance and impact of good teaching as well as the dearth of training for soon-to-be academics, faculty mentoring has become a serious matter on college and university campuses in the past two decades, both in the U.S. and across the world, and research findings illustrate both overlapping concerns across disciplines and studies for improving the mentoring process (e.g., Tareef, 2013; Goodyear, 2009; Barnett, 2008; Shore et al., 2008; Murray, 2001; Haney, 1997; Schoenfeld, 1994). This roundtable session welcomes a frank discussion regarding the concerns, challenges, and rewards of faculty mentoring programs across disciplines.

References

- Barnett, J. E. (2008). Mentoring, boundaries, and multiple relationships: Opportunities and challenges. *Mentoring & Tutoring: Partnership in Learning*. 16. 3-16.
- Goodyear, M. (2009). Mentoring: A learning collaboration. *Educause Quarterly Magazine*. 29(4), 51-53.
- Haney A. (1997). The role of mentorship in the workplace. In: Taylor MC, ed. *Workplace Education*. Toronto, Ontario: Canada:211-28.
- Honeyfield, J.& Fraser, C. (2012). Resource Development for Novice Educators: The Story of a New Zealand Inter-institutional Collaboration. *International Journal of Teaching and Learning in Higher Education* (24) 2,264-271.
- Murray M. (2001). *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process*. San Francisco: Jossey-Bass.
- Prebble, T., Hargraves, H., Leach, L. Naidoo, K., Suddaby, G., & Zepke, N. (2004). Impact of student support services and academic development programs on student outcomes in undergraduate tertiary study: A synthesis of the research. [Report to the Ministry of Education]. Wellington: Ministry of Education. Retrieved from http://www.educationcounts.govt.nz/publications/tertiary_education/5519.
- Schoenfeld A. (1994). Magnan R. *Mentor in a manual: climbing the academic ladder to tenure*. Madison, WI: Atwood Publishing.
- Shore, W. J., Toyokawa, T., & Anderson, D. D. (2008). Context-specific effects on reciprocity in mentoring relationships: Ethical implications. *Mentoring & Tutoring: Partnership in Learning*. 16, 17-29.
- Tareef, A. (2013). The Relationship between Mentoring and Career Development of Higher Education Faculty Members. *College Student Journal*, 01463934, Winter2013 (47)4, 703-714.

Using Constructivist Strategies to Foster "Deep Learning"

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

Objectives:

The session seeks to:

- Enhance understanding of the role of deep learning in knowledge retention;
- Illustrate means of employing strategies to engage deep learning, especially in class discussions;
- Emphasize deep learning strategies in other courses across the curriculum.

Audience:

The audience should include faculty members interested in constructivist strategies.

Activities:

Session participants will:

- Participate in an initial interpretive activity intended to introduce relevant knowledge and understanding;
- Discuss how the activity affected their capacity to understand the work they read;
- Discuss ways in which they might employ similar methods in their own courses.

Summary:

As the historic works of Jean Piaget, Lev Vygotsky, and subsequent researchers illustrate, learning is not a passive activity; it is active and constructed by the learner. "Knowledge is not something that bombards our consciousness and is absorbed; rather, it is something we construct to make the world meaningful. Learning involves a search for knowledge - or "new territory" - that is strongly related to the activities of play, discovery, and problem solving" (Weigel, p. 3). Though the groundbreaking research proving this is much older, growing numbers of college and university professors and administrators have (some grudgingly) recognized this in the 21st century as the syntax in higher education has shifted from "teaching and learning" to "learning and teaching" (Maier & Warren, p. 7). In the subsequent and exponential studies of learner-centered pedagogies, one concept that has been put forth is the distinction between "deep learning" and "surface learning," terms first postulated by Marton and Säljö (1976) and supported with empirical evidence. Drawing on Atherton (2005), this session seeks to delineate the differences between deep and surface learning; illustrate "deep learning" strategies especially in class discussions, both in traditional and online classes; and consider the usefulness of these strategies in courses across the curriculum.

References

- Atherton, J. (2005). Learning and teaching: deep and surface learning Retrieved March 31, 2014 from <http://www.learningandteaching.info/learning/deepsurf.htm>.
- Maier, P. & Warren, A. (2000). Integrating technology in learning & teaching: a practical guide for educators. London: Kogan Page Ltd.
- Marton, F. and Säljö R. (1976). On qualitative differences in learning — 1: outcome and process" British Journal of Educational Psychology 46, 4-11.

- Marton, F. and Säljö R. (1976). On qualitative differences in learning - 2: outcome as a function of the learner's conception of the task. *British Journal of Educational Psychology*, 46, 115-27
- Weigel, V. (2002). *Deep learning for a digital age : technology's untapped potential to enrich higher education*. Hoboken, NJ: Jossey-Bass.

What Did I Learn Today? Using Reflective Practice to Stimulate Inquiry and Creative Connections to New Learning

Kathleen Cowin
Oregon State University
Oregon State University - Cascades Campus
2600 NW College Way, Bend 97701
kathleen.cowin@osucascades.edu

Objectives:

During this presentation, participants will:

- a) Learn about three forms of reflective practice
- b) Consider how each form of reflective practice could enhance one's teaching and help students make deeper connections between coursework and practical internship experiences
- c) Experience the reflective practice processes
- d) Discuss one's reflections with other session participants
- e) Consider how reflective practice could assist students in many different fields of study to reflect on their own learning during internship experiences and how to integrate in-practice learning with new learning

Audience:

This presentation will be beneficial for faculty who work with students actively involved in internships where reflection on practice is vital to individual learning, growth and success.

Activities:

This presentation will include the following activities:

- a) The three forms of reflection will be briefly explained with examples by the presenter
- b) Each session participant will select an internship experience to reflect upon that is practical to the work they do with students and course content they teach
- c) Each session participant will complete the reflection process (if session participants are new to teaching an internship seminar course, examples will also be provided by the presenter if needed)
- d) Then participants will discuss their experience and how to apply the process to their own fields of study
- e) Participants will leave with additional information about reflective practice and with an invitation to continue the dialogue on-line, assessing the processes with the presenter.

Description:

Imagine my surprise as students entered my classroom for the first seminar class of the fall term telling me that they were exhausted and spent from student teaching all morning and they could not imagine any way they could learn anything more that day. Trying to model a stance of wonder, a stance I hope they will use with their own elementary-aged students, I said, "Okay, tell me about your day." Almost all the students spoke at once - they had no trouble talking about their experiences. I spent the first part of the class period listening, then realizing how much each student had to say and that the class period would end before every student had an opportunity to talk, I divided the remaining students into small groups to take turns talking and listening to each other. I continued to record notes about the topics they discussed as I moved from group to group.

After class that day, I reflected on what I had observed and on the notes I took of their conversation topics, and I looked for themes among my reflections and notes. What I had planned to teach that day certainly did not align with the topics they were discussing with each other. Key to my reflections about what I had observed during class was that the students wanted to know how to make sense of what they had experienced and to try to organize those experiences with what they had been learning in their methods courses. For example, one student commented that in her science methods course she had been taught to use inquiry as the main process for lesson design, but that the science lesson she had assisted with that morning did not use inquiry. With a

frustrated tone in her voice she noted that the lesson was taught in a teacher-directed style with lecture and no interactions among the elementary-aged students. Her comments were instructive for me as she was to have an inquiry lesson plan and demonstration lesson prepared by the following week and she expressed her concern over not having had the opportunity to practice before her demonstration lesson was to be evaluated.

"When we reflect upon an experience instead of just having it, we inevitably distinguish between our own attitude and the objects toward which we sustain the attitude" (Dewey, 1916, p. 195). My challenge was to structure the rest of the seminars in a way to bring about reflection that was meaningful for the student teachers. Could these experiences with a reflection process bud into helping to provide deeper connections between coursework and the internship?

In this session, I will briefly describe the reflective practices I used with my internship students, and then participants will take part in a simulation using the process. After experiencing the reflective process, there will be time for participants to discuss their experiences and reflect upon how they might use reflection in their own teaching practice.

My hope is that those who teach and work with interns who are learning and developing as practitioners, in fields such as teaching, medicine, law, counseling, outdoor leadership, or physical therapy, could use this process to help their interns reflect upon their experiences and then use their interns' reflections to help them integrate coursework and research with their experiences to enhance their learning and growth in their practice.

A handout providing an overview of research in reflective practice (Akbari, 2007; Arredondo-Rucinski, 2005; Dewey, 1916, 1933, 1938; LaBoskey, 1994; Loughran, 2002; Rodgers, 2002a, 2002b; Shulman, 1988; Sch÷n, 1983, 1987, 1992) will also be distributed during the session, with an invitation for participants to join with the presenter in future research and publication on reflective practice processes. Come and see if this process could be helpful to your teaching practice and/or enhance learning experiences for your students.

References

- Akbari, R. (2007). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. *System*, 35, 192-207. doi:10.1016/j.system.2006.12.008
- Arredondo-Rucinski, D. (2005). Standards for reflective practice. In S. Gordon (Ed.), *Standards for instructional supervision: Enhancing, teaching and learning*, (pp. 77-90). West Larchmount, NY: Eye on Education.
- Dewey, J. (1916). *Democracy and education*. New York, NY: Macmillan.
- Dewey, J. (1933). *How we think*. New York, NY: Heath.
- Dewey, J. (1938). *Experience in education*. New York, NY: Macmillan.
- LaBoskey, V. K. (1994). *Development of reflective practice: A study of pre-service teachers*. New York, NY: Teachers College Press.
- Loughran, J. J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education*, 53(1), 33-43.
- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, 104, 842-866.
- Rodgers, C. (2002). Voices inside schools: Seeing student learning: Teacher change and the role of reflection. *Harvard Educational Review*, 72(2), 230-253.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.

Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco, CA: Jossey-Bass.

Schön, D. A. (1992). *The reflective turn: Case studies in and on educational practice*. New York, NY: Teachers College Press.

Shulman, L. (1988). The dangers of dichotomous thinking in education. In P. Grimmet & G. Erickson (Eds.), *Reflection in teacher education* (pp. 31-39). New York, NY: Teachers College Press.

**Student presentations in small group setting:
how to accomplish multiple learning objectives in a low-stress assignment.**

Cathlin Davis
California State University, Stanislaus
1 University Circle
Turlock, CA 95382
cmdavis@csustan.edu

Objectives:

During this presentation, participants will:

- a. learn about the benefits of a small group activity where students read and present a course-related article,
- b. learn how to set up and implement the article presentation assignment,
- c. explore and discuss ways this assignment can be adapted to any discipline.

Audience:

This presentation is aimed at faculty who teach courses with content that can be connected to journal and magazine articles written at student comprehension levels. That is, nearly every introductory course (both general education and major courses).

Activities:

- a. Discussion with other participants of possible sources for articles to use in the assignment and ways to adapt the assignment to their own courses.
- b. A brief mock discussion to demonstrate the logistics of the article presentation (using personal reflection and/or summary of a previously attended session in place of reading an article)

Description:

In order to encourage students to be comfortable with reading and discussing current issues in the field, I use a low-key presentation activity in several of my Education courses. One of the most difficult tasks for students is oral presentations. The fear of public speaking combines with the worry of being judged for poorly articulated ideas. This course assignment is a presentation, but in an unusual form. Each student chooses an article to read that connects to the course content. They read the article, prepare a summary handout, and then share the ideas from the article in a group of 5 students, who in turn assess that student's ability to explain and analyze the article's content. The only people who hear their presentation are the group members. This is a novel presentation structure for most students, who are more accustomed to being expected to present to the class as a whole. In the choice of reading material and format of the presentation, I address multiple learning goals in a single assignment, including development of presentation skills, citation style, and exposure to current issues. All of this is in a cooperative learning setting (Johnson and Johnson, 1999), and encourages student engagement and motivation (Brookfield 2006). Students take responsibility for their own learning and for teaching their classmates.

I have gathered anonymous feedback from students each semester, and adapted certain logistics of the assignment to address their concerns. The overwhelming response, however, is positive. Students report that they like the small group setting, and feel more able to show their full understanding (as opposed to presenting to the whole class). The most common negative comment is that students wish they had more time for the activity (that is, more than 10 minutes per student).

References

Brookfield, S. (2006). *The Skillful Teacher: on technique, trust, and responsiveness in the classroom*. San Francisco, CA: Jossey-Bass.

Johnson, D.W. & Johnson, R.T. (1999). What makes cooperative learning work. Retrieved from ERIC database. (ED437841)

Enhancing Faculty and Student Online Interaction and Communication with VoiceThread

Jason Lee Davis
Texas A&M University-Commerce
PO Box 3011
Commerce, Texas, USA 75429-3011
Jason.Davis@tamuc.edu

Objectives:

During this presentation, participants will:

- a) Consider factors driving the need to prepare students in online courses to communicate effectively in a global environment.
- b) View and learn about common Web 2.0 tools that provide students opportunities to interact electronically in a variety of modes.
- c) Learn about how faculty and students can benefit by utilizing VoiceThread to enhance communication and interaction in the online instructional environment.

Audience:

This presentation will be beneficial for faculty, courseware administrators, and technology support personnel who are interested or involved in the creation and delivery of online courses and wish to consider options for enhancing communication within the course environment.

Activities:

This presentation will include the following activities:

- a) The showing of actual examples of VoiceThread integration into a typical, structured courseware environment.
- b) A live demonstration of recording and posting content into VoiceThread utilizing the web-based and mobile interfaces.
- c) A discussion of advantages and challenges associated with the implementation and utilization of VoiceThread from faculty and student perspectives.
- d) A discussion opportunity to consider questions and insights from the audience.

Description:

Communication is considered a crucial workplace skill. As the concept of globalization is seeing greater emphasis in business and industry, and educational institutions are experiencing continuing pressure to deliver programs online, many programs face the challenge of introducing forums of communication that facilitate and foster effective interaction in a virtual environment. A lack of exposure to relevant technology can put graduates at a disadvantage when entering a global marketplace in which an increasing amount of communication is conducted electronically. Marc Riemer (2002) underscores these concerns with his observations that a lack of communication skills places graduates at a competitive disadvantage and undermines professional profiles in the global arena.

The Program Committee for the Technology Management Degree Programs in a Texas University examined the means of communication utilized in the courses in their primarily online degree program and found that the mode of interactive communication between students was essentially limited to that of text-based interactions through traditional, asynchronous, threaded discussion forums. The committee expressed concern that this limited mode of interaction does not adequately prepare graduates to utilize the more advanced forms of communication used in the field, a concern mirroring those identified by Kassim and Ali (2010) and Riemer (2002). Beyond simple necessity, Solomon & Schrum (2010) recognize that technology is the way that students now learn outside the traditional classroom environment. Web 2.0 tools are widely recognized as a useful and customizable means of enabling learners to improve their skills at participating, communicating, and collaborating with others in a web-based environment (Greenhow, Robelia, & Hughes, 2009; Solomon & Schrum, 2007).

The session presenter, a faculty member in the university's Technology Management Program, having experience in implementing educational technologies, undertook the task of transitioning some of the traditional, text-based discussion activities in both undergraduate and graduate online Technology Management courses into a more interactive and engaging form. Among the course enhancements selected for this purpose was the Web 2.0 tool, VoiceThread. The VoiceThread application enables participants to present and respond asynchronously to information in any combination of text, graphical, audio, and video formats. This is an engaging and interactive session highlighting the essential how-to's, best-practices, and lessons learned through the presenter's personal experience with VoiceThread.

References

- Greenhow, C., Robelia, B., & Hughes, J. E. (2009). Learning, teaching and scholarship in a digital age. *Web 2.0 and classroom research: What path should we take now?* *Educational Researcher*, 38(4), 246-259.
- Kassim, H., & Ali, F. (2010). English communicative events and skills needed at the workplace: Feedback from the industry. *English for Specific Purposes*, 29(3), 168-182.
- Riemer, M. J. (2002). English and communication skills for the global engineer. *Global Journal of Engineering Education*, 6(1), 91-100.
- Solomon, G. & Schrum, L. (2007). *Web 2.0: New tools, new schools*. Eugene, OR: International Society for Technology in Education (ISTE).
- Solomon, G. & Schrum, L. (2010). *Web 2.0: how-to for educators*. Eugene, OR: International Society for Technology in Education (ISTE).

Mentors, Dementors, and Tormentors: Examining the Graduate School Experience Through Reflective Storyboards

Denise Domizi
University of Georgia
Instructional Plaza N
Athens, GA 30602
dpinette@uga.edu

Jodi Holschuh
Texas State University
Department of Curriculum and Instruction
San Marcos, TX 78666
holschuh@txstate.edu

Erika Nielson
Texas State University
Department of Curriculum and Instruction
San Marcos, TX 78666
erika.nielson@txstate.edu

Objectives:

This presentation will discuss the benefits of storyboards as a way to help students reflect on their graduate school experience. During this session, participants will:
learn about common themes expressed by graduate students
learn how reflective storyboards can be used to understand the experiences of graduate students, including their sources of strength, support, and challenges
see examples of student-made storyboards
have an opportunity to begin their own storyboards as a reflective process

Audience:

This session is relevant for faculty, faculty developers, and administrators and others who have opportunities to mentor and support graduate students. We also see relevance for current graduate students or recent graduates.

Activities:

This session will start with an overview of the storyboard assignment as a reflective process, show examples from ten years of storyboards, and then focus in on four representative cases. We will discuss important themes that emerged from the data in terms of what it means for graduate education and how reflective storyboards can be used to understand the experiences of graduate students. Additionally, we will give attendees an opportunity to begin their own storyboards. We will wrap up the session with an open discussion about the attendees' graduate school stories, and together make recommendations for how we, as faculty, can better support our graduate students.

Description of Study:

Research Purpose

This study explores the use of storyboards as a reflective tool to examine student perceptions of their graduate school experience.

Literature Foundation

Graduate school can be a time of intellectual growth and discovery. For many graduate students, however, it can also be filled with questioning and self-doubt (Golde 1998). Attrition rates are estimated to be between 30-50% (Golde, 1998; Lovitts, 2001). However, it is not always ability that impacts student success and

completion (Lovitts, 2001). Graduate school completion can also be dependent on the level of support that graduate students experience.

One way to support graduate students is through interdisciplinary programs that focus on preparing future faculty (Richlin & Essington, 2004). Areas where graduate students may lack support include teacher training, work/life balance, mentoring, and a better understanding of what it means to become a faculty member (Nyquist et al., 1999).

Storyboards have been used as a reflective tool with school children as a way to examine social and cultural understandings (Stuart, 2012) and as a way to scaffold learning (Brush & Saye, 2002). This study used storyboards as a way to promote deep reflection for students as they considered the entirety of their graduate school experience (Lillyman, Gutteridge, & Berridge, 2011).

Research Methods

Each spring, at the end of a year-long future faculty program, graduate students engage in a reflective activity by making storyboards of their graduate school experience. We conducted a content analysis of storyboards from several years to identify prevailing themes, then chose four representative storyboards and conducted interviews with the creators of those storyboards to better understand the story arc of their graduate school experience.

In this session, we will discuss how our participants' stories relate to what the literature tells us about the graduate student experience, and also explore how reflective exercises such as the storyboard project can help students make sense of their experiences. Themes will include challenges that graduate students face and sources of strength.

Results and Conclusions

As we examined the storyboards and interviews, a number of themes emerged. Students discussed the importance of mentors in their graduate experience. Most students juxtaposed positive and negative mentoring experiences in shaping the graduate students that they had become. The role of mentors both guided and overshadowed all of the other themes that emerged.

Many students expressed feeling like an imposter. The imposter syndrome (Clance & Imes, 1978) is well documented in the literature and refers to the strong personal belief that an individual holds that he or she is an intellectual imposter and that it is only a matter of time before someone important figures it out. It has also been linked to academic self-concept (Ewing, Richardson, James-Myers, & Russell, 1996).

Students also conveyed a lack of understanding of how the choices they made early in their educational careers would impact their graduate education, what Clark & Corcoran (1986) refer to as accumulated disadvantage.

Other common themes included darkest before the dawn: a low point that students mentioned just before the present; future so bright: the belief about hope for the future; and the important role of mentors and support structures on their entire graduate experience.

These themes add to our understanding of graduate student experiences. Using storyboards as a tool for reflection provided students with a mechanism for introspection and can provide valuable information about student struggles, perceived strengths and weaknesses, and effective and ineffective support structures for faculty and mentors.

References

- Brush, T. A., & Saye, J. W. (2002). A summary of research exploring hard and soft scaffolding for teachers and students using a multimedia supported learning environment. *The Journal of Interactive Online Learning*, 1(2), 1-12.
- Clance, P. R. & S. A. Imes (1978). The impostor phenomenon in high achieving women: Dynamics and therapeutic interventions. *Psychotherapy: Theory Research and Practice*, 15(3), 241-247.
- Clark, S. M., & Corcoran, M. (1986). Perspectives on the professional socialization of women faculty: A case of accumulative disadvantage? *The Journal of Higher Education*, 57(1), 20 - 43.
- Ewing, K. M., Richardson, T. Q., James-Myers, L., & Russell, R. K. (1996). The relationship between racial identity attitudes, worldview, and African American graduate students' experience of the imposter phenomenon. *Journal of Black Psychology*, 22(1), 53 - 66.
- Golde, C. M. (1998). Beginning graduate school: Explaining first-year doctoral attrition. *New Directions for Higher Education*, 101, 55-64.
- Lillyman, S., Gutteridge, R., & Berridge, P. (2011). Using a storyboarding technique in the classroom to address end of life experiences in practice and engage student nurses in deeper reflection. *Nurse education in practice*, 11(3), 179-185.
- Lovitts, B. E. (2001). *Leaving the ivory tower: The causes and consequences of departure from doctoral study*. Lanham, MD, Rowman & Littlefield Publishers.
- Nyquist, J. D., Manning, L. Wulff, D. H., Austin, A. E., Sprague, J., Fraser, P. K., Calcagno, C., & Woodford, B. (1999). On the road to becoming a professor. *Change*, 31(3), 18.
- Richlin, L. & A. Essington (2004). Faculty learning communities for preparing future faculty. *New Directions for Teaching & Learning*, 97, 149-157.
- Stuart, K. (2012). Narratives and activity theory as reflective tools in action research. *Educational Action Research*, 20(3), 439-453.

""Orange' ya' going to tell me what I just learned?" Teaching Students for Integrative Learning

Lisa Dresdner
Norwalk Community College
188 Richards Ave
Norwalk, CT 06854
Ldresdner@norwalk.edu

The objectives of this session are to (1) increase the understanding of why intentionally embedding integrative learning techniques is valuable; (2) help participants discover new strategies for applying integrative learning techniques in their discipline/course; and (3) engage in reflective practice.

This audience most likely to find this workshop valuable are teaching practitioners of any discipline.

Students too often view their learning experiences as related only to the course through which they occur, and they fail to see their relevance beyond the confines of a disciplinary framework. Additionally, while successful students are able to articulate knowledge they have gained in their courses, they wrestle with identifying how that knowledge and learning translates to skills applicable to other areas of their lives. If consciousness, experience, and reflection are all necessary activities for a student to become a "cognitive apprentice," then the challenge is that students rarely do all three habitually. Mindful integration of specific strategies can create space for these behaviors to become habitual and lead to students becoming lifelong, integrative learners. Through a series of fun, collaborative activities in this workshop, and by modeling the transformative process of integrative learning, participants will learn how to create opportunities for students to gain habits of mind that develop integrative learning.

Activities will include a large group activity in which participants observe and analyze an object, which we use for a metaphor for a range of skills students learn in any class (critical thinking, curiosity, analysis, etc.). We follow that with a second activity, generative knowledge storytelling, which they do in pairs. After individually reflecting on their insights, then sharing as a large group, they will break into small groups to discuss ways they will apply the strategy in their own courses.

Over the last decade, integrative learning has been at the forefront of undergraduate education. Carnegie Foundation's national Integrative Learning Project (ILP), begun in 2004 and sponsored by the AAC&U, has given rise to numerous initiatives in colleges and universities across the country that range from collaborative learning, to learning communities, to service learning, to problem-based teaching and more. Mary Taylor Huber and Pat Hutchings outline the importance of the concept of integrative learning in their monograph, "Mapping the Terrain," which launched the ILP, and AAC&U identifies integrative learning as "one of the most important goals and challenges of higher education." Even more recently, the increased use of electronic portfolios to facilitate integrative learning is evident through FIPSE grant-funded projects such as LaGuardia Community College's that resulted in their Catalyst for Learning site, as well as Melissa Peet's Integrative Knowledge Collaborative. Many faculty understand the value of facilitating integrative learning, and both curricular and pedagogical strategies have been employed in their efforts. However, students still wrestle with articulating what, exactly, they learn and subsequently applying that learning to other areas of their life.

References

The Integrative Knowledge Collaborative: <https://sites.google.com/site/generativeknowledge/>

Catalyst for Learning: <http://c2l.mcnrc.org/>

- Association of American Colleges & Universities. (2007) Essential learning outcomes. College Learning for the New Global Century. Washington DC: Retrieved March 18, 2014 from http://www.aacu.org/leap/documents/GlobalCentury_final.pdf
- ibid. (2004). Statement on Integrative Learning.
- Bass, R. (2012). Disrupting ourselves: The problem of learning in higher education. *Educause Review*, 47(2), 23-33.
- Gale, Richard A. (2006). Fostering Integrative Learning Through Pedagogy. The Integrative Learning Project.
- Huber, M.T. (2006). Fostering integrative learning through the curriculum. The Integrative Learning Project.
- Huber, M. T., & Hutchings, P. (2004) Integrative learning: Mapping the terrain. *The Academy in Transition*. AAC&U.
- Huber, M.T., Hutchings, P., & Gale, R (2005). Integrative Learning for Liberal Education. *Peer Review AAC&U*, 7(4), 4-7.
- Huber, M.T., Hutchings, P., Gale, R., et al. (2007). Leading initiatives for integrative learning. *Liberal Education*, Spring.
- Klein, J.T. (2005). Integrative learning and interdisciplinary studies. *Peer Review AAC&U*, 7(4), 8-10.
- Newell, W.H. (2010). Educating for a Complex World: Integrative Learning and Interdisciplinary Studies. *Liberal Education*, 96(4), 6-11.

Developing Graphic Designs to Improve Business Learning and Research Papers

George Drops
National University
9980 Carroll Canyon Road.
San Diego, California 92131
gdrops@nu.edu

Objectives:

In this presentation, participants will:

- a) learn how to deal with challenges in requiring students to create their own graphic designs.
- b) appreciate the significance and value of graphic designs in understanding conceptual relationships.
- c) review and reflect a number of design examples created by students in various courses.

Audience: This presentation will be of value to faculty who want to engage their students in different ways of both thinking about course concepts as well as developing new ways of presenting ideas from their research.

Activities: The following activities are included in this presentation:

- d) Assessing the significance of graphic designs for current teaching and learning practices.
- e) Identifying strategies for engaging students more actively and creatively in their learning.
- f) Developing a graphic design related to the key points of this presentation.

References

Lehrer, J. (2012). *Imagine: How creativity works*. New York: Houghton Mifflin Harcourt.

Adams, D. and Hamm, M. (2013). *Tomorrow's innovators: Essential skills for a changing world*. Plymouth, United Kingdom. Rowman and Littlefield Education.

Huggett, C. (2013). *The virtual training guidebook: How to design, deliver, and implement live online learning*. Alexandria, Virginia. ASTD Press.

Roam, D. (2008). *The back of the napkin: Solving problems and selling ideas with pictures*. New York. Portfolio/Penguin.

How To Be Creative - Jonah Lehrer.

http://online.wsj.com/article/SB10001424052970203370604577265632205015846.html?mod=WSJ_hp_LEFTTopStories

Periodic Table of Visualization Methods

http://www.visual-literacy.org/periodic_table/periodic_table.html

Engagement and Ownership: The Keys to Student Learning

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

Objectives:

- Session participants will discuss student engagement, ownership, and how to facilitate a positive learning environment.
- Session participants will examine how they teach and how this impacts the overall environment in the classroom.
- Participants will examine methods of student-directed, active learning.

Audience: This session is most appropriate for faculty who want to increase student engagement in their classrooms. This session is appropriate for faculty across disciplines.

Activities:

- Participants will engage in small group discussion to develop an understanding of student engagement and its impact on classroom learning
- Participants will develop activities that can be utilized across a wide field of study.
- Strategies for promoting engaged learning will be discussed

Description:

In an era when universities are promoting experiential learning and online education, classroom engagement appears to have taken a nose dive. Student engagement is "the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught" (Glossary of Education Reform, 2013, pg. 1). However, a study of 1,500 classrooms indicated that only 15% of them had about 50% of students who showed interest in the course content (Schmoker, 2006). A common educational objective is improved student engagement; but how do educators create an environment that promotes enhanced student learning?

Engagement means students are active and take ownership for their education (Johnson, 2013). Thus, teachers are the facilitators who help create a positive instructional environment, while students actively take charge of their learning (Johnson, 2013). This panel will discuss student engagement, ownership, and how educators can help create positive learning environments.

Summary:

Student engagement is a common educational objective. Creating a positive learning environment should help students to actively take control for their learning. Increasing student involvement should lead to increased engagement. The purpose of this session is to discuss student engagement, ownership, and how to facilitate a positive learning environment. Discussion and activities will provide participants with methods of student-directed, active learning.

References

Johnson, B. (2013). How do we know when students are engaged? Retrieved March 17, 2014 from: <http://www.edutopia.org/blog/student-engagement-definition-ben-johnson>

Schmoker, M.J. (2006). Results now: How we can achieve unprecedented improvements in teaching and learning. Association for Supervision and Curriculum Development. Retrieved March 17, 2014 from: : http://www.amazon.com/Results-Now-Unprecedented-Improvements-Teaching/dp/1416603581#reader_1416603581

The glossary of education reform. (2013). Student engagement. Retrieved March 17, 2014 from:
<http://edglossary.org/student-engagement/>

Inclusive Education: Differentiated Instruction, Differentiated Assessment, and Accommodations in a Student-Centered Classroom

Phyllis Egby
University of Portland
5000 North Willamette Blvd
Portland, OR 97203
egby@up.edu

Objective:

The objective is to have educators collaborate and create inclusive instructional strategies. It is also to provide a philosophical framework for inclusive practices that will support their unique school and classroom practices.

Audience:

The presentation will be most useful for educators, administrators, and school district personnel.

Description:

Differentiated instruction is at the heart of inclusive education. It goes beyond making accommodations and modifications for struggling students. It is rooted in the cultural shift in education that began in 1996 when inclusive education was mandated by Individuals with Disabilities Education Act (IDEA), and No Child left Behind (NCLB) in 2002. Before, students entered classrooms and had to adjust their diverse learning styles to the teachers' teaching style. Now, teachers are being asked to adjust their teaching styles to meet the diverse learning needs found in today's classrooms.

Special education students who were pulled into segregated instructional settings are back in general education classes. The demographic shift in the country along with immigration has increased the number of second language learners in general education classes throughout the country. The economic downturn has increased the number of students living in poverty. And, the impact technology has had on the way students take in, retain, and retrieve information has caused a need to revise instructional practices (Herther 2009).

Teacher preparation did not address diverse learners for teachers who received their general education training prior to 2002 (Egby, 2011). School districts provided professional developments to help teachers accommodate the diverse learners. Now with what we know about the brain and how individuals learn, we must be prepared to provide differentiated instruction and align standards, learning objectives, instruction, and assessments with differentiation in mind.

It is a whole school effort. Administrators are key participants in the inclusion process. When placing students in classes, resources (materials, staff, technology, teacher ability, and room environment) should be considered. Simply placing students in classes that do not have the resources to accommodate extreme diverse learners does not support the student or the teacher. Special education teachers are also important. They can assist the general education teacher with instructional supports, collaborate with general education teachers to support classroom management, and make sure the general education teachers know the needs of the learners. Bilingual coordinators can help with instructional supports, and provide language acquisition information to the general education teachers.

General education teachers are the core of inclusive practices. They will need supports!! Keeping lines of communication and collaboration are vital to the success of inclusive programs. Each classroom, school and district can have various needs. General education teachers are on the proverbial front lines. They are the best resource for information about how to improve inclusion at each site. Administrators need to provide regularly scheduled opportunities for all parties to collaborate. Partnering general education teachers can also create a system of supports for one another as well.

Inclusion can work if tailored for your student needs, school resources, and staff supports. There is no single inclusion model that works for all. Inclusion is a process that needs to be refined in an ongoing system. What worked with one teacher in the same grade level one year, may not work the next year with the new group of students. Scheduling regular meetings, collaborating, and utilizing resources are critical to the success of inclusion.

References

- Bender, W. (2008). *Differentiating instruction for students with learning disabilities: Best teaching practices for general and special education educators*. Thousand Oaks, CA: Crown Press.
- Chapman, C., & King, R. (2012). *Differentiated assessment strategies: One tool doesn't fit all* (2nd ed.). Thousand Oaks, CA: Sage.
- D'Aniello, S. (2008). Beginning teacher follow-up studies: A critical component of teacher education program evaluation and policy decisions. *Intervention In School and Clinic*, 43(5), 309-312. Retrieved from <http://isc.sagepub.com>
- Darling-Hammond, L. (2002). Variation in teacher preparation: How well do different pathways teach teachers to teach. *Journal of Teacher Education*, 53(246). doi: 10.1177/0022487102053004002
- Egby, P. (2011). Teacher attitudes and understanding about their preparation to work with special needs and diverse learners. Retrieved from <http://scholarsarchive.library.oregonstate.edu/xmlui/handle/1957/25857>
- Gibbons, P. (2002). *Scaffolding language scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
- Herther, N. K. (2009). Digital natives and immigrants. *Information Today Inc*. 15.
- Marzano, R. J., Pickering, D. J., & Polloch, J. E. (2005). *Classroom instruction that works: Research based strategies for increasing student achievement*. Upper Saddle River, NJ: Pearson.
- Thurlow, M. L., & Johnson, D. R. (2000). High stakes testing of students with disabilities. *Journal of Teacher Education*, 51(305). doi 10.1177/0022487100051004006
- U. S. Department of Education (1996). IDEA. Office of Special Education Programs. Retrieved from <http://idea.ed.gov>
- U. S. Department of Education (2004). *Building the legacy*: IDEA. Office of Special Education Programs. Retrieved from <http://idea.ed.gov/explore/home>
- Wagner, T. (2008). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need and what we can do about it*. New York, NY: Basic Books.
- Willingham, D. T. (2009). Why don't students like school: Because the mind is not designed for thinking. *American Educator* 4-13.

Too much implementation! How to manage multiple university initiatives at once.

Sammy Elzarka
University of La Verne
2220 Third Street
La Verne, CA 91773
sammy.elzarka@laverne.edu

Objectives:

The expected outcomes of this session include the following:

- Deeper appreciation for positive impact of effective organizational development
- Exploration of ways to view higher education programming through the eyes of students
- Understanding of strategic role of faculty development in student-focused organizational initiatives.

Audience:

The intended audiences include faculty, faculty development staff, faculty development administrators, and senior level administrators.

Activities:

The planned activities for this session will model the principles of active and group learning as well as case study approaches. An outline of these activities follows:

- Brief review of the XXXX Experience at the University of XXXX and integration of high impact practices
- Assign audience to groups of 3-5 along with department roles and challenge questions exploring how to collaborate with other departments given a set of organizational goals
- Share out and compare strategies with whole audience; discussion facilitation will include reaction from audience to presented strategies from groups.

Description:

Theoretical Framework

The organizational development role of centers for teaching and learning has been effectively argued in Schroeder's (2011) *Coming in from the Margins*. This session builds on the principles described in this text while addressing the high impact practices identified by Kuh (2008). Additionally, community of practice, scholarly approaches to teaching and learning (Webb, Wong, Huball, 2013) and qualities of effective professional development (Hahn and Lester, 2012) will be addressed. While a work-in-progress, the synergies produced when integrating these models has to date produced noteworthy results.

The integral role that centers for teaching and learning can and should have is a highlight of this session. While the presenter is new to this area of higher education, much has been learned and implemented as a result of valuable guidance by leaders in with ISETL, AAC&U, and the research literature.

Diversity implications

The learning communities and co-curricular activities highlighted will address the specific needs of under-served and underrepresented student populations. This is done through a variety of intake assessment strategies and assignment of appropriate support services. As aligned with the ISETL mission, the implementation of effective and practical teaching and learning strategies will be emphasized in this session. Additionally, given the nature of this cross-training, the diversity of views and philosophies add much value to the students' experiences. ePortfolios have provided shy and under-represented students a platform to present and express themselves in ways they would not otherwise. This has included reflective writing activities exploring a variety of co-curricular topics, including diversity and inclusivity.

References

- Kuh, G. (2008). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Washington, DC: AAC&U www.aacu.org/leap.
- Hahn, T. & Lester, J. (2012). Faculty Needs and Preferences for Professional Development. *Journal of Education for Library and Information Science*, 53(2), 82-97.
- Webb, A., Wong, T., & Hubball, H. (2013). Professional Development for Adjunct Teaching Faculty in a Research-Intensive University: Engagement in Scholarly Approaches to Teaching and Learning. *International Journal of Teaching and Learning in Higher Education*, 25(2), 231-238.
- Schroeder, C. (2011). *Coming in from the Margins: Faculty Development's Emerging Organizational Development Role in Institutional Change*. Stylus Publishing, LLC., Sterling, VA.

**Identifying Predictors of Student Success:
An Analysis of Matched Student-Teacher Learning Styles**

Xavier Espinet
University of Colorado at Boulder
ECOT 441, UCB 428
Boulder, Colorado 80309-0428
xavier.espinetalegre@colorado.edu

Elizabeth Koebele
University of Colorado at Boulder
ECOT 441, UCB 428
Boulder, Colorado 80309-0428
elizabeth.koebele@colorado.edu

John Lurquin
University of Colorado at Boulder
ECOT 441, UCB 428
Boulder, Colorado 80309-0428
john.lurquin@colorado.edu

Meredith Plumley
University of Colorado at Boulder
ECOT 441, UCB 428
Boulder, Colorado 80309-0428
meredith.plumley@colorado.edu

Austin Smith
University of Colorado at Boulder
ECOT 441, UCB 428
Boulder, Colorado 80309-0428
austin.c.smith@colorado.edu

Sonya Smith
University of Colorado at Boulder
ECOT 441, UCB 428
Boulder, Colorado 80309-0428
sonya.smith@colorado.edu

Objectives:

Three main questions were investigated:

- 1) Does the Kolb Inventory accurately depict what activities students with a specific learning style will find engaging?
- 2) Do certain combinations of student learning styles and professor learning styles better predict students' academic success?
- 3) Are students who engage in problematic behavior (e.g., procrastination, mind wandering) more affected when their learning style is unmatched to the instructor's?

