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Academic Coaching: Enabling Self-Regulation through Time Management

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Abstract:

You've heard the buzz about "grit" and "resilience" and the ties between character and achievement. This session will suggest a practical back door to developing and extending these important traits in college-aged students. Through interactive discussion and hands-on application, find out how to use sensible, effective time management strategies to also impart the character qualities which will lead to academic and personal success.

Objectives:

Participants will
- Develop an understanding of the link between self-regulation and effective time management and the mediating factors of delayed gratification
- Dispel common myths regarding scheduling and time management
- Explore and engage in creating a goal-driven time management template
- Discuss the role faculty and staff play in mentoring students to develop time management skills

Audience:

This session is applicable to all higher education faculty and staff who advise, mentor or support student learning. In particular, the session will benefit faculty and staff who meet individually with students formally or informally to discuss academic progress and/or improvement.

Activities:

The session will combine short periods of explanation with extended discussion and small group activity designed to understand and practice creating an individual time management template for students. The session will highlight misconceptions students have about scheduling, and will offer a goal-driven, reflective approach to time management that addresses student thinking from the global to the specific. Actual student examples will be presented, and participants will work together to practice the concepts presented. Discoveries in neuroscience and learning theory will undergird the presented methodology.

Description:

Many of the common obstacles to student learning, including lack of motivation, unclear priorities, and poor study habits are rooted in ineffective time management skills. As college

students are still developing higher-order cognitive processing, explicit instruction in executive functioning skills like time management is essential.

In order to effectively manage time, students need to first reflect on their larger goals and purposes and evaluate their current use of time in light of those goals. Students must be encouraged to seek perspective and balance, strengthening their metacognition as well as their ability to resist impulses.

In effect, learning to use time wisely will also impart important character traits like resilience, delayed gratification, and self-regulation, which are critical components of successful learning.

Engaging students in developing time management skills is both practical and transformative. This session is intended to follow suit.

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Creating Awareness of Personal Epistemology in Managerial Decision Making

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Abstract:

The decision science literature indicates that an interdisciplinary, epistemology-based model is needed for decision making in complex environments. Prior research determined that examining epistemological beliefs leads to higher levels of critical thinking which is required for complex decision making. The session will report on the results of a SOTL pilot mixed methods study completed summer 2016 in Management 635: Globally Responsible Leadership that examined students' epistemological beliefs and openness to theory to inform decision making. Attendees will engage in discussion about the results from the epistemological beliefs inventory and qualitative findings. Presenters will share instruments and exercises.

Audience:

The presentation is intended for faculty who teach in graduate or undergraduate programs. Faculty who are interested in examining students' thinking processes, belief systems, and decision-making processes, as these relate to learning will find this project very provoking.

Activities:

We will share the beliefs measure Likert scale and exercises used in the class to elicit students' epistemological beliefs. There will be time for discussion on questions related to the study and the challenges of assessing such an abstract, yet, critically important aspect of learning. We will present an overview of findings from the initial study this summer and elicit feedback from participants on how to improve and expand this work.

Description of the Study:

The decision science literature indicates that a more interdisciplinary model based in epistemology for making decisions in complex global environments is needed (Matthews, 2008). A vast body of literature in education and psychology has determined that examining epistemological beliefs leads to higher levels of critical thinking which is required for complex decision making (Hofer, 2001). The proposed session will report on the results of a SOTL study

completed summer 2016 in Management 635: Globally Responsible Leadership that examines students' epistemological beliefs leads to considering theories (specifically stakeholder theory) as a valid model of decision-making (Reynolds, Schultz, & Hekman,2006).

A qualitative, mixed method, emergent design was used to examine personal epistemological beliefs of MBA students. Data collection included written student work and observations from exercises and a quantitative measure of epistemological beliefs published by Anderson-Meger (2016). The beliefs questionnaire was given as a pre-and post-measure in the course. Cooperative inquiry was used in the course to build students' critical thinking and awareness of how they view knowledge. Cooperative inquiry approaches are common in scholarship of teaching and learning projects. The classroom environment lends itself to the cooperative inquiry that can take place surrounding the research questions.