Audience:

Teachers, Professors and Graduate Teacher Assistant in any education level who want to help their students become more engaged in class and successful in their academic performance.

Activities: (Poster Presentation)

Summary:

- Students at the University of Colorado are surveyed to determine their Kolb learning style, and procrastination, grit and mind wandering level in various classes. We also survey professors to do a matched-learning style analysis.
- Learning styles are measured with the Learning Styles Inventory. Students ranked their responses to statements like "when I learn: I like to deal with my feelings; I like to think about ideas; I like to be doing things; or I like to watch and listen." (Kolb, 1999)
- Procrastination is measured by the Pure Procrastination Scale (Steel, 2010). It tests students level of agreement with statements such as "I delay making decisions until it's too late."
- Mind wandering is measured with the White Bear Suppression Inventory (Wegner and Zanakos, 1994). This includes items like "I have thoughts that I cannot stop."
- The Grit Scale is used to measure students' tendencies to pursue long-term goals by having students rate their agreement with items such as "I finish whatever I begin." (Duckworth et al, 2007)

The questions created for this survey to measure frequency and effectiveness of various classroom activities include items such as how engaged students are during lecture and how often they are encouraged to ask questions in class.

Some of our preliminary conclusions are:

1. The Kolb Poles for the students in our study matched well with the type of activities that the students reported as being more engaged in during class. It is not surprising that Reflective Observers might enjoy a lecture where they are able to sit back and process information in a reflective way, while Active Experimenters might enjoy working in a group setting that provides them with the opportunity to experiment with new ideas and processes alongside their peers.
2. Students' Kolb scores also related to their scores on measures of mind wandering, procrastination, and grit. For example, Reflective Observers might appear to mind wander more because they prefer to process things internally, which may make them seem less engaged - in a traditional way - than other students who participate more actively.
3. Importantly, students whose learning styles matched that of their professors were likely to do better in a class compared to their peers whose learning styles differed from their professor's learning style. This learning style match seemed especially important for students who tend to mind wander, as they often scored much lower when their learning style did not match that of this professor. This, too, makes intuitive sense in that students who are taught in a way that is more amenable to their learning style may pay more attention or engage more actively in class. However, it is important to recognize that research has proven that teachers who employ a diversity of learning styles in their classrooms are likely to benefit all students.

References

- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. *Journal of personality and social psychology*, 92(6), 1087.
- Kolb, D. A. (1999). *Learning style inventory: version 3*. Hay/McBer Training Resources Group.
- Steel, P. (2010). Arousal, avoidant and decisional procrastinators: Do they exist? *Personality and Individual Differences*, 48(8), 926-934.
- Wegner, D. M., & Zanakos, S. (1994). Chronic thought suppression. *Journal of personality*, 62(4), 615-640.

An Analysis of Behavioral Themes That Intersect Self-Efficacy and Humor to Enhance the Emotional Well Being of Teachers

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

Objectives:

1. To involve educational professionals in the practice of pedagogical humor that is associated with teacher efficacy beliefs
2. To model how humor can serve to raise session participants' resilience to stressors in unresponsive environments
2. To demonstrate and describe humor strategies that raise student engagement and retention
3. To discuss the importance of affective support to retain and train teachers

Audience:

This research presentation is intended for teachers, teacher educators, administrators, professional developers, policy makers as well as members of the general ISETL audience who may be interested in improving the emotional "teachscape" in education and exploring innovations in best practices.

Activities:

As primary investigator of this research, I will present the context and content of the research with humor in an interactive, discursive format similar to a friendly "locker-room" talk. The content will include a number of personal stories that describe how pedagogical humor improves teaching practice in K-higher education classrooms. Props, dramatic vignettes, role-playing and audience participation are a major part of the presentation. Members of the audience are invited to share teaching successes that were critical to their emotional well-being.

Description of study:

More than any time in history, teachers are facing a greater number of job challenges that stem from standardized testing (Freedman, 2007). Although we have seen an outpouring of new technologies to enhance instruction, support for the very ones who are expected to carry out instruction has evaporated (Schonfeld, 2001; Yatvin, 2008). Teachers must rely heavily on personal attributes to remain emotionally resilient to stressors in schools. The rising attrition rate substantiates a demand for a systematic approach to determine what is needed to positively impact teachers' affective perceptions of self-efficacy. When facing classroom issues that stymie a teacher's affective well-being, some rely on personal resources, such as humor, to survive.

Literature Review: Self-Efficacy and Humor.

The perceptions of teachers' ability to motivate and promote student learning is emphasized by 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).

Humor research indicates that humor significantly supports teachers' emotional health in their teaching contexts (Gorham & Christophel, 1990; Wanzer & Frymier, 1999). Teachers with high humor orientations possess more positive attributes (Wrench & McCroskey, 2001), demonstrate authentic concern for students (Glasser, 1997;) and hold higher estimations of their abilities than those with lower humor (Sveback, 1974; Ziv, 1984). The most desirable learning outcomes are associated with teachers who use humor and exhibit behaviors of immediacy (Gorham & Christophel, 1990). Research corroborates the association of

pedagogically humor with positive teacher evaluations (Martin, 2007), more effective communication (Berk, 2003), greater student enjoyment of the subject (Berk, 2002); and greater student retention (Korobkin, 1988; Martin, 2007; Opplinger & Zillman, 2003; Torok, McMorris, & Lin, 2004; Ziv, 1988).

Purpose:

This session presents an investigation that explored the relationship between the multidimensional constructs of humor and self-efficacy in a quantitative analysis. The findings demonstrated a moderate, positive relationship between art teachers' social humor and instructional efficacy. More clearly, teachers with high humor orientation and those that who held strong efficacy beliefs remained resilient to stressors in their environments (Evans-Palmer, 2010). The findings also support the conclusion that characteristics common to both constructs emerge at conceptual intersections when the results, along with the literatures for humor and self-efficacy are compared.

Method and Results:

Participants (n=354) completed two auto-report scales: (1) the Teacher Sense of Self-Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001), a 12-item scale, measured respondent perceptions on three dimensions of classroom performance: instructional strategies, student engagement, and classroom management and, (2) the Multidimensional Sense of Humor Scale (MSHS; Thorson & Powell, 1993a), a 24-item auto-report inventory (Köhler & Ruch, 1996) of four dimensions of humor: humor creation, social humor, humor used to cope, and humor attitudes. Participants also completed a demographic survey to determine years of experience, age, gender, perceived administrator support and perceived frequency of stress. This study observed a moderate but significant correlation between the total scores of the self-efficacy and sense of humor measures ($r = .22$, $r^2 = .05$, $p < .001$, two-tailed) resulted with a shared variance of 4.8%.

Discussion:

The research suggests a thematic intersection of human behavior characteristics within the association of instructional efficacy and social humor beliefs. The intersection implies that the synthesis of humor and emotional intelligence faculties elevates teachers' perceptions of their instructional efficacy. The assertion is that art teachers who possess high self-efficacy perceive that they are capable to build learning environments that support (a) social connectedness because their keen sensitivity to emotional cues, or (b) emotional intelligence gains immediacy and rapport with students. They are optimistic that they can maintain the (c) resiliency to adversity that is necessary to override stressors in their working environment and believe that they are capable of adapting instruction through (e) self-monitoring to match mitigating factors in the classroom.

References

- Abel, M. (1998). Interaction of humor and gender in moderating relationships between stress and outcomes. *The Journal of Psychology*, 132, 267-276.
- Abel, M. (2002). Humor, stress, and coping strategies. *Humor*, 15(4), 365-381.
- Ashton-James, C. & Chartrand, T. (2009). Social cues for creativity: the impact of behavioral mimicry on convergent and divergent thinking. *Journal of Experimental Social Psychology* 25, 1036-1040.
- Bagakas, J., & Scott, C. (2006). Teacher efficacy, school reform, and state tests. *Academic Exchange Quarterly*, 22(1).
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.

- Bandura, A. (1994a). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. In Pajares, F. & Urdan, T. (Eds.) *Self-Efficacy Beliefs of Adolescents*. Greenwich, CO: Information Age Publishing, 307 - 337.
- Berk, R. (2002). *Humor as an instructional defibrillator*. Sterling, VA: Stylus Publishing.
- Berk, R. (2003). *Professors are from Mars, students are from Snickers*. Sterling, VA: Stylus Publishing.
- Besemer, S. & Treffinger, D. (1981). Analysis of creative products: Review and synthesis. *Journal of Creative Behavior*, 15, 158-178.
- Bobek, B. (2002). Teachers' resiliency: A key to career longevity. *Clearing House*, 70(4), 176-178.
- Borman, G., & Dowling, M. (2008). Teacher attrition and retention: A Meta-analytic and narrative review of the research. *Review of Educational Research* 78(3), 367-409.
- Bresler, L. (2006). Toward Connectedness: Aesthetically Based Research, *Studies in Art Education* 48(1), pp. 52-69.
- Bryant, J., & Zillmann, D. (1989). Using humor to promote learning in the classroom. In J.H. McGhee (Ed.), *Humor and children's development: A guide to practical applications* (49-78). New York: Haworth Press.
- Burkman, A. (2010). Professional development: Preparing novice teachers for success in elementary classrooms through professional development. *The Delta Kappa Gamma Bulletin*, pp. 23-33.
- Chan, D., (2003). Perceived emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong. *Personality and Individual Differences* 36, 1781-1795.
- Cherniss, C. (Ed.) (1993). *Role of professional self-efficacy in the etiology and amelioration of burnout*. Washington, DC: Taylor and Francis.
- Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education*, 60(4), 323-337.
- Coleman, J. (1992). All seriousness aside: The laughing-learning connection. *The International Journal of Instructional Media*, 19(3), 269-276.
- Creswell, J. (2005). *Educational research* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice-Hall.
- Crocco, S., & Costigan, A. (2007). The narrowing of curriculum and pedagogy in the age of accountability: Urban educators speak out. *Urban Education* 42(6), 512-535.
- Davies, A. & Apter, M. (1980). Humour and its effect on learning in children. In P.E. McGhee & A. J. Chapman (Eds.), *Children's humour* (pp. 237-253). Chichester: John Wiley & Sons.
- Derks, P., Gardner, J. & Agarwal, R. (1998). Recall of innocent and tendentious humorous material. *Humor: International Journal of Humor Research*, 11(1), 5-19.

- DeBono, E. (1993). *Serious Creativity*. New York: Harper Business.
- Dewitte, S., & Verguts, T. (2001). Being funny: A selectionist account of humor production. *Humor: International Journal of Humor Research*, 14(1), 37-53.
- Doebler, L., Roberson, T., & Ponder, C. (1998). Pre-service teacher case study responses: A preliminary attempt to describe program impact. *Education*, 119(2), 349-358.
- Dove, M. (2004). Teacher attrition: A critical American and international education issue. *Delta Kappa Gamma Bulletin*, 71(1), 8-30.
- Downs, V., Javidi, M. & Nussbaum, J. (1988). An analysis of teachers' verbal communication within the college classroom: Use of humor, self-disclosure and the narratives. *Communication Education* 37, 127-141.
- Dwyer, K., Bingham, S., Carlson, R., Prisbell, M., Cruz, A., & Fus, D. (2004). Communication and connectedness in the classroom: Development of the connected classroom climate inventory. *Communication Research Reports*, 21(3), 264-272.
- Ennis, C. (2003). "Can you hear me now?" Expert teachers' use of humor to enhance student learning. *Research Quarterly for Exercise and Sport* (3)1.
- Evans-Palmer, T. (2010). The Potency of Humor and Instructional Self-Efficacy on Art Teacher Stress. *Studies in Art Education* 52(1), 69-83.
- Fassinger, P. A. (2000). How classes influence students' participation in college classroom. *Journal of Classroom Interaction*, 35, 38-47.
- Freda, P., & Csikszentmihalyi, M. (1995). *The influence of teachers*. Boston: Houghton-Mifflin.
- Freda, P., Fry, W., Jr., & Allen, M. (1996). Humor as a creative experience: The development of a Hollywood humorist. In R. Chapman & H. Foot (Eds.), *Humor and laughter: Theory, research, and applications*, (pp. 245-258). New Brunswick, NJ: Transaction.
- Fredrickson, B. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218-226.
- Freidman, I., & Kass, E. (2002). Teacher self-efficacy: A classroom-organization conceptualization. *Teaching and Teacher Education*, 18, 675-685.
- Furnham, A., & Chritoforou, I., (2007) Personality traits, emotional intelligence, and multiple happiness. (2007). *North American Journal of Psychology* 9(3), 439-462.
- Gallese, V. (2003). The roots of empathy: The shared manifold hypothesis and the neural basis of intersubjectivity. *Psychopathology*, 36, 171-180.
- Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(4), 569-582.
- Glasser, W. (1997). Choice theory and student success. *The Education Digest*, 63, 16-21.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

- Gordon, K., & Coscarelli, W. (1996). Recognizing and fostering resilience. *Performance Improvement*, 35(9), 14-17.
- Gorham, J. (1988). The relationship between verbal teacher immediacy behaviors and student learning. *Communication Education* 37(1), 40-53.
- Gorham, J. & Christophel, D. (1990). The relationship of teachers use of humor in the classroom to immediacy and student learning. *Communication Education* 39(1), 46-62.
- Greene, T. & Noice, H. (1988). Influence of positive affect on creative thinking and problem solving in children. *Psychological Reports*, 63, 895-898.
- Greenberg, L. (2002). *Emotion-focused therapy*. Washington, DC: American Psychological Association.
- Guskey, T., & Passaro, P. (1994). Teacher efficacy: A study of constructs. *American Educational Research Journal*, 31(3), 627-643
- Henson, R. (2001). Teacher self-efficacy: Substantive implications and measurement dilemmas. Paper presented at the meeting of the Educational Research Exchange, Texas A. & M. University, College Station, Texas.
- Ingersoll, R. (2001). Race to the top: Implications for professional development in arts education. *Arts Education Policy Review* 112, 60-64.
- Isen, A., Daubman, K. & Nowicki, G. (1987). Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology*, 52, 1122-1131.
- James, T., Minor, L., Onwuegbuzie, A., & Witcher, A. (2002). Preservice teachers' educational beliefs and their perceptions of characteristics of effective teachers. *The Journal of Educational Research*, 96(2), 116-127.
- Jeffers, C., (2009). On empathy: The mirror neuron systems and art education. *International Journal of Education the Arts* 10(15), 1-17.
- Johnson, P. (2007, July). High stakes testing and No Child Left Behind: Conceptual and empirical considerations. Paper presented at the Long Island Economic & Social Policy Institute, Dowling College School of Education.
- Kelly, H., & Gorham, J. (1988). Effects of immediacy on recall of information. *Communication Education*, 37(3), 198-207.
- Kelly, W. (2002). An investigation of worry and sense of humor. *The Journal of Psychology*, 136(6), 657-666.
- Kohler, G., & Ruch, W. (1996). Sources of variance in current sense of humor inventories: How much substance, how much method variance? *Humor: International Journal of Humor Research*, 9(3/4), 363-397.
- Korobkin, D. (1988). Humor in the classroom: Considerations and strategies. *College Teaching*, 36, 154-158.
- Kuiper, N., McKenzie, S., & Belanger K. (1995). Cognitive appraisals and individual differences in sense of humor: Motivational and affective implications. *Personality and Individual Differences*, 19, 359-372.

- Luekens, M., Lyter, E., Fox, E., & Chandler, K. (2004). Teacher attrition and mobility: Results from the teacher follow-up survey, 2000-01 (NCES 2004-301). Washington, DC: National Center for Education Statistics.
- Manning, K. (1982). *Lighten up! An analysis of the role of humor as an instructional practice in the urban and/or culturally diverse middle school*. Unpublished doctoral dissertation. Cleveland State University.
- Martin, R. (2003). Sense of humor. In S. J. Lopez & C. R. Snyder (Eds.), *Positive psychological assessment: A handbook of models and measures* (pp. 313-326). Washington, DC: American Psychological Association.
- Martin, R. (2007). *The psychology of humor; An integrative approach*. Burlington, MA: Elsevier Academic Press.
- Marzano, R. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Morreall, J. (1997). *Humor works*. Amherst, MA: HRD Press.
- No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).
- Opplinger, P., & Zillman, D. (2003). Humor and learning. In J. Bryant, D. Roskos-Ewoldsen & J. Cantor (Eds.), *Communication and emotion: Essays in honor of Dolf Zillman*, 255-273.
- Pajares, F. (2002). Overview of social cognitive theory and self-efficacy. Retrieved June 18, 2008 from <http://www.emory.edu/EDUCATION/mfp/eff.html>
- Palmer, P. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Penrose, A., Perry, C., & Ball, I. (2007). Emotional intelligence and teacher self-efficacy: The contribution of teacher status and length of experience. *Issues in Educational Research*, 17.
- Pink, D. (2005). *A whole new mind: Why right-brainers will rule the future*. New York: Riverhead Books.
- Pollack, J., & Freda, P. (1997). Humor, learning, and socialization in middle level classrooms. *Clearing House*, 70(4), 176-178.
- Reglin, G., & Reitzammer, A. (1998). Dealing with the stress of teachers. *Education*, 118(4), 590-596.
- Ruch, W. (1998). *Humor research 3: The sense of humor--Explorations of a personality characteristic*. New York: Mouton de Gruyter.
- Salovey, P., & Sluyter, D., Eds. (1997). *Emotional development and emotional intelligence: Educational implications*. New York: Basic Books
- Scheib, J., (2006). Policy implications for teacher retention: Meeting the needs of the dual identities of arts educators. *Arts Education Policy Review* 107(6), 5-10.
- Schutte, N., Malouff, J., Hall, L., Haggerty, D., Cooper, J., Golden, C. & Dornheim, L. (1998).

- Development and validation of a measure of emotional intelligence. *Personality and Individual Differences* 25, 167-177.
- Schonfeld, I. (2001). Stress in first-year women teachers: The context of social support and coping. *Genetic, Social, and General Psychology Monographs*, 127, 133-168.
- Shiota, M., Campos, B., Keltner, D., & Hertenstein, M. (2004). Positive emotion and the regulation of interpersonal relationships. In P. Philippot & R. Felman (Eds.), *The regulation of emotion* (127-155). Mahwah, NJ: Lawrence Erlbaum Associates.
- Sidelinger, R. & Booth-Butterfield, M. (2010). Co-constructing student involvement: An examination of teacher confirmation and student-to-student connectedness in the college classroom. *Communication Education* 59(2), 165-184.
- Smylie, M. (1990). *Teacher efficacy at work in teachers and their workplace*. Newbury Park, CA: Sage
- Sveback, S. (1974). A theory of sense of humor. *Scandinavian Journal of Psychology*, 15, 99-107.
- Thorson, J., & Powell, F. (1993a). Development and validation of a multidimensional sense of humor scale. *Journal of Clinical Psychology*, 49(1), 13-23.
- Thorson, J., & Powell, F. (1993b). Sense of humor and dimensions of personality. *Journal of Clinical Psychology*, 49(6), 799-809.
- Torok, S., McMorris, R., & Lin, W. (2004). Is humor an appreciated teacher tool? Perceptions of professors' teaching styles and use of humor. *College Teaching*, 52(1), 14-20.
- Torrance, E. (1966). *Torrance tests of creative thinking*. Princeton, NJ: Personnel Press.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202-248.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teacher and Teacher Education*, 17, 783-805.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2002). The influence of resources and support on teachers' efficacy beliefs. *Review of Educational Research*, 68, 202-248.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of the self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23(6), 944-956.
- Wanzer, M., & Frymier, A. (1999). The relationship between students' perceptions of instructor humor and students' reports of learning. *Communication Education*, 48, 48-62.
- Weasmer, J., & Woods, A. (1998). I think I can: The role of personal teaching efficacy in bringing about change. *Clearing House*, 71(4), 245-247. DOI:10.1080/00098659809599371
- Yatvin, J. (2008). 2007 NCTE presidential address: Where ignorant armies clash by night. *Research in Teaching of English*, 42(3), 363-372.
- Yost, D. (2006). Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. *Teacher Education Quarterly*, 59- 72.

Ziv, A. (1984). *Personality and sense of humor*. New York: Springer.

Ziv, A. (1988). Teaching and learning with humor; experiment and replication. *The Journal of Experimental Education*, 57, 5-15.

Practical Strategies for Increasing Job Satisfaction in Higher Education: Supporting Faculty Engagement

Dee Fabry
National University
11255 North Torrey Pines Road
La Jolla, CA 92037
dfabry@nu.edu

Cynthia Schubert
National University
11255 North Torrey Pines Road
La Jolla, CA 92037
cschubert@nu.edu

Objectives:

Participants will:

1. Explore current research on positive aspects of work engagement such as resiliency and flourishing (Seligman, 2011)
2. Identify methods for creating more positive work environments and fostering faculty well-being in their academic department
3. Create a plan for faculty engagement in the self-assessment of their job satisfaction, writing positive growth plans, and creating a community of support

Audience:

College and University faculty in all disciplines.

Activities:

The session will open with an individual participant ranking of van Saane et al's. (2003) 11 most frequently mentioned work related factors:

- Work content (nature of the job)
- Autonomy (individual control, decision making)
- Growth and development opportunities (training, mentorship)
- Financial rewards (pay, benefits, job security)
- Promotion opportunities (upward mobility)
- Supervision (behavior and relationships)
- Communication (internal and external)
- Co-workers (behavior and relationships)
- Meaningfulness (perceptions of significance and value)
- Workload (time and resources)
- Work demands (requirements and expectations)

A brief presentation of the research on job satisfaction and work engagement from the recent article published by the presenters will follow. Participants will then share their personal rankings and discuss what contributes to positive faculty work engagement.

The participants will then learn how to measure work engagement using the Utrecht Work Engagement Scale (UWES) and hear inspirational ideas and strategies for improving faculty work engagement.

Description:

In 2013 - 2014, Cynthia Schubert and Dee Fabry delved into the research on job satisfaction in higher education to investigate methods for creating more positive work environments and fostering faculty well-

being in academic departments (Schubert & Fabry, 2014). The resulting article, *Job Satisfaction, Burnout and Work Engagement in Higher Education: A Survey of Research and Best Practices*, provides an historical perspective of the movement away from the focus on burnout towards the current positive psychology movement spearheaded by Seligman (2002, 2011).

In this session participants will be introduced to 11 factors (van Saane et al, 2003) that impact work satisfaction and engagement. After a personal ranking of these factors, the group will engage in a discussion of how the factors impact their own faculty. And finally, the presenters will facilitate a brainstorming, idea-generating activity so participants will leave with a practical plan and specific strategies for increasing work engagement.

Research Review

Titus Oshagbemi, author of *Job Satisfaction in Higher Education*, a frequently cited study of job satisfaction among University faculty, suggests that employer concern with employee job satisfaction should be a moral responsibility, not only in academia, but in the general workplace (Oshagbemi, 2013).

Definitions of job satisfaction offered by Moorman (1993) and Rose (2001) suggest that job satisfaction is a bi-dimensional concept consisting of intrinsic (affective) and extrinsic (cognitive) satisfaction dimensions. Intrinsic job satisfaction is the one dimensional emotional feeling individuals have about their job as a whole which reflects the degree of pleasure and enjoyment they experience in the workplace. Examples of extrinsic rewards are opportunities to be innovative or creative, finding joy in learning new skills or the excitement of discovery. Extrinsic satisfaction focuses on multiple work related factors such as the work itself, pay and working conditions as well as the behavior of supervisors and co-workers. Individual job holders determine whether these factors are satisfactory or unsatisfactory in terms of their expectations and/or in comparison with other jobs. As Oshagbemi (2013) notes, "An individual's needs may be fulfilled, but any feeling of satisfaction will still depend on whether he sees his position as comparing satisfactorily with others (p. 4)."

The most recent developments in the burnout/job satisfaction/work engagement related research are work engagement studies that represent a somewhat different approach to the investigation of workplace attitudes. Work engagement research embodies the positive psychology focus on creating health and well-being rather than curing illness or fixing dysfunction (Seligman & Csikszentmihalyi, 2000, Seligman, 2002, 2011; Wallis, 2005). Work engagement studies conducted by Baaker & Demerouti (2008) view job engagement as the positive opposite of burnout, but see it as a separate entity from the Leiter and Maslach (2004) burnout/engagement continuum. Demerouti and Bakker (2011) describe the Job Demand-Resource (JD-R) model as "a framework that can be used by organizations to improve employee health and motivation, whilst simultaneously improving various organizational outcomes" (p.1). Schaufeli, Bakker and Salanova (2006) see work engagement as a positive, work-related state characterized by vigor, dedication and absorption.

The benefits of worker engagement have been documented by multiple researchers who agree that engaged workers demonstrate higher job performance and are significantly less likely to suffer from burnout than non-engaged workers. They, enjoy better health, feel more confident and more competent, tend to create their own resources and transfer their enthusiasm and engagement to others through a cross-over effect (Baaker, 2009, 2011; Baaker and Demerouti, 2008; Schaufeli & Baaker 2003; Hakenen, Baaker & Schaufeli (2006). In other words work engagement provides benefits to both employees and to the organizations for which they work. The most important findings from this research study was realizing the powerful impact that positive psychology has had on research in the field of organizational psychology and work related attitude studies. Under the influence of positive psychology, the traditional focus of psychology on illness, disease and dysfunction has shifted to the promotion of health, well being and optimal performance (Seligman, 2002, 2011). This approach provides an inspiring example for educational leaders. Instead of directing attention to what faculty members are doing wrong in their teaching, scholarship and administrative roles, it would seem

advisable to use the tools available to encourage work engagement, increase job satisfaction and improve job performance in the academic department.

References

- Baaker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, 13, 209-223.
- Baaker, A.B. (2009). Building engagement in the workplace. In R. J. Burke & C.L. Cooper (Eds.), *The peak performing organization* (pp. 50-72). Oxon, UK: Routledge.
- Demerouti, E., & Bakker, A. (2011). The Job Demands - Resources model: Challenges for future research. *SA Journal of Industrial Psychology*, 37(2), 9 pages. Retrieved from the Internet 8/1/2013
<http://www.sajip.co.za/index.php/sajip/article/view/974/1038>.
- Hakanen, J. J., Bakker, A. B., Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology* 43, 495-513.
- Leiter, M. P., & Maslach, C. (2004). Areas of worklife: A structured approach to organizational predictors of job burnout. In P. Perrew & D. C. Ganster, (Eds.), *Research in occupational stress and well-being: Emotional and physiological processes and positive intervention strategies*:13,91-134. Oxford, UK: JAI Press/Elsevier.
- Moorman, R.H. (1993). The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behavior. *Human Relations* 6: 759 - 776.
- Oshagbemi, T. (2013). *Job satisfaction in higher education*. London: Trafford Publishing.
- Rose, M. (2013). Disparate measures in the workplace. Quantifying overall job satisfaction , Paper presented at the 2001BHPS Research Conference, Colchester, retrieved from Internet 7/4/2013;
<http://www.iser.essex.ac.uk/bhps/2001/docs/pdf/papers/rose.pdf>.
- Schaufeli, W. B., & Bakker, A. B. (2003). Test manual for the Utrecht Work Engagement Scale. Unpublished manuscript, Utrecht University, the Netherlands. Retrieved from <http://www.schaufeli.com>, 7/16/2013.
- Schaufeli, W.B., Bakker, A.B. & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement*, 66, 701-716.
- Schubert, C.J. & Fabry, D. L. (2014). Job satisfaction, burnout and work engagement in higher education: A survey of research and best practices. *Journal of Research in Innovative Teaching*, 7(1), 40 -53.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.
- Seligman, M. E. P. (2002). *Authentic happiness*. New York: Atria Books
- Seligman, M. E. P. (2011). *Flourish. A visionary new understanding of happiness and well-being*. New York: Atria Books; Reprint edition (February 7, 2012).
- van Saane, N., Sluiter, J. K., Verbeek J.H. A.M & Frings-Dresen M. H.W. (2003).

Reliability and validity of instruments measuring job satisfaction: A systematic review *Occupational Medicine* 2003;53:191 - 200.

Wallis, C. (2005). The new science of happiness. *Time*. Sunday, Jan. 9, 2005. Retrieved from internet 7/20/2013. www.time.com/time/magazine/article/0,9171,1015832,00.html

Using Technology 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
301 E. Camperdown Way
Greenville, SC 29601
stephwil@greenville.k12.sc.us

Objectives:

During this presentation, participants will:

- 1) Review the importance of active learning and formative assessment.
- 2) Brainstorm active learning and formative assessment methods used today.
- 3) Explore digital tools that can be used to engage and/or assess students in face-to-face and online environments.
- 4) Create a digital 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 to give their students more opportunities to participate in class and who want to more immediately respond to the learning needs of their students.

Activities:

This presentation will include the following activities:

- 1) Exploration of a variety of digital tools used to engage and assess students
- 2) Creation of a brief digital engagement/assessment activity

Description:

Students learn more when they are actively engaged in their classes (Nilson, 1998). "Active learning involves providing 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). Today, a variety of technology tools are available for teachers to use in order to get students more involved in classes. The digital natives in our classes use technology daily and are comfortable with engaging with it to advance their learning, therefore teachers "should not be afraid to introduce a new technology into their instruction" (Smith & Dobson, 2011, p. 325). When technology is used to support curriculum objectives and provide feedback to teachers and students about student performance, it can improve student learning (Knezek, Christensen, Bell, & Bell, 2006). Technology-rich, student centered lessons benefit students and teachers (Mills & Tincher, 2003). Today's digital learning tools offer new opportunities to get students involved in class like never before by offering teachers the opportunity to "determine what students know, identify[ing] gaps in understanding, and plan future instruction to improve learning" (Pinchok & Brandt, 2009, p. 2) before an entire lesson has been taught. The key to effectively using these tools is to figure out which ones best match lesson objectives and which ones students are most comfortable using (Bates & Poole, 2003). Once these tools are incorporated into instruction, the digital natives in our classrooms will no longer get bored easily, feel like they do not have a voice, or be passive; instead, they will actively participate in class.

It is important to note that the integration of technology into instruction is so important that the International Society for Technology in Education (ISTE) (2000) developed standards and performance indicators for teachers related to it. For example, the Teaching, Learning, and the Curriculum standard recommends that all

classroom "teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning" (p. 1) and the Assessment and Evaluation standard recommends that "teachers apply technology to facilitate a variety of effective assessment and evaluation strategies" (p. 1). More specifically, teachers are encouraged to "facilitate technology-enhanced experiences that address content standards and student technology standards, use technology to support learner-centered strategies that address the diverse needs of students, apply technology in assessing student learning of subject matter using a variety of assessment techniques, [and] use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning" (p. 1).

Technology available to teachers for increasing student engagement and class participation includes digital tools like NearPod, Socrative, eClicker, Lino, Poll Everywhere, and Google Forms. Come to this session to explore a variety of cool and "free" tools that can be used to engage and assess your students.

References

- Bates, T., & Poole, G. (2003). *Effective teaching with technology in higher education: Foundations for success*. San Francisco: Jossey-Bass.
- International Society for Technology in Education (ISTE). (2000). *ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers*. Retrieved from http://www.iste.org/docs/pdfs/nets_for_teachers_2000.pdf?sfvrsn=2
- Knezek, G., Christensen, R., Bell, L., & Bell, G. (2006). National technology leadership summit report: Identifying key research issues. *Learning and Leading with Technology*, 33(8), 18-23.
- Meyer, C., & Jones, T. B. (1993). *Promoting active learning: Strategies for the college classroom*. San Francisco: Jossey-Bass.
- Mills, S. C., & Tincher, R. C. (2003). Be the technology: A developmental model for evaluating technology integration. *Journal of Research on Technology in Education*, 35(3), 382-401.
- Nilson, L. B. (1998). *Teaching at its best: A research-based resource for college instructors* (Ed.). Bolton, MA: Anker Publishing.
- Pinchok, N., & Brandt, W. (Learning Point Associates). (2009). *Connecting formative assessment research to practice: An introductory guide for educators*. Retrieved from ERIC Database (ED509943).
- Smith, J. J., & Dobson, E. (2011). Beyond the book: Using Web 2.0 tools to develop 21st century literacies. *Computers in Schools*, 28(4), 316-327.

Using Peer Tutors in Linked Study Sessions Effectively (and Painlessly)

M. Therese Gallegos
University of Texas at Brownsville
One West University Blvd.
Brownsville, TX 78520
therese.gallegos@utb.edu

Thomas Britten
University of Texas at Brownsville
One West University Blvd.
Brownsville, TX 78520
thomas.britten@utb.edu

Objectives:

During the presentation, participants will

- a. Learn how to easily integrate classroom instruction with linked tutorial sessions to maximize the impact of peer tutors and free up class time for other activities.
- b. Learn how to foster critical thinking in their course by training the tutors to engage students in CT activities during tutorial.
- c. Engage in a sample critical thinking enrichment activity.

Audience:

Faculty (either of large lectures or small classes) who are interested in linking (or who are being asked to link) their course with a tutorial session.

Activities:

The first presenter will do the following during her part of the session:

- a. Present a typical syllabus with a calendar of assignments and class activities, then show how some activities can be moved to a "parallel" syllabus for the tutorial sessions.
- b. Explain ways to train the tutors with minimal time and effort on the instructor's part.
- c. Have faculty take 2 minutes to list activities they think could be moved from their class to the tutorial session and then facilitate a brief discussion of both what seems "exportable" and how tutors can be trained to lead the activity.
- d. Draw attention to the critical thinking components in the syllabus, summary and response and critical reading, which will be discussed further in the next part of the session.

The second presenter will do the following during his part of the session:

- a. Demonstrate ways to foster critical thinking in the classroom, especially in large lectures.
- b. Have participants engage in a sample critical thinking enrichment activity using a cause and effect worksheet that expands the in-classroom discussion and a critical reading assignment to assess student mastery.
- c. Make suggestions on ways to prepare peer student leaders (tutors) to maximize the impact of study sessions.

Description:

Our university recently implemented a college-wide program linking tutorial (or study) sessions to specific "gatekeeper" courses; students in linked courses are now required to attend these sessions, and faculty are required to work with their assigned tutors. The challenge for faculty has been making use of this rather expensive program (about \$500,000/year) so that students actually benefit while not making the increased responsibility too burdensome.

The first presenter, an English professor, will discuss how she has used the tutorial sessions to help "flip" her relatively small composition class (Bergmann & Sams, 2012), decreasing lecture time and increasing time for

more active learning, teaching students (and not incidentally tutors) strategies for reading challenging texts (Bean, 1996) and developing critical thinking skills through rhetorical analysis - with the goal of fostering deeper learning (Tagg, 2003) and increasing academic achievement, especially among the at-risk population of incoming freshmen. Her presentation will include specific and simple "tricks" that have allowed her to exploit the linked tutorial to increase her effectiveness without increasing her workload.

The second presenter, a history professor, will discuss how the linked tutorials are used in a large lecture course to address concerns of his department. At our university, the two-course U.S. history sequence bears, unfortunately, the dubious distinction of having the highest failure rate of all general education core courses in the College of Liberal Arts. In addition, students complain that history is not relevant to their particular major or their future career. That need not be the case. History professors have both an opportunity and an obligation to demonstrate that the study of history is far more than the memorization of names and dates. Instead, the two survey courses can become significant and relevant introductions to the tools, methods, and critical thinking processes necessary to excel in their chosen major and to address life's many problems (Paul & Eckler, 2011). A sharper focus on history-based critical thinking skills does not mean the abandonment of content (O'Reilly, 2006). The presenter will show how, with a little pre-planning and consistent communication, professors can employ peer tutors to review content and foster critical thinking skills.

References

- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Bean, J. C. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Eugene, OR: International Society for Technology in Education.
- Eckler, L., Gorzycki, M., & Paul, R. (2011). *Student guide to historical thinking*. Tomales, CA: The Foundation for Critical Thinking.
- O'Reilly, K. (2006) *Critical thinking in United States history* (Vols. 1-4). Seaside, CA.: The Critical Thinking Company.
- Paul, R., & Eckler, L. (2011). *Critical thinking: Concepts and tools*. Tomales, CA: The Foundation for Critical Thinking.
- Tagg, J. (2003) *The learning paradigm college*. Bolton, MA: Anker.

Can Online Threaded Discussions Foster Deep Learning?

Carol Gravel
Franklin Pierce University
670 North Commercial Street, Suite 301
Manchester, NH 03101
carolgravel1@gmail.com

Objectives:

- 1) Explain the connection between the CoI framework and deep learning in online threaded Discussions.
- 2) Discuss the importance of analyzing interaction in online threaded discussions.
- 3) Review the results of a two year study on interaction in online threaded discussions using the CoI framework.
- 4) Identify techniques and tools to help improve interaction in online threaded discussions at the colleges and universities represented in the session.

Audience:

Faculty who teach online or hybrid courses
Directors of DE Programs
Faculty Development Staff/Directors
Assessment Directors

Activities:

First, this presentation will provide an overview of the CoI framework and how it can be used to design and assess deep learning in online threaded discussions. Then a summary of the findings from a two year study using the model will be presented. In closing, several techniques will be discussed to apply the three interrelated components; social presence, cognitive presence, and teaching presence, of the CoI framework followed by a facilitated discussion regarding current and suggested techniques participants have to help foster deeper learning in online threaded discussions.

Description:

Online discussions have been a cornerstone to interaction in online education for many years. However, online discussions have been seen as both positive and negative experiences by both students and faculty (El Mansour & Bassou, 2007, Simonson, Smaldino, Albright, & Zvak, 2000, Wang & Newlin, 2002). Online faculty recognize that interaction is a key element to teaching online or in a classroom, but have been struggling with trying to find a way to measure the educational value of online threaded discussions. Several models were reviewed in an effort to identify a framework for both assessing and enhancing the learning associated with online threaded discussions.

A widely used theoretical model associated with interaction in online learning is the Community of Inquiry (CoI) framework (Garrison, Anderson & Archer, 2000). The CoI framework is grounded in Dewey's (1959) findings that individual development is dependent upon community, i.e. the sociological context. The CoI framework is considered a process whereby interaction in education consists of three interrelated components; social presence, cognitive presence, and teaching presence. The combination of these three components results in a true fusion of the psychological and the sociological educational experience that Dewey advocated.

This session will present the results of a two year research study on interaction in online threaded discussions using the Community of Inquiry (CoI) framework.

References

Dewey, J. (1959). My pedagogic creed. In J. Dewey, *Dewey on education*. (pp. 19-32). New York: Teachers College, Columbia University. (Original work published 1897).

- El Mansour, B., & Mupinga, D. M. (2007). Students positive and negative experiences in hybrid and online courses. *College Student Journal*, 41, 242-248.
- Garrison, D.R., Anderson, T., and Archer, W. (2000). Critical inquiry in a text-based environment: computer conferencing in higher education. *The Internet and Higher Education*, 2 (2-3), 1-19.
- Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence and computer conferencing in distance education. *American Journal of Distance Education*, 15(1), 7-23.
- Gunawardena, C. (1995). Social presence theory and implications for interaction and collaborative learning in computer conferencing. *International Journal of Educational Telecommunications*, 1(2-3), 147 - 166.
- Gunawardena, C. & Zittle, F. (1997). Social presence as a predictor of satisfaction within a computer mediated conferencing environment. *American Journal of Distance Education*, 11(3), 8-26.
- Laurillard, D. (2000). New technologies and the curriculum. In P. Scott (Ed), *Higher Education Re-formed*. (pp. 133-153). London: Falmer Press.
- Murphy, E. (2004). Identifying and measuring ill-structured problem formulation and resolution in online asynchronous discussions. *Canadian Journal of Learning and Technology*, 30(1), 5-20.
- Simonson, M., Smaldino, S., Albright, M., Zvacek, S. (2000). *Teaching and Learning at a Distance*. New York: Merrill Prentice-Hall.
- Wang, A. T., & Newlin, M.H. (2002). Online lectures: Benefits for the virtual classroom. *THE Journal*, 29, 17-22.

Techniques used to redesign a lecture based course into a collaborative learning environment

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

Objectives:

During this presentation, participants will:

- a. Use collaborative learning exercises to hook, engage, and equip students for desired performances and rethink their earlier ideas using collaborative learning techniques.
- b. Identify collaborative learning techniques for lecture based courses.
- c. Participate in reflection and examination of their teaching methods.

Audience:

This presentation will be entertaining and useful for faculty with an interest in cooperative, collaborative, and active learning exercises as alternative teaching methods to lecture.

Activities:

This presentation will include the following activities:

- a. Audience collaborative exercises.
- b. Discussion with other participants about different collaborative learning techniques.
- c. Audience reflections on experiences are valuable in helping colleagues to explore their approaches to teaching in order to enhance their practice.

Description:

Teaching technical subject matter in a lecture type course where the professor presents new knowledge during every class period can result in a fast paced class with accelerated student learning. Drinking out of the proverbial firehouse is an accurate analogy, but by implementing active and collaborative learning techniques, perhaps the students will take more responsibility for their learning (Barkley, Cross, & Major, 2005). Why is it important to switch from teacher based learning (lecture) to student based learning and problem solving? Not only is interactive and team building skills a necessity in today's work environments, but by utilizing cooperative and collaborative methods, the students could (hopefully) become life-long learners (Millis & Cottell, 1998; Barkley, Cross, & Major, 2005).

Much of the research on teaching and learning via lectures highlights problems with students' attention span (Johnson, Johnson, & Smith, 1991; Magennis & Farrell, 2005). During a lecture, we may be aware of when our students check out and no longer pay attention. We all have ways of making our lectures more interesting, but in an effort to be more creative in the classroom, I have decided to redesign an entirely lecture based course into a student focused collaborative learning environment. Currently, the only course knowledge construction activities are assigned readings and paper writing.

There are numerous studies that support cooperative and collaborative teaching methods over pure lecture (Barkley, Cross, & Major, 2005; Wiggins & McTighe, 2005). Cognitive psychologists and effective teachers have long known that active learning, where students learn by doing an activity than by simply watching and listening, is much more conducive to a deeper understanding and retention of the subject material (Felder & Brent, 2007). In this session, I will involve the audience in collaborative exercises that can be used in their own academic courses as well as discuss my personal experience with this collaborative learning course redesign.

References

- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). Collaborative learning techniques: A handbook for college faculty. San Francisco, CA: Jossey-Bass.
- Felder, R. M., & Brent, R. (2007). Cooperative learning. Mabrouk, P. A. (Ed.) Active learning: Models from the analytical sciences (pp. 34 - 53). Washington, DC: American Chemical Society.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). Cooperative learning: Increasing college faculty instructional productivity. Washington, D.C.: The George Washington University.
- Magennis, S., & Farrell, A. (2005). Teaching and learning activities: Expanding the repertoire to support student learning. Retrieved April 28, 2014, from All Ireland Society for Higher Education/Higher Education Authority: <http://www.aishe.org/readings/2005-1/magennis.pdf>
- Millis, B. J., & Cottell, P. G. (1998). Cooperative learning for higher education faculty. Phoenix, AZ: American Council on Education.
- Wiggins, G., & McTighe, J. (2005). Understanding by design. Upper Saddle River, NJ: Pearson Education, Inc.

Design the “Write” Task: Using Text Structure Strategies to Foster 21st Century Thinking

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

Objectives:

- Present and share approaches for supporting thinking and writing
- Identify and apply text structure knowledge to support learners' self-regulated learning
- Consider cross-discipline possibilities
- Apply concepts to own discipline
- Share reflections with colleagues

Audience: Higher Education Faculty in Multiple Discipline Areas

Activities:

- Discuss and share thoughts and perspectives about a working definition of writing in participants' disciplines
- Discuss and describe what 21st Century thinking and writing looks like in participants' disciplines
- Engage in reflection and sharing of what a working definition of thinking and writing in participants' disciplines
- Identify other discipline experts with whom to collaborate
- Share and discuss cross-discipline possibilities as well as discipline-specific ones

Summary:

Writing is an essential part of thinking and learning in school contexts, particularly in view of 21st Century demands (e.g., Johannesen, 2001): critical thinking, problem solving, knowledge construction, and transfer of knowledge. Johannesen (2001) recommends that writing instruction and the writing task "needs to focus on problem solving or inquiry...[and] design instruction that presents a puzzling event, question, or problem" (p. 38). Students can use their knowledge and acquired knowledge and thought processes to construct new knowledge (Bransford, Brown, & Cocking, 2001).

Unfortunately, students often arrive at colleges and universities with mediocre writing skills; standard tests show clearly that writing (and reading) scores have shown very little improvement for the past 30 years (e.g., Harris, S., 2014). For students, this transition between functioning as student writers and future writers in a discipline can be an awkward one. Students may be unsure about the shift from "being receivers of teaching knowledge to being constructors of such knowledge" (Meyer, Flores-Duenas, & Rossi, 2000, p. 18).

Higher-education faculty are aware that discipline-specific writing - teaching students to think and write as future teachers or psychologists or scientists - is often challenging for instructors as well as students. Sitko (1998) has observed that "Writing is a complex activity. Learning how to write is even more complex" (p. 112). Instructors would probably add that teaching writing may be the most complex activity of all. However, effective writing instruction is particularly important in students' education, as "cognitive development and functioning depend heavily on writing literacy" (Bandura, 1993, p. 137).

Expository (or informational) writing tasks are a "critical tool for intellectual and social development" (Bruning & Horn, 2000, p. 30), and writing opportunities that foster student learning are particularly important in all levels and disciplines of education. Moreover, students' ability to read and write expository texts plays an important role in both their cognitive development and academic success (e.g., Bandura, 1993). Students with knowledge of expository organizational formats - text structure - have powerful writing and metacognitive strategies to support them in their learning (e.g., Anderson & Krathwohl, 2001; Sitko, 1998).

One area of difficulty in expository writing assignments is that of knowledge about the organization or text structure of the writing task (e.g., Bereiter & Scardamalia, 1987; Sitko, 1998). Text structure is the way a passage of writing is organized, how ideas are presented to the reader, depending upon the writer's purpose. Therefore, designing writing tasks to foster 21st-Century thinking is recommended to include attention and instruction of text structure/organization to support writers meeting these goals (Johannessen, 2001). Students can then use their content knowledge, their newly-acquired knowledge, and thought processes (strategies) to construct new knowledge (Bransford et al., 2001).

This poster presentation will address four 21st Century concepts essential for 21st Century thinking and writing, and describe how purposeful integration of text structure instruction can foster cognition and learning in the following areas: Critical Thinking, Problem-Solving, Knowledge-Construction, and Transfer.

References

- Anderson, L. W. and Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
- Bereiter, C., & Scardamalia, M. (1987). The psychology of written composition. Hillsdale, NJ: Lawrence Erlbaum, Publishers.
- Bransford, J., Brown, A. L., & Cocking, C. R. (Eds.). (2001). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Harris, S. (2013). It all starts here: Fixing our national writing crisis from the foundation. White paper. Columbus, OH: Saperstein Associates.
- Johannessen, L. R. (2001). Teaching thinking and writing for a new century. *English Journal*, 90, 38-46.
- Meyer, R. J., Flores-Duenas, & Rossi, P. (2000). Methods courses, so what? Preliminary findings of a longitudinal study. Paper presented at the annual meeting of the National Reading Conference, Phoenix, AZ.
- Santrock, J. W. (2004). *Educational Psychology* (2nd ed.). New York: McGraw-Hill.
- Sitko, B. M. (1998). Metacognition and writing instruction. In Hacker, Dunlosky, & Graesser (Eds.) *Metacognition in Educational Theory and Practice* (pp. 93-115). Mahwah, NJ: Lawrence Erlbaum Associates.

Instructors' Characteristics and Engagement in an Online Classroom as Predictors of Students' Participation

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

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

Maura Pilotti
Ashford University
8620 Spectrum Center Blvd
San Diego, CA 92123
Maura.Pilotti@ashford.edu

Objectives:

This poster presentation concerns asynchronous online classrooms where the primary responsibility of the instructor is to offer individualized feedback to students' work. The aim of the poster is to illustrate the findings of a correlational study that focused on factors that may define the relationship between the instructor and his/her students in an online environment. Factors included both dispositions of the instructor and his/her conduct in the classroom. The underlying assumption upon which the study was based is that awareness of instructors' characteristics and actions that are associated with students' participation can inform faculty and administrators of the steps to take to improve students' online academic experience.

Audience:

This poster presentation may be beneficial to administrators and faculty who to understand that "package" of predispositions and actions that the instructor brings to the online classroom is a necessary step for improving students' online experience.

Activities:

This poster presentation will entail informal surveys where feedback from attendees (including faculty, administrators and students) will be gathered to understand views and expectations regarding instructor-related factors that are believed to be associated with an optimal online learning experience.

Summary:

It is not surprising that e-learning has progressively become a widespread educational tool (Bell, & Federman, 2013). Engagement of students and instructors is an important ingredient of the present and future success of e-learning instruction (Keengwe, Diteeyont, & Lawson-Body, 2012; Schlager, 2004). The extent to which students and instructors are engaged in asynchronous e-classrooms, however, is more difficult to assess than in traditional or synchronous learning environments where real-time interactions take place. In the asynchronous mode, it is also unclear whether instructors' dispositions and prior experiences matter as much as in traditional or asynchronous learning environments where spontaneity of exchanges may easily reveal the instructor's personality traits (see Patrick, 2011).

In the present study, we examined the relationship between instructor's dispositions and conduct in the e-classroom and students' participation. Instructor's dispositions included personality traits such as extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience measured on a 5-point Likert scale

(see the Five-Factor Model; McCrae & Costas, 2008), and an estimate of his/her experiences of ingratitude measured on a 6-point Likert scale. Instructor's conduct was divided into two categories: visibility (a quantitative measure of engagement), which was operationally defined as the frequency of his/her responses in discussion forums and as the amount of time spent in the classroom, including discussion forums and lecture sections; and quality of engagement as measured by the quality of his/her feedback to students' posts in discussion forums and his/her mode of relating to students. Three criteria were utilized to appraise feedback in discussion forums, each relying on a 5-point Likert scale (evaluation of work done, suggestions/instructions, and helpful manner). Assessment of instructor's mode of relating to students focused on interactions in the forum devoted to personal introductions during the first week of classes. Assessment was based on four criteria (instructor's tone of greetings and closing statements, acknowledgment of specific comments made by students, addition of information or questions to the students' posts, and timely replies to students' posts). Quantitative measures of students' participation were assumed to capture a key component of their engagement. These measures consisted of students' frequency of response and time spent in the classroom, including discussion forums, questions to the instructor, and written lecture sections.

One-hundred and sixty-five e-College classes covering a variety of disciplines were selected for the study. Classes generally lasted 5 weeks and each was taught by a different instructor. Three key aspects of such classes were examined: discussion forums questions to the instructor and written lecture sections.

It was found that the amount of time an instructor spent in discussion forums, reading and responding to students' posts, predicted students' participation. The latter was indexed by (a) the amount of time students spent in the classroom and (b) the number of responses they produced to other students or to the instructor in discussion forums. Interestingly, the amount of time an instructor spent in discussion forums also accounted for the effectiveness of his/her mode of relating to students. The greater was an instructor's experience with ingratitude, the greater was the quality of his feedback to students. Traditional personality factors such as those captured by the Five-Factor Model (McCrae & Costas, 2008) were unable to account for students' engagement as measured by quantitative indices. These data add to the growing body of evidence regarding the unique features of asynchronous e-learning and the need to better understand them. Further research will examine the extent to which qualitative measures of engagement (see Nandi, Hamilton, & Harland, 2012) may relate to instructor's dispositions and conduct in the online classroom.

References

- Bell, B. S., & Federman, J. E. (2013). E-learning in postsecondary education. *The Future of Children*, 23(1), 165-185. doi:10.1353/foc.2013.0007
- Keengwe, J., Diteeyont, W., & Lawson-Body, A. (2012). Student and instructor satisfaction with E-learning tools in online learning environments. *International Journal of Information and Communication Technology Education*, 8(1), 76-86. doi:10.4018/jicte.2012010108
- Costa, P. r., & McCrae, R. R. (2008). The NEO Inventories. In R. P. Archer, S. R. Smith (Eds.), *Personality assessment* (pp. 213-245). New York, NY US: Routledge/Taylor & Francis Group.
- Nandi, D., Hamilton, M., & Harland, J. (2012). Evaluating the quality of interaction in asynchronous discussion forums in fully online courses. *Distance Education*, 33(1), 5-30. doi:10.1080/01587919.2012.667957
- Patrick, C. (2011). Student evaluations of teaching: Effects of the Big Five personality traits, grades and the validity hypothesis. *Assessment & Evaluation in Higher Education*, 36(2), 239-249. doi:10.1080/02602930903308258
- Schlager, M. (2004). Enabling new forms of online engagement: Challenges for E-learning design and research. In T. M. Duffy, J. R. Kirkley (Eds.), *Learner-centered theory and practice in distance*

education: Cases from higher education (pp. 91-104). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.

Critical Thinking in the College Classroom: Encouraging Active Involvement through Discussion

Valeri Helterbran
Indiana University of Pennsylvania
570 S. 11th Street
Indiana, PA 15705
vhelter@iup.edu

Objectives:

During this presentation, participants will:

1. Examine the qualities and benefits of effective discussion,
2. Discover the value and importance of using Socratic seminar as an effective discussion strategy for critical thinking,
3. Learn the basics of Socratic seminar and how it differs from traditional discussion, and
4. Determine how Socratic seminar can be used in their own courses.

Audience:

This presentation will benefit novice or experienced faculty members who want to further engage students in active learning and increase their students' critical thinking skills regardless of content area.

Activities:

This presentation will include the following activities:

1. Discussion among participants regarding what experiences they have had with using discussion in their classes.
2. Practice crafting Socratic questions, and
3. Engage in a Socratic seminar to personally experience this form of discussion and reflect on how it can be used to enhance the participants' own instruction.

Description:

Preparing and offering opportunities for students to think critically has long been a goal of university faculty and a hallmark of quality teaching and learning. Employers, too, are increasingly seeking college graduates who demonstrate the ability to critically think (Fahim & Masouleh, 2012).

Educators often tout the virtues of promoting higher order thinking skills and the merits of critical thinking. Additionally, much has been said about the inclusion of essential questions and "big ideas" in instruction (McTighe & Wiggins, 2013); however, in an era dominated in basic education by formal standardized testing and increased accountability expectations in higher education, teaching methods focusing on analysis, synthesis, and evaluation of content have often been relegated to the proverbial "back burner."

One solution to expand cognition and strengthen a student's overall educational experience is the distinctly different form of discussion known as Socratic seminar. Socratic Seminar is not the familiar classroom argument, debate, or opinion-fest. Through careful preparation, content is connected to the instructors instructional purpose, and respectfully linked to the experiences of students (Tredway, 1995).

Using an original text (narrative, music, art, photographs, videos, or other choices), instructors can craft open-ended questions that require students to examine and voice their own thinking, to respond to others thoughtfully and with civility, and to practice the traditional communication skills of reading, writing, speaking, and listening (Roberts, 2013). Even students who are seemingly unmotivated or reluctant to participate in the college classroom can be encouraged to think and speak critically and creatively, but not without its challenges for teaching faculty (Beachboard & Beachboard, 2010).

Aristotle said, "To find yourself, think for yourself." Socratic seminar is a pedagogical method that meets the needs of learners, reinforces content, and encourages students to develop a personal voice and ownership in

the learning process. This 50-minute workshop will be highly interactive by focusing on the past experiences of session participants regarding the use of discussion in the classroom. The basics of Socratic seminar will be presented, followed by the conducting of a seminar involving all workshop participants.

References

- Beachboard, M., & Beachboard, J. (2010). Critical-thinking pedagogy and student perceptions of university contributions to their academic development. *Informing Science*, 13, 1353-1371.
- Billings, L., & Roberts, T. (2013). Think like a seminar. *Educational Leadership*, 70(4), 68-72.
- Fahim, M., & Masouleh, N. (2012). Critical thinking in higher education: A pedagogical look. *Theory & Practice In Language Studies*, 2(7), 1370-1375.
- McTighe, J., & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, VA: ASCD.
- Tredway, L. (1995). Socratic seminars: Engaging students in intellectual discourse. *Educational Leadership*, 53(1), 26-29.

Launching Students: Exploring the Roles and Perceptions of Portfolios in the Professional Job Search

Andrew Herman
SUNY Geneseo
1 College Circle
Geneseo, New York 14454
hermana@geneseo.edu

Jayni Woods
SUNY Geneseo
1 College Circle
Geneseo, New York 14454
jtw3@geneseo.edu

Objectives:

Portfolios are often thought of as repositories of a student's best work. This poster presentation has the goal of helping faculty consider the different ways we might think of a student's job portfolio. Data from our research should help college faculty understand how portfolios are perceived in the job market, and the different messages a portfolio can send to a hiring professional. Ideally, this knowledge should help faculty make decisions about how to advise individual students about materials to include in a portfolio, as well as assist departments in discussions about student outcomes and expectations.

Audience:

This presentation will help any faculty member who advises students preparing for the job market. Also, faculty and administrators who are involved in department discussions about capstone experiences and senior projects may find this helpful informative.

Activities:

Poster session discussion

Description:

While the purpose of college is a point of discussion among many involved in higher education, it is clear that many students plan on starting a career after graduation. Thus, while it is important to emphasize the lifelong learning aspects of higher education, helping students prepare for the process of searching for a job is also significant. One increasingly popular component of this process is the development of a job portfolio. Traditionally, most discussions about portfolios has focused on their role in tracking and assessing student learning over the course of their time in a particular academic program (Bauer, 2009; Naudé, 2010). The student uses the portfolio as a repository of their best work, highlighting important academic skills or areas of knowledge. In more recent years, student portfolios have also become source material for departments engaged in assessment and program reviews (Reese & Levy, 2009). Portfolios are used as evidence to support any conclusions a department may wish to support about its program. While both of these functions are important and play a significant role in the growth of both the student and department, they do not help the student develop the necessary tools for moving into the future as a young professional.

Research shows that the use of portfolios alongside resumes and cover letters is increasing in today's job market (Denzine, 2001; Powell & Jankovich, 1998; Reese & Levy, 2009; Yu, 2012). Portfolios also play an important role in tracking some professionals' growth over time (Rolheiser & Schwartz, 2001). In general, the same approach to academic portfolios is applied to professional portfolios. However, it is unclear what people in hiring positions expect in a job portfolio, or how they use the materials they are viewing (Strohmeier, 2010; Ward & Moser, 2008; Yu, 2012). Further research is needed to more confidently establish best practices for job portfolios.

This research approaches job portfolios as one part of a communication process in which interviewers and interviewees are involved. To better understand this part of the process, we need to know how portfolios are perceived and what steps a job candidate should take to be a more effective and appropriate communicator during the interview process. This study will employ a mixed methods approach (Creswell, 2003) to gather impressions of professionals involved in the hiring process. Quantitative data will support general perceptions of portfolios and the hiring process while participant interviews will explore responses to more specific aspects of job portfolios and their use in the job interview process. Ideally, with this knowledge, faculty will be able to better advise students preparing for job searches.

References

- Bauer, R. (2009). Construction of one's identity: A student's view on the potential of e-portfolios. In P. Baumgartner, S. Zauchner, & R. Bauer (Eds.), *The potential of e-portfolios in higher education* (pp. 173-183). Innsbruck, Wien, Bozen: Studienverlag.
- Creswell, J. W. (2003). *Research design: Qualitative, Quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE.
- Denzine, G. M. (2001). Making a commitment to professional growth: Realizing the potential of professional portfolios. *NASPA Journal*, 38, 495-509. Retrieved from ProQuest.
- Naudø, M. (2010). E-portfolios: A case example from masters level business students. *Journal of Organizational Behavior Education*, 3, 45-64. Retrieved from ProQuest.
- Powell, K. S., & Jankovich, J. L. (1998). Student portfolios: A tool to enhance the traditional job search. *Business Communication Quarterly*, 61(4), 72-82. Downloaded from EBSCO Host.
- Reese, M., & Levy, R. (2009). Assessing the future: E-portfolio trends, uses, and options in higher education. *Research Bulletin*, 4, 1-12. Retrieved from <https://jscholarship.library.jhu.edu/>
- Rolheiser, C., & Schwartz, S. (2001). Pre-service portfolios: A base for professional growth. *Canadian Journal of Education*, 26, 283-300. Retrieved from JSTOR.
- Strohmeier, S. (2010). Electronic portfolios in recruiting? A conceptual analysis of usage. *Journal of Electronic Commerce Research*, 11, 268-280. Retrieved from ProQuest.
- Ward, C., & Moser, C. (2008). E-portfolios as a hiring tool: Do employers really care? *Educause Quarterly*, 31(4), 13-14. Retrieved from <http://www.educause.edu/ero/article/>
- Yu, T. (2012). E-portfolio, a valuable job search tool for college students. *Campus-Wide Information Systems*, 29, 70-76. Retrieved from ProQuest.

"Experience is the key to learning": Teaching Undergraduate Research Class with Team-Based and Project-Based Learning

Carol Hostetter
Indiana University
1127 E Atwater Ave
Bloomington, IN - Indiana 47401
chostett@indiana.edu

Objectives:

During this presentation, participants will:

- Gain an understanding of how to use team-based learning in undergraduate research courses,
- Gain an understanding of how to use real-world research projects in undergraduate research courses,
- Develop skills for scaffolding writing projects for a final research paper, and
- Engage in planning for teaching their own research classes.

Audience:

This presentation will be beneficial for faculty who teach undergraduate classes in research or other required subjects that typically lack much attraction to students.

Activities:

This presentation will include the following activities:

- a) A simulation of Team-Based Learning activities
- b) Think-pair-share discussions on participants' own course objectives and ways to meet them
- c) Group discussions on the common characteristics of high-impact educational practices

Description:

Educators highly value research skills, and seek to develop these skills in their students either in research classes or in other subjects that use evidence to enhance education. Students, however, tend to experience a lack of interest in studying research (Maschi, Probst, & Bradley, 2009). In addition, our traditional-aged students are now classified in some circles as "millennial" students, who have been characterized as being interactive, collaborative, and interested in variety in the classroom (Roehling, Vander Kooi, Dykema, Quisenberry, & Vandlen, 2011). Perhaps as a response to these needs, a movement has developed in higher education to use "high-impact educational practices" (Kuh, 2008, p. 1). The phrase refers to a variety of teaching and learning experiences that are believed to lead to a higher level of student engagement and learning, and are especially effective for millennials (Brownell & Swaner, 2010). One high-impact practice is engaging students in undergraduate research (Kuh, 2008).

The course that the presenter teaches engages students through using Team-Based (Michaelsen and Sweet, 2008) and Project-Based Learning. Students take eight tests based on assigned readings, discuss the readings, and then apply their knowledge in research projects. Each team completes its own team-designed research project, and the class as a whole completes an instructor-designed research project. Both qualitative and quantitative methods are used. Research projects have scaffolded assignments that build towards the final product. The team approach allows for close mentoring and feedback as each task is completed. Each team applies their learning of research concepts such as measurement of variables, sampling, data collection, data analysis, and dissemination. They present their findings through a poster session and a paper.

This workshop will present an example of an undergraduate research class design that provides students with an engaging educational experience. The presenter has published the results from studying this class in a teaching and learning research study, but this presentation will be actively focused on ways participants can construct their own courses. We will engage in individual reflection and group discussion, as well as a simulation of Team-Based Learning activities.

The presenter will provide an example of a syllabus and sample student assignments, but will encourage participants to develop their own learning objectives and structure the course to meet them.

References

- Brownell, J. E., & Swaner, L. E. (2010). Five high-impact practices: Research on learning outcomes, completion and quality. Association of American Colleges and Universities.
- Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities.
- Maschi, T., Probst, B., & Bradley, C. (2009). Mapping social work students' perception of the research process: A qualitative follow-up study. *Journal of Baccalaureate Social Work*, 14(2), 63 - 78.
- Michaelsen, L. K., & Sweet, M. (2008). The essential elements of team-based learning. *New Directions in Teaching and Learning*, 116, 7-27.
- Roehling, P. V., Vander Kooi, T. L., Dykema, S., Quisenberry, B., & Vandlen, C. (2011). Engaging the millennial generation in class discussions. *College Teaching*, 59, 1 - 6.

Making Connections through High-Impact Practices: Learning Research Skills with Teams and Projects

Carol Hostetter
Indiana University
1127 E Atwater Ave
Bloomington, IN - Indiana 47401
chostett@indiana.edu

Objectives:

The goal is to provide evidence for the use of the high-impact educational practices of Team-Based and Project-Based Learning in engaging undergraduates in acquiring research knowledge. The mixed-methods design answers questions about both students' attitudes and their learning. The additional goal is to provide participants with an opportunity to examine their own educational practices and consider their opportunities for evidence-based course redesigns.

Audience:

The presentation is intended for faculty interested in using evidence and high-impact, student-centered learning design to improve student engagement and knowledge outcomes, as well as for faculty who are interested in the scholarship of teaching and learning.

Activities:

Participants' interest in research methods and high-impact educational practices will be assessed, with the results influencing how much time we spend discussing each concept. Participants will have time to discuss research questions they may want to explore in their classes. Handouts will be provided to allow more time for discussion.

Description:

Engaging undergraduates in research through the use of teams and real-world projects provides an opportunity for students to apply the content they learn from the readings. The research presentation examines using systematic inquiry to transform teaching practices, and evaluating the impact the transformation had on students' learning and feelings of engagement and motivation.

Team-Based Learning (TBL) uses a specific classroom structure to engage students through an active learning pedagogy. Content is covered through frequent individual and team tests on class readings, group and class discussion, and application of knowledge (Michaelsen and Sweet, 2008). Research on TBL found students are more accountable and learn valuable team-work skills with TBL than in a traditional classroom (Michaelsen and Sweet, 2008). In addition, involving undergraduate students in research projects has positive effects on retention and attendance at graduate school (Council on Undergraduate Research, 2007; Secret, Ford & Rompf, 2003). TBL and Project-Based Learning are two examples of high-impact educational practices (Kuh, 2008).

Over a period of two semesters, students in undergraduate research classes were taught using TBL and Project-Based Learning. Students were divided into teams responsible for completion of small research projects, while the entire class conducted interviews on the same topic. Students took tests on the readings for each unit, discussed these in class, and applied their research knowledge in scaffolded assignments that built towards the final product. Literature review assignments were scaffolded to build towards the final team research paper. The team approach allowed for close mentoring and feedback as each task was completed. Teams presented their findings through a poster session and a paper. Student learning and attitudes were evaluated using multiple measures including testing, student reflection papers, and final papers. Quantitatively, the effectiveness of the method was measured on the pre- and post-tests, and the course tests and papers. Qualitatively, measures included reflection papers and course evaluations.

Results indicated that Project-Based Learning, conducted in teams, showed promising evidence for the two semesters in which data was collected. Students' scores on the pre- and post-tests improved with a statistically significant effect. Students' scores on knowledge tests averaged 90% or better. Student reflections were strongly positive as to their perceptions of their learning and interest in the course. The social atmosphere in the classroom was also found to be positive and engaged, with most students arriving for class prepared. While students found it challenging to pass the institution's human ethics test and conduct professional-level interviews, they saw that they could rise to the challenge. Examples of typical student comments are: "Experience is the key to learning for me. Actually conducting research is why I learned so much," and, "It made me more critical and skeptical of the research I read and use in my own research papers." While this case study of two courses cannot be generalized, it may add to the body of literature in the scholarship of teaching and learning.

References

- Council on Undergraduate Research. (2012). Factsheet. Retrieved from http://www.cur.org/about_cur/fact_sheet/
- Kuh, G. D. (2008). Excerpt from "High-Impact Educational Practices: What they are, who has access to them, and why they matter." Association of American Colleges and Universities.
- Michaelsen, L. K., & Sweet, M. (2008, Winter). The essential elements of team-based learning. *New Directions in Teaching and Learning*, 116, 7 - 27. doi: 10.1002/tl.330
- Secret, M., Ford, E. L., & Rompf, J. (2003). Undergraduate research courses: A closer look reveals complex social work student attitudes. *Journal of Social Work Education*, 39, 411 - 422.

Multidisciplinary Service Learning Partnership - Students "Planned" and "Vetted."

Debra Howard
University of Cincinnati, Blue Ash College
9555 Plainfield Rd.
Blue Ash, OH 45236
debra.howard@uc.edu

Objectives:

During this poster presentation, participants will:

- a) Engage in discussion to share information regarding relevancy of service learning opportunities as a useful pedagogy to enhance students' active learning experiences outside the classroom.
- b) Emphasize the importance of "soft" skills needed for students to successfully communicate and network with individuals outside their specific disciplines.
- c) Stress the need for critical thinking by students to reflect, assess, and report on their service learning experiences.

Audience:

This poster presentation will benefit faculty searching for new ideas for inclusion into their existing courses. Faculty will have an opportunity to discuss the benefits, as well as their concerns, of engaging students in a similar active learning project.

Activities:

This presentation will include the following activities:

- a) Discuss ideas with faculty to provide immediate support and encouragement to colleagues considering developing a service learning activity.
- b) Emphasize the importance of developing student learning goals and objectives for a service learning activity.
- c) Stress the importance to include students' understanding of the student learning goals and objectives of the service learning activity.
- d) Emphasize the need for both students and faculty to evaluate and assess the service learning activity.

Description:

Flipped classrooms, online teaching, hybrid teaching, and F2F teaching - do you have time to consider trying any other alternative teaching approach? The answer is YES! Allow your students the opportunity to involve themselves in an active learning project and participate in community engagement beyond the classroom. This "real-life" scenario provides an important opportunity for students. They are able to use their discipline-specific skills to complete the tasks required on a service learning project. In addition, students must also use their "soft" skills to communicate with other students, faculty, and career professionals from multi-disciplines while working on the project.

Student Learning Outcomes should be established and should be clearly understood by the students in advance of beginning the project. At the conclusion of the project, students will use their critical thinking skills and write a reflective paper to assess their experiences.

The poster presentation is a perfect opportunity to explore the possibilities, inquire about the difficulties, and network with colleagues for support and encouragement!

References

Ali, Azad, & Moore, Wayne. (October 2011). Motivational Elements for Service Learning in Technology Courses: A Case Sample. Business Education Forum, 66 (1), 55-58.

Cellante, Donna, & Graham, John. (February 2012). A Model for Integrating Communication "Soft" Skills into the Business Education Curriculum. *Business Education Forum*, 66 (3), 31-33, & 50.

Clayton, Patti H., Bringle, Robert G., & Hatcher, Julie A. (2013). *Research on Service Learning: Conceptual Frameworks and Assessment Volume 2B: Communities, Institutions, and Partnerships*. Sterling, Virginia: Stylus Publishing, LLC.

Hammer, Victoria. (2009). Service Learning in Business Education is Important! *OBTA Beacon*, 27 (2), 1.

Come Play with Me: Exploring Creative Engagement Strategies for 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 ways of engaging students in the college classroom
- b) Use a strategic thinking planning framework
- c) Ponder and plan ways to apply engagement strategies during the instructional planning process

Audience:

This presentation will be valuable to college professors who want to:

- a) Explore ways to engage college students in their lessons
- b) Apply strategic thinking during the instructional planning process

Activities:

This session will highlight some methods that facilitate thinking fluently and flexibly about planning engagement in the college classroom. A framework for thinking about instructional planning will be presented and discussed. Session participants will experiment with the right questions that are in the framework that lead to creative planning. They will produce instructional plans. Audience members will share the results of their products with the class. Methods for the session include but are not limited to discussion, show and tell, modeling, and creating work products.

Description:

Trying to figure out how to connect instruction to a class of diverse students is particularly challenging for college professors (Bean, 2001). One option for addressing this challenge is to engage students in their learning. When professors engage in strategies that promote active learning they usually have the goal of maximizing students learning. "The evidence is overwhelming that at the college level, student-active methods ensure more effective, more enjoyable, and more memorable learning than do passive methods - the most passive being the lecture" (Nilson, 2003, p. 87). Furthermore, Nilson supports the idea that student-active techniques motivates students to take responsibility for their learning.

Barkley (2010) surmises that because of the dynamic nature of learning that professors must find ways to get students to make sense of the course content and connect it to their experiences. That means that engagement in the college classroom is a must for increasing student learning opportunities. Many professors conclude that engagement stems from active learning (Barkley, 2010). Nilson (2003) infers that if a professor understands his or her learners then active learning will be a response to that knowledge.

In his discussion on engaging all learners in the college classroom, Bean (2001) depicted many challenges that professors encounter when planning their instruction. One such challenge is trying to accommodate different personality types and cognitive types in the instructional plan. Awakening students' interest in the course content is another of the challenges discussed by Bean.

Although there are challenges to overcome to maximize students learning opportunities in the college classroom, there exist many strategies for addressing these obstacles. Nilson (2003) proposes that we must examine multiple perspectives in the instructional planning process. She explains that we must examine our persona, assignments, tasks, and teaching methods as we think about motivating our students in the learning process. Taking it one step further Burgess (2012) proposes that educators must think fluently and flexibly

about instructional planning. He further concludes that it is crucial to begin the creative planning process with the right questions.

This session will focus on Burgess' framework relating to the right questions to use when one wants to engage in the creative planning process. How can thinking like Picasso or Mozart help one to explore more creative engagement in the college classroom? How can thinking about environment design, being a chef, and reality TV help one to engage students more creatively in the lesson content? Come play with in this session and explore more methods of creative engagement.

References

- Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco: John Wiley & Sons, Inc.
- Bean, J. C. (2001). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.
- Burgess, D. (2012). *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator*. San Diego, CA: Dave Burgess Consulting, Inc.
- Nilson, L. B. (2003). *Teaching at its best: A research-based resource for college instructors*. (2nd ed.). San Francisco: Anker Publishing.

**Yours, mine, or ours? Engaging in a collaborative process
regarding ownership of online course materials**

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

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

Objectives:

Participants will

1. Identify differences between copyright, trademark and patents;
2. Describe how intellectual property, the doctrine of fair use, and copyright law impact teaching in higher education; and
3. Analyze sample case studies that illustrate the above concepts.

Audience:

This interactive teaching session is appropriate for faculty, staff and administrators, particularly those who engage in distance education or other forms of online learning

Activities:

During this session, participants will include the following activities:

1. Dialogue about legal issues of copyright, fair use and intellectual property, particularly as they relate to distance education and online learning materials;
2. Evaluation of sample cases with respect to implications for teachers and learners; and
3. Discussion with other participants about policies and procedures at their institutions.

Description:

The availability of online educational materials has changed the way colleges and universities view teaching and learning (Rogers, 2000). The powers of mobility and wirelessness expand the possibilities of teaching and learning (Alexander, 2004), but come with challenges to practitioners. Research on factors related to planning and developing online course offerings suggest that legal issues are at the forefront of this discussion (e.g., Levy, 2003; Muilenburg & Berge, 2001). In their study of barriers to distance education, Muilenburg and Berge (2001) found that concerns included copyright and fair use issues; lack of policy concerning intellectual property rights; and problems with computer crime, hackers, piracy, and viruses. Other studies have had similar findings (e.g., Berge & Mrozowski, 1999; Cegles, 1998; Merrill et al., 1992).

Issues surrounding copyright, fair use and intellectual property are being re-evaluated given changes in how educational materials are delivered (Levy, 2003). Copyright law allows the owner to reproduce the work in any format (Copyright Law, 1976) may not apply to faculty considered "work-for-hire" by their institution (Levy, 2003). There are other limitations as well. For example, the *Facenda v. N.F.L. Films, Inc.* case demonstrated uncertainty about preemption clauses regarding copyright and publicity conflicts (Riccard, 2009). Furthermore, copyright law may not extend to video and music clips used online; thus, the Technology, Education and Copyright Harmonization (TEACH) Act was created in 2001. It has been revised, focusing on accessibility of electronic instructional materials and has been introduced to the Congress as the Technology, Equality, and Accessibility in College and Higher Education Act (TEACH Act) in 2013. In response to the ambiguity of

these issues, institutions and instructors are recommended to create written agreements before proceeding with the creation and distribution of online materials (Primo & Lesage, 2001).

Discussion at this interactive teaching session will focus on ownership issues of faculty work products. Participants will learn about differences between copyright, trademark and patents, along with a broader conversation about how intellectual property, fair use and copyright law impact teaching in higher education. Participants will engage in analysis of sample case studies illustrating the complexities of these issues, and compare policies and procedures from their home institutions. This interactive teaching session will be led by a business faculty member who also served as the plaintiff's counsel in the precedent-setting federal lawsuit *Facenda v. N.F.L. Films, Inc.*, and by a psychology faculty member with expertise in technology and education research.

References

- Alexander, B. (2004, January 1). Going nomadic: Mobile learning in higher education. Educause. Retrieved from <http://www.educause.edu/ero/article/going-nomadic-mobile-learning-higher-education>
- Berge, Z.L., & Mrozowski, S. (1999). Barriers to online teaching in elementary, secondary, and teacher education. *Canadian Journal of Educational Communication*, 27(2), 59-72.
- Cegles, K.A. (1998). Emerging issues affecting distance education research and practice in higher education: A global futures perspectives. UMI Publications: Ann Arbor, MI.
- Levy, A. (2003). Six factors to consider when planning online distance learning programs in higher education. *Online Journal of Distance Learning Administration*, VI. Retrieved from <http://www.westga.edu/~distance/ojdl/spring61/levy61.htm>
- Merill, P.F., Hammons, M.N., Tolman, L., Christensen, B.R., Vincent, & Reynolds, P.L. (1992). *Computer in education*, 2nd edition. Neddham Heights, MA: Allyn and Bacon.
- Muilenburg, L.Y., & Berge, Z.L. (2001). Barriers to distance education: A factor-analytic study. *The American Journal of Distance Education*, 15(2), 7-22.
- Primo, L.H., & Lesage, T. (2001). Survey of intellectual property issues for distance learning and online educators. *Education at a Distance*, 15(20). Retrieved from http://www.usdla.org/ED_magazine/illuminactive/FEB01_Issue/article03.html
- Riccard, K.E. (2009). Product placement or pure entertainment? Critiquing a copyright-preemption proposal. *American University Law Review*, 59(2), 427.
- Rogers, D.L. (2000). A paradigm shift: Technology integration for higher education in the new millennium. *Educational Technology Review*, 13, 19-27, 33.

Electronic Observation: A 21st Century Model for Excellence in Teaching and Learning

Susan Jenkins
Southwest Plains Regional Service Center
16510 Burklund Ravine Road
Olsburg, Kansas 66520
sue.jenkins@swplains.org

Peggy Forsberg
Highland Community College
606 West Main
Highland, Kansas 66035
pforsberg@highlandcc.edu

Objectives:

- Review the tenets of excellent teaching and learning.
- Discuss the research and best practice surrounding electronic walk-through observation.
- Experience hands-on practice with an electronic observation tool.
- Collaborate regarding application of electronic observation in programs and settings within higher education.

Audience:

This session will be beneficial for a broad and diverse spectrum of faculty and/or administrators as they serve in the role of mentor or peer coach with the goal of continually striving for the delivery of excellence in teaching and learning. The innovative technique, electronic observation, is emerging as an efficient and effective method with which to generate real-time data for enriching professional conversations and self-reflection. It is applicable across programs and throughout various areas of content expertise.

Activities:

This session will include the following strategies and activities:

1. Self-reflection designed to nurture participant consideration of the "essence of excellent teaching and learning."
2. Partnering and small group discussion to enrich reflection regarding the "on-going challenge of delivering excellent instruction to increase student learning."
3. Demonstration of an actual on-line electronic observation tool currently being utilized for collecting real-time data during instruction.
4. Actual log-in and practice with a model on-line electronic observation tool, allowing participants to experience its functionality and ease of use.
5. Opportunity for roundtable discussion and interaction, with the presenters and with participating colleagues, focusing on application of the tool in university education and teacher education settings.

Description:

"A program of brief but frequent classroom walk-throughs has become an increasingly popular strategy in recent years for - observing classroom activities" (Protheroe, 2009, p.30). Classroom walk-throughs have been described as a tool to "drive a cycle of continuous improvement by focusing on the effects of instruction" (Cervone and Martinez-Miller as cited in Protheroe, 2009, p. 30).

Simply put, if education were a jigsaw puzzle, an oft missing piece is a strategic method of observation. A system to monitor practice and expected outcomes. A system that generates dynamic data to drive decision-making and to support adjustments, as needed to meet program standards in a continuous improvement model (Cervone & Martinez-Miller, 2007; Downey et al., 2004). Classroom walk-through observation is that system, a powerful and intentional missing puzzle piece.

This interactive session will focus on best practice in classroom walk-throughs utilizing a 21st century model of "electronic observation," an emerging tool for supporting the on-going development of excellence in teaching and learning. Participants will hear the latest research surrounding this strategy, as well as valuable considerations from experiences in the field with application of electronic observation. A discussion of the flexibility to develop customized content aligned with institutional accreditation standards, national standards for content and pedagogy, and program area standards will ensue.

Finally, the session will allow participants to experience demonstration of a model electronic observation tool. Both functionality and sample content will be shared. Participants will be provided a log-on and enjoy a hands-on opportunity to utilize the tool, enter pilot data, and preview the data storage and data analysis features built in the tool.

The roundtable discussion format will allow the presenters, in collaboration with participants in the session, to interact, to discuss, and to experience both guided and independent practice with the electronic tool. Because walk-through observation has such potential as a catalyst to support both excellent instruction and a positive shift in learning (Walk-Through as Powerful, n.d.), this process is establishing itself as best practice in educational circles (Hopkins, 2010; David, 2008).

When real-time observation data are analyzed, used to support reflection and collaborative conversation, and ultimately, when these data become the basis to drive professional learning, the results are clear (Protheroe, 2009). Program initiatives are actualized. Instructional strategies improve. Students become engaged and student achievement increases.

References

- Cervone, L., & Martinez-Miller, P. (2007). Classroom walkthroughs as a catalyst for school improvement. *Leadership Compass*. Retrieved from <http://centerx.gseis.ucla.edu/partnerships-grants/northeast-region/resources/classroom-walkthroughs.pdf>
- David, J. L. (2008). What research says about classroom walk-throughs. *Informative Assessment*. Retrieved from http://www.ascd.org/publications/educational_leadership/dec07/vol65/num04/Classroom_Walk-Throughs.aspx
- Downey, C. J., Steffy, B. E., English, F.W., Frase, L. E., & Poston, W. K. (2004). *The three-minute classroom walk-through: Changing school supervisory practice one teacher at a time*. Thousand Oaks, CA: Corwin Press.
- Hopkins, G. (2010). Walk-throughs are on the move. *Education World*. Retrieved from http://www.education-world.com/a_admin/admin/admin405.shtml
- Protheroe, N. (2009). Using classroom walkthroughs to improve instruction. *Principal*. Retrieved from https://www.naesp.org/resources/2/Principal/2009/M-A_p30.pdf
- Walk-through as powerful professional learning design. *Learning Sciences International*, Patent pending 2008-2009. Retrieved from <http://www.pasa-net.org/LFTMod2WalkThrough.pdf>

Is It Really About Learning? Or about Getting an A?

Ellen Kaye Gehrke
National University
3678 Aero Court
San Diego, CA 92123
ekayegehrke@nu.edu

Suzanne Evans
National University, School of Education
11255 N. Torrey Pines Rd
La Jolla, CA 92037
suzanne.evans@natuniv.edu

Objectives:

In this workshop, participants will:

1. Examine characteristics of learning and the three roles university students tend to assume as a learner; surface learners, strategic learners, and deep learner.
2. Discuss characteristics of learning and research based principles of learning.
3. Debate the expectations from a faculty perspective of deep learning in a university classroom and develop strategies to support deep learning.

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 plays out with the three basic types of university learners. We will share strategies used by the most effective college teachers to challenge students and to invoke deep learning, reflect on ideas, build on them and plan ways to use them to improve the learning. The participants will debate the merits and practicality of engaging in the work required to develop deep learning.

Description:

Effective teaching and learning and assessment of learning has become the mantra of educational reform in higher education. There is often little thought to what learning means and entails. Examining effective teaching must begin with a consideration of how students learn and their motivation to be in the learning environment. Drawing from research in cognitive, developmental, and social psychology and organizational behavior, there have emerged a set of key principles underlying learning (Atherton, 2013). Learning is about change in behavior, caused by interaction with the environment and results in a sustained and substantial influence on the way we subsequently think, act, and feel (Ambrose, 2010). Learning can also be defined in terms of the intellectual, artistic, and personal development of the students; or the development the dynamic power of one's own mind (Bain, 2004). Both Bloom's taxonomy and Biggs's Solo taxonomy helps conceptualize that deep learning entails the ability and will to theorize, analyze, synthesize, and evaluate (Biggs, 1982). Deep Learners also utilize reflective practice as a means of transformation (Kitchener & King, 1994). Other key attributes of deep learning is that knowledge is constructed, as it is received and involves time to process and integrate. Learning for understanding takes time, the proper classroom environment that supports questioning, application to real life, problem solving and caring (Ambrose, 2010).

Bain believes that the best college learning occurs when "a natural critical learning environment" is created. In this environment, deep learning can occur as the student feels challenged, safe, gets plenty of practice and feedback and is able to relate what they know to what is being learned (Bain, 2004). Bain proposes that people learn most deeply when they have the opportunity to answer questions or solve problems they find interesting,

intriguing, important; can work collaboratively with other learners struggling with the same problems; have time and opportunities to explore; feel challenged to examine their existing paradigms in an environment that provides emotional, physical, and intellectual support; when they believe they are in control of their own learning and maintain a level of self-efficacy (Bain, 2004).

There is a push to explore ways that the learning of teacher and student can complement each other. The debate for college educators becomes whether students can or should be motivated toward deep learning and if it is the responsibility of the professor to facilitate that movement. Exploring the responsibility, need and practicality of developing deep learners is both important and intriguing. Utilizing questioning and discussions, the participants will explore these issues.

References

- Ambrose, S. (2010). *How learning works: Seven research based practices*. Jossey Bass.
- Atherton, J. S. (2013) *Learning and teaching; Angles on learning, particularly after the schooling years*. Retrieved from <http://www.learningandteaching.info/learning/>
- Bain K. (2004). *What the best college teachers do*. Harvard University Press.
- Barkley, E. (2009). *Student engagement techniques: A handbook for college faculty*. Jossey Bass.
- Biggs, J. & Collis, K. (1982) *Evaluating the Quality of Learning: the SOLO taxonomy*. Academic Press. See http://www.johnbiggs.com.au/solo_graph.html
- Kitchener, K., & King, P. (1994). *Developing reflective judgment: Understanding and promoting intellectual growth and critical thinking in adolescents and adults*. Jossey-Bass.

**Enhancing an online quantitative research course
through increased interaction among faculty and students**

Robert Kilmer
Walden University
155 Fifth Ave. South
Minneapolis, MN 55401
robert.kilmer@waldenu.edu

Evelyn Johnson
Walden University
155 Fifth Ave. South
Minneapolis, MN 55401
evelyn.johnson@waldenu.edu

Objectives:

1. Learn an effective strategy for partnering with a faculty member teaching the same course but different sections of an online course.
2. Identify opportunities for partnering with other faculty members to improve teaching online courses.
3. Learn how to use free, or inexpensive web-based tools to provide interactive teaching and learning experiences with students and fellow faculty.

Audience:

Anyone teaching repeated offerings of the same course more than once a year for multiple years.

Activities:

1. Demonstration of an initial collaboration session to form a teaching partnership.
2. An opportunity for self reflection for participants to identify at least one course that they could partner with another faculty member.
3. Brainstorm specific ideas for collaborating with a teaching partner.
4. Share collaboration ideas to allow for suggestions from others.

Description:

Research on online learning is still emerging, but has generally converged on the "no significant difference" finding (Zhao, Lei, Yan, Lai & Tan, 2005) when compared to face-to-face instruction. This is important, because in the last decade, the number of online education programs and the use of hybrid courses in face-to-face programs has increased exponentially. The no significant difference finding suggests that when instructional experiences are well-designed and implemented, they are equally as effective regardless of whether delivered through an online or a face-to-face setting.

As the research on online learning moves beyond general efficacy studies and becomes more nuanced, an emerging body of literature suggests that there are subject areas and instructional delivery formats that moderate the results (U.S. Department of Education, 2010). This suggests that instructors will need to 1) have a deep understanding of their content, 2) know and understand their students' learning needs and 3) be able to know and apply the most appropriate instructional methods based on their understandings of content and student needs.

The findings from the U.S. Department of Education are consistent with Moore's (1989) framework for online instructional design that focuses on the three facets of interactions that promote learning - learner-content,

learner-learner, and learner-instructor. Optimizing these interaction types within the instructional environment is one way to ensure a positive learning experience for students.

Many of the doctoral students who enter our Ph.D program do not have a strong background in statistics or research methodology. Given the limitations in background knowledge, the online learning environment can be challenging. Mills & Raju (2011) report that using interactive approaches to teaching are one way to help improve student outcomes and satisfaction in statistics courses.

However, providing interaction for students distributed worldwide in an asynchronous learning environment can be quite difficult. This leads to the question, how can interactive approaches to learning be incorporated to improve student performance and course satisfaction while at the same time not be too time consuming or burdensome for the faculty member?

It was this question that led us to try a new approach of partnership teaching for a University-wide doctoral level quantitative research course between a School of Education faculty member and a School of Management faculty member.

Come join us to learn what we have tried and what has worked and what has not. Hopefully you will leave with ideas that you can try as well.

References

- Dutton, J. & Dutton, M. (2005). Characteristics and Performance of Students in an Online Section of Business Statistics. *Journal of Statistics Education* [online], 9,3. Available at <http://www.amstat.org/publications/jse/v13n3/dutton.html>.
- Everson, M. G. & Garfield, J. (2008). An Innovative Approach to Teaching Online Statistics Courses, *Technology Innovations in Statistics Education* [online], 2,1. Available at <http://www.escholarship.org/uc/item/2v6124xr>.
- Mills, J. D., & Raju, D. (2011). Teaching statistics online: A decade's review of the literature about what works. *Journal of Statistics Education*, 19(2). Retrieved from: www.amstat.org/publications/jse/v19n2/mills.pdf
- Moore, M. G. (1989). Three types of interaction. *American Journal of Distance Education*, 3(2), 1-6.
- Saito, H., & Miwa, K. (2007). Construction of a learning environment supporting learners' reflection: A case of information seeking on the Web. *Computers & Education*, 49(2) 214.
- U.S. Department of Education, (2010). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*, Washington, D.C., Office of Planning, Evaluation, and Policy Development.
- Zhao, Y., Lei, J., Yan, B., Lai, C., & Tan, H. S. (2005). What makes the difference? A practical analysis of research on the effectiveness of distance education. *Teachers College Record*, 107, 1836-1884.

Criminally Good Writing: Using Crime Fiction to Teach Writing

Margot Kinberg
National University
705 Palomar Airport Road
Carlsbad, CA 92009
mkinberg@nu.edu

Activities:

During this presentation, participants will:

- a) Reflect on the kinds of students who tend to struggle in writing classes;
- b) Learn to use crime fiction stories as models for student writing;
- c) Learn to coach students as they write their own crime fiction stories

Audience:

This presentation will be beneficial to those who teach developmental, creative and basic English writing courses, and who would like to help their students engage more with the writing process.

Activities:

The following activities will be included in this presentation:

- a) Activity designed to help participants understand their own student populations
- b) Simulation and discussion of a model set of writing activities using crime fiction
- c) Interaction with other participants to generate possible activities for their own classrooms

Description:

You love to write, and you're eager to share your interest with students. But many of them don't seem to engage at all. Even students who willingly complete the assignments you give don't always seem to get much meaning from them. And research shows that when students make personal meaning from what they're writing, they become more skilled writers (Pytleski, 2013; Mendelowitz, 2014).

Then there are those students who don't see themselves as writers in the first place. They may be intimidated by the need to be "write without mistakes." (Sanders-Reio, Alexander, Reio, & Newman, 2014) Or they may be second-language learners of English, and not confident in their writing. (Guo, 2013) For these students, there's a need to build their confidence, so that they're more willing to take the risks that writing involves (Villalen, Mateos & Cuevas, 2013).

Whether you teach online or in traditional classrooms, this presentation will help you work with all three kinds of students in a new way. You'll learn to use crime fiction and mystery stories to model writing for students, to help them build their skills as writers, and to invite them to engage themselves in writing. Why crime fiction? One reason is that it's popular (e.g. Franks, 2014) and available at many reading levels. Another is that crime and mystery stories don't have to involve a lot of writing, so they're less likely to intimidate students. In fact, some of them are only a few paragraphs long!

How can you use crime and mystery fiction in your writing course? My presentation will offer you some tools to do just that. You'll learn about ways to choose model stories, to engage your students in writing their own stories, and to collaborate with their peers in becoming stronger and more engaged writers.

References

Franks, R. (2014). A Taste for Murder: The Curious Case of Crime Fiction. *M/C Journal*, 17(1).

- Guo, Y. (2013). *The Class Blog: Chinese EFL Non-English Major College Students' Online Writing Experiences* (Doctoral dissertation, University of Missouri--Columbia).
- Pytleski, P. D. (2013). Crossing the Ideological Borders of Writing: The Fundamental Nature of Personal Writing (and Academic Discourse) In the First Year Writing Classroom. *EAPSU Online: A Journal of Critical and Creative Work*, 47.
- Mendelowitz, B. (2014). Permission to fly: Creating classroom environments of imaginative (im) possibilities. *English in Education*.
- Sanders-Reio, J., Alexander, P. A., Reio Jr, T. G., & Newman, I. (2014). Do students' beliefs about writing relate to their writing self-efficacy, apprehension, and performance?. *Learning and Instruction*, 33, 1-11.
- Villalen, R., Mateos, M., & Cuevas, I. (2013). High school boys' and girls' writing conceptions and writing self-efficacy beliefs: what is their role in writing?

**Magic, Monster's and Self: Connecting Literature to Self-exploration and Study Strategies
in a Learning Community for "At-risk" First-year Students**

Adam Klepetar
St. Cloud State University
FYTP CH 366
St. Cloud, MN 56301
asklepetar@stcloudstate.edu

Judith Kilborn
St. Cloud State University
Department of English B51 Building
St. Cloud, MN 56301
jmkilborn@stcloudstate.edu

Victoria Williams
St. Cloud State University
Department of Academic Support 236 Centennial Hall
St. Cloud, MN 56301
vlwilliams@stcloudstate.edu

Activities:

In this session we will outline how we designed and engaged a learning community of "at-risk" students using the concept of integrative learning. In our learning community, we use four pieces of young adult literature and analyze them using literary criticism, developmental theory and learning strategies. We use integrated assignments and class activities to help students understand the connection between the courses they take and their own development from high school to college and from adolescence into emerging adulthood. Session participants will be introduced to the overall conceptual framework of our program and specific integrated teaching methods we use with our students. We will highlight the capstone project students use to connect the journey of the fictional characters to their own journey into the world. We will make a strong connection between Joseph Campbell's Hero's Journey and several student development theories, including Schlossberg's Transition Theory, Marcia's Identity Theory and Arthur Chickering's Theory of Student Development (1969). In addition, we will include some of the information our students learn about how learning works. A basic understanding of how the brain works allows our students to understand the effectiveness of the learning strategies we present (Zull, 2002), as well as the importance of the reflective activities that are a part of our learning community (Huber & Hutchings, 2010).

References

- Campbell, J. (1949). *The hero with a thousand faces*. NY: Princeton UP.
- Chickering, A. W. (1969). *Education and identity*. San Francisco, CA: Josey-Bass.
- Chickering, A. W. (1993). *Education and identity* (2nd ed.). San Fransisco, CA: Josey-Bass.
- Huber, M. T., & Hutchings, P. (2012). Integrative learning: Mapping the terrain. In M. M. Welkener, A. Kalish & H. M. Bandeen Eds.), *Teaching and learning in the college classroom* (pp. 339-347). New York, NY: Learning Solutions.
- Marcia, J. E., (1966), Development and validation of ego identity status, *Journal of Personality and Social Psychology* 3, pp. 551-558.

Schlossberg, N. K., Waters, E. B., & Goodman, J. (1995). *Counseling adults in transition: Linking practice with theory* (2nd ed.). New York: Spring.

Zull, J. E. (2002). *The art of changing the brain*. Sterling, VA: Stylus.

Using blended instruction to enhance gains in intercultural competence while studying abroad

Wendy Klepetar
College of St. Benedict
37 S. College Avenue
St. Joseph, MN 56374
wklepetar@csbsju.edu

Jean Didier
St. John's University
Simmon's Hall
Collegeville, MN 56321
jdidier@csbsju.edu

Objectives:

Participants will

- a) Learn about the use of blended instruction in an extended experiential context
- b) Reflect on the role of culture in gender creation and socialization
- c) Experience a sample blended instruction activity for those studying abroad at a variety of sites

Audience:

Faculty interested in teaching courses combining online instruction with experiential learning.

Activities:

Participants will take part in the following activities:

- a) A brief introduction to the blended classroom technique in the Study Abroad context.
- b) A small group exercise comparing materials from varied cultures.
- c) Discussion of the blended instruction model used and its applicability in a variety of experiential learning settings.

Description:

Intercultural competence is a key skill for students to develop today. Study abroad provides students with unparalleled opportunities for intercultural learning. The Institute of International Education data shows that almost ten percent of undergraduates now study abroad, and the trend has been steadily upward (Redden, 2014). Study abroad is a totally immersive experiential learning model, and a powerful tool for stimulating critical thinking and the sort of engagement that leads to long-term retention of learned material. Yet, studies indicate that for students to achieve enhanced intercultural competence as an outcome of experiential learning they need academic preparation prior to their immersion in an unaccustomed cultural milieu (Kratzke & Bertolo, 2013). It is essential that they be equipped with academic preparation prior to departure and afforded an opportunity for post-immersion reflection if they are to achieve maximal gains in intercultural competency.

Blended instruction is a great way to engage students with a variety of learning styles (Pregot, 2013). It is more effective than either lecture or online instruction in isolation. However, many students prefer face-to-face interaction. When an online component is added to study abroad programs, students spread throughout the globe can compare and contrast their experiences in varied societies, thus enriching their appreciation both of unique program settings and the multiplicity of cultures around the globe. By combining pre- and post-study abroad classroom instruction with online interactions while abroad we can maximize learning outcomes for our students.

In this session we will focus on a blended instruction course we have developed to teach about gender and the cultural significance of gender as part of the study abroad programs offered at our schools. Gender is a significant cultural variable. It is "performed in line with social and organizational expectations about how women and men "ought" to behave. (Rittenhofer & Gatrell, 2012). These social expectations vary from culture

to culture. Gender can be used as one of the basic tools for examining cultural differences (Hofstede, Hofstede, & Minkov, 2010).

Participants will be introduced to the instructional model we use and to the cultural theories of Hofstede, Hofstede and Minkov. Attendees will then take part in an experiential exercise we have created for examining aspects of gender socialization across cultures. We will include opportunities to discuss the design and implementation of blended courses, with particular emphasis on the incorporation of in-depth experiential learning components. We will also share assessment methods for the blended classroom, including reflection on experiential exercises such as the one completed in the session (Picciano, Dzuiban, & Grahman, 2014).

References

- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind*, Third Edition. New York: McGraw-Hill.
- Kratzke, C., & Bertolo, M. (2013). Enhancing Students' Cultural Competence Using Cross-Cultural Experiential Learning. *Journal of Cultural Diversity* , 107-111.
- Picciano, A. G., Dzuiban, C. D., & Grahman, C. R. (2014). *Blended Learning: Research Perspective Volume 2*. New York: Routledge.
- Pregot, M. V. (2013). The Case for Blended Instruction: Is It a Proven Better Way to Teach? *US-China Education Review A* v3 n5 , 320-324.
- Redden, E. (2014, March 3). Generation Study Abroad. Retrieved May 24, 2014, from Inside Higher Ed: <http://www.insidehighered.com/news/2014/03/03/new-initiative-aims-double-number-americans-studying-abroad#sthash.XCTY9FOK.Pk9jFrwV.dpbs>
- Rittenhofer, I., & Gatrell, C. (2012). Gender Mainstreaming and Employment in the European Union: A Review and Analysis of Theoretical and Policy Literatures. *International Journal of Management Review*, Vol. 14 , 201-216.

Don't let your flip flop: Engagement strategies for the online portion of your course

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

Objectives:

During this presentation, participants will:

- Learn about tips and techniques to engage and assess students in the online portion of their course
- Develop activities that can be added to courses when they return to campus
- Engage in sample activities to learn how they work

Intended Audience:

This presentation is appropriate for faculty who teach using a flipped class technique, an online course (full, partial, or hybrid), or a technology enhanced course. The focus of the presentation is to provide tips for developing engaging and assessing student understanding in online or technology enhanced courses and to share and allow participants to interact with different techniques to engage learners.

Activities:

This presentation will include the following activities:

- Examples of different ways to engage and assess students
- Discussion with participants to glean different techniques that they are already using
- Development of a take home activity that participants can use in their own course

Description:

Remember when it was easy to look at your students and know if they "got it"? That sea of blank stares usually meant that they didn't and the nods of approval and periods of engagement usually meant that they did. Well, times have changed. All too often, the distance between them and us is the Internet. So just like evolution, we need to adapt those time-tested strategies and move them to the faceless realm we call online learning.

So how do we do this? Remember back to 1993 when Angelo and Cross released the wonderful book called "Classroom Assessment Techniques"? That book has served us well in the face to face environment. If students were giving those blank stares we could pull a technique out of our bag of tricks, assess them on the fly, readjust or explain, assess again, and move on. So do we burn the book? The simple answer is no. Most of those techniques can be adapted for the online environment. When combined with lessons that are "chunked" into short segments (Miller, 1956; Levine, 2013) followed by activity and a modified assessment technique, you can assess student understanding and point them back to relevant parts of the material (Sewell, Frith & Colvin, 2010; Bergquist & Holbeck, 2013).

Are you ready to learn and share? Come to this session to learn about different ways to assess and engage your students. Your reward will be an activity to take home and try out.

References

Angelo, T. A., & Cross, P. K. (1993). Classroom assessment techniques (2nd ed.). San Francisco: Jossey-Bass Publishers.

Bergquist, E., & Holbeck, R. (2013, September 23). Using classroom assessment techniques: A proactive approach for online learning. Faculty Focus. Retrieved from <http://www.facultyfocus.com/articles/educational-assessment/using-classroom-assessment-techniques-a-proactive-approach-for-online-learning/>.

- Levine, D. (2013). What is "chunking"? Retrieved May 29, 2014 from <http://edtechnook.wordpress.com/tag/chunking-lessons/>.
- Miller, G. A. (1956). The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information. *Psychological Review*, 63, 81-97.
- Sewell, J. P., Frith, K. H., & Colvin, M. M. (2010). Online assessment strategies: A primer. *MERLOT Journal of Online Teaching and Learning*, 6(1), 297 - 305.

Cell Phone Use in the Classroom: Factors, Frustration & Facilitating Change

Kate Larson
Bemidji State University
1500 Birchmont Drive
Bemidji, MN 56601
klarson@bemidjistate.edu

Samuel Maurice
Bemidji State University
1500 Birchmont Drive
Bemidji, MN 56601
smaurice7@gmail.com

Objectives:

- A. To connect with other faculty about the use of cell phones in the classroom, including the changing student culture, faculty/student expectations, impact on cognition and potential frustrations.
- B. To identify and describe various policies and interventions faculty use to facilitate change and decrease faculty/student frustrations.
- C. To walk away from the session with ideas for traversing this classroom culture and extending the network of faculty with shared interests and concerns within the classroom. Specially, participants may be interested in surveying their own student population in order to further investigate prevalence and problematic use.

Audience:

Any and all faculty members who have noticed, been disrupted or discouraged by the surge in cell phone use within the classroom. Faculty members who have found ways of managing in-class cell phone use, as well as those who have pioneered ways of embracing this trend are encouraged to attend.

Activities:

- A. Introduce current trends in cell phone use within the classroom, including our findings and corresponding literature.
- B. Offer an opportunity for participants to discuss their experience with cell phone use in their respective classrooms, with emphasis on policies, intervention, attitude, and need for facilitating change.
- C. Review major trends revealed during the discussion, and encourage participants to consider surveying their students regarding cell phone use in the classroom in order to extend current understanding.

Description:

The recent surge of student cell phone use within the classroom has presented many challenges for faculty and students alike. In response to this situation, research has revealed faculty and student attitudes towards cell phones, impact of phone use on academic performance, and demands on cognition (Baker, Lusk, & Neuhauser, 2012; Tindell & Bohlander, 2012; Abel, Buff, & Abel, 2012; Kuznekoff & Titsworth, 2013; Duncan, Hoekstra, & Wilcox, 2012; Bianchi & Phillips, 2005). This change in cell phone use culture warrants additional dialogue and insight as to what factors contribute to student cell phone use within the classroom, current policies, and ways to improve the learning environment through mediated use. An initial look at the factors contributing to in-class cell phone use reveals student attitudes towards in-class cell phone use and addictive cell phone behavior are the strongest predictors. The intention of this round table is to discuss faculty experiences, observations, policies, and methods for facilitating changes to cell phone within the classroom environment.

References

- Abel, J.I., Buff, C.L., Abel, J.P. (2012). Can they defer the cellular lure? College students' self-control and cell phone use. *Review of Business Research*, 12(4).

- Baker, W. M., Lusk, E.J., Neuhauser, K.L. (2012). On the use of cell phones and other electronic devices in the classroom: Evidence from a survey of faculty and students. *Journal of Education for Business*, 87(5), 275-289, DOI: 10.1080/08832323.2011.622814
- Bianchi, A. & Phillips, J.G. (2005). Psychological predictors of problem mobile phone use. *CyberPsychology & Behavior*, 8(1), 39-51.
- Duncan, D., Hoekstra, A., & Wilcox, B. (2012). Digital devices, distraction, and student Performance: does in-class cell phone use reduce learning? *Astronomy Education Review*, 11, 010108-1, 10.3847/AER2012011
- John, O. P., Donahue, E. M., & Kentle, R. L. (1991). *The Big Five Inventory--Versions 4a and 54*. Berkeley: University of California, Berkeley, Institute of Personality and Social Research.
- Kuznekoff, J.H., & Titsworth, S. (2013). The impact of mobile phone usage on student learning. *Communication Education*, 62(3), 233-252. DOI: 10.1080/03634523.2013.767917
- Tangney, P. J., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grade, and interpersonal success. *Journal of Personality*, 72, 27(1), 324. doi: 10.1111/j.0022-3506.2004.00263.x
- Tindell, D.R. & Bohlander, R.W. (2012). The use and abuse of cell phones and text messaging in the classroom: A survey of college students. *College Teaching*, 60(1), 1-9. DOI: 10.1080/87567555.2011.604802

Web 2.0 Tools in Teacher Education Programs

Mei-Ying Elaine Lin
Texas A&M University-Commerce
2600 W. Neal Street
Commerce, TX 75428
Elaine.Lin@tamuc.edu

Jason Lee Davis
Texas A&M University-Commerce
2600 W. Neal Street
Commerce, TX 75428
Jason.Davis@tamuc.edu

Objectives:

This presentation will present the study results of how the teacher education program prepares teachers to use Web 2.0 tools in their teaching and learning and explores their willingness to use Web 2.0 tools to assist and enhance classroom instructions.

Audience:

The intended audience for this presentation includes administrators, faculty, instructional designers, pre-service teachers, and others in any discipline who are interested in integrating Web 2.0 Tools into higher education teaching and learning.

Activities:

A survey will be conducted at the beginning of the presentation to assess the audience's experience and knowledge of using Web 2.0 tools in their higher education teaching and learning. The results will be compared with the study findings to open the discussion on the importance and willingness to learn the new Web 2.0 tools for teaching and learning.

Description of Study:

Greenhow, Robelia, and Hughes (2009) described how Web 2.0 tools provide learners the opportunities for improving their abilities of creativity and the environment for participation and collaboration. Because of its easy-to-use and "what you see is what you get" (WYSIWG) interface, Web 2.0 tools have opened the door for a variety of students in various contexts to create knowledge in visual, aural, spatial, and textual forms" (Adcock & Bolick, 2011, p. 225). Presently, most Web 2.0 tools are open-source and free to use online. It allows users to customize, participate, communicate, and collaborate with others over the Web (Solomon & Schrum, 2007) and "The Web is now a participatory, interactive place where we create information collaboratively and share the results" (p. 8).

In today's K-12 classrooms, teachers are facing the students who have the ability of using various digital tools in their daily routine. "Using technology is the way today's students learn outside of school because they are comfortable with the tools" (Solomon & Schrum, 2010, p. 3) and technology has made teachers realize the difference of teaching the "digital" generation. In December 2010 and January 2011, a national survey, "Digital Districts: Web 2.0 and Collaborative Technologies in U.S. Schools" was conducted by IESD and the goal of the study was "to help schools maximize the learning opportunities, afforded by Web 2.0 tools, while ensuring a safe and engaging online educational environment" (IESD, 2011, p. 1). In the area of teacher-related challenges, the study found that a "lack of teacher knowledge about how to use the technology effectively, teacher perceptions about the technology's lack of instructional value or appropriateness, and teacher time requirements" (p. 9) are the significant barriers to adoption of Web 2.0 tools. Limited support systems was the most frequently cited technology-related barrier. The use of Web 2.0 tools shows the positive impacts on the "increase in teachers' familiarity with technology (71%)" and "improved resources for teaching in the content

areas (62%) " (p. 11). Also, 44% of district technology directors indicate the use of Web 2.0 tools in the curriculum improve the communication between teacher and students.

This study examines how the teacher education classroom prepares its future teachers to use Web 2.0 tools in their teaching and learning and explores their willingness to use Web 2.0 tools to assist and enhance classroom instruction. This study surveys three sections of one undergraduate course in one public university in Texas. The participants in these three sections are future (pre-service) K-12 teachers. Participants who participate in the survey are the students who took the course that prepares them to be technology proficient and understand the value of integrating technologies into curriculum and instruction. The results of the study will be presented at the 44th Annual Conference of the International Society for Exploring Teaching and Learning in October 2014.

References

- Adcock, L., & Bolick, C. (2011). Web 2.0 tools and the evolving pedagogy of teacher education. *Contemporary Issues in Technology and Teacher Education*, 11(2), 223-236.
- Bolick, C. M., Berson, M., Coutts, C. & Heinecke, W. (2003). Technology applications in social studies teacher education: A survey of social studies methods faculty. *Contemporary Issues in Technology and Teacher Education*, 3(3), 300-309. Retrieved from <http://www.citejournal.org/vol3/iss3/socialstudies/article1.cfm>
- Greenhow, C., Robelia, B., & Hughes, J. E. (2009). Learning, teaching and scholarship in a digital age. Web 2.0 and classroom research: What path should we take now? *Educational Researcher*, 38(4), 246-259.
- Interactive Educational Systems Design, Inc. (IESD) National Survey Report (2011, March). Digital districts: Web 2.0 and collaborative technologies in U.S. schools. New York, NY: Milken Family Foundation.
- Solomon, G. & Schrum, L. (2007). Web 2.0: New tools, new schools. Eugene, OR: International Society for Technology in Education (ISTE).
- Solomon, G. & Schrum, L. (2010). Web 2.0: how-to for educators. Eugene, OR: International Society for Technology in Education (ISTE).

Preparing Students for the "Real World": Practical Strategies for Teaching Critical Thinking

Melissa Mallon
Wichita State University
1845 Fairmount
Wichita, KS 67260
melissa.mallon@wichita.edu

William Vanderburgh
Wichita State University
1845 Fairmount
Wichita, KS 67203
william.vanderburgh@wichita.edu

Objectives:

During this session, the participants will

1. Discuss the role of instructors in incorporating critical thinking into the college classroom.
2. Discover strategies for designing assignments that require real-world demonstration of critical thinking skills.
3. Analyze sample critical thinking activities in order to determine their feasibility and applicability in different classroom settings.

Audience:

This presentation is geared toward faculty and instructors in all disciplines who are interested in designing projects and assignments that encourage students to develop problem solving and critical thinking skills.

Activities:

The presenters will engage the audience by providing attendees with the opportunity to analyze sample activities based on real-world demonstration of critical thinking skills. These simulated activities will help demonstrate the presenters' success strategies while encouraging attendees to engage in group discussion about what critical thinking means in their own disciplines.

Description:

Employers have reported that one of the most desired characteristics of new hires is the ability to solve problems and critically examine information (Head, 2012). This is true of many diverse workplace environments, making critical thinking an important, transferable 21st century skill and a crucial component in higher education. This presentation will offer a definition of critical thinking and its importance in the higher education classroom. We will discuss scenarios that promote the development of critical thinking in the classroom, such as creating a collaborative rather than competitive environment for team projects (Terenzini et al., 1995). Additionally, we will discuss methods for scaling instruction in a way that reduces an instructor's grading burden but maximizes engagement and learning opportunities for students (Aretz, Bolen & Deveruex, 1997; Brookfield, 2012).

So what does this mean for you? Along with the theoretical framework, we will share pedagogical tips for developing authentic activities and projects that provide students with discipline-specific, real-world opportunities to practice critical thinking. These practical examples can be applied to a variety of disciplines, so all attendees will be able to take home an idea of at least one project to try in their own courses. These projects range from alternatives to research papers such as a research log or reflective journal to podcasts and video editorials (Brookfield, 2012; Mahaffy, 2006). Because critical thinking should be a focus in all courses, we will also share tips for using instructional technologies and social media to encourage students' critical thinking in online courses as well as hybrid and face-to-face learning environments.

In our session, you'll not only hear about why critical thinking is such an important transferable skill, but also find out how to incorporate critical thinking into your courses in a low-stress and even fun way. Come prepared to use your own critical thinking skills and engage in enthusiastic discussions with your peers!

References

- Aretz, A. J., Bolen, M. T., & Devereux, K. E. (1997). Critical thinking assessment of college students. *Journal of College Reading and Learning*, 28(1), 12-23.
- Brookfield, S. D. (2012). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. San Francisco: Jossey-Bass.
- Head, A. J. (2012). Learning curve: How college graduates solve information problems once they join the workplace. *Project Information Literacy*. Retrieved from <http://projectinfo.org>
- Ku, K.Y.L. (2009). Assessing students' critical thinking performance: Urging for measurements using multi-response format. *Thinking Skills and Creativity*, 4(1), 70-76.
- Maha'y, M. (2006). Encouraging critical thinking in student library research: An application of national standards. *College Teaching* 54(4): 324-327.
- Terenzini, P. T., Springer, L., Pascarella, E. T., & Nora, A. (1995). Influences affecting the development of students' critical thinking skills. *Research in Higher Education*, 36(1), 23-39. doi:10.2307/40196177

Facilitating Communities of Practice among Faculty: The Walden Junto Model

Kathleen Malone
Walden University
100 Washington Avenue South, Suite 900
Minneapolis, MN 55401
kathleen.malone@waldenu.edu

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

Objectives:

This presentation will present the theoretical framework of the Walden communities of practice (Junto group). It will then discuss Junto member's perceptions of community and their reports of knowledge transfer to their teaching. Lastly, this presentation will provide an opportunity for an open discussion with the audience about ways to implement a community of practice.

Audience:

This presentation is intended for administrators, faculty, and faculty developers, and a general audience interested in creating a community of practice.

Activities:

We will conduct a brief sense of community survey in which the audience members will use a group in which they belong as a reference point. We will explore how ideas learned in those groups are translated into action. Participants will discuss how communities of practice can be used for professional development among faculty.

Description:

Establishing collegial networks and an academic community is critical for faculty to understand how they can best influence and promote student success (Stefani, 2008). However, when teaching happens within the context of an electronic system of communication, creating opportunities for faculty to accomplish this can be complex. However, it is possible to afford faculty who work in a virtual environment opportunities to form meaningful relationships with colleagues that build professional capacity (Estephan, 2008). Communities of practice have become an innovative way to meet individual faculty needs for collegial networking through scholarly discourse, sharing of knowledge and resources, and effective collaboration (Thompson, Jeffries, & Topping, 2011).

Communities of practice embrace the notion that learning is a social process and that we learn through our interactions with others (Smith & Rust, 2011). All members bring diverse experiences to the community, which can be leveraged to create enhanced outcomes for those involved as well as the organization as a whole. Participation in communities of practice offer opportunities for faculty to establish relationships with their peers and better understand what they "bring to the table" in terms of pedagogical skills and abilities (Ohmer, 2007).

Walden University introduced the concept of the Walden Junto to meet growing requests among Walden faculty to share ideas with like-minded individuals, in a scholarly setting. The junto was first established by Benjamin Franklin in 1727 as a means to share perspectives on a variety of topics and for mutual improvement (Philadelphia Junto, 1941). Junto groups exist in many forms throughout the world and are used for a variety of purposes. The Walden Junto is a series of time-limited, facilitated, dialogue groups designed to support a

community of practice among colleagues. The goal of the Walden Junto is to enhance feelings of engagement with the organization and to develop skills that will transfer to classroom performance among participants.

Each Walden Junto is limited to fifteen participants and uses a combination of synchronous and asynchronous formats. Walden Juntos are facilitated by faculty members who have an interest in the topic, but are not necessarily subject matter experts. The Junto facilitators choose a topic, identify scholarly material for contextual reading, facilitate the asynchronous discussion, and lead the synchronous session.

This study investigated Junto participants' feelings of a sense of community. This study also explored the member's perception of the Junto information impact on their teaching and/or mentoring. The Sense of Community Index II consisting of 25 questions was used to explore community sentiment. The researchers modified 4 questions from the transfer of knowledge literature to measure participants' application of Junto knowledge (Methods of Practice Inventory). It is estimated that 117 or 9% of faculty will respond to the online survey which is considered a good response rate in a time of increase marketing research (Dillman, 2007). A linear regression will be used to answer whether faculty members' sense of community impacts their methods of practice.

The purpose of this presentation is to share the learnings from the implementation of the Walden Junto as well as research findings on the impact of faculty sense of community on their methods of practice in an online environment. It is hoped that this research will demonstrate how community connections positively impact teaching and mentoring relationships between faculty and students. This research would provide one way that administrators and faculty could implement a similar virtual community at their university.

References

- Dillman, D.A. (2007). *Mail and internet surveys: The tailored design method* (2nd ed.). New York: Wiley.
- Estephan, M. (2008). Online communities of practice. In *Knowledge about Knowledge: Knowledge Management in Organizations*. San Francisco, CA: Rutgers State University of New Jersey, 112-126.
- Ohmer, M. L. (2007). Citizen participation in neighborhood organizations and its relationship to volunteers' self- and collective efficacy and sense of community. *Social Work Research*, 31(2), 109-120. doi:org/10.1093/swr/31.2.109
- Philadelphia Junto. (1941). *Time*, 38(16), 72.
- Smith, P., & Rust, C. (2011). The potential of research-based learning for the creation of truly inclusive academic communities of practice. *Innovations in Education and Teaching International*, 48(2), 115-125. doi:org/10.1080/14703297.2011.564005
- Stefani, L. (2008). Engaging students in the learning process: Points for consideration. *International Journal for the Scholarship of Teaching and Learning*, 2(1). Retrieved from http://academics.georgiasouthern.edu/ijsofl/issue_v2n1.htm
- Thompson, L., Jeffries, M., & Topping, K. (2010). E-mentoring for e-learning development. *Innovations in Education & Teaching International*, 47(3), 305-315. doi:10.1080/14703297.2010.498182

Metacognition In The Classroom: Helping Your Students Understand Their Confusion

Gina Mariano
Troy University
377 Hawkins Hall
Troy, AL 36081
gjmariano@troy.edu

Chelsea Dempsey
Troy University
368 Hawkins Hall
Troy, AL 36081
cdempsey65370@troy.edu

Objectives:

- 1) Participants will be able to identify common challenges in student metacognition
- 2) Participants will be able to identify strategies to overcome these challenges
- 3) Participants will be able to identify the multilevels of metacognition
- 4) Participants will be able to apply strategies and activities
- 5) Participants will be able to build a social network around strategies

Audience:

Anyone who teaches in higher education

Activities:

- 1) The presentation will begin with participants examining their own conceptions on metacognition and what they consider "good" metacognitive skills
- 2) The presentation will include demonstrations of examples of metacognitive activities
- 3) The presentation will include both instructor and student examples of frequent metacognitive strategy problems
- 4) The presentation will include online forms and exercises for instructors to use with students
- 5) The presentation will include break-out sessions where small focus groups will begin using the metacognitive strategies discussed

References

- Alikamar, M. A., Alamolhodaei, H., & Radmehr, F. (2014). The role of metacognition on effect of working memory capacity on students' mathematical problem solving. *European Journal of Child Development, Education and Psychopathology*, 1(3), 125-139.
- Garrison, D. R., & Akyol, Z. (2013). Toward the development of a metacognitive construct for communities of inquiry. *The Internet and Higher Education*, 17, 84-89.
- Lee, S. M. (2014). The relationship between higher order thinking skills, cognitive density, and social presence in online learning. *The Internet and Higher Education*, 21, 41-52.
- Rienties, B., Giesbers, B., Tempelaar, D. T., & Lygo-Baker, S. (2013). Redesigning teaching presence in order to enhance cognitive presence, a longitudinal analysis. In Z. Akyol & D. Garrison (Eds.). *Educational Communities of Inquiry: Theoretical Framework, Research and Practice* (pp. 109-132). Hershey, PA: IGI Global.
- Steinbach, J. C. (2008). The effect of metacognitive strategy instruction on writing (unpublished doctoral dissertation). The University of Kentucky, Lexington.

Topcu, A., & Ubuz, B. (2008). The effects of metacognitive knowledge on the pre-service' teachers' participation in the asynchronous forum. *Educational Technology & Society*, 11(3), 1-12.

Personalizing Research Assignments: Reaching Millennial Students

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

Tamra Ortgies-Young
Georgia Perimeter College
2101 Womack Rd.
Dunwoody, Georgia 30338
Tamra.Ortgies-Young@gpc.edu

Objectives:

During this presentation, participants will:

1. Reflect upon their current research assignments.
2. Engage in a four corners activity to illustrate different learning styles.
3. Engage in dialogue with presenters about forms of assessment that utilize a more personalized approach.
4. Create ideas for assignments in small groups.
5. 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. Four corners activity.
3. Description section of other possibilities by presenters.
4. Small group break-out creating ideas for assignments.
5. Whole group sharing and final reflection.

Description:

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, and answering copious emails daily. Yet we do not live in their world. 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.

Their world "out there" is one that is available to them--in a visual, auditory, real-life, up-close manner - not one that relates to stacks in a library, microfiche, and formal documentations. Their world is active and imaginative, yet frequently instructors may stymie 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. 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, J. (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 the question of how to incorporate modern tools which students utilize, remains the question.

This session will explore these possibilities. The presenter will share her personal 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. .

References

- Brooks, J. G., & Brooks, M. (1993). *In search of understanding: The case for the constructivist classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Daley, E. (2003). Expanding the concept of literacy. *Educause Review*, March/April, 33-40.
- Gallagher, Kelly. *Readicide: How Schools are Killing Reading and What You Can Do About It*. Portland, ME: Stenhouse Publishers, 2009: p. 41
- Jenkins, H. (2006) *confronting the challenges of participatory culture: media education for the 21st century*. John D. and Katherine T. MacArthur Foundation: Chicago, IL.
- Lippincott, J. (2007). Student content creators: convergence of literacies. *Educause Review*, vol. 42, no. 6., 16-17.

Group work: Cooperative or Collaborative Learning? And what's technology got to do with it?

Amanda McAndrew
University of Colorado Boulder
UCB 237
Boulder, CO 80309
amanda.mcandrew@colorado.edu

Nigora Azimova
University of Colorado Boulder
UCB 237
Boulder, CO 80309
nigora.azimova@colorado.edu

Jacie Moriyama
University of Colorado Boulder
UCB 237
Boulder, CO 80309
jacie.moriyama@colorado.edu

Objectives:

During this presentation, participants will:

1. Learn about the similarities and differences between cooperative and collaborative learning, including methodologies and techniques for successful implementation
2. Engage in 2 simple group activities that demonstrate characteristics of cooperative and collaborative learning activities
3. Discover 3 new technologies that can support management and collaboration in group activities

Audience:

This presentation will be beneficial for faculty who are interested in moving content acquisition activities online and building more interactive learning environments for flipped, blended and hybrid course delivery models.

Activities:

This presentation will include the following activities:

1. Two simple group activities, one cooperative learning example and one collaborative learning example
2. Group discussions of the similarities and differences
3. Self - reflections on what changes to participants would make to their group work assignments

Description:

Group work is an appropriate approach to providing students with a rich learning experience that has the potential to develop highly sought after skills. As reported by the National Association of Colleges and Employers in their Job Outlook 2014 report, top skills employers are looking for in individuals are those who have the ability:

- to work well in a team
- to make decisions and solve problems
- to plan, organize and prioritize work
- to verbally communicate inside and outside the organization.

Cooperative and collaborative learning provide opportunities for authentic, real world experiences that can cultivate these qualities. Yet, designing effective group work activities is difficult and requires careful, intentional planning. In this session, we will look at the similarities and differences between cooperative and

collaborative learning and how they can be combined and applied effectively in a variety of course delivery modes.

Participants will have the opportunity to take part in brief examples of cooperative and collaborative learning groups. Strategies for encouraging equity across group members as well as techniques for assessing students fairly will be reviewed. Additionally, technologies, such as, but not limited to, Trello, nb.mit.edu, and Evernote to support various characteristics of cooperative and collaborative learning will be identified and briefly demonstrated.

References

- Dillenbourg, P. (1999). Collaborative Learning: Cognitive and Computational Approaches. *Advances in Learning and Instruction Series*. New York, NY: Elsevier Science, Inc.
- Matthews, R. S., Cooper, J. L., Davidson, N., & Hawkes, P. (1995, 07). Building bridges between cooperative and collaborative learning. *Change*, 27, 34. Retrieved from <http://search.proquest.com/docview/208057619?accountid=14503>
- Panitz, T. (1999). Collaborative versus Cooperative Learning: A Comparison of the Two Concepts Which Will Help Us Understand the Underlying Nature of Interactive Learning. Retrieved from <http://files.eric.ed.gov/fulltext/ED448443.pdf>
- National Association of College and Employers, Job Outlook 2014 survey. <http://www.nacweb.org/about-us/press/skills-qualities-employers-want.aspx>
- Tsay, M., & Brady, M. (2010). A case study of cooperative learning and communication pedagogy; Does working in teams make a difference? *Journal of the Scholarship of Teaching and Learning*, 10(2), 78-89.

Week 1: Getting Off to a Great Start in an Online Course

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

Laurie Bedford
Walden University
100 Washington Avenue South
Minneapolis, MN 55401
laurie.bedford@waldenu.edu

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

Objectives:

In this session, participants will:

- Determine the effective level of engagement for the first week of class
- Adapt teaching techniques to diverse levels of student confidence
- Describe strategies for a successful first week with students

Audience:

This presentation is intended for administrators, faculty, and faculty developers, and a general audience interested in creating a community of practice.

Activities:

This presentation will include the following activities:

- A brainstorm exercise in which pre-course and first course-activities are identified
- A discussion about how effective pedagogical techniques can be used in the first week to engage students and create community, including a brief review of the literature.
- A demonstration of tools for first week organization and engagement
- An activity in which a plan for first week engagement is developed

Description:

Students coming into a new course have a variety of experiences and expertise. They may be familiar with the content and structure and feel very confident. They may already know each other through previous course interactions or have similar backgrounds and prior experience. These students may recognize this and reach out to each other. In other cases, students may be uncertain about expectations and their role in the class. This can be particularly true when students have different learning styles, levels of confidence, and/or understanding of what they need to accomplish to feel successful. Regardless of the situation, the instructor's role is to insure that students are able to successfully interact with each other and with the course materials in a way that supports meaningful learning (Jones, 2011). A by-product of this activity is that students gain an awareness that the instructors care about their learning, that they will be fair, that the class will be valuable, and that they will have a positive experience (Svinicki & McKeachie (2011)).

An instructor's engagement throughout an online course is important to students overall success. While this ongoing support and guidance is important, steps that an instructor makes during the first week of a course can influence the development of community, reactions of students to the course over time, and the level to which

learning occurs. According to Svinicki and McKeachie (2011) early interactions with students should be carefully facilitated and can result in the students' developing clear goals and a sense of how their course participation will help them accomplish those goals. In addition, the first few course interactions should help students develop a feeling that the other members of the class are not strangers, but that they are forming a group in which it is safe to participate. In other words this is the optimal time to build a sense of community.

The first week is an optimum time to build culture in the classroom that respects and embraces all learners and to set course expectations for students. According to Hermann, Foster, and Hardin (2010) purposeful and personal interactions with learners during the initial course start period can lead to higher student satisfaction and deeper learning experiences. At the conclusion of the first week of the course, each student should feel as if they are an integral part of the learning experience and that their contributions are valuable (Hermann, Foster & Hardin, 2010). The instructor can take specific steps to ensure a positive experience for students during the first week that can ultimately set the state and impact student success throughout the term. Additionally, according to Barr & Miller (2013) it is important to share and define course policies with students, convey instructor expectations and discuss plagiarism at the beginning of the course. Doing so provides clear guidelines for students and creates a foundation for them to be successful and also reduces the risk for student grievances.

To ensure that student expectations are met, faculty members should carefully consider how they will facilitate the first week of a course to help students meet their goals. In contrast to the traditional environment, students are not always aware that the instructor is present in the classroom unless he/she directly interacts with the students. However, simply posting information is usually inadequate. Rather, the instructor needs to create an educational experience during the first week that the students perceive as personally meaningful and educationally worthwhile (Jones, 2011). Similar to a traditional environment a student will gauge how vested an instructor is in the course by how the instructor presents him/herself and the classroom surroundings starting on day one. In this session, participants will learn how effective pedagogical techniques can be used in the first week to engage students, create community and set expectations. A demonstration of organizational and pedagogical tools will be shared and opportunities to apply recommendations to participants' own practice will be provided.

References

- Barr, B. A., & Miller, S. F. (2013). Higher Education: The Online Teaching and Learning Experience. Online Submission.
- Hermann, A. D., Foster, D. A., & Hardin, E. E. (2010). Does the First Week of Class Matter? A Quasi-Experiment Investigation of Student Satisfaction. *Teaching Of Psychology*, 37(2), 79-84. doi:10.1080/00986281003609314
- Jones, I. (2011). Can you see me now? Defining teaching presence in the online classroom through building a learning community. *Journal of Legal Studies Education*, 28(1), 67-116.
- Svinicki, M., & McKeachie, W. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13th ed). Belmont, CA: Wadsworth Cengage Learning.

Active Engagement and Integrating Inquiry: It's not just for science anymore!

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

Meredith Seiler
Lock Haven University
401 N. Fairview Street
Lock Haven, PA 17745
mbs237@lhup.edu

Christine Remley
Lock Haven University
401 N. Fairview Street
Lock Haven, PA 17745
cremley@lhup.edu

Objectives:

Participants will be able to:

- Explain the 5E Learning Cycle Method
- Describe how inquiry-based learning can foster active engagement and enhance critical thinking skills
- Connect the 5E Learning Cycle Method to specific disciplines
- Propose ideas on how to utilize the 5E Learning Cycle Method in their specific classrooms
- Reflect on the benefits of implementing inquiry-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 of the 5E Learning Cycle Method by engaging in each step of the process. Presenters will model the instructional method by embedding the steps within the teaching session.

The session will encompass:

- Cooperative learning activities that will be incorporated to demonstrate the 5E Learning Cycle (Engage, Explore, Explain, Elaborate, Evaluate). Activities will include: carousel brainstorm, gallery walk, think-pair-share/think-pair-square, and cooperative learning group protocols.
- Participants will have the opportunity to reflect on the 5E Learning Cycle, discuss how the teaching strategy can meet diverse learner needs and apply the process to their own discipline.
- The session will also provide time for individuals to share specific examples related to their disciplines on how inquiry-based learning can be effectively implemented to engage all learners and stimulate critical thinking skills.

Description:

In order to succeed in the global economy and be able to make informed choices regarding real life situations, individuals must have the opportunity to see how information is relevant to them and have the opportunity to think critically (Bybee, 2002). How can educators provide a way to ensure this success and the skills

necessary to do so for all individuals across a wide variety of topics? Inquiry-based learning provides such an experience.

So what is inquiry and how do you do it? Inquiry is an interactive process where students are actively engaged in the learning process. Rather than providing direct instruction to students, inquiry learning requires students to investigate questions, scenarios or problems. Instead of requiring student to memorize an ever increasing list of facts, inquiry leaning provides students with the means to acquire skills necessary to evaluate those facts (Krajcik & Sutherland, 2010).

One example of inquiry-based learning is the 5E Learning Cycle Method developed by Bybee et. al. in 1989. Students are Engaged through questioning and hands-on activities. This leads to Exploring the topic further through hands-on, student-centered activities. Students collect data to help them create Explanations of their understanding of concepts. Teachers then provide students with experiences that allow them to Elaborate and apply what they have learned about the topic. Finally, students are Evaluated on their knowledge, skills and abilities regarding the concept.

The 5E model is most commonly used in teaching science. The presenters propose that it can be used in any discipline for entire programs, specific units, and individual lessons. The 5E constructivist learning cycle is designed to help students build their own understanding from experiences and new ideas. Additionally, it can bring coherence to different teaching strategies, provide connections among a variety of educational activities, and help instructors make decisions about interactions with students.

References

Bybee, R. W., Buchwald, C., Crissman, S., Heil, D., Kuerbis, P., Matsmoto, C., & McInerney, J. (1989). Science and technology education for the elementary years: Frameworks for curriculum and instruction. Andover, MA: The National Centre for Improving Science Education. (ERIC Document Reproduction Service No. ED 314 237).

Bybee, R. W. (Ed) (2002). Learning science and the science of learning. Arlington, VA: NSTA Press.

Krajcik, J. S., & Sutherland, L. M. (2010). Supporting students in developing literacy in science. *Science*, 328, 456-459.

Hey, do you want to learn about tools that provide engaging feedback to students?

Jacie Moriyama
CU-Boulder
3215 Marine Street
Boulder, CO 80309
moriyama@colorado.edu

Amanda McAndrew
CU-Boulder
3215 Marine Street, UCB 456
Boulder, Colorado 80309
Amanda.Mcandrew@Colorado.EDU

Nisha Azimova
CU-Boulder
3215 Marine Street, UCB 456
Boulder, Colorado 80309
Nigora.Azimova@colorado.edu

Objectives:

During this presentation, participants will:

- learn about Jing, VoiceThread, and iAnnotate, tools that can be used to provide feedback to students via audio recordings and on-screen annotations;
- engage in a hands-on demonstration with presenters as they provide a short demonstration of each tool;
- discover how these tools may better help them provide engaging feedback to students.

Audience: This presentation is geared toward faculty, faculty developers, instructional designers, and instructional technologist.

Activities:

This presentation will include the following activities:

- An interactive discussion about the challenges and successes of providing engaging feedback to students;
- A hands-on demonstration of each tool with examples of how other faculty have used these technologies to provide engaging feedback to students.
- A self-reflective discussion designed to help participants determine what tools and strategies best meet their instructional goals.

Description:

We know that feedback is critical to a learner's success (Kupczynsk et al., 2010, Gibbs and Simpson, 2004). It can provide students with a sense of validation and accomplishment, as well as corrective actions when mistakes are made or misunderstandings occur (Thalheimer, 2008). As educators, we spend a great deal of time and energy providing feedback to our learners. But the grim reality is that students may disregard feedback, may not understand the annotations, and are only looking for their grade (Doan, 2013). Limited margin space, time, energy, and lack of interpersonal connection with written or typed comments often prohibits educators from providing thorough explanations or accolades to students.

In this presentation, the presenters will showcase and provide examples of how Jing, VoiceThread, and iAnnotate, can be used to provide personalized feedback. By using audio, video, and annotations, educators can provide thorough feedback that can motivate students to review comments and help improve their learning.

Please feel free to bring your own devices to this session and follow along with the presenters as they demonstrate each tool.

References

- Doan, L. Is Feedback a Waste of Time? The Students' Perspective. *Journal of Perspectives in Applied Academic Practice*, 1, 3-10. Retrieved April 3, 2014, from <http://jpaap.napier.ac.uk/>.
- Gibbs, G., & Simpson, C. Conditions Under Which Assessment Supports Students' Learning. *Learning and Teaching in Higher Education*, 2004-2005, 3-32.
- Kupczynski, L., Ice, P., Wiesenmayer, R., & McCluskey, F. (2010). Student perception of the relationship between indicators of teaching presence and success in online courses. *Journal of Interactive Online Learning*, 9(1), 23-43. Retrieved April 3, 2014, from <http://www.ncolr.org/jiol/issues/pdf/9.1.2.pdf>.
- Thalheimer, W. (2008, May). Providing Learners with Feedback - Part 1: Research-based recommendations for training, education, and e-learning. Retrieved April 3, 2014, from <http://www.work-learning.com/catalog/>.

Useful Data Made Visual: Teaching Infographics

Robert Murdock
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
robert.murdock@uc.edu

Sonja Andrus
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
sonja.andrus@uc.edu

Jamie Albert
University of Cincinnati Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
jamie.albert@uc.edu

Objectives:

During this presentation, participants will:

- Engage in discussions about the difficulties and benefits of assigning students infographic projects
- Practice composing infographics
- Revise a present activity to use infographics in the classroom and develop a plan for assessing that activity

Audience:

This presentation will appeal to instructors who are interested in digital and visual literacies, as well as those interested in providing students with skills to manage, learn, and present complex data visually.

Activities:

- Explore types of infographics and the connections between information literacies
- Practice creating an infographic using free online software
- Discuss a current course activity that either already asks students to create an infographic or one for which asking students to create infographics might be useful and revise/create an infographic activity for future use
- Develop criteria for evaluating infographics

Description:

With the amount of information confronting each individual on a daily basis growing, the skill of representing complex data in easily and quickly understandable ways is becoming an increasingly important skill for students to master. Effectively representing complex, compound data sets visually takes wide-ranging critical thinking and artistic skills. (Tufte, 1990 & 2001). In data-driven classes and research courses, infographics as course assignments are a means for students to demonstrate mastery, manipulation, and effective communication of complex data.

In our presentation, we will explore the difficulties in preparing students to be able to create competent visual representations of data. We will discuss methods to prepare students to "observe" as part of the infographic creation process (Smicklas, 2012) and to practice interpreting images in order to create effective ones (Murray, 2009). We will define and explore the various types of infographics and the purposes for which each might be used.

Participants will discuss past experiences teaching activities in which students are required to observe, manipulate, and represent complex data visually in a way that assists thinking (Tufte, 2006). We will discuss the act of synthesizing data as the first step in the infographic creation process and how best to get the students to make the connection between visual rhetoric and statistical analysis to better educate, inform, or persuade their audience.

In this highly interactive presentation, participants will also discuss various free online infographic creation software and have a chance to practice creating basic infographics. Finally we'll discuss what makes a successful infographic, ways to assess them, and how they might be used to assess core competencies with the goal of having a new or revised infographic-creation activity to use in future courses.

References

- Murray, J. (2009). *Non-discursive Rhetoric: Image and Affect in Multimodal Composition*. Albany: SUNY Press.
- Smicklas, M. (2012). *The Power of Infographics? Using pictures to communicate and Connect with Your Audiences*. Indianapolis, IN: Que Pub.
- Tufte, E. R. (1990). *Envisioning Information*. Cheshire, CT: Graphics Press.
- . (2001). *The Visual Display of Quantitative Information* (2nd ed.). Cheshire, CT: Graphics Press.
- . (2006). *Beautiful Evidence*. Cheshire, CT: Graphics Press.

Thinking outside the PowerPoint slide: Increasing creativity and interest in student presentations

Matthew Mutchler
Delaware Valley College
700 East Butler Avenue
Doylestown, PA 18901
Matthew.Mutchler@delval.edu

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

Objectives:

Participants will

1. Identify pitfalls in existing assignments that lead to boring presentations;
2. Discuss strategies for increasing student creativity in presentations;
3. Consider how to incorporate new strategies into existing or new assignments.

Audience:

This interactive session will benefit faculty in a variety of disciplines working with all levels of students.

Activities:

Participants will discuss and analyze successes and challenges in existing presentation assignments, discuss methods for intervening during presentations that are off-the-mark, and will design new activities to make their presentation assignments more interesting and educational for both student and faculty member.

Description:

Student-centered or active learning promotes greater student participation, engagement and deep learning (Sander, Sanders, & Stevenson, 2002). Oral presentations provide immense learning opportunities for students (Curtis, 1999; Pineda, 1999) including the development of self-learning and presentation skills (MacAlpine, 1999). They require students to be active and involved, creating more autonomous, independent learners (Schwartz, 2003).

However, research has shown that students do not like student presentations (e.g., Sander & Sanders, 2005). When asked why they dislike student presentation, students identify them as poor learning opportunities and anxiety-provoking experiences (Sander, Sanders, & Stevenson, 2002). Students have noted that the quality of student presentations often varies, both in terms of the presentation skill and accuracy of information (Sander & Sanders, 2005). Also, for many students, presentations are perceived as stressful and unpleasant (Sander, Sanders & Stevenson, 2002; Sander & Sanders, 2005).

This roundtable discussion will focus on strategies for planning presentation assignments that inspire learners to be more creative, to increase interest from classmates and faculty, minimize student anxiety, and to learn more about the subject material.

References

- Curtis, J. (1999). Using oral presentation to improve teaching, learning and assessment: A report into Higher Education practice. Middlesex University.
- MacAlpine, J.M.K. (1999). Improving and encouraging peer assessment of student presentations. *Assessment & Evaluation in Higher Education*, 24, 15-25.

- Pineda, R.C. (1999). Poster sessions: Enhancing interactive learning during student presentations. *Journal of management education*, 23(5), 613- 622.
- Sander, P., & Sanders, L. (2005). Students' presentations: Does the experience change their views' *Psychology Teaching Review*, 11(1), 25- 41.
- Sander, P., Sanders, L., & Stevenson, K. (2002). Engaging the learner: Reflections on the use of student presentations. *Psychology Teaching Review*, 10(1), 76- 89.
- Schwartz, S. (2003). Time to bid goodbye to the psychology lecture. *The Psychologist*, 17(1), 26- 27.

Making it "Real:" Using a Created Family of Undergraduates to enhance Graduate Interviewing Skills Training

Matthew Mutchler
Delaware Valley College
700 East Butler Avenue
Doylestown, PA 18901
matthew.mutchler@delval.edu

Objectives:

Participants will

1. Learn about the Created Family strategy for teaching counseling skills.
2. Understand the benefit of using "strangers" rather than classmates to create the family
3. Learn about students' experiences, both as novice counselors and as role players in this scenario.
4. Consider ways in which they could incorporate the Created Family or similar strategies into their own courses.

Audience:

This interactive session will be of interest to faculty in a range of fields that teach interviewing skills. These could include, but are not limited to: psychology, counseling, human development and family studies, social work, nursing, pre-med, journalism, sociology, political science, education, and others.

Activities:

The poster will describe the process of creating the family and of the practice counseling sessions. Examples of feedback from both the created family and from the novice counselors will be reported. If space allows, video of a sample session will play on a laptop for participants to observe.

Description:

The poster will describe the Created Family method, which was originally conceived to train couple and family therapists (Browning, Collins, & Nelson, 2005). Using this strategy, volunteer role players co-construct a family story & dynamics. Role players meet extensively outside of the classroom in order to create the most realistic family environment possible. Role plays have been shown to be an effective training tool for novice counselors, particularly when they are more realistic and activate the counselors emotionally (Harrawood, Paramanand, & Wilde, 2011; Osborn & Costas, 2013).

The application of this method, typically used with family therapy, to an individual counseling course will be described. A discussion of the process from the points of view of the counselors and the volunteer clients will be provided. Student report showed that this was an effective method for training.

References

- Browning, S., Collins, J.S., & Nelson, B. (2005). Creating families: A teaching technique for clinical training through role playing. *Marriage and Family Review*, 28, 185-204.
- Harrawood, L.K., Parmanand, S., & Wilde, B.J. (2011). Experiencing emotion across a semester-long family role-play and reflecting team: Implications for counselor development. *The Family Journal*, 19(2), 198 - 203.
- Osborn, D. & Costas, L. (2013). Role-playing in counselor student development. *Journal of Creativity in Mental Health*, 8(1), 92-103.

Facilitating Online Discussion: Community, Configuration & Coaching

Lolita Paff
Penn State University- Berks
Penn State Berks
Reading, PA 19610
LAP21@psu.edu

Objectives:

By the end of the session, participants will be able to:

- Identify at least one "Community" characteristic they could implement in an online discussion in a course they teach.
- Create a framework for incorporating online discussion in a course they are teaching face-to-face or online.
- Identify at least one "Coaching" component they could incorporate into one of their classes, face-to-face or online.

Audience:

All disciplines, all levels.

Activities:

Off-topic and/or Weak Online Discussion: Select one scenario from the type of activity you might have in your course. Provide an example and your communication feedback, describing how and when you would provide it. Review a peer's "feedback" example and provide constructive comment on at least one example presented. Online feedback Opportunity: List one online feedback opportunity that you will have in one of your courses. Feedback opportunities are those in which you will plan (schedule) to actively engage with students. Provide the opportunity/context (for example, a quiz, a discussion, a project, a drop box submission); type of feedback you'll provide (for example, an email to individual students, a reviewed submission with specific feedback; discussion board comment); timeframe in which you will provide feedback. Review your plan with a peer & provide feedback or respond to new ideas presented.

Description:

Setting up a few discussion boards and requiring students to post, doesn't mean interesting and meaningful discussion will occur. Nor does it ensure that the discussions that do take place will advance learning. "Because impediments to productive discourse that can occur in a traditional classroom can likewise effect a discussion board, instructors have to structure, facilitate, and summarize their students' online discussions" encourage posts that consider classmates' viewpoints and to discourage cursory or repetitious comments that require very little thought on the part of the poster or hold no value for fellow students" (Comer & Lenaghan, 2013, p.264). The setup, beginning with the establishment of community, particularly with courses exclusively online, is critical. Configuration in terms of the timing of discussions, frequency of posts required, and number of discussions per unit or term impact the vibrancy and enthusiasm students bring to the discussion. Lastly, written discussion like oral participation is a learned skill. Even if the questions or topics of discussion are engaging, some students may need feedback about the quality of their contribution, or the tone when disagreeing with a peer. Commenting on every post is unwieldy and onerous, therefore this session will conclude with recommendations for efficiently monitoring and assessing online discussion.

References

Alexander, Martha E., Nannette Commander, Daphne Greenberg, and Teresa Ward. 2010. "Using the Four-Questions Technique to Enhance Critical Thinking in Online Discussions." *Journal of Online Learning and Teaching* 6,2:409-415.

- Baker, David L. 2011. "Designing and Orchestrating Online Discussions." *Journal of Online Learning and Teaching* 7,3:401-411.
- Baran, Evrim and Ana-Paula Correia. 2009. "Student-led facilitation strategies in online discussions." *Distance Education* 30,3:339-361.
- Bradley, M. E., Thom, L. R., Hayes, J., & Hay, C. (2008). Ask and you will receive: How question type influences quantity and quality of online discussions. *British Journal of Educational Technology*, 39(5), 888-900. doi:10.1111/j.1467-8535.2007.00804.x
- Brinthaup, TM, LS Fisher, JG Gardner, DM Raffo, and JB Woodard. 2011. "What the Best Online Teachers Should Do." *Journal of Online Learning and Teaching*. 7,4:515-524.
- Duncan, K., A. Kenworthy, R. McNamara. 2012. The Effect of Synchronous and Asynchronous Participation on Students' Performance in Online Accounting Courses. *Accounting Education: An International Journal*, 21(4): 431-449.
- Ertmer, P. A., Sadaf, A., & Ertmer, D. J. (2011). Student - content interactions in online courses: The role of question prompts in facilitating higher-level engagement with course content. *Journal of Computing in Higher Education*, 23(2-3), 157-186. doi:10.1007/s12528-011-9047-6
- Mandernach, B. Jean, Krista D. Forrest, Jamie L. Babutzke, & Lanay R. Manker (2009). The role of instructor interactivity in promoting critical thinking in online and face-to-face classrooms. *Journal of Online Learning and Teaching*, 5(1), 49-62.
- Pallof, R.M. and K. Pratt. 2007. *Building Online Learning Communities: Effective Strategies for the Virtual Classroom*. Jossey-Bass, San Francisco.

Research on Blogging in the Classroom: Learning From Mistakes

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

Objectives:

As a result of this session, participants will be able to:

Describe multiple models for implementing blogging in a college/university level course.

Examine ways blogging can be incorporated into active learning exercises.

Predict potential flaws in research design if planning similar research on teaching and learning.

Discuss outcomes of recent research comparing reflective blog posts assigned as in-class activities versus homework.

Audience:

This presentation is most appropriate for faculty interested in incorporating blogging into their courses and those interested in designing their own research studies on the pedagogical value of blogging.

Activities:

I will open with a Poll Everywhere poll to determine the level of familiarity audience members have with blogging in order to determine the amount of detail needed in the introduction.

Between the introduction and the presentation of research results, I will incorporate a think-pair-share exercise to ask participants to either consider how they could use blogs or discuss how they have used blogs for various pedagogical purposes.

After the presentation of research results, I will facilitate a discussion tailored to the experience level of the audience. Potential topics include continuing the discussion of ways to incorporate blogging or considering ways to mitigate qualitative differences between course sections when performing comparative research on teaching and learning.

Description:

Blogging has been implemented in higher education in a variety of formats, from an electronic version of a personal reflective journal (Bouldin, Holmes, & Fortenberry, 2006) to group blogs (Cameron, 2012; Fischer, Haley, Saarinen, & Chretien, 2011) to the "hub-and-spoke" model (Walatka, 2012). Pedagogically, the literature discusses blogging with the goal of increasing active learning engagement (Cameron, 2012; Deng & Yuen, 2009), encouraging reflective practice (Kerawalla, Minocha, Kirkup, & Conole, 2009; Bouldin et al, 2006), and providing an opportunity for formative assessment (Walatka, 2012). Ultimately, the learning objectives of the course must determine the design and implementation of blogging, as different formats and assignments will serve different pedagogical purposes.

In addition to serving the pedagogical goals noted above, evidence suggests that brief in-class writing exercises can enhance learning. Stewart, Myers, & Culley (2010) found that students who completed short graded in-class writing assignments scored higher on exams. Other studies have found that short ungraded in-class writing assignments were also correlated with improved performance on exams (Butler, Phillmann, & Smart, 2001; Drabick, Weisberg, Paul, & Bubier, 2007; Nevid, Pastva, & McClelland, 2012).

As part of an overall approach emphasizing active learning, the presenter has incorporated blogging into her sections of Academic Research and the Library, a lower level undergraduate course on information literacy. In Fall 2012 and Spring 2013, students wrote weekly reflective posts during class time, responding to prompts that were designed to reinforce lessons covered that week or get students thinking about the topic to be discussed the following week. The prompts were carefully crafted to emphasize the application and

transferability of skills. Homework assignments were also posted to blogs. Students were then required to post comments on classmates' posts.

In-class writing takes valuable class time - does it actually serve the intended goal of solidifying the new knowledge on the spot, or would students learn more by using that time for more hands on practice, and then writing a similar post within the days after the lesson?

This presentation will discuss research that compared two sections of the course in Fall 2013 and the way the research is being redesigned for Fall 2014. In Fall 2013, one section blogged on the Wordpress platform and used class time for reflective posts. These students then posted comments on classmates' reflective posts as homework. The other section used Blogger, where they posted reflective essays as homework assignments. The latter section was not required to comment on classmates' reflective blog posts. Students in both sections took a pre- and post-test to determine the whether one method enhanced learning more than the other. The results were inconclusive. However, there were qualitative differences in the discussions observed in class and on homework posts. These results may have been due to problems with the assessment tool used and qualitative differences between the two sections. The presenter is developing a new assessment tool and refining the blogging exercises for Fall 2014.

This presentation will open with a Poll Everywhere survey of the audience to determine the level of experience attendees have with using blogging in classes. The presenter will provide an introduction of a variety of models for implementing blogging into higher education courses, adjusted to match the level of experience reported, and then explain the reasoning behind the version chosen for this course. The presentation will then report on the research described above, the qualitative differences observed, and the inconclusive quantitative results obtained, as well as the ways the study is being redesigned for Fall 2014. The presenter will then facilitate a discussion of how participants have used blogging or how they might incorporate it into future courses.

References

- Bouldin, A. S., Holmes, E. R., & Fortenberry, M. L. (2006). "Blogging" about course concepts: Using technology for reflective journaling in a communications class. *American Journal of Pharmaceutical Education*, 70(4), 1-8.
- Butler, A., Phillmann, K.-B., & Smart, L. (2001). Active learning within a lecture: Assessing the impact of short, in-class writing exercises. *Teaching of Psychology*, 28(4), 257-259.
- Cameron, M. P. (2012). 'Economics with training wheels': Using blogs in teaching and assessing introductory economics. *The Journal of Economic Education*, 43(4), 397-407.
- Deng, L., & Yuen, A. H. K. (2009). Blogs in higher education: Implementation and issues. *TechTrends: Linking Research and Practice to Improve Learning*, 53(3), 95-98.
- Drabick, D. A. G., Weisberg, R., Paul, L., & Bubier, J. L. (2007). Methods and techniques: Keeping it short and sweet: Brief, ungraded writing assignments facilitate learning. *Teaching of Psychology*, 34(3), 172-176.
- Fischer, M. A., Haley, H.-L., Saarinen, C. L., & Chretien, K. C. (2011). Comparison of blogged and written reflections in two medicine clerkships. *Medical Education*, 45(2), 166-175.
- Kerawalla, L., Minocha, S., Kirkup, G., & Conole, G. (2009). An empirically grounded framework to guide blogging in higher education. *Journal of Computer Assisted Learning*, 25(1), 31-42.

- Nevid, J. S., Pastva, A., & McClelland, N. (2012). Writing-to-learn assignments in Introductory Psychology: Is there a learning benefit? *Teaching of Psychology*, 39(4), 272-275.
- Stewart, T. L., Myers, A. C., & Culley, M. R. (2010). Enhanced learning and retention through "writing to learn" in the psychology classroom. *Teaching of Psychology*, 37(1), 46-49.
- Walatka, T. (2012). Hub-and-spoke student blogging and advantages for classroom discussion. *Teaching Theology & Religion*, 15(4), 372-383.

Stop Animation in the College Classroom: Putting a New Spin on an Old Technology

Daphne Percy
University of Cincinnati-Blue Ash College
9555 Plainfield Road
Blue Ash, OH 45236
percyd@uc.edu

Bradford Mallory
University of Cincinnati-Blue Ash College
9555 Plainfield Road
Blue Ash, Ohio 45236
bradford.mallory@uc.edu

Objectives:

During this presentation, participants will:

- Identify uses and advantages of stop animation
- Create and edit a short stop animation movie
- Develop a concept/topic to animate in their classes
- Discuss the feasibility and utility of stop animation in their classrooms

Audience:

This presentation will be beneficial to faculty who are interested in adding a hands-on, visual activity to reinforce complex concepts. Participants are encouraged (but not required) to bring a digital camera/phone, USB camera cord, and laptop with a current version of Windows Movie Maker.

Activities:

This presentation will include the following activities:

- Identification of topics and concepts that can be animated
- Hands-on activity to create a short "movie"
- Discussion with other participants about how stop animation can be used to enhance student engagement and learning

Description:

Are you looking for an activity to keep your students interested and engaged? Do you like to use technology in the classroom to bring concepts alive? If so, stop animation might be the activity for you.

When you hear the term stop animation, you might think of the Art Clokey's production of Gumby, Nick Park's Oscar-winning Wallace & Gromit, or Tim Burton's Oscar nominated Corpse Bride (Priebe, 2007, p.33-34). Did you know that this highly creative form of entertainment enjoyed by all ages can be used in the college classroom for learning? Stop animation is an activity that has been used for years in K-12 classrooms to engage students in higher order thinking skills and multidisciplinary topics. It is an engaging activity that can be used to break up the monotony of a typical lab exercise or classroom activity. It is also an excellent tool to utilize the three modes of learning: auditory, visual, and kinesthetic (Hoban, Loughran, & Neilsen, 2011). While there are several other benefits essential for team building, stop animation is one of many teaching tools that can be added to the teaching toolbox to create a vibrant learning environment where students are unaware that they are learning. Hubscher- Younger & Hari Narayanan (2008, p.258) write, "encouraging students to create their own animations (which are not found in textbooks or commonly employed by teachers) of complex procedural concepts may enhance learning in an otherwise traditionally delivered course (as cited in Hoban et al., 2011)." In other words, when students create their own animations (vs. watching pre-made professionally created animations) students can engage in deeper learning by moving from passive to active participants. Hoban, et al., (2011) writes, "when students design multimedia to explain content they reflect on that knowledge in new and meaningful ways (Jonassen, Myers, & McKilop, 1996, p.95)."

In this presentation, participants will observe how education students fortified their teaching skills and knowledge by facilitating a stop animation lesson with University of Cincinnati-Blue Ash College (UCBA) Allied Health students. Participants will then create a stop animation movie using readily available resources and will also collaborate to generate topics and concepts to animate in their classrooms. Finally, participants will analyze the feasibility and utility of using stop animation as a tool to engage and enhance student learning.

References

- Hoban, G., Loughran, J., & Nielsen, W. (2011). Slowmation: Preservice elementary teachers representing science knowledge through creating multimodal digital animations. *Journal of Research in Science Teaching*, 48(9), 985-1009.
- Hubscher-Younger, T., & Hari Narayanan, N. (2008). Turning the tables: Investigating characteristics and efficacy of student-authored animations and multimedia. In R. Lowe & W. Schnotz (Eds.), *Learning with animation: Research implications for design* (pp. 235 - 259). New York: Cambridge University.
- Jonassen, D., Myers, J. M., & McKillop, A. M. (1996). From constructivism to constructionism: Learning with hypermedia/multimedia rather than from it. In B. G. Wilson (Ed.), *Constructivist learning environments* (pp. 93 - 106). Engelwood Cliffs, NJ: Educational Technology Publications.
- Priebe, K. A. (2007). Appeal and history of stop-motion animation. In K. A. Priebe (Author), *The Art of Stop-Motion Animation* (pp. 3-34). Boston, MA: Thomson Course Technology.

Virtual Groups: Working Together Without Physically Meeting!

Neal Phillips
Valencia College
1800 S. Kirkman Rd.
Orlando, FL 32811-2302
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 discussion and multimedia presentation aspects of group collaboration for online learners

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.

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.

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.

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! As an online instructor, it is not to be missed.

References

- Cavanaugh, Sean. "Federal Effort Aims to Transform Learning Technologies." *Education Week* 32.15 (2013): n. pag. Web. 19 Jan. 2013.
- Cole, P.G., and L.K.S. Chan. *Teaching Principles and Practice* (2nd ed.). New York: Prentice Hall, 1987. Print.
- Fink, L. 2003. *Creating Significant Learning Experiences*. San Francisco: Jossey-Bass, 2003. Print.
- Lindgren, Robb, and Rudy McDaniel. "Transforming online learning through narrative and student agency." *Educational Technology & Society* 15.4 (2012): p344. Web. 13 Dec. 2012.
- Myers, C. and T. Jones. *Promoting active learning: Strategies for the college classroom*. San Francisco: Jossey-Bass, 1993. Print.
- Nicole Spottke Enhances Students' Online Writing Experience. 2012. The Grove. Video. Web. 13 Dec. 2012.
- Peck, Jennifer. "Keeping It Social: Engaging Students Online and in Class." *Asian Social Science* 8.14 (2012): 81-90. Web. 11. Dec. 2012.

Sherer, Pamela, and Timothy Shea. "Using Online Video To Support Student Learning And Engagement." *College Teaching* 59.2 (2011): 56-59. Academic Search Complete. Web. 11. Dec. 2012.

Ignite Student Engagement: Sparking Creativity in the Collegiate Classroom

Cynthia Ramsey
Lynchburg College
Lynchburg College
Lynchburg, VA 24501
ramsey_c@lynchburg.edu

Oeida Hatcher
Lynchburg College
Lynchburg College
Lynchburg, VA 24501
hatcher@lynchburg.edu

Objectives:

During this presentation, participants will

1. Explore several interdisciplinary definitions of creativity;
2. Identify characteristics associated with the creative process;
3. Examine eight teaching strategies that encourage creative thinking in our students; and
4. Experience creative activities that can be easily implemented in your next class.

Audience:

This presentation will benefit faculty looking to incorporate active learning techniques, creative activities, and critical thinking skills into their classroom discussions.

Activities:

This presentation will include the following activities:

1. Discussions with other participants regarding the various definitions of creativity and the characteristics associated with the creative process;
2. Simulations of eight teaching strategies that encourage creative thinking in our students;
3. A time to practice creativity exercises that engage participants in synergy and collaboration; reasoning by metaphor and analogy; brainstorming and problem solving; and developing imagination through visualization.

Description:

As of late, you have probably noticed there has been an increased acceptance in the value creativity plays in education. Yes, creativity has become a "Buzz Word". Recent studies (Kaufman, 2012; Sternberg, 2010; Worwood, 2014) suggest that educators hold creativity in high regards and the work force values innovation as an essential skill for our global economy as approximately 60% of our students will work in jobs that are not yet created. As collegiate educators, if we are looking for creative qualities but teach only in a manner that rewards how well they memorize, then we are not tapping into their full potential.

Though definitions of creativity may vary (Isakesen, 1993; Sternberg, 2000; Amabile, 1985) common characteristics, regardless of discipline are identified and include curiosity, originality, imagination, and divergent thinking. As you ponder incorporating active learning techniques, consider expanded assessment choices; use of essential questions; hands on practice; and mind mapping exercises (Gelb, 2008). I have found that the Torrance (1977) Incubation Model of Teaching and Learning will help you create a heightening sense of class anticipation, planting a seed for what is to come as well as offering suggestions about ways to keep learning going beyond the lesson by finding ways to extend learning opportunities outside of the classroom.

You may be surprised how creative you actually are! Attend this session and find out which of YOUR teaching techniques fall under the "creative" umbrella and learn a few new and quick techniques that you can use to engage your students in thinking creatively. Together, we can discover the creative genius that lurks within all of us.

References

- Amabile, T. (1985). Motivation and creativity: Effect of motivational orientation on creative writers. *Journal of Personality and Social Psychology*, 48(2), 393- 399.
- Eberle, R. (1977). Developing imagination through Scamper. In S. Parnes, R. Noller & A. Biondi (Eds.), *Guide to Creative Action*: New York: NY: Charles Scribner's Sons.
- Freund, P. & Holling, H. (2008). Creativity in the classroom. A multilevel analysis investigating the impact of creativity and reasoning ability on GPA. *Creativity Research Journal* ,20(3), 309-318.
DOI:10.1080/10400410802278776 or
<http://www.tandfonline.com/doi/abs/10.1080/10400410802278776#.U2AyScbq86N>
- Gelb, M. (2008). Mind mapping and creative thinking. Retrieved from <http://michaelgelb.com/programs/mind-mapping-creative-thinking>
- Isaksen, S. & Murdock, M. (1993). *Understanding and recognizing creativity: The emergence of a discipline*. Norwood NJ: Ablex.
- Kaufman, S. (2012). How convergent and divergent thinking foster creativity. Retrieved from <http://www.psychologytoday.com>
- Murnen, S., Andereck, B., & Grace, N. (2009). Creativity and critical thinking: Assessing the foundations of a liberal arts education. Retrieved from <http://www3.wooster.edu/teagle/creativity.php>
- Sternberg, R. (2010). Teaching creativity, not memorization. *The Chronicle of Higher Education*. Retrieved from <https://chronicle.com/article/Teach-Creativity-Not/124879/>
- Sternberg, R. & Grigorenko, E. (2000). *Teaching for successful intelligence*. Arlington Heights, IL: Skylight Training and Publishing Company.
- Torrance, P. (1977). Creativity in the classroom. What research says to the teacher. Retrieved from <http://files.eric.ed.gov/fulltext/ED132593.pdf>
- Worwood, M. (Producer), & Olschan, S. (Director). (2014). *Creativity in education: Exploring the imbalance* [DVD]. ASIN: B00IXQUSQ4

Performance assessment 2.0 for today's students

Pennee Stewart
Weber State University
1351 Edvalson St. Dept 1304
Ogden, Ut 84408-1304
pstewart@weber.edu

Shirley Dawson
Weber State University
1351 Edvalson St. Dept 1304
Ogden, UT 84408-1304
shirleydawson@weber.edu

Clay Rasmussen
Weber State University
1351 Edvalson St. Dept 1304
Ogden, Ut 84408-1304
clayrasmussen1@weber.edu

Objectives:

1. Invite participants to consider the type of students in classes today.
2. Discuss the power of using performance assessment to increase student engagement, motivation, and retention of content.
3. Encourage participants to brainstorm how to modify their current assessments into performance assessments.

Audience:

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

Activities:

We will begin by using an online interactive survey as a tool to discuss the characteristics of today's students. Next, we will share some of the original performance assessments our students created for our classes and discuss how performance assessments build student engagement, increase motivation to learn, and improve retention of content. Finally, we will allow participants to brainstorm ways to redesign some of their assessments to make them performance based.

Summary:

Purpose –

Students today are different than ones from prior generations. Some of the characteristics of these students are their reliance on technology, self-expression, and their need for learning to be relevant to them. However, current assessments are not meeting these needs. Students may benefit from self-selected performance assessments that allow self-expression making the assessment relevant to them. The purpose of the study is to determine student perceptions of the benefits of being able to demonstrate their learning through performance assessment.

Literature –

Many of our students today were born after 1982 and are labeled "The Millennials", "Generation Y", or "Generation Me." This group is characterized by their native ability to use technology, their intricate use of social network sites that provide self-expression, and instant gratification (Tucker, 2006). The literature is replete describing how students are disengaged from the curriculum and unable to connect learning with their personal life (Baurerlien, 2009). Oblinger (2003), found among other things, that Gen Y students prefer to explore learning on their own and often use technology in their learning.

According to Prensky, (2001) today's students think and process information differently from their predecessors. They are able to multitask. Ross (2012) reported on a study where Generation Y students were able to do such things as listen, write, and check social network sites while listening to a presentation and were still able to demonstrate high levels of information retention. This is indicative of what students are like today. Unfortunately, instructors are assessing Generation Y students in the same ways they have for decades. Traditional assessments do not meet the needs of students today.

Criticism of traditional testing includes the marginalization of higher-level thinking and a narrow focus on select objectives. Additionally traditional tests underserve diverse populations (Kohn, 2000). These drawbacks can be mitigated by the use of performance assessments. Some of the benefits of performance assessments include opportunity for students to demonstrate deeper learning (Chapman & King (2012), increased motivation towards learning (Gronlund, 1998) and heightens retention (Woolfolk, 2013).

Over the years the definition of performance assessment has evolved. In 1998 Gronlund defined performance assessment as "assessments requiring students to demonstrate their achievement of understandings and skills by actually performing a task or set of tasks" (p 2). More recently, Martinez (2011) defined "performance assessment as "tests that allow students to demonstrate their proficiency through constructive activity that typically has some intrinsic value"(p 363). Our definition expands upon these two definitions; performance assessment allows students to demonstrate knowledge, understanding and skill through self-selection of a constructive activity that has intrinsic value. Performance assessments differ from authentic assessments because of the focus on the application of the knowledge to real life contexts. Characteristics of performance assessment include a variety of assignments, task complexity, increased time spent. Performance assessments can be less structure and rely on greater professorial judgment (Gronlund, 1998).

Methods –

The study used a mixed methods survey non-experimental design using purposeful sampling procedures based on the population of past and current students enrolled in courses using performance assessments. Campus Labs was used to distribute the survey.

Results –

The study is ongoing. Results will be analyzed using both quantitative and qualitative analysis with descriptive and inferential statistics. A summary of the results will be shared during the presentation.

Discussion/conclusion-

Initial pilot data reveal greater student motivation to learn, improved engagement in the learning process, and increased retention of content. Additionally, it has been noted that in recent years many students use technology to create their performance assessments. Results and conclusions from the study will be discussed during the presentation.

References

- Bauerlein, M. (2009, July 9). Childhood vs. Pop Culture. *The Chronicle of Higher Education*.
- Chapman, C., & King, R. (2012). *Differentiated assessment strategies: One tool doesn't fit all*. Corwin: Thousand Oaks, CA.
- Gronlund, N.E. (1998). *Assessment of student achievement*, 6th Ed. Allyn & Bacon: Boston, MA.
- Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools*. Heinemann: Portsmouth, NH.
- Martinez, M.E. (2010). *Learning and cognition: The design of the mind*. Pearson: Upper Saddle River, NJ.

- Oblinger, D. (2003, July/August). Boomers, Gen-Xers, & Millennials: Understanding the New Students. EDUCause Review.
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9(5).
- Ross, M. (2012, February 21). Social Media and the Millennial Brain. *Search Engine Journal*.
- Tucker, P. (2006, May/June). Teaching the Millennial Generation. *The Futurist*, 40(3).
- Woolfolk, A. (2013). *Educational Psychology*, 12th Ed. Pearson: Boston, MA

**Growing and Flourishing: How principles of positive psychology
can enhance the quality of teaching and learning in your classroom**

Jan Richards
National University
3800 Concourses
Ontario, CA 91764
jrichard@nu.edu

Objectives:

Participants will:

- Explore current research on positive psychology and discuss how understanding these principles will enhance the quality of our teaching as well as our own personal life satisfaction.
- Share experiences of using these positive principles in class settings.
- Participate in activities that create awareness of attitudes and strategies that increase our level of growing and flourishing (both professionally and personally)

Audience:

College and University faculty in all disciplines.

Activities:

- Take a short life satisfaction survey that will orient participants to the subject addressed.
- Brief overview of current research on the Positive Psychology field with a focus on Dr. Martin Seligman's concept of "flourishing."
- Presentation of concepts and suggestions for increasing that sense of happiness, joy, and satisfaction that impacts the quality and enjoyment of our teaching lives
- Sharing session that allows participants to contribute their own examples of using the concepts Seligman advocates.
- Be introduced to the "Strengths Survey" that connects with Positive Psychology's thoughts that operating from our strengths rather than our weaknesses will contribute to the quality and enjoyment of our teaching as well as our lives.

Description:

As academics, we live in the world of thinking, teaching, committees, publishing pressure, and student advising, but like everyone else, our lives can seem unfulfilled, frustrated, or unhappy. The field of positive psychology is focused on strategies for increasing life satisfaction. Diener et al. (1985) created what is called the "Satisfaction With Life Scale"-- a short 5-item instrument designed to measure general satisfaction with one's professional and personal life. This presentation will focus on the results of this satisfaction survey to orient participants to Martin Seligman's five components for living a life that is flourishing. These factors are as follows: Positive emotion; Engagement/Interest; Relationships' Meaning; and Achievement (Seligman, 2011). According to researchers, the capabilities that allow people to thrive are the same strengths that buffer against stress and prevent both mental and physical illness (Carruthers, 2001; Seligman, 2011). Experiencing more life satisfaction that impacts our teaching connects with what Csikzentimihalyi calls "flow," that state where we are fully engaged in a challenging situation or in creating something new and novel (Csikzentimihalyi, M. (1990); Deci & Ryan, 2000). This presentation will offer information and examples, as well as the opportunity for group sharing on ways to connect this sense of flourishing with the students in our care and in the quality of our teaching.

References

- Carruthers, C. & Hood, C. (2004). The power of the positive: Leisure and well-being. *Therapeutic Recreation Journal*, 38(2), 225-245. Retrieved from <http://ezproxy.nu.edu/login?url=http://search.proquest.com/docview/218639236?accountid=25320>
- Csikzentimihalyi, M. (1990). *Flow-- The psychology of optimal experience*. New York: Harper & Row.
- Deci, E. L. & Ryan, R. M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11 (4) .
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.
- Frankl, V. (1992). *Man's search for meaning* (4th ed.). Boston: Beacon Press
- Seligman, M. E. P. (2011). *Flourish. A visionary new understanding of happiness and well-being*. New York: Atria Books; Reprint edition (February 7, 2012).
- Signature Strengths Survey at www.viastrengths.org

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 with details of the course project that is being used for the research study. Various handouts and descriptive materials that are distributed to the students will be available. Details of the research study will then be presented, including rationale for the study based on a review of the literature and my own desire to improve the course assignment. Research questions and data collection methods and tools will be described, and preliminary results based on the first of three data sets will then be presented. The final objective is to generate discussion and gather new ideas for the project and possible directions for future research.

Audience:

This poster presentation is intended for participants 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 a poster session to facilitate interactions between the author and interested participants. A poster session was chosen specifically to give participants the opportunity to review and offer feedback on the design and methods of the study, including the two surveys used to gather data. Course handouts distributed to the students will also be available. My hope is that this session will lead to further discussions during the conference and help generate new ideas for the study and possibilities for future research.

Description:

College instructors are often unaware of the skills and qualities employers seek in new college graduates. As a result, activities in the traditional college classroom have focused heavily on learning content and lightly on developing skills. Surveys of employers often list the following in the top 10 skills they seek in recent college graduates/new employees: verbal communication, teamwork, interpersonal skills, and computer skills (NACE 2011; Hansen & Hansen). Based on information such as this, and the need to employ graduates, the recent trend in higher education has been to require more group activities under the assumption that if students simply complete the assignments, they 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 benefits from 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 is to examine whether or not, and to what extent, students enrolled in Introduction to Pharmacology at University of Cincinnati, Blue Ash College (UCBA), perceive benefits from participating in a group project and presentation. The benefits measured include:

- Increased learning of content, both as project participants and class audience members;
- Enhanced interpersonal communication skills and ability to work collaboratively;
- Increased confidence and skills in public speaking; and
- Improved use of technology required to create successful presentation resources.

The class project used in this study requires student groups to complete two collaborative assignments. The first assignment is to create and deliver a 20-30 minute presentation on their chosen topic, and each group member must participate, i.e., must have a significant role speaking in front of the class. Groups may use any form of presentation and any technology/visual aids they like, but they must incorporate PowerPoint in some

appropriate manner. The second assignment is for each group to create a tri-fold pamphlet to accompany their presentation. Specific formatting directions are provided to the students, and sample pamphlets will be available during this poster session. Groups must bring copies of their pamphlet for all classmates at the time of their presentation, and the end product of their pamphlet is included in the evaluation. Information in the pamphlets is then considered testable material for the entire class. Overall grades for the entire project for each student are calculated as follows: 60% based on individual performance and 30% based on group performance, as determined by the instructor. The remaining 10% is based on peer evaluations by the other group members.

Data for the study are collected by anonymous pre- and post-project surveys. The "pre-project survey" is administered at the beginning of the semester before students are assembled into groups. This survey gathers quantitative data on students' current perceptions of their own interpersonal communication, collaborative, and public speaking skills, as well as their technological abilities. This survey also gathers data on whether or not they believe that such skills/abilities will be important in their chosen field of employment, which in this case is nursing for all students. All questions on the pre-project survey are based on either a 5-point Likert scale or are Yes/No (True/False).

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

At the time of this proposal submission, only the pre-project survey has been completed for the first of three data sets for the study. At the time of the conference, data from both pre- and post-project surveys of the first data set will be collected, analyzed and presented.

References

- Girard T., Pinar M., & Trapp P. (2011). An exploratory study of class presentations and peer evaluations: Do students perceive the benefits? *Academy of Educational Leadership Journal*, 15 (1), 77-94.
- Hansen, R., Hansen, K. Quintessential careers: what do employers really want? Top skills and values employers seek from job-seekers. Copyright by Quintessential Careers, http://www.quintcareers.com/job_skills_values.html
- Higgins-Opitz S., Tufts M. (2010). Student perceptions of the use of presentations as a method of learning endocrine and gastrointestinal pathophysiology. *Advances in Physiology Education*, 34, 75-85. doi: 10.1152/advan.00105.2009.
- Kagesten, O., Engelbrecht, J. (2007). Student group presentations: a learning instrument in undergraduate mathematics for engineering students. *European Journal of Engineering Education*, 32 (3), 303-314. Doi: 10.1080/03043790701276833
- National Association of Colleges and Employers. (2011). NACE research: job outlook 2011. www.nacweb.org.

Gamification Techniques for Academic Assessment

Jerry Schnepf
Bowling Green State University
212 Technology Building
Bowling Green, OHIO 43403
schnepf@bgsu.edu

Christian Rogers
Indiana University / Purdue University Indianapolis
799 W. Michigan Street
Indianapolis, Indiana 46202-5160
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 a study that evaluated an automatic hint-based testing system and understand student opinions about it.
- participate in a discussion about engaging approaches to assessment.

Audience:

This presentation will be beneficial for faculty who want to explore unconventional assessment techniques that promote active learning.

Activities:

The format of this presentation will include projected slides, an interactive software demonstration, and a collaborative discussion.

Description:

Most current college students belong to the millennial generation - the first to grow up with computers in their homes and convenient Internet access (Smola and Sutton, 2002). These students have a depth and duration of experience with technology that differs vastly from previous generations. Consequently, their workflow is different. Millennials are accustomed to conducting multiple tasks simultaneously with the support of technology (Blackburn et. al. 2013). They use computers and mobile devices to supplement almost all their activities.

Educators have responded to this paradigm shift by incorporating multiple modalities into curricula. Instead of traditional lectures, flipped classrooms (Mull, 2012) and gamification (Apostol et. al. 2013) are on the rise. These techniques are being used to accommodate students who have become accustomed to a different style of learning. Students respond well to these approaches as evidenced by studies conducted by Enfield (2013) and Strayer (2012). Teachers are developing new ways to engage Millennials in the spirit of Ignacio Estrada, who famously said: "If a child can't learn the way we teach, maybe we should teach the way they learn." While classroom instruction and assignments undergo a technological renaissance, little has changed regarding quizzes and exams.

Should the assessment of these students follow the same structure as those of previous generations? Harris and Hodges define assessment as "the act or process of gathering data to better understand the strengths and weaknesses of student learning" (1995). Since students are exposed to different ways of learning, modern educators should adjust their evaluative approach as well as their instructional approach. Rawson and

Dunlowski (2012) suggest that the act of testing is more than a means to evaluate learning. Testing can be used to improve learning, specifically when students are provided feedback.

This presentation explores and evaluates unconventional approaches to student assessment. Our goal in this line of inquiry is to identify a combined learning and evaluative activity that will lead to more effective knowledge acquisition. We will present our findings using an automated hint-based testing system, and we will invite audience members to share their experiences with unconventional assessment approaches.

References

- Apostol, S., Zaharescu, L., & Alexe, I. (2013), Gamification of Learning and Educational Games. *Elearning & Software For Education*, (2), 67-72. doi:10.12753/2066-026X-13-118
- Blackburn, K., LeFebvre, L., & Richardson, E. (2013), Technological Task Interruptions in the Classroom. *Florida Communication Journal*, 41(2), 107-116.
- Enfield, J. (2013), Looking at the Impact of the Flipped Classroom Model of Instruction on Undergraduate Multimedia Students at CSUN. *Techtrends: Linking Research & Practice To Improve Learning*, 57(6), 14-27. doi:10.1007/s11528-013-0698-1
- Harris, T. L., Hodges, R. E., & International Reading Association. (1995), *The literacy dictionary: The vocabulary of reading and writing*. Newark, Del: International Reading Association.
- Mull, B. (2012, March 29), Flipped learning: A response to five common criticisms. *November Learning*. <http://novemberlearning.com/resources/articles/flippedlearning-a-response-to-five-common-criticismsarticle>.
- Rawson, K.A., & Dunlosky, J. (2012), When is practice testing most effective for improving the durability and efficiency of student learning? *Educational Psychology Review*, 24, 419-435.
- Smola, K. W., & Sutton, C. D. (2002), Generational differences: Revisiting generational work values for the new millennium. *Journal of Organizational Behavior*, 23, 363 - 382
- Strayer, J. (2012), How learning in an inverted classroom influences cooperation, innovation and task orientation. *Learning Environments Research*, 15(2), 171-193. doi:10.1007/s10984-012-9108-4

Boom or Bust? Professional Development Communities (PDCs) as Faculty Development

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

Cecilia Toole
Meredith College
3800 Hillsborough St
Raleigh, NC 27607
toolecec@meredith.edu

Monica McKinney
Meredith College
3800 Hillsborough St
Raleigh, NC 27607
mckinneym@meredith.edu

Margarita Suarez
Meredith College
3800 Hillsborough St
Raleigh, NC 27607
suarezm@meredith.edu

Objectives:

- Discuss the types of practices that can foster a culture of professional development across disciplines using Professional Development Communities (PDCs)
- Identify how professors can come to value and want to examine their views and assumptions about teaching
- Share experiences implementing PDCs with a variety of foci

Audience: Faculty from all disciplines

Activities:

After a brief presentation of the literature and sharing their experiences implementing Professional Development Communities (PDCs) on their campus, presenters will facilitate a discussion about the practices and potential of this form of faculty development. Some potential questions to discuss include:

1) One goal of PDCs may be a shift in identity to one that includes content expert as well as teaching scholar. How might this shift in professional identity occur? What kinds of professional development experiences might facilitate that shift?

2) What processes can lead professors to want to examine their views and assumptions about teaching as a means of continuous professional development?

3) What types of practices can foster a culture of professional development around teaching or other areas of scholarly activity as opposed to around discipline specific ideas?

Presenters will summarize the discussion and highlight key points related to the session objectives.

Summary:

Higher education faculty are experts in their content, but have often not had much preparation in how to teach. There is a belief that because professors know their content very well, they can teach it effectively. Many teach in much the same way that they were taught in graduate school because their professors were their only models. The lack of pedagogical foundation can result in difficulty with learner-centered teaching. Faculty

development can help address this issue, but helping content experts to incorporate teaching scholar into their professional identity is a challenge (Blanton & Stylianou, 2009). A PDC (Professional Development Community) is one strategy used by faculty developers.

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).

According to Cox (2001) FLCs may be structured or unstructured, and the foci can vary greatly to include faculty development, student learning, or other campus-wide issues. Faculty development FLCs may focus on enhancing knowledge of classroom technology or mid-career development, while student learning FLCs may address promoting critical thinking or enhancing classroom discussion. An example of a campus-wide FLC focus could be integrating service-learning (Sherer, Shea, & Kristensen, 2003).

In this session we will discuss the different forms that Professional Development Communities have taken at our institution, the strengths and drawbacks that we identified, and next steps in implementing them as a form of professional development.

References

- Allee V. (1997). *The knowledge evolution: Expanding organizational intelligence*. Boston: Butterworth-Heinemann.
- Blanton, M. L. & Stylianou, A. (2009). Interpreting a community of practice perspective in discipline-specific professional development in higher education, *Innovations in Higher Education*, 34, 79-92.
- Cox, M. (2001). Faculty learning communities: Change agents for transforming institutions into learning organizations. In D. Lieberman & C. Wehlburg (Eds.), *To improve the academy*, 19, (pp. 69 - 93). Bolton, MA: Anker.
- Sherer, Shea, & Kristensen (2003). Online Communities of Practice: A Catalyst for Faculty Development, *Innovative Higher Education*, 27(3), 183-194.
- Wenger, E. (2001). Communities of practice: A brief introduction. Retrieved June 6, 2014, from <https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/11736/A%20brief%20introduction%20to%20CoP.pdf?sequence=1>

Increasing Communication and Building Relationships in the Online Classroom

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

Jan Richards
National University
3800 E. Concourse, Suite 150
Ontario, CA 91764
jrichard@nu.edu

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

Objectives:

Participants will:

- Explore current research on the need for interactivity and relationship building in the online classroom.
- Share participant experiences and achievements related to developing teaching strategies and/or learning environments that encourage communication and student involvement.
- Demonstrate suggested techniques and provide appropriate resources for creating instructional materials, assignments and assessment instruments that increase online interactivity.
- Consider how the suggested strategies to promote interactivity could be used in their own online classrooms.

Audience:

College and University faculty in all disciplines.

Activities:

- Brief overview of current research on the need for interactivity and communication among and between students and online instructors.
- Sharing session asking participants to relate their experiences with developing teaching/learning materials designed to encourage communication and student involvement.
- Presenters introduce and guide participants through a demonstration of specific activities, instructional materials, assignments and assessment instruments that increase online interactivity.
- Participants will be invited to discuss how they would apply or adapt the interactive strategies learned during the session to their own learning environment.

Description:

Current research in the field of web-based distance education indicates that communication and interactivity are key components in student learning and satisfaction (Peltz, 2004; Moore, 2007; Mahle, 2007; Ragan, 2008; Hanover Research Council, 2009; Heather & Lynda, 2012). Researchers consistently note that communication is a vital tool for any type of education, and generally agree that interactivity assumes critical value in online learning which separates the student from the instructor in both time and distance.

Studies supporting student-centered teaching principles in the online environment have flourished ever since Chickering and Ehrmann (1996) suggested a technology-based update to the classic "Seven Principles for Good Practice in Undergraduate Education" (Chickering & Gamson, 1987). The updated version concluded that student success is correlated to instruction that includes; learner-instructor contact, collaboration among students, active learning, timely feedback, time on task, high expectations, and respect for different learning styles. Ragan's (2008) article on "Best Practices in Online Teaching" suggests specific instructional strategies that promote interactivity and encourage student involvement. In discussing his "Three Principles of Effective Online Pedagogy, Pelz (2004) provides specific examples of activities that help instructors to: (1) engage students in content, (2) promote student-teacher and student-student interaction, and (3) strive for presence in the virtual classroom. These three principles are repeatedly found in the literature regarding benchmarks and recommendations for successful online teaching.

The proposed presentation offers participants the opportunity to share best practices and learn successful research based techniques for encouraging communication and increasing student involvement during all phases of online higher education classes. Content includes suggestions for structuring initial introductions and developing interactive course activities, such as student led discussions, games, group projects, and case studies as well as designing interactive assignments and evaluation instruments.

References

- Chickering, A.W. & Gamson, Z.F.(1987). Seven principles for good practice in undergraduate education. AAHE Bulletin, March, 3-7. Retrieved April 3, 2014, from ERIC database. Document ID ED282491.
- Chickering, A. W. & Ehrmann, S.C. (1996). Implementing the seven principles: Technology as lever. AAHE Bulletin, October, 3-6. Retrieved May 19, 2008 from <http://www.tlgroup.org/programs/seven.html>
- Hanover Research Council-Academy Administration Practice, (2009). Best practices in online-teaching strategies retrieved, 4/10/2014 from <http://www.uwec.edu/AcadAff/resources/edtech/upload/Best-Practices-in-Online-Teaching-Strategies-Membership.pdf>
- Heather, G. C., & Lynda, R. W. (2012). Effective online instruction in higher education. Quarterly Review of Distance Education, 13 (1), 11-14.
- Mahle, M. (2007). Interactivity in distance education. Distance Learning, 4(1), 47 - 51).
- Moore, M.G. (2001). Three types of interaction. The American Journal of Distance Education, 3(2), 1-5.
- Peltz, B. (2004). Three principles of effective online pedagogy. Journal of Asynchronous Learning Networks, Volume 8, Issue 3: June 2004.
- Ragan, L. (2008). Best practices in online teaching. Retrieved 4/3/2014 from <http://florida.theorange.org/og/file/489805c0-7346-6cb7-320a-5610cb10f9da/1/OnlineEdu.pdf>

Teaching diversity and inclusion? Actively engage students emotionally to enhance learning.

Kevin Sellers
United States Air Force Academy
2354 Fairchild Dr
USAF Academy , CO 80840
kevin.sellers@usafa.edu

Objectives:

During this presentation participants will:

- Participate in a stereotype exercise to personally and emotionally experience multiple stereotypes
- Discuss common behaviors and emotions that occur during the stereotype exercise
- Discuss the benefits of experiential learning and personal reflection as a means to enhance cognitive, emotional, and behavioral change in students related to diversity and inclusion
- Learn some basic guidelines for effectively incorporating active experiential learning into courses or lessons related to diversity and inclusion

Audience:

This presentation will support faculty who teach in a face-to-face setting across a variety of disciplines. This will be of particular interest to those who desire incorporation of active and experiential learning in their classroom, as well as those teaching topics of diversity, inclusion, and respect.

Activities:

This presentation will include the following activities:

- Participation in a "Stereotype Party" exercise followed by short discussion of the exercise
- Demonstration of the Race Card Project (Norris, 2013) and how to use it as a reflection exercise
- Presentation of on-going SoTL research on the Stereotype Party and Race Card Project exercises
- Discussion on how to implement these exercises in a course to enhance student learning

Description:

Lecture is easy...we prepare, we present and student learn, right? Svinicki and McKeachie see this quite differently, noting that students must use their new knowledge in some way in order to truly incorporate that knowledge for the long-term (2011). And while the use of new knowledge is focused on the cognitive aspects of learning, we must also consider how we support the development of our students' emotions and behaviors associated with what we teach. This developmental consideration is especially important as we hope our students, and future leaders of society, will consciously seek to understand how their life experiences impact how they lead others (Herrera & DeAngelis, 2014). But how do we truly engage our students in the concepts of diversity, inclusion, and respect such that they walk away positively changed across cognitive, emotional, and behavioral dimensions?

To support this development effort in two of my courses, I incorporated an experiential learning lesson during lessons on diversity and stereotypes. The first part of the lesson used a Stereotype Party exercise consisting of various stereotypes that included race, religion, ability, sexual orientation, politics, socio-economic status, and various life choices. Students were asked to treat each other according to their assigned stereotype, with a goal of guessing one's stereotype based on how others treated them. This exercise was followed by a class discussion on their thoughts and emotions related to saying and hearing the various stereotypes. As a homework assignment students were then asked to reflect on their personal experiences by writing a narrative with a six-word description, i.e. a Race Card (Norris, 2013). This reflection is designed to help connect their classroom learning to their daily lives and thus increase their feeling of motivation in the learning (Ambrose, Bridges, DiPietro, Lovett & Norman, 2010). As part of a Scholarship of Teaching and Learning project, we are currently assessing whether these activities lead students to retain their new knowledge longer as well as develop greater emotional connection to the stereotypes that they experienced (Butler, Scharff & Packard, 2013; Medina 2008; Svinicki & McKeachie, 2011).

In sum, both of these exercises are easy to implement into any class that has learning objectives related to diversity, inclusion, respect, and human dignity. Furthermore they move students from passive-receive mode to active engagement in the lesson and its objectives.

References

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons.
- Herrera, M. S. & DeAngelis, K. (2014). *Leading Consciously and Inclusively*. Unpublished manuscript, Department of Behavioral Sciences and Leadership, United States Air Force Academy, USAFA, CO.
- Medina, J. (2008). *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*. Seattle, WA: Pear Press.
- Norris, M. (2013). The Race Card Project [website]. Retrieved from <http://theracecardproject.com/>
- Scharff, L., Butler, M., & Packard, G. (2013, October). *Respect for Human Dignity: Developmental and Generalization*. Poster session presented at the meeting of International Society for the Scholarship of Teaching and Learning, Raleigh, NC.
- Svinicki, M. & McKeachie, W. J. (2011). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Belmont, CA: Wadsworth Cengage Learning.

Iterative Instructional Model: Design and Implementation

Peter Serdyukov
National University
11255 North Torrey Pines Rd.
La Jolla, CA 92081
pserdyuk@nu.edu

Nataliya Serdyukova
National University
11255 North Torrey Pines Rd.
La Jolla, CA 92081
nserdyuk@nu.edu

Objective:

This presentation will discuss a theoretical framework for IIM and its implementation in teaching and learning. It will present and explain how the proposed approach can help university make improvements in the teaching various courses, specifically in teacher preparation program and in Physics courses. The participants will learn about iteration as an effective mechanism for learning and retaining knowledge. Finally, an open discussion will follow to engage the audience to reflect upon their own experiences in effective course design and instructional practices and hopefully provide some guidelines about effective ways increase efficiency of teaching and learning.

Audience:

This presentation is intended for administrators and faculty members, and also a general ISETL audience who may be interested in innovative instructional design and teaching practices.

Activities:

We will first conduct a brief survey about the audience's experience in innovative teaching approaches. Second, a follow-up discussion will be used to elicit the audience's response on the IIM and its implementation in teaching and learning. Finally, the results will be discussed and related to the study findings as well as the findings from classroom innovations.

Summary:

The purpose of this presentation is to present the Iterative Instructional Model (IIM) which serves as a didactic tool for designing instruction and instructional materials. It is hoped that this study will demonstrate how to improve learning efficiency of onsite and online university classes. It is assumed that this session will be beneficial to the faculty and also university administrators who are looking for innovative ideas in teaching.

IIM is a further development of the concept of spiral curriculum (Bruner, 1960) and spiral stages in learning (Piaget, 1963). There are basically two models of the learning process: linear, or sequential, and iterative, spiral. According to J. Bruner, "A curriculum as it develops should revisit these basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them." It "turns back on itself at higher levels" (Bruner, 1960, 13). Piaget maintained that in learning there were stages that were specific and spiral " they would build new skills based on the previous skills developed in the preceding stages. Subsequent stages were not simple reproductions of the initial stages but had new goals and new actions to achieve those goals: "The learning of logical structures is based therefore on a kind of circle or spiral, which amounts to saying that structures constitute the product not only of learning but also of an internal operation of equilibration" (Piaget, 1963, 104-105).

Suggested IIM describes learning in the following way:

- Learning is usually taking place in cycles based on the repetition effect.

- The learning material of each course can be repeated and recalled in a number of cycles determined by the course content, goals, structure, and conditions of study.
- Learning process based on iteration develops as an expanding spiral consisting of a measured number of interconnected cycles separated in the course by predetermined intervals.
- Student knowledge is gradually expanding at each cycle by adding new information to each preceding cycle thus approximating the results at each cycle to the desired outcome.
- Each cycle is based on all the preceding ones and adds to them new details thus developing a deeper understanding, increasing its complexity and coverage, until the topic is exhausted (Komerath, 2001; Ofen-Noy, Dudai, & Karni, 2003; Kranch, 2008, Authors 2005 and 2008).

Learning built on the IIM is an effective cumulative process (Authors). The IIM unwinds like a spiral and uses other sequencing strategies (progressive differentiation, hierarchical and short-path). It offers an effective strategy to develop knowledge and skills in a particular content area.

This presentation will illustrate IIM implementation in several ways: displaying a book on lesson planning published by Pearson, outlining the structure of a graduate course in a teacher preparation program, showing organization of a course of General Physics, and using threaded discussions in an online course of instructional methodology. Information in the book is presented in a 3-level IIM, developing from the simple to the complex interpretation of the concept, offering, first, a brief, general description, and proceeding to a gradually more detailed and sophisticated material. An online graduate course uses IIM to construct a system of learning activities built as an integral, cohesive system of individual assignments that are related both by the content of the course and by the projected learning outcomes. They present a system of tasks, each next built on the previous ones and expanding the knowledge acquired before through several iterations, while reiterating the preceding information which helps to achieve a cumulative effect throughout the class. IIM used in General Physics classes demonstrates that iteration can take place at various levels of the course: its parts, topics and individual units and assignments. There are five major iterations in the course which integrate iterations at each topic level thus forming a cyclic structure.

References

- Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
- Komerath, N. (2001). Design-centered introduction: Experience with iterative learning. *Proceedings of the 2001 American Society for Engineering Education Annual Conference & Exposition*.
<http://www.adl.gatech.edu/archives/adlp01062501.pdf>
- Kranch, D. (2008). Getting it right gradually: An Iterative Method for Online Instruction Development. *The Quarterly Review of Distance Education*, Volume 9(1), pp. 29 - 34. Information Age Publishing, Inc.
- Kwon, O. N., Allen, K. & Rasmussen, C. (2005, May). Students' retention of mathematical knowledge and skills in differential equations. *School Science and Mathematics*, 105(5), 227-239.
- Ofen-Noy, N., Dudai, Y. & Karni A. (2003). Skill learning in mirror reading: How repetition determines acquisition. *Cognitive Brain Research*, 17, 507 - 521.
- Piaget, J. (1963). *The origins of intelligence in children*. New York: Norton.

Building University Research Culture

Peter Serdyukov
National University
11255 North Torrey Pines Rd.
La Jolla, CA 92081
pserdyuk@nu.edu

Objectives:

This presentation will discuss a theoretical framework for institutional innovations focused on building university research culture. It will present the data obtained from research and explain how the proposed approach can help university make improvements in scholarship and research. The participants will learn about the various steps undertaken by National University (NU) in creating an institutional research culture, which they may use in their own schools. Finally, an open discussion will follow to engage the audience to reflect upon their own experiences in building research culture and hopefully provide some guidelines about effective ways that may facilitate the growth of scholarship and research in their own universities.

Audience:

This presentation is intended for administrators and faculty members, and also a general ISETL audience who may be interested in expanding their scholarship and research.

Activities:

We will first conduct a brief survey about the audience's experience of growing research in their institutions. Second, a follow-up discussion will be used to elicit the audience's response on the development of research culture when considering continuing their innovation. Finally, the results will be discussed and related to the study findings as well as the findings from organizational innovations.

Summary:

The purpose of this presentation is to present the investigation of the research culture growth at a private non-profit university and to discuss findings from the study. It is hoped that this study will shed more light on how to build a university research culture. It is assumed that this session will be beneficial to the faculty and also university administrators who are engaged in research.

It has been established that there is a correlation between the level of institutional research and quality of education (Zaman, 2004). Research informs teaching in many ways. It is the interaction between teaching and research that drives universities. Research makes professors better teachers, while teaching makes them better researchers. Effective research can make a combined effect on the quality of teaching and learning: directly through involving students in the research at the university, and/or through the study of instructional practices which is known as scholarship of teaching and learning (Shulman, 2000; Huber, Morreale, 2002), and indirectly through higher academic level of teaching by the research faculty. The benefit of the scholarship can come from all these activities, however the scholarship of teaching and learning may profoundly inform both institutional and individual practices, course development, teaching and various academic initiatives (McDonald, Stockley, 2011).

Research is commonly divided into scholarship and research per se; both being an integral part of the university's purpose. Scholarship defined by Boyer (1990) as discovery, integration, service, application, and teaching, embraces research as its key component and other related activities, such as organizing scholarly events (conferences, workshops and seminars), chairing symposia sessions, reviewing manuscripts, etc.

Success of the university scholarship and research depends on the institutional culture, which can be defined as the traditions, rituals, and values shared by the members of an organization (Hill 1999). A university culture is a combination of the teaching and research cultures, both intertwined and feeding each other. Research in the

university has its own culture which exists and develops within the general institutional culture. The author identified 14 major identifiers of research culture.

This presentation offers the findings from the analysis of major steps undertaken at National University from 2001 through 2014, including creation of a Research Council which coordinates research in all schools, establishment of annual faculty and student research conferences, annual publication of the Faculty Scholarship Directory and the Journal of Research in Innovative Teaching, grant work, and many other activities (Author, 2014). The university is also working towards creating doctoral programs.

The ultimate goal of all these activities at the university is to establish the university research culture which would help build a scholarly environment featuring appreciation and support of faculty research, and instituting a steady tradition of scholarship and research. A significant part of the research efforts has been focused on continuous improvement of teaching and learning. The NU experience demonstrates that a consistent effort by the university community supported by the administration and faculty organizations (Senate, Graduate Council, and others) brings outstanding results which help increase the university's academic status, its visibility, build research culture and create an active learning community.

References

- Boyer, E. (1990). *Scholarship reconsidered: Priorities for the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Hill, R. (1999). Revisiting the term "research culture". HERDSA Annual International Conference, Melbourne, 12-15 July 1999.
- Huber, M., Morreale, S., (Eds.) (2002). *Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground*. Merrifield, VA: AAHE <http://eric.ed.gov/?id=ED478800>
- McDonald, J., Stockley, D. (2011). *Pathways to the Profession of Educational Development: New Directions for Teaching and Learning*. NJ: John Wiley & Sons, Inc.
- Shulman, L. (2000). From Minsk to Pinsk: Why A Scholarship Of Teaching And Learning? *The Journal of Scholarship of Teaching and Learning (JoSoTL)*, 1(1).
<https://www.fresnostate.edu/academics/csalt/documents/Shulman2000.pdf>
- Zaman, M. (2004). Review of the academic evidence on the relationship between teaching and research in higher education. London: Department for Education and Skills. *Learning our lesson: review of quality teaching in higher education* <http://www.oecd.org/edu/imhe/44058352.pdf>.

How Can Indirect Assessment Help Improve Teaching and Learning?

Nataliya Serdyukova
National University
11255 North Torrey Pines Rd.
La Jolla, CA 92081
nserdyuk@nu.edu

Objectives:

This presentation will discuss a theoretical framework for the course delivery and institutional innovations based on indirect assessments that are focused on raising the quality of teaching and learning. It will also present the data obtained from research and explain how the proposed approach can help both instructors and university make improvements in teaching General Physics and other science courses. The participants will learn about indirect assessment approach and techniques, which they may use in assessing their own courses. Finally, an open discussion will follow to engage the audience to reflect upon their own experiences in using indirect assessment and hopefully provide some guidelines about factors that may facilitate content delivery and ensure quality learning outcomes.

Audience:

This presentation is intended for administrators, faculty, course developers, and a general ISETL audience who may be interested in improving quality of teaching and learning using indirect assessment in higher education.

Activities:

We will first conduct a brief survey about the audience's experience of implementing a teaching and learning innovation related to this topic in their colleges. Second, a follow-up discussion will be used to elicit the audience's response on the use of indirect assessment proposed in the study which matter most to them when considering continuing their innovation. Finally, the results will be discussed and related to the study findings as well as the findings from organizational innovations.

Summary:

The purpose of this presentation is to share the data collected for assessing university General Physics courses and to discuss findings from the study. It is hoped that this study will shed more light on how to design and teach these courses to obtain better learning outcomes. It is assumed that this session will be beneficial to the faculty teaching General Physics and other college courses, and also university administrators who are engaged in assessment process. It is also important for the course or curriculum consultants in the teaching and learning units at universities in order to determine whether the timing or the conditions for initiating course changes are appropriate.

Quality teaching and learning depends on numerous factors, among which assessment is critical. Assessment is vital for improving both student performance and instructor's teaching (William 2011). As indicated in the Assessment for Learning (2006), "Profound achievement gains can be realized with effective, formative, classroom assessments" Educators must use the evidence gathered through assessments for two purposes: to inform instructional decisions and to encourage students to try to learn" (p. 1). Therefore, the two major goals of assessment are, (a), for the instructor to improve the teaching, and (b), for the student to improve learning. Indirect assessment is the "assessment of student learning based on opinions or perceptions obtained from students or faculty, often collected through the use of supplemental surveys, student evaluations or focus groups" (Assessment Vocabulary, 2013, p.3). It also involves the instructor's observations, a continuous analysis of a student's performance, and study of reported perceptions about the student's learning process and mastery of learning outcomes (Cooper 2006).

This presentation offers the findings from indirect assessment of student perceptions from two General Physics courses taught in different time formats, one-month and two-months. The instrument of indirect assessment was a student survey specially designed for this study which included 12 various factors affecting course

design and delivery quality. 107 students completed the survey. Students were asked a number of questions about their expectations of the classes, their concerns and fears before and after the class, satisfaction with the course content, teaching and their own learning, and their instructor. To obtain better insight into the courses' delivery, the study asked the students how much time per week they spent on learning for the course outside the classroom, in addition to the class time, and what they would suggest to improve these courses. Statistical analysis of student responses was based on chi-squared distribution.

As this presentation demonstrates, students taking general physics courses need a better preparation in math, more time for mastering the course concepts and developing problem solving skills, as well as continuous instructor interaction, feedback and support during the class. It became evident, based on this study, that an extended, two-month course format may be preferable for learning General Physics than an accelerated one-month format.

Though assessment is crucial for the improvement of the learning outcomes, alone it will not make a significant mark on either the teaching or the learning. Even the end-of-the-course evaluations students typically taken in every class have an insufficient effect on the general instructional culture and on the teaching (Chen & Hoshower, 2003, Subramania, 2014). Therefore, in addition to individual instructor's assessments of students, an institutional culture of continuous improvement should be established which will rely not solely on the end-of-course evaluations and instructor's in-class direct and indirect assessments and evaluations, but also on the continuous university-wide, integrative effort to improve the quality of learning outcomes. The author proposes a comprehensive university assessment system integrating ten essential components. Course assessments will produce a greater effect if they are a part of the institution-wide assessment system and culture.

References

- Assessment for learning: A key to motivation and achievement (2006). Edge: Phi Delta Kappa International, 2(2). http://ati.pearson.com/downloads/edgev2n2_0.pdf
- Assessment Vocabulary (2013). Hartwick College. <http://www.hartwick.edu/academics/academic-support-services/office-of-academic-affairs/associate-dean/assessment-at-hartwick/assessment-vocabulary>
- Barr, R., and Tagg, J. (1995). From teaching to learning - a new paradigm for undergraduate education. *Change*, November/December, pp. 13-25. <http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>.
- Chen, Y. & Hoshower, L. (2003). Student evaluation of teaching effectiveness: an assessment of student perception and motivation. *Assessment & Evaluation in Higher Education* 28 (1), pp. 72 - 88.
- Cooper, D. (2006). *Talk about assessment: strategies and tools to improve learning*. Toronto, ON: Thomson Nelson.
- Subramania, S.R. (2014). Toward a More Effective and Useful End-of-Course Evaluation Scheme. *Journal of Research in Innovative Teaching*, 7(1), pp. 152-168.
- William, D (2011) *Embedded formative assessment*, Bloomington, IN, Solution Tree, Centre for Strategic Education Seminar Series. Paper No. 204, May.

All I'm asking for is a little respect: Ground rules for engaging classroom discussion

Susanna Shelton 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 how to present a "Rhetoric 101" lecture that sets the stage for respectful classroom discussions,
- b) Appreciate the value of an [Aristotelian] argument approach, no matter what your discipline, and
- c) Consider laying out argument ground rule language in your syllabus.

Audience:

This presentation will be beneficial for faculty from a variety of disciplines who are considering methods to flip the classroom, enjoy an active classroom, and/or want to learn new perspectives on guiding in-class discussion.

Activities:

This presentation will include simulation of a classroom discussion and a reflective brainstorming activity on topics for in-class discussion with other participants.

Description:

Argumentation comes in many forms. We are constantly bombarded with argumentation in our day-to-day lives. The very foundation of argumentation dates to ancient Greece, where Aristotle penned *On Rhetoric* that brought the persuasive art of civic discourse to the masses (Kennedy, 1991). Rhetorical theory should not be limited to use in English programs. Once introduced to students, rhetorical theory can help guide in-class discussions on a wide variety of topics.

Various pedagogical approaches to class discussion techniques profess its benefits to enhanced learning (Forster et. al, 2009; McCann, 2003; Roehling et. al, 2011), yet many instructors are dubious about employing it in their classroom. There are guides to some slippery slopes to avoid (McKean, 1958), and seasoned English faculty are quick to guide student topic selection on research papers to help them avoid the pitfalls of various sticky issues. Instructors maintain conversations that cover textbook and supplemental readings with relative ease. These discussions are guided to connect readings to course outcomes or subject mastery. But what about topics that allow for opinions? Do you shy away from these conversations in order to control your classroom or avoid confrontations?

This session will provide ideas for you to create and foster inclusive classroom discussions that allow students to respect and consider various perspectives. We will examine argumentation as an important aspect of daily life that students can easily identify with and think about in the classroom. Learning how to evaluate any argument by considering their support (ethos), reasoning and arrangement (logos), and how they connect to an audience's values and beliefs is an important skill that all students should master. Potential syllabus language setting out expectations and ground rules will be shared.

References

Foster, L. N., Krohn, K. R., McCleary, D. F., Aspiranti, K. B., Nalls, M. L., Quillivan, C. C., Taylor, C. M., & Williams, R. L. (2009). "Increasing Low-Responding Students? Participation in Class Discussions." *Journal of Behavioral Education* 18, 173-188.

Kennedy, G. A. (1991). *On Rhetoric: A Theory of Civic Discourse*. Oxford, U.K.: Oxford University Press.

McCann, T. M. (2006). *Talking in class: using discussion to enhance teaching and learning*. Urbana, IL: National Council of Teachers of English.

McKean, R. C. (1958). "Four Dangers in Class Discussions." *NASSP Bulletin* (0192-6365), 42(240), 82-83.

Roehling, P. V., Vender Kooi, T. L., Dykema, S., Quisenberry, B., & Vandlen, C. (2011). "Engaging the Millennial Generation in Class Discussions." *College Teaching*, 59, 1-6.

Curriculum Makeover: Developing Your Own Study Abroad Experiences for General Education Courses

David Snyder
Delaware Valley College
700 E Butler Ave
Doylestown, PA 18901
david.snyder@delval.edu

Jack Schmidt
Delaware Valley College
700 E Butler Ave
Doylestown, PA 18901
Jack.Schmidt@delval.edu

Objectives:

Session objectives include the following:

- Discussion of the benefits of study abroad, especially in general education courses
- Issues inherent in developing immersive study abroad experiences in general education courses
- Practical examples of the development of such courses within existing structures on campus

Audience:

All faculty member interested in developing their own study abroad experiences as well as those who already participate in such programs.

Activities:

The presenters will:

- Offer a brief introduction
- Briefly describe the program they developed
- Provide an open forum to discuss the benefits of study abroad
- Engage the audience in a discussion of the difficulties in implementing such programs
- Offer a summary of the discussion for the benefit of those attending

Summary:

Study abroad programs have distinct benefits for the students who participate in them. Recent research has indicated that study abroad can improve student performance on tests (Houser, et al., 2011), improve their global awareness (Graham, et al., 2012; Tarrant, et al., 2014; Rourke, et al., 2012; and Salisbury, et al. 2013). However, study abroad programs are not without their difficulties (Linder, et al., 2013 and Twombly, et al., 2012). This roundtable explores the benefits of developing study abroad curricula for general education courses as well as the issues inherent in building your own program from scratch. The experiences of the presenters in their own home-grown programs will be discussed.

References

- Graham, N. and Crawford, P. (2012). "Instructor-Led Engagement and Immersion Programs: Transformative Experiences of Study Abroad." *Journal of Higher Education Outreach and Engagement*. 16(3), 107-110.
- Houser, C., Brannstrom, C., Quiring, S. M., and Lemmons, K. K. (2011). "Study Abroad Field Trip Improves Test Performance through Engagement and New Social Networks." *Journal of Geography in Higher Education*. 35(4), 513-528.

- Linder, S. and McGaha, J. (2013). "Building on Successes: Reflections from Two Approaches to Study Abroad for Undergraduate and Graduate Students." *Educational Forum*. 77(3), 379-389.
- Rourke, L. and Kanuka, H. (2012). "Student Engagement and Study Abroad." *Canadian Journal of University Continuing Education*. 38(1).
- Salisbury, M. H., An, B. P., and Pascarella, E. T. (2013). "The Effect of Study Abroad on Intercultural Competence among Undergraduate College Students." *Journal of Student Affairs Research and Practice*. 50(1), 1-20.
- Tarrant, M. A., Rubin, D. L., and Stoner, L. (2014). "The Added Value of Study Abroad: Fostering a Global Citizenry." *Journal of Studies in International Education*. 18(2), 141-181.
- Twombly, S. B., Salisbury, M. H., Tumanut, S. D., and Klute, P. (2012). "Study Abroad in a New Global Century -- Renewing the Promise, Refining the Purpose." *ASHE Higher Education Report*. 38(4), 1-152.

A pilot self-paced online course: Strategies to engage and motivate students in the absence of regular deadlines

Sheryne Southard
Clayton State University
2000 Clayton State Blvd
Morrow, Ga 30260
SheryneSouthard@clayton.edu

Objectives:

During this presentation, participants will:

- a) Learn about a self-paced distance education model
- b) Examine numerous strategies developing content-rich instructional materials to engaging students in any distance education learning environment
- c) Review the impressions and feedback of students in a pilot self-paced distance education course

Audience:

This presentation will benefit faculty who teach in an online or blended learning environment

Activities:

This presentation will include the following activities:

- a) Explanation of a self-paced online learning model
- b) Analysis of strategies for engaging any online learner
- c) Discussion of the student impressions and overall satisfaction with the self-paced learning experience
- d) Discussion of the students' rate of progression in a self-paced course and strategies for overcoming the potential for procrastination.

Description:

Distance education has become a mainstream part of the traditional institutions of higher education. (Schifter, 2004). Online education offers increased flexibility to students and Universities, serving as a bridge over time, space and distance obstacles. Numerous species of online courses have evolved. In web-facilitated courses, technology is used to enhance a traditional face-to-face classroom experience, (1% to 29% of the content is delivered online). (Allen, 2013). In blended or hybrid courses, a substantial portion of the content is delivered online (30% to 79%) and the remainder of the class is conducted in person. (Allen, 2013). In a traditional online course, most or all of the content is delivered online. (Allen, 2013). All of these courses can be designed with either synchronous or asynchronous content delivery and interaction. They are also typically structured around the same time parameters as the traditional face-to-face courses, as it relates to assignments, quizzes and exam deadlines.

A self-paced online course, is a relatively new and rare variation of an online courses within the traditional University forum. In this type of 100% online course there is little or no synchronicity between the student and the professor (Gerlich, Mills & Sollosy, 2009). The student proceeds through the course at his or her own speed, regulated only by the deadline at the end of the term. This alternate form of education allows the student to customize his or her learning to meet personal and educational preferences. It provides students with the most flexibility in scheduling, completing the course and advancing through the curriculum. For some students, this further enhances their ability to meet their educational goals.

However, in the self-paced online environment, there are high demands of student self-regulation and self-directed learning, where the student is the active agent in the learning process and takes primary control and responsibility for the learning effort. (Hiemstra, 1994). Self-paced online courses are also subject to a heightened potential for procrastination. One study has shown that up to 70% of university students consider themselves procrastinators. (Schouwenburg, Lay, Psychyl, & Ferrari, 2004). Another study revealed that 50% of university students would classify their procrastination as consistent and problematic. (Day, Mensink &

O'Sullivan, 2000). The primary reasons for academic procrastination were fear of failing the task and aversion to the task. (Skidmore, 2002). If as one author wrote, "students treat the relatively unstructured learning environment of a distance university as an invitation to procrastinate", then a student's likelihood of procrastinating within a self-paced distance education course would be even more tempting. (Klingsieck, Fries, Horz & Hofer, 2012).

Researchers have found an inverse relationship exists between procrastination and motivation. Namely, a study found that students engaged in academic tasks that they found to be intrinsically rewarding were less likely to procrastinate. (Skidmore, 2002). Given the unique challenges present in the self-paced online learning environment, this researcher developed a self-paced online pilot course designed engage and motivate students and minimize the potential for procrastination.

This American Government course was offered at Clayton State University, in Morrow, Georgia. The literature reveals that the student's GPA is a significant positive predictor of student success in the online learning environment as it is a measure of the student's cumulative academic effort and a solid predictor of future academic outcomes (Gerlich, Mills & Sollosy, 2009; Skidmore, 2002). Hence, in developing the selection criteria for this self-paced online course, only students with a 3.0 or higher GPA were permitted to register. Nineteen students enrolled in the pilot course. Two students withdrew from the self-paced online course, as well as their remaining courses for the semester. The reasons for the withdrawal from the University for the semester were personal circumstances.

The course was strategically designed to incorporate a high degree of dynamic and engaging content-student interactions to motivate the students to advance through the course in the absence of regular deadlines. This emphasis was consistent with the literature as a study of student perspectives in a self-paced online course revealed that the most important features were the variety of course activities and the technology employed to deliver the instructional content. (Rhode, 2009). The course was designed to be highly visual as another engagement strategy (Ulbig, 2009). Concepts were often translated visually to make the material more interesting, intelligible and memorable. This is consistent with the notion that "a picture is truly worth a thousand words". Short videos (Zhang, Zhou, Briggs, & Nunamaker, 2006) and interactive exercises were logically incorporated throughout the course content to improve learning effectiveness. The course was designed to comport with numerous based practices and quality assurance standards in distance education. Research shows that a learner-centered environment promotes high levels of motivation, learning and achievement. (McCombs and Vakili, 2005). Cognitive, motivational, and affective factors are instrumental in creating this environment. The course was constructed achieve these factors through structured opportunities for personal contact, a simple navigation process, online games to build confidence and lower fear, integration of individual learning through multiple media, and incorporation of the flexible and dynamic structure to allow students to address their individual needs and considerations. (McCombs and Vakili, 2005).

The primary objective was to create an idea online learning environment that fostered student participation and involvement. The researcher collected student data on their initial impression before commencing the course (after the orientation) and after completing the course. The researcher also reviewed the student's rate of progression through the course to determine the impact of the engagement strategies on minimizing procrastination. This presentation will summarize the student impressions and the strategies used to engage the self-paced online students, which can be applied to any online learning environment.

References

Allen, I. & Seaman, J. (2013). Changing course: Ten years of tracking online education in the United States. Retrieved from <http://files.eric.ed.gov/fulltext/ED541571.pdf>

Day, V., Mensink, D., & O'Sullivan, M. (2000). Patterns of academic procrastination, *Journal of College Reading and Learning*, 20, 120-134.

- Gerlich, R.N., Mills, L.H., & Sollosy, M. (2009). An evaluation of predictors of achievement on selected outcomes in a self-paced online course. *Research in Higher Education Journal*, 4.
- Hiemstra, R. (1994). Self-directed adult learning. In T. Husen and T.N. Postlewaite (Editors-in-Chief), *The International Encyclopedia of Education* (Vol. 9), p. 5394-5399.
- Klingsieck, K.B., Fries, S., Horz, C. & Hofer, M. (2012). Procrastination in a distance university setting. *Distance Education*, 33(3), 295-310
- McCombs, B. and Vakili, D. (2005). A learner-centered framework for E-learning. *Teachers College Record* (108)8, 1583-1600.
- Rhode, J.R. (2009). Interaction equivalency in self-paced online learning environments: An exploration of learner preferences. *The International Review of Research in Open and Distance Learning*, 10(1)
- Schifter, C. (2004). Compensation modules in distance education: National Survey Questionnaire revisited. *Online Journal of Distance Learning Administration*, 7(1). Retrieved from <http://www.westga.edu/~distance/ojdla/spring71/schifter71.html>
- Schouwenburg, H.C., Lay, C. H., Pychyl, T.A., & Ferrari, J.R. (2004). *Counseling the procrastinator in academic settings*. Washington, DC: American Psychology Association.
- Skidmore, R. (2002). Proceedings from Annual Meeting of the Mid-South Educational Research Association, November 2002: Predicting student performance in a college self-paced introductory psychology course: The role of motivational orientation, learning strategies, procrastination and perception of daily hassles Chattanooga, TN.
- Ulbig, S., (2009). Engaging the unengaged: Using visual images to enhance students' "Poli Sci 101" experience. *Political Science and Politics*, 42(2) 385-391.
- Zhang, D., Zhou, L., Briggs, R., & Nunamaker, J.F. (2006). Instructional video in e-learning: Assessing the impact of interactive video on learning effectiveness. *Information and Management* 43, 15-27.

Disparity between Faculty and Administrators' Perspectives on Distance Education in Higher Education

Sheryne Southard
Clayton State University
2000 Clayton State Blvd
Morrow, Georgia 30260
SheryneSouthard@clayton.edu

Mara Mooney
Clayton State University
2000 Clayton State Blvd
Morrow, Georgia 30260
MaraMooney@clayton.edu

Objectives:

During this presentation, participants will:

- a) Explore the conflicting in the attitudes of faculty and administrators toward online education
- b) Review some of the major faculty concerns about online education
- c) Examine strategies to allay faculty concerns and address resistance to the growth and expansion of distance education in higher education

Audience:

This presentation will benefit 1) faculty who teach in an online or blended learning environment; and 2) administrators who seek to foster faculty support in online education.

Activities:

This presentation will include the following activities:

- a) Think-Pair-Share to discuss possible reasons for the conflicting views of faculty and administrators
- b) One-minute Write to identify faculty motivators and deterrents in teaching online courses and to develop strategies to address concerns

Description:

Online education is one of the fastest growing educational enterprises in this country (Wickersham and McElhany, 2010). Student enrollment in post-secondary online courses has grown steadily for the past decade (Allen, Seaman, Lederman and Jaschik, 2012). In 2002, 1.6 million students were enrolled in at least online course, and the number increased to 6.7 million students by 2011. This figure represents 32% of all the students who are enrolled in institutions of higher education (Allen and Seaman, 2013).

Public, private nonprofit and private for-profit academic institutions have all responded to the student demand for distance education options by increasing the number of their online course and program offerings. According to the National Center for Education Statistics, private nonprofit institutions were initially the most reluctant sector to delve into distance education (NCES, 2003). However, the percentage of online courses offered in the private nonprofit academic sector doubled from 22.1% in 2002 to 48.4% in 2012 (Allen and Seaman, 2013). In the public academic sector, nearly 93% of the institutions offered online courses so there was relatively little room for growth in this area. However, the number of completely online programs increased significantly from 48.9% in 2002 to 70.6% in 2012 (Allen and Seaman, 2013).

Given these steady increases, it is not surprising that 69.1% of chief academic officers at the university level report that online education is a critical component of their long-term strategy (Allen and Seaman, 2013). When nearly 600 academic technology administrators were polled on their perceptions about the growth of distance education over 80% reported that their outlook reflected more excitement than fear (Allen, Seaman, Lederman and Jaschik, 2012). These optimistic sentiments were not shared by the nearly 4,600 university

faculty members who responded to the same poll. Approximately 42 % reported that they felt more fear than excitement over the expansion. In addition, faculty members may feel peer pressure or a perceived threat to their standing within the university if they do not participate in distance education (Maguire, 2005).

A closer examination of the faculty members' perspectives and background revealed an alignment between online teaching experiences and optimism about distance education. Nearly 70% of faculty with experience teaching both online and blended courses held a favorable view about the growth (Allen, Seaman, Lederman and Jaschik, 2012). On the other hand, only about 30% of the faculty who had never taught an online or blended course were optimistic (Allen, Seaman, Lederman and Jaschik, 2012).

The same disparity in viewpoints is reflected in administrator and faculty perspectives on whether the learning outcomes in distance education are comparable to traditional courses. Nearly 83 % of administrators agreed or strongly agreed that online education can be as effective as traditional courses, whereas 38 % of faculty members either agreed or strongly agreed to the same (Allen, Seaman, Lederman and Jaschik, 2012). As we delve into the background of the faculty about 66% of faculty who were currently teaching online strongly agreed or agreed that the learning outcomes were comparable. Only about 28% of the faculty who did not teach online strongly agreed or agreed that they were comparable (Allen, Seaman, Lederman and Jaschik, 2012).

In spite of the conflicting viewpoints, the active and interdependent involvement of faculty and administrators is instrumental to the success of any online education program (Olson & Hale, 2007). Faculty must provide quality online course design and instruction. The administration must provide the faculty support for the course development and delivery and promote faculty participation in online programming decisions and policy development (Wickersham and McElhany, 2010). Specifically, studies have found that faculty who receive support in the form of administrative recognition, technical training, and monetary remuneration, experience the most increased levels of motivation and dedication to teaching online, while intrinsic motivators, such as personal desires to expand one's teaching horizons, often results in dwindling motivation in the course of time (Maguire, L. (2005).

To help shape future policies and strategies for the informed growth of online programming, four major concerns have been identified by faculty: Quality, incentives, faculty rights and faculty support (Migliorese, 2011).

Quality

When faculty were polled on the existence of tools to assess quality at their institution, about half indicated quality assessment tools were in place for face-to-face courses and only a quarter indicated quality assessment tools were in place for online courses (Allen, Seaman, Lederman and Jaschik, 2012). Institutions must develop methods to assess achievement of learning outcomes in distance education courses. The broader question goes beyond examining whether learning outcomes are as effective as their face-to-face counterparts to identifying which instructional medium is the most effective for specific learning outcomes. Factors to take into account when assessing quality include the instructor's expertise and interest in the subject matter, his or her methods of connecting course content to students' frames of reference, clarity and organization of the course, communicated expectations for learning, and opportunities for student and instructor interaction (University of Washington, 2010).

Incentives

The vast majority of the faculty felt they spent more time designing and delivering online courses compared to traditional face-to-face courses. Over 85% opined that online course development required "somewhat more" or "a lot more" effort. Almost 64% of faculty indicated that teaching the online course required "somewhat more" or "a lot more" effort than the face-to-face counterpart (Seaman, J. 2009). Online faculty can often spend two hours per day per class, including weekends, which is fourteen hours for each class per week (Worthen, H. 2012). Two of the respondents captured the essence of the complaint about the disproportionate time and pay as follows: 1) "as a result of being paid for this course less per hour than my regular term courses,

I have tended to automate all assignments and tests to minimize effort. This has meant much less for students in terms of pedagogical outcomes;" and 2) "I am not willing to put in too much effort any more. I was spending too much time trying to include written assignments, but there didn't seem to be any reward for doing so" (Worthen, H. 2012).

The disproportionate workload presents issues of compensation, recognition and credit toward promotion and tenure. Only 30% of faculty either felt that their institution's pay system for online instruction was fair (Allen, Seaman, Lederman and Jaschik, 2012). One respondent wrote: "How can we, with a clear conscience, recommend a new faculty develop pedagogical approaches using technology with traditional promotion and tenure procedures in place" (Gannon-Cook, R. 2010).

Faculty Rights

Faculty concern about the impingement upon their rights relates to the loss of ownership of the academic materials and the loss of autonomy and academic freedom to alter the online template created by another instructor. Concerns also stem from the fear of "adjunctivization" which arises when a faculty member develops an online course and is later replaced with an adjunct or less expensive faculty member to facilitate the course (Worthen, H. 2012). Half of the adjuncts responded that the course they taught was created by a full-time faculty member (Worthen, H. 2012). One respondent wrote: "I developed a course (that) I am no longer allowed to teach " My materials are being used by instructors without copyright protection. Only one has contacted me to "pick my brain" (his words)" (Worthen, H. 2012).

A senior tenured faculty member lamented: "The University is currently facing a lawsuit from my colleagues who recently moved to another institution. Before they left, they developed an extensive online course, including videos and the like" then they discovered that the course was being offered, unaltered, by an adjunct hired for that purpose. This situation has a dampening effect on the willingness of full-time faculty to develop online classes" (Worthen, H. 2012)

Faculty Support

Most institutions offer distance education faculty support, although the degree of and type of technical support and pedagogical training varies. Over 80% either agreed or strongly agreed that they offer some level of support (Lion, R. and Stark, G., 2010). Typically universities invest liberally in technology resources. Yet, they invest significantly less in training and technical support and provide a small team of instructional designers and technology staff to serve as support (Migliorese, 2011). The paradigm promotes a "do-it-yourself" environment where faculty members receive a few hours of technical training and they spend the bulk of the time and effort to build the online course without any assistance (Migliorese, 2011). Consequently, little time may be left for instruction. For example, the majority of respondents in a study of online faculty members indicated that the number of hours they spend per week on technical issues and basic course preparation was twice as much as the time they spent interacting with students in these courses (McKenzie, Mims, Bennett, & Waugh, 2000). Support systems should be in place in the areas of design, technology, instruction and facilitation. Beyond learning the technology, faculty require assistance in crafting learning objectives, developing engaging instructional content and activities, building a sense of community and delivering effective feedback (Migliorese, 2011). A triangulated support structure provides administrative support to address training on the technology, peer support to assist in developing and teaching the course and professional development support for pedagogical training (Covington, Petherbridge, and Warren, 2005).

In sum, the four major areas of faculty concern with regard to distance education are quality, incentives, faculty rights and faculty support. This presentation will summarize strategies that can be used to address these concerns and to foster faculty buy-in to ultimately build a stronger distance learning environment that benefits all stakeholders.

References

- Allen, I. & Seaman, J. (2013). Changing course: Ten years of tracking online education in the United States. Retrieved from <http://files.eric.ed.gov/fulltext/ED541571.pdf>
- Allen I., Seaman, J., Lederman, D., and Jaschik, S. (2012). Conflicted: Faculty and online education. Retrieved from http://www.insidehighered.com/sites/default/server_files/survey/conflicted.html
- Covington, D., Petherbridge, D., and Warren, S. (2005). Best practices: A triangulated support approach in transitioning faculty to online teaching. *Online Journal of Distance Learning Administration*, 8(1). Retrieved from <http://www.westga.edu/~distance/ojdla/spring81/covington81.htm>
- Gannon-Cook, R. (2010). What motivates faculty to teach in distance education: A case-study and meta-literature review. Lanham, MD: University Press of America, Inc.
- Lion, R. and Stark, G. (2010). A glance at institutional support for faculty teaching in an online learning environment. Retrieved from <http://www.educause.edu/ero/article/glance-institutional-support-faculty-teaching-online-learning-environment>
- McGuire, L.L. (Spring 2005). Literature review - faculty participation in online distance education: Barriers and motivators. *Online Journal of Distance Learning Administration*, VIII(1) Retrieved from <http://www.westga.edu/~distance/ojdla/spring81/maguire81.htm>
- McKenzie, B.K., Mims, N., Bennett, E. & Waugh, M. (2000). Needs, concerns and practices of online instructors. *Online Journal of Distance Learning Administration*, 3(3). Retrieved from <http://www.westga.edu/~distance/ojdla/fall33/mckenzie33.html>
- Migliorese, D. (2011). Building trust: Faculty concerns about online education. Retrieve from http://www.deltak-innovation.com/sites/deltak/files/Building-Trust_Faculty-Concerns-About-Online-Education_0.pdf
- National Center for Education Statistics (2003). Distance education at degree-granting post-secondary institutions. Retrieved from <http://nces.ed.gov/surveys/peqis/publications/2003017/>
- Olson, J., & Hale, D. (2007). Administrator' attitudes toward web-based instruction across the UT System. *Online Journal of Distance Learning Administration*, 10(4). Retrieved from <http://www.westga.edu/~distance/ojdla/winter104/olson104.html>
- Seaman, J. (2009). Online learning as a strategic asset: The paradox of faculty voices, views and experiences with online learning. Retrieved from <http://files.eric.ed.gov/fulltext/ED517311.pdf>
- University of Washington Center for Instructional Development. (2010). Teaching and learning bulletin: what helps students learn? Retrieved from <http://depts.washington.edu/cidweb/Bulletin/Learning.html>
- Wickersham, L.E. and McElhany, J.A. (2010). Reconciling administrator and faculty concerns regarding online education. *The Quarterly Review of Distance Education*, 11(1).
- Worthen, H. (2012) How the working conditions of online teaching affects the worklives on online faculty: Report from the COCAL/UALE working groups on online learning survey. Retrieved from: <http://cocalinternational.org/Working%20Conditions%20of%20Online.docx>

**Increasing Cultural Competence through Collaborative Learning Techniques:
An Appraisal of Student Attitudes and Analytic and Critical Thinking Skills within Groups**

Consoler Teboh
St. Cloud State University
720 Fourth Avenue South
St. Cloud , MN 56301
cteboh@stcloudstate.edu

Nilakshi Borah
University of Wisconsin - La Crosse
406 F Wimberly Hall
La Crosse , WI 54601
nborah@uwlax.edu

Objectives:

During the presentation, participants will:

- Gain an understanding of increasing cultural diversity among students through collaborative learning
- Participate in group activities that enhance cultural diversity
- Recognize how to integrate activities that foster cultural diversity beyond the classroom

Audience:

This presentation will benefit all persons within the academia that promote cultural diversity

Activities:

This presentation includes the following activities:

- Group activity that encourages cultural diversity
- A discussion group activity

Description:

Separate questionnaires were circulated in three different classes, in three different academic departments. The first questionnaire examined students' individual attitude toward cultural competence within groups through the buzz group and three-step interview learning techniques. The second questionnaire examined the effects of students' analytic skills toward cultural competence within groups using the think-aloud pair problem solving and analytic teams method. The third questionnaire examined the effects of students' critical thinking toward cultural competence within groups through the application of the note-taking pairs and role play. Twenty-five samples were randomly selected from each pool of the questionnaires to come up with 75 respondents for the study. Multiple regression analyses were conducted to determine findings.

Key words: Collaborative learning, Individual attitudes, Analytic skills, Critical thinking skills, learning communities, cultural competence

References

- Educational Broadcasting Corporation (2004). Workshop: Cooperative and Collaborative Learning. Retrieved on December 12, 2013, from <http://www.thirteen.org/edonline/concept2class/coopcollab/>
- Gerlach, J. M. (1994). "Is this collaboration?" In Bosworth, K. and Hamilton, S. J. (Eds.), Collaborative Learning: Underlying Processes and Effective Techniques, New Directions for Teaching and Learning No. 59.
- Johnson, R. T., & Johnson, D. W. (1986). Action research: Cooperative learning in the science classroom. Science and Children, 24, 31-32.

Rau, W. & Heyl, B. S. (1990). Humanizing the college classroom: Collaborative learning and social organization among students. *Teaching Sociology*, 18, 141-155.

The Myth of Multi-tasking: Discussing the evidence and implications

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

Peter Doolittle
Virginia Tech
Hillcrest Hall
Blacksburg, VA 24061
pdoo@vt.edu

C. Edward Watson
University of Georgia
Instructional Plaza North
Athens, GA 30606
edwatson@uga.edu

Objectives:

- Participants will discuss common perceptions of students' multi-tasking abilities.
- Participants will engage in conversation related to cognitive and neuroscientific evidence related to the multi-tasking debate
- Participants will describe methods for managing and facilitating focus and attention in the classroom.

Audience:

Any/all attendees

Activities:

Session facilitators will frame the discussion/debate and will lead participants in conversation related to the rhetoric, research and practical implications of multi-tasking

Description:

Much of the popular literature that describes characteristics of "digital natives" (Prensky, 2001), or the current generation of students, includes descriptions of multi-tasking as a being a quintessential characteristic of the generation (Tapscott, 2009). Some authors even go so far as to contend that "they can't help it. They have to multitask" (Rosen, 2010, p. 76).

This discussion session will take such claims to task as the facilitators will bring to the conversation their recent work related to synthesizing the cognitive and neuroscientific literature, as well as presenting new data that addresses the evidence related to the perceptions and cognitive realities of multi-tasking (Watson, Terry & Doolittle, 2012 & Doolittle, Terry & Watson, 2014).

Participants will be challenged to examine the rhetoric in light of the research, and to connect theory to practice by providing ways to address issues of split-attention in the classroom.

References

- Doolittle, P.E., Terry, K.P. & Watson, C.E. (2014). Student perceptions of multi-tasking: Attentional requirements, self-awareness and self-efficacy. Submitted to Computers & Education.
- Prensky, M. (2001). Digital natives, digital immigrants. On the Horizon, 9(5), 1-6.

Rosen, L. (2010). *Rewired*. New York, NY: Palgrave Macmillan.

Tapscott, D. (2009). *Grown up digital*. New York, NY: McGraw Hill.

Watson, C.E., Terry, K.P., & Doolittle, P.E. (2012). Please read while texting and driving. In J.E. Groccia (Ed.), *To Improve the Academy*, Volume 31.

Using Case Studies of International Conflicts to Engage and Challenge

William Timpson
Colorado State University
Education Building 105E
Fort Collins, CO 80523
william.timpson@colostate.edu

Objectives:

In this Interactive Teaching Session, participants will be able to see how addressing our differences can get to deeper levels of honest insight when we first look at conflicts in other cultures.

Audience:

Drawing from active research on past conflicts in Northern Ireland, Burundi, and Korea, cases will be illustrated with photographs and stories, challenging participants from various instructional environments to engage in fresh thinking about addressing conflicts and exploring constructive ways forward.

Activities:

Participants in this workshop will be given an overview to three brief case studies of conflicts in different international cultural contexts - Northern Ireland, Burundi and Korea - and then lead through one, in particular. Specific roles will be used to assess the underlying issues from different perspectives and resources offered for further study (Timpson, Alandejani, Aragon, & Holman, 2013; Sprain & Timpson, 2012). Connecting this work overseas to issues in the U.S. will enable active, innovative and respectful exploration as well as the critical and creative thinking that can deepen learning and understanding (Timpson, Foley, Kees, & Wait, 2013).

Description:

William Perry's (1981, 1999) work on cognitive development during the college years can serve as a useful framework for understanding and guiding work with case studies, noting that students typically arrive at college thinking in very dichotomous ways, i.e., ideas are right or wrong, that reality is black or white. In contrast, the use of case studies pushes us to address diversity in all of its inherent complexity and ambiguity. Moreover, using best case thinking as articulated by Elise Boulding (2000) in *Cultures of Peace* draws on expertise from different disciplines to describe how we can avoid getting mired in the kinds of negative analysis that is too often associated with our own histories, prejudices and assumptions.

Case- and problem-based learning have a long history of research and practice in several professional areas, in particular, business, law, medicine and other health fields. Based on their work at the Harvard Business School, Barnes, Christensen, and Hansen (1994) have laid out compelling reasons for this approach to instruction and learning. Providing a practical expression for Bloom's (1956) hierarchy in the cognitive domain, case studies offer students opportunities to apply their knowledge with real world examples, to deepen their understanding through analysis, synthesis, and evaluation.

Students are challenged to discover their own responses but then check their ideas against what others in class are thinking as well as what ideas are in various published sources. With complex cases, they often also discover a range of opinions and they must then evaluate those sources and the lines of reasoning each represents. Here we can also see the expression of Kuhn's (2012) classic work on paradigms, how ideas are embedded in certain prevailing lines of reasoning.

The scholarship of teaching and learning

The use of case-based learning also addresses concerns raised by the Carnegie Commission for the Advancement of Teaching about the quality of undergraduate education at research universities, in particular, where rewards are often skewed dramatically toward research. More specifically, the Boyer Report (1990) and

two subsequent reports offered arguments for the "scholarship of teaching and learning" as one way to redress this neglect of undergraduate instruction, in particular (Boyer, 1990, Glassick et al., 1997; Kenney, S., 1998). Using case and problem based learning, discovery, inductive and other constructivist approaches as well as cooperative learning would allow instructors to emphasize higher order thinking and creativity while joining with students in exploring complex issues and publishing the results of these studies as part of this scholarship of teaching and learning.

In contrast, simplifying instruction and making it more administratively efficient by packing large numbers of students into lecture halls for information acquisition sessions, inevitably produces a greater focus on objective information transfer that could be tested through multiple choice and machine scored exams, what Ramsden (1992) referred to as surface learning.

Innovative classroom practices

In the classroom, the study of complex issues also requires interdisciplinary thinking and sophisticated instruction where case studies of international conflicts can be both engaging and stimulating. Whether the topic is sustainability (Timpson, Dunbar, Kimmel, Bruyere, Newman, & Mizia, 2006), diversity (Timpson, Yang, Borrayo, & Canetto, 2005; Timpson, Canetto, Borrayo, & Yang, 2003), or conflict resolution, cooperation, peace and reconciliation (Timpson, Brantmeier, Kees, Cavanagh, McGlynn & Ndura-OuØdraogo, 2009; Timpson, 2002), instructors need access to the range of instructional approaches that are available.

Discussion

Case-based learning can also help instructors avoid the seductive simplicities of reductionist thinking - i.e., the overuse of direct instruction and lecturing - and more fully embrace the richness of reality. Case studies are designed to tap into what we know about engaging students in critical and creative thinking. Barrows and Tamblyn (1980) note how professional roles are inherently about complex issues, relationships, ideas, etc. Instructors can learn to guide students through an exploration of compelling issues, explaining how to access the various sources that are available. In essence, learning can be more about an immersion in an issue and a process for exploration.

What is needed at all levels of education, K-12 through postsecondary as well as some of the training that occurs in every field, is to mimic what has happened in various professional schools where case- and problem-based learning have become the focus for curriculum design and delivery. This kind of facilitated instruction for a deeper understanding can help instructors avoid the overly reductionist tendencies of our current educational paradigms of choice and better capture the rich complexity of the realities in which we live. International cases of conflict offer engaging examples that also allow students to look past their own cultural blinders and rethink their assumptions and prejudices.

References

- Barnes, L., C. Christensen, & A. Hansen (1994) Teaching and the case study method. Boston, MA: Harvard University Press.
- Barrows, H. & R. Tamblyn (1980) Problem-based learning: An approach to medical education. New York: Springer Publishing.
- Bloom, B., M. Engelhart, E. Furst, W. Hill, & D. Krathwohl (1956.) Taxonomy of educational objectives: Handbook I, Cognitive domain. New York: Longman Green.
- Boulding, E. (2000) Cultures of Peace. Syracuse, NY: Syracuse University Press.
- Boyer, E. (1990) The professoriate reconsidered. Princeton, NJ: Carnegie Commission.

- Glassick, C., Huber, M., & Maeroff, G. (1997) *Scholarship assessed*. San Francisco: Jossey-Bass.
- Kenney, S. (1998) *Reinvigorating undergraduate education: The Boyer Commission on Educating Undergraduates in the Research University*. Princeton, NJ: Carnegie Commission.
- Kuhn, T. (2012) *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- Perry, W. (1981) *Cognitive and ethical growth: The making of meaning*. In *The modern American college*, by Arthur W. Chickering. San Francisco: Jossey-Bass.
- Perry, W. (1999) *Forms of intellectual and ethical development in the college years*. San Francisco: Jossey-Bass.
- Ramsden, P. (1992) *Learning to teach in higher education*. New York: Routledge.
- Sprain, L. & W. Timpson (2012) *Pedagogy for Sustainability Science: Case-Based Approaches for Interdisciplinary Instruction*, *Environmental Communication: A Journal of Nature and Culture*, DOI:10.1080/17524032.2012.714394: <http://dx.doi.org/10.1080/17524032.2012.714394>
- Timpson, W., J. Foley, N. Kees, and A. M. Waite (2013) *147 Tips for Using Experiential Learning*. Madison, WI: Atwood.
- Timpson, W., J. Alandejani, A. Aragon, & D. Holman (2013) Finding a unified field theory for instruction: Utilizing case studies to engage deeper learning about complex issues. *International Journal of Education for Peace and Development*. 1(1), 19-24.
- Timpson, W. and K. Holman, Eds. (2011) *Case studies of classrooms and communication: Integrating diversity, sustainability, peace and reconciliation*. Madison, WI: Atwood.
- Timpson, W., E. Brantmeier, N. Kees, T. Cavanagh, C. McGlynn, & E. Ndura-OuØdraogo (2009) *147 tips for teaching peace and reconciliation*. Madison, WI: Atwood.
- Timpson, W., B. Dunbar, G. Kimmel, B. Bruyere, P. Newman, & H. Mizia (2006) *147 tips for teaching sustainability: Connecting the environment, the economy and society*. Madison, WI: Atwood.
- Timpson, W., R. Yang, E. Borrayo, & S. Canetto (2005) *147 Tips for teaching diversity*. Madison, WI: Atwood.
- Timpson, W., S. Canetto, E. Borrayo, & R. Yang, Eds. (2003) *Teaching diversity: Challenges and complexities, identities and integrity*. Madison, WI: Atwood.
- Timpson, W. & S. Burgoyne (2002) *Teaching and performing: Ideas for energizing your classes*, Second Edition, Madison, WI: Atwood.
- Timpson, W. (2002) *Teaching and learning peace*. Madison, WI: Atwood.

Rethinking Information Literacy from the Student Perspective

Kisha Tracy
Fitchburg State University
160 Pearl St.
Fitchburg, Massachusetts 01420
ktracy3@fitchburgstate.edu

Objectives:

During this presentation, participants will:

- reflect on the current research practices of their students and consider challenges faced;
- reconsider the nature of traditional research assignments and the real challenges that they present to students;
- reconsider the knowledge and skills students are bringing into the classroom;
- reconsider the language employed in assignments;
- engage with methods for increasing student awareness of the information literacy process.

Audience:

This presentation will be beneficial for any faculty in any discipline who ask their students to demonstrate information literacy and/or research skills.

Activities:

This presentation will include the following activities:

- examination of example assignments from the student perspective in order to break down the expertise gap;
- collection and analysis of traditional assignment terminology from participants;
- discussion of preliminary findings from a survey to students about assignment terminology;
- demonstration of and engagement with strategies and activities for illuminating information literacy in courses.

Description:

Information literacy is essential and not always directly tied to writing. As the Association of College and Research Libraries states in its "Information Literacy Competency Standards for Higher Education," "Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning" (2000). The major impediments to student competency in information literacy in varying disciplines often lie in the structure of assignments. Students are frequently asked to manufacture a topic, usually in an absurdly compressed amount of time, research this topic, and produce work that reflects careful thought and understanding of the process. A 2010 report from Project Information Literacy, "How Handouts for Research Assignments Guide Today's College Students," asserts, "Instructors offered a detailed and formulaic framework in the[assignment] handouts because they recognized that their students came into the classroom with little knowledge of the course-related research process, especially as it applied to conducting research in individual disciplines - and their class" (Head & Eisenberg). This is certainly a valid assessment of the challenges, yet the parameters of this task do not encourage one crucial element: ownership of and pride in the process. Rather, it encourages imitation and mechanical thought. Students can become overwhelmed by the "big paper" due at the end of the semester and strive unthinkingly to get the required elements on the page. They become "intimidated by the plethora of print and online sources [?and find] it difficult to figure out the critical inquiry process while developing competencies, practices, and workarounds for evaluating, integrating, and applying the sources they found" (Head, 2013). The focus is on completion, not on engaging with sources, interpreting clues, and questioning information. It creates the impression that research is clean, often bland, and one-dimensional, rather than messy, sometimes chaotic, and complex ? in other words, interesting. Students remain aloof from the process, if they are even aware a process exists, without becoming invested in

the work they produce. Even more, students, whether due to the digital nature of information or not, often examine sources in isolation. One study found that students seem to focus on sentences within a source rather than the source as a whole and its context: "Citation counts for little if what is being cited is a fragmentary representation of the source" (Howard, Serviss, & Rodrigue, 2010). This method fails to recognize that research is a network of connections

The question then is: what can we do? A strategy that can overcome some of these issues is the development of activities and/or checkpoints over time that emphasize process, not production. Emphasis on process is a common concept in composition studies. Here, however, the focus is not on the writing process, but on the information literacy process, on thinking critically about sources and breaking apart arguments. These activities could lead students through becoming familiar with both the physical and digital resources of the library, engaging in exploratory research, identifying scholarly trends, arguing with sources, leveraging citation mining, annotating bibliographies, working in research groups, etc. The keys are consistent feedback and guidance, reinforcing effective dispositions of mind and pointing out the pitfalls of other habits. It is also important to consider assignment terminology as there is frequently a breakdown between what the instructor states and students hear. Students "live" with a topic, watching it build and evolve, eventually (not initially) becoming a thesis. Through task chunking and regular reflection, students can take control of their work, hopefully increasing their investment, awakening their curiosity, and building their awareness of the importance of what is available to them.

References

- Association of College and Research Libraries (2000). Information literacy competency standards for higher education. Association of College and Research Libraries. Retrieved April 29, 2014, from American Library Association: <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf>
- Gavin, C. (2008). Teaching information literacy: A conceptual approach. Lanham, Md.: Scarecrow Press.
- Gross, M. & Latham, D. (2009). Undergraduate perceptions of information literacy: Defining, attaining, and self - Assessing skills. *College and Research Libraries*, 40(4), 336 - 350.
- Head, A.J. (2013). Learning the ropes: How freshmen conduct course research once they enter college. Project Information Literacy Research Report, University of Washington's Information School. Retrieved April 29, 2014, from Project Information Literacy: http://projectinfolit.org/images/pdfs/pil_2013_freshmenstudy_fullreport.pdf
- Head, A. J. & Eisenberg, M. B. (2010). Assigning inquiry: How handouts for research assignments guide today's college students. Project Information Literacy Progress Report, University of Washington's Information School. Retrieved April 29, 2014, from Project Information Literacy: http://projectinfolit.org/images/pdfs/pil_handout_study_finaljuly_2010.pdf
- Head, A. J., Van Hoeck, M., Eschler, J., & Fullerton, S. (2013). What information competencies matter in today's workplace?" *Library and Information Research*, 37(114), 75 - 104.
- Howard, R. M., Serviss, T. & Rodrigue, T. K. (2010). Writing from sources, writing from sentences. *Writing & Pedagogy*, 2(2), 177-192.
- Roessig, L. (2007) Making research matter. *English Journal*, 96(4), 50 - 55.
- Sokoloff, J. (2012) Information literacy in the workplace: Employer expectations. *Journal of Business & Finance Librarianship*, 16(1), 1 - 17.

**Moving beyond the textbook and into the community:
Solidifying lessons by integrating academic service learning into a curriculum**

Christina Wall
Eastern Michigan University
122 Sill Hall
Ypsilanti, MI 48103
cwall1@emich.edu

Objectives:

During this presentation, participants will:

- Learn about the origins and basics of Academic Service Learning (ASL), including being given an example of its application,
- Have an opportunity to brainstorm ways that ASL can be integrated into a course curriculum and share ideas with others,
- Create a draft of ASL-based course objectives as well as a reflection assignment (a core component of ASL integration).

Audience:

This presentation will be beneficial for faculty who teach a course with a curriculum that has the potential to provide a service or meet a need within the community. While some disciplines may more obviously provide a service or be able to meet a need (such as health services or social work), all disciplines are encouraged and have the potential to use ASL in a course curriculum.

Activities:

This presentation will include the following activities:

- Reflection activities that will allow participants to create their own definition of "service" and "academic service learning"
- Brainstorming/discussion sessions with other participants about ways ASL can be integrated into a particular discipline
- Opportunities to start to develop ASL course objectives and reflection assignments

Description:

Although it is hard to admit, the fact remains - many students do what is required to achieve their desired grade and then release that acquired information into the great academic abyss. How do we bring the textbook facts and figures to life and give them lasting meaning beyond the classroom? According to Butin (2010), Academic Service Learning (ASL) "subverts the notion of classroom as graveyard - rows and rows of silent bodies - for an active pedagogy committed to connecting theory and practice, schools and community, the cognitive and the ethical."(p.3). University engagement with the community provides a win-win situation for all involved - it provides students and faculty with more depth of understanding of the course topic while fulfilling an unmet need in the community. ASL has the power to positively influence the student's perception of social responsibility and the greater good (Howard, 1998).

ASL can take place in a variety of forms, including direct and indirect ASL. Direct ASL occurs when the students engage in face-to-face interactions with the community in the process of meeting a need. Indirect ASL occurs when students provide a service outside of face-to-face engagement (like a construction course building a structure or a computer course providing a software program). Regardless if a course is utilizing direct ASL or indirect ASL, student critical thinking and reflection is a required component of an ASL course. Reflection assignments can be difficult as there is often resistance from students. According to Weigert (1998), "we must grade students' demonstrations of learning that come from the service assignment."(p.7). Accordingly, rubrics on reflection-based assignments can be difficult to design.

According to the UCLA's Higher Education Research Institute, around 90% of all faculty feel that "colleges and universities have a responsibility to work with their surrounding communities to address local issues." You share this belief and have an interest in including ASL in your course, but where do you begin? Come to this session to get started. In this session, you will learn about ASL, including the origins and components, and you will engage in activities that will help you get started in integrating ASL into your curriculum. Cherwitz (2005) states it best by saying "We must create room for those outside of academe not just to sit at our table and "receive" but to share in the discovery and delivery of knowledge."(p.49).

References

- Butin, Dan W.. (2010). *Service Learning in Theory and Practice: The Future of Community Engagement*. New York, New York: Palgrave Macmillian.
- Cherwitz, Ricahrd A. (2005). A New Social Compact Demands Real Change. *Change*, November/December 2005, 48-49. <https://webpace.utexas.edu/cherwitz/www/articles/cherwitz2.pdf>
- Hartudo, Sylvia, Kevin, Eagan, Pryor, John H., Wahng, Hannah, Tran, Serge (2012). Undergraduate Teaching Faculty 2010-2011 HERI Faculty Survey. UCLA Higher Education Research Institute. Retrieved from <http://www.heri.ucla.edu/monographs/HERI-FAC2011-Monograph.pdf>
- Howard, Jeffrey P.E. (1998). Academic Service Learning: A Counternormative Pedagogy. *New Directions for Teaching and Learning*, Spring 1998, 21-29. http://supportservices.ufs.ac.za/dl/Userfiles/Documents/00002/1808_eng.pdf
- Weigert, Kathleen Maas (1998). Academic Service Learning: Its Meaning and Relevance. *New Directions for Teaching and Learning*, Spring 1998, 3-10. <http://www.ryerson.ca/content/dam/experiential/WeigertMeaningandRelevance.pdf>

Premium Blend. Practical strategies for getting started with a hybrid classroom.

Bradley Warner
US Air Force Academy
HQ USAFA/DFMS
USAF Academy, CO 80840
brad.warner@usafa.edu

Ian Pierce
US Air Force Academy
HQ USAFA/DFMS
USAF Academy, CO 80840
ian.pierce@usafa.edu

Objectives:

- Demystify the notions of "flipped classrooms", "MOOCs", "active learning."
- Make participants aware of opportunities to employ these methods in a low-cost, low-threat manner.
- Provide a forum to encourage exchange of ideas and opportunities for collaboration in using these techniques.

Audience:

Teachers in any area of study who are interested in incorporating elements of the "flipped" or "blended" pedagogy into their own teaching praxis.

Activities:

During the presentation, participants will:

- experience some aspects of the hybrid approach as a student.
- practice elements of lesson design using these tools and techniques.
- share and discuss ideas, success stories, and concerns about using these techniques with the group.

Description:

A fairly recent development is the proliferation of online and mass-media educational tools and techniques. A cursory web search will reveal a wide variety of ideas and opinions about the value of these new teaching modalities (Ferriman, 2013)(Harris, 2014) (Leddy, 2013). Some insist that purely online education (such as MOOCs) will ultimately supplant traditional approaches, others advocate for using these new tools to fundamentally change the traditional classroom (such as "flipped classrooms"), and yet others argue that these tools have no place in higher education; Jeffrey Selingo argues that technology-driven instruction is one of five disruptive forces for higher education (Selingo, 2013). Instead of "waiting for the dust to settle", we encourage educators to become knowledge participants in the discussion by employing various aspects of these paradigms.

Getting started with online and mass-media tools and techniques can be resource-intensive and intimidating. This is especially so when a particular modality is embraced as the sole method of instruction. For example, to produce and run a single MOOC can have significant logistical and monetary costs; estimates are between \$50k to \$250k (DeJong, 2013). We advocate a hybrid or blended practice that capitalizes on previously existing resources.

We have incorporated a variety of these tools and techniques into our courses. While our experience has been in the context of probability and statistics courses at both the general and advanced levels, these methods can easily be used by teachers in any discipline. One of the attractive characteristics of our approach is that it leverages platforms, tools, and content which are already widely available. We are convinced that these approaches are important to the future of higher education and look forward to sharing our ideas and hearing the ideas of our fellow educators.

References

- DeJong, R. (2013, September 17). What Do MOOCs Cost? Retrieved from Minding the Campus:
http://www.mindingthecampus.com/originals/2013/09/what_do_moocs_cost.html
- Ferriman, J. (2013, February 18). 5 Reasons Why MOOCs Provide Little Real Value. Retrieved from
LearnDash: <http://www.learndash.com/5-reasons-why-moocs-provide-little-real-value/>
- Harris, D. (2014, January 21). Harvard and MIT Make a Compelling Case for MOOCs. Retrieved from
GIGAOM: <http://gigaom.com/2014/01/21/harvard-and-mit-make-a-compelling-case-for-moocs/>
- Leddy, T. (2013, June 14). Are MOOCs Good for Students? Retrieved from Boston Review:
<https://www.bostonreview.net/us/are-moocs-good-students>
- Selingo, J. J. (2013). *College Unbound: The Future of Higher Education and What It Means for Students*. New York: New Harvest.

Developing Constructive Conflict in Student Teams

Elizabeth Watson
Rider University
2083 Lawrenceville Rd.
Lawrenceville, NJ 08648
ewatson@rider.edu

Objectives:

During this presentation, participants will:

1. Revisit their understanding of the faculty role in supporting successful student teams.
2. Practice development of shared group norms for team process and behavior.
3. Practice disagreeing.

Audience:

This presentation is primarily for faculty who utilize teams for student projects at the undergraduate and graduate levels, and who want to explore techniques that may be useful for their students in school and in their work lives.

Activities:

The following activities will be part of this presentation:

1. Development of norms through structured discussion by attendees
2. Practice of language for disagreeing
3. Discussion of strengths and weaknesses of this approach

Discussion:

Collaborative learning through the use of teams in the classroom can yield many important benefits in the form of richer learning, retention of information (Terenzini, Cabrera, Colbeck, Parente, & Bjorklund, 2001), development of workplace skills (Riebe, Roepen, Santarelli, & Marchioro, 2010) and interpersonal reflectivity (Thomas, 2012).

From engineering education (Fredrick, 2008) to business education (Hansen, 2006) to interpersonal communication studies (Thomas, 2012), a variety of disciplines use teams for projects or ad hoc learning assignments.

We cannot assume that students have the skills to work effectively in teams or small collaborative groups (Goltz, Hietapelto, Reinsch, & Tyrell, 2008; Oakley, Brent, Felder, & Elhajj, 2004). One particular area that comes into play when teams fail to work well is getting tangled in affective (relationship/emotional) and cognitive conflict (Mooney, Holahan, & Amason, 2007). Conflict of ideas can lead to relationship conflict, but conflict based on personal or interpersonal factors can lead to conflict over ideas. Constructive conflict is the sweet spot. It is generative, encouraging creativity and engagement with team members' contributions.

An approach for training people to interact over ideas, while resisting the pull to engage negatively over emotions, is to encourage reflective practice that checks inferences and assumptions (Argyris, 1990; Schwarz, 2002).

Come to this session to practice development of norms, and to practice disagreeing. Both are techniques you can teach your students to use as they develop effective team behaviors.

References

- Argyris, C. (1990). *Overcoming organizational defenses*. Needham, MA: Allyn and Bacon.
- Fredrick, T.A. (2008). Facilitating better teamwork: Analyzing the challenges and strategies of classroom-based collaboration. *Business Communication Quarterly*, 71(4), 439-455.
- Goltz, S.M., Hietapelto, A.B., Reinsch, R.W., & Tyrell, S.K. (2008). Teaching teamwork and problem solving concurrently. *Journal of Management Education*, 32(5), 541-562.
- Hansen, R.S. (2006). Benefits and problems with student teams: Suggestions for improving team projects. *Journal of Education for Business*, 82(1), 11-19.
- Mooney, A.C., Holahan, P.J., & Amason, A.C. (2007). Don't take it personally: Exploring cognitive conflict as a mediator of affective conflict. *Journal of Management Studies*, 44(5), 733-758.
- Oakley, B., Brent, R., Felder, R.M., & Elhajj, I. (2004). Turning student groups into effective teams. *Journal of Student Centered Learning*, 2(1), 9-34.
- Riebe, L., Roepen, D., Santarelli, B., & Marchioro, G. (2010). Teamwork: Effectively teaching an employability skill. *Education + Training*, 52(67), 528-539.
- Schwarz, R. (2002). *The skilled facilitator*. San Francisco, CA: Jossey-Bass.
- Terenzini, P.T., Cabrera, A.F., Colbeck, C.L., Parente, J.M., & Bjorklund, S.A. (2001). Collaborative learning vs. Lecture discussion: Students' reported learning gains. *Journal of Engineering Education*, 1(1), 123-130.
- Thomas, T. (2012). Adapting team-based learning to the interpersonal communication class. *International Journal of Pedagogies and Learning*, 7(1), 51-61.

**Relationship status update:
Are your students engaged with their assigned readings or just dating them?**

Darcelle D. White
Eastern Michigan University
College of Technology, School of Technology Studies
Ypsilanti, MI 48197
dwhite@emich.edu

Objectives:

During this presentation, participants will

- Obtain knowledge on the value of giving students specific tasks to engage in with reading material in and out of the classroom.
- Learn how to transform a reading assignment from a detached look at words to an engaged thinking and writing activity based on a setting and a problem to be resolved that student is aware of before the reading begins.
- Discuss and explore methods across disciplines to give students reading activities that require them to view reading material from multiple perspectives.

Audience:

Faculty and administrators who want to engage students more actively with their reading content will benefit from the discussion, strategies, and application of tools to design assignments that will reduce the dating rate in that educational setting and increase engagement.

Activities:

During this presentation, participants will:

- Engage in dialogue about the value of students being engaged with reading material to maximize the learning experience.
- Review examples of assignments from the presenter representing an interdisciplinary array of courses as models of how students can engage with their readings along, with a worksheet to practice with in session and to take with them to guide the creation of fun and engaging reading activities.
- Work in teams to identify courses and possible settings from those courses for engaging students with content and provide input to peers to help make assignments as specific as possible to maximum the engagement rate in our respective course settings.

Description:

Reading is an essential component of the learning experience we bring to our students, but it is that one activity that students approach in a variety of ways. The burden is on educators to create experiences that cause readings to begin to end their therapy sessions because students are fully engaged and no longer just dating their readings. Once we realize that our definition of the verb "read" might be miles away from what students have in mind when they are told to "read", it is incumbent upon educators to create reading assignments that engage students with readings. In our session we will share across disciplines ideas of activities and explore ways to integrate them in our respective classes.

There is evidence in the literature that serves as theoretical underpinnings for this presentation. According to Conley (1995) we must provide clear and specific guidelines to students that will maximize the learning as a result of their engagement with the reading. Brost and Bradley (2006) and Hobson (2004) suggest that educators have to guide students through the process of reading. We must provide specific instructions when we connect assignments to the reading. The guidelines must be clear to give students maximum benefit from the assignment.

It has been long established by Bean (1996), that as faculty we are to give students a perspective for their reading. If all they have to do is read (however they might define that), there is no reason for us to believe they

will think about it deeply or on any level beyond reading the words and certainly there would be no expectation that they would write about it. To encourage the thinking plus writing, we will utilize forms of writing students are becoming more accustomed to in the form of a BLOG post or in some instances a podcast or narrated presentation for more extensive readings.

In session, our faculty peers in small group settings will review the design of the reading activities. Emphasis will be upon activities that are student friendly so that our students realize they have to do more than date the reading; they will understand that they have to move to engagement to be able to participate in the activities. I will share the value of purpose statements for assignments involving reading so that students understand what they are being required to do and why. We will even discuss how to integrate ways for students to participate in identifying a setting for their reading activity. We will practice making certain that the students will be very clear on expectations set for what they are to do with the reading material. Educators will leave with strategies they can integrate in and out of the classroom to enhance the reading experience of students and to enhance the course overall.

References

- Bean, J.C. (1996). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom*. San Francisco: Jossey-Bass.
- Brost, B. D., & Bradley, K. A. (2006). Student Compliance with Assigned Reading: A Case Study. *Journal of Scholarship of Teaching and Learning*, 6(2), 101-111.
- Conley, M. W. (1995). *Content reading instruction: A communication approach*. McGraw-Hill.
- Hobson, E. (2004). Getting Students to Read. *Center for Teaching and Learning Services Newsletter*, Concordia.

Reaching Out: Enhanced Training of Graduate Students through Service Learning

Laura Willis
Auburn University
1199 Haley Center
Auburn University, AL 36849
lbg0003@auburn.edu

Embry Burrus
Auburn University
1199 Haley Center
Auburn University, AL 36849
burruae@auburn.edu

Elizabeth Zylla-Jones
Auburn University
1199 Haley Center
Auburn University, AL 36849
zyllael@auburn.edu

Objectives:

During this presentation, participants will:

- Learn about the benefits of service-learning from the literature review and model presented
- Identify areas of need in their communities
- Identify skill sets they are teaching to their students which have the potential to pair with community needs

Audience:

This presentation will be beneficial for faculty who are interested in incorporating service learning into their courses to enhance student learning and serve the community. Those faculty who are already involved in service-learning may wish to join and share the success stories and how they overcame challenges in the process.

3. Activities:

This presentation will include the following activities:

- Faculty will identify specific skill areas that lend themselves to service learning
- Faculty will identify potential organizations or community groups that would benefit from university resources
- Faculty will discuss current service-learning programs and/or brainstorm how to create new programs of interest

Description:

Service learning has the potential to benefit students, faculty, universities, community organizations, and community members (Siefer, 1998). For decades, graduate students in Communication Disorders at the Auburn University Speech & Hearing Clinic (AUSHC) have offered free speech and hearing screenings to the public. Screenings are offered both at the University Clinic and in the surrounding community. The screenings held at the AUSHC are offered three times per year to anyone from infants to the elderly. In addition to the screenings held on campus, students participate in community screenings throughout the year at a variety of settings accessible to the public. Off-campus settings include day care centers, health fairs, adult community centers, and churches. These screenings offer numerous benefits for the students at Auburn University, as well as provide a much-needed service to the surrounding community. This project was established with the goal to provide students with an opportunity for experiential learning and meet the community need for early identification of speech and hearing disorders.

Individuals in the community may suspect they or a loved one has a hearing impairment or speech/language delay but may be reluctant to seek assessment due to lack of financial resources. Free screenings allow individuals to seek help earlier than if they had to pay for the assessment. Clinical faculty and graduate students use their expertise to guide individuals in the recommended course of action if their condition warrants further assessment or treatment. According to the American Speech-Hearing Association (ASHA), an estimated 40 million Americans experience communication disorders and research shows that early detection is vital to provide the best treatment and most positive outcomes for individuals. Our university is surrounded by underserved rural populations and the screenings offer service-learning opportunities for our students, while also providing education and quality hands-on care to our local community. Boyer (1990) highlights the value of communities in development of student knowledge and education. He also notes the need for those in higher education to involve faculty in community outreach.

Graduate students are taught screening procedures in academic courses and/or seminars conducted by clinical faculty. The free screenings allow the students to apply their academic knowledge to clinical practice. Since the fields are based in clinical practicum, students need as many opportunities as possible to use their knowledge to refine their clinical skills. This model falls in line with Petkus's definition of service learning being a "pedagogical process whereby students participate in course-relevant community service to enhance their learning experience (p. 64)." Cantor (1997) concludes that current literature "suggests that experiential learning is a necessary component of formal instruction in colleges and universities (p. 1)."

A service-learning model will be discussed and the authors will guide participants to explore the many possibilities of service learning within different fields of study. The authors will pose questions to participants to illuminate how they can create a unique program that fits within their field and serves their community.

References

- Boyer, E. L. (1990) *Scholarship Reconsidered: Priorities of the Professorate*. Princeton, NJ: Carnegie Foundation.
- Cantor, J. (1997). *Experiential Learning in Higher Education: Linking Classroom and Community* (ERIC Digest No.). Retrieved from ERIC database. (ED404948)
- Petkus, E. A theoretical and practical framework for service-learning in marketing: kolb's experiential learning cycle. *Journal of Marketing Education*, 2000: 22 (1): 64-70.
- Seifer, S.D. Service learning: community-campus partnerships for health professions education. *Academic Medicine*, 1998:73 (3): 273-277.

Improving Adult Students' Online Course Satisfaction

Jane Zhao
Centenary College, School of Professional Studies
300 Littleton Road
Parsippany, NJ 07054
zhaoj@centenarycollege.edu

Objectives:

During this Presentation, the participants will:

- Identify factors affecting adult students' satisfaction of an online course
- Understand the adult students' perspectives of a successful online course
- Learn the applicable tools and techniques to improve adult students' online course satisfaction

Audience:

This presentation will be beneficial to faculty who teach adult students in online or blended (hybrid) courses by improving students learning satisfaction.

Activities:

This presentation will include the following activities:

- Discussion on obstacles hindering adult students' online learning experiences
- Discussion on adult students' perceptions of a successful online course
- Demonstration of practical tools and techniques to improve adult students online learning experiences

Description:

Colleges and Universities are increasingly concerned with the high dropout rate of adult students who take online courses (Park & Choi, 2009). According to Patterson and McFadden (2009), the dropout rate for adult online students is six to seven times higher than that of face-to-face course. Faculty members are at the front line to improve adult students' satisfaction of an online course in order to reduce the dropout rate.

Adult students have a different set of expectations when it comes to online learning experiences (Insung, 2011). Apart from gaining scholarly knowledge, they also want technical support, emotional support, empathy and motivation, and career mentoring. To meet adult students' expectations, a faculty member has to play different roles as a teacher, a facilitator, a problem solver, or an adviser (Keengwe & Kidd, 2010).

Many faculty members find that the strategies and techniques that worked well in face-to-face classrooms or with traditional students do not always work in online courses with adult students (Cowan, Neil, & Winter, 2013; Lawler, & King, 2003). How can faculty members improve adult students' online learning experiences? More importantly, how can faculty members achieve this objective effectively and efficiently within the constraints of an online course structure?

This presentation will discuss the causes of adult students' dissatisfaction in an online course, adult students' perceptions of a successful online course learning experiences, and the strategies and techniques faculty can effectively use to improve adult students' online learning experiences. The presentation will include interactive demonstration and takeaway tool package.

References

Cowan, P. P., Neil, P. S., & Winter, E. E. (2013). A connectivist perspective of the transition from face-to-face to online teaching in higher education. *International Journal of Emerging Technologies in Learning*, 8(1), 10-19. doi:10.3991/ijet.v8i1.2346

- Insung, J. (2011). The dimensions of e-learning quality: from the learner's perspective. *Educational Technology Research & Development*, 59(4), 445-464. doi:10.1007/s11423-010-9171-4
- Keengwe, J., & Kidd, T. T. (2010). Towards best practices in online learning and teaching in higher education. *MERLOT Journal of Online Learning and Teaching*. 6(2). Retrieved from http://jolt.merlot.org/vol6no2/keengwe_0610.htm
- Lawler, P. A. & King, K. P. (2003). Changes, challenges, and the future. *New Directions for Adult and Continuing Education*, 98, 83-91.
- Park, J. H., & Choi, H. J. (2009). Factors influencing adult learners' decision to drop out or persist in online learning. *Educational Technology & Society*, 12 (4), 207 - 217.
- Patterson, B., & McFadden, C. (2009). Attrition in online and campus degree programs. *Online Journal of Distance Learning Administration*, 12(2). Retrieved from <http://www.westga.edu/~distance/ojdla/summer122/patterson112.html>