Participants in this research study included students enrolled in _____ University's MBA program and registered for the 8-week course, Globally Responsible Leadership, in the summer of 2016. N=22. Students are typically working adults employed in professional settings. The course is a face-to-face format where students meet one night a week for four hours. Qualitative data was analyzed by coding and categorizing to illuminate themes. Quantitative data was examined with SPSS. The study was approved by the faculty's Institutional Review Board.

The positionality of the researcher as a teacher working with students creates a unique position when undertaking research on teaching and learning (Herr & Anderson, 2005). Teachers are in a prime position to promote change at the student and classroom level. Using the self in an educational capacity, as well as a motivator, coach, and professional helper can influence change in others through the educational process (Herr & Anderson, 2005). The teacher as researcher could pose an interesting dilemma when it comes to the insider status the teacher holds with the classroom. However, the teacher may also take on an outsider role too because students may view the position of the teacher very differently than the teacher views her position. The positionality depends on the context and audience (Herr & Anderson, 2005). For the purpose of this research the researchers will actively reflect on how their presence and role in the course may or may not have had an influence on the results. The exercises will contain questions that allow students to reflect on the impressions gained from the faculty members in the course. It is impossible to tease out the complex variables involved in learning in a clear manner but it is the researcher's hope to shed some light on this factor which is always operating in a classroom.

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Redefining Participation: How Well Did You Do? How Much Did I Help?

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Objectives:

- Participants will examine how they define participation
- Participants will create a participation rubric based on their definition of participation
- Participants will share strategies for how they will use the rubric to support student participation

Audience:

Instructors from any discipline.

Activities:

1) Write-Pair-Share: How do you define your expectations for participation? How are these expectations communicated to your students?
2) After presenters share how they define it and share a student participation rubric one presenter developed, participants will consider their expectations for student participation and develop their own student participation rubric.
3) After presenters share their strategies for supporting meaningful student participation, participants will consider what strategies they will want to use and share them.

Description:

Increased student participation is the great white whale of teaching: it's something that instructors pursue relentlessly. The reason for this emphasis on participation is the belief that if students do not participate in class, then they do not learn. Students are often left to infer for themselves what constitutes effective participation, and course instructors may not have clearly defined, even for themselves, what their participation expectations are (Petress, 2006). Petress identifies three aspects of participation to be evaluated including quantity, dependability, and quality. Jones (2008) identified 5 components that he valued including "1) quality of tasks, 2) completeness of tasks, 3) timeliness of tasks, 4) attendance, and 5) class participation" (p. 59).

Once participation has been defined, the question becomes how do we increase participation? This takes many forms as instructors employ various tips, tricks, strategies, and methods for the range of behaviors that count as "participation." In their review of the literature on participation, Czekanski and Wolf (2013) identified strategies that faculty use to encourage participation including a variety of questioning strategies, small group discussions, students reporting on homework exercises in class requiring preparation prior to class, a student-centered teaching style that communicates to students that participation is expected, and the use of participation rubrics. The use of rubrics can help define for students how to participate effectively. Howard (2015) recommends having students self-assess their participation using a rubric. He reasons that if students are made aware of the instructor's expectations for participation, are reminded of those standards in a regular and ongoing way, and they are involved in the assessment of their participation, then they will become more active participants in the classroom.

Participants in this session will be asked to consider how they define participation, how they communicate their participation expectations to their students, and how both influence student learning outcomes. Jones (2008) argues that "in an ideal world, all the components of a course will add up to a larger change in students we wish to see happen: the ways of knowing and doing with which our class will equip them" (p. 59). He suggests that instructors consider "whether we are, in fact, valuing what we think we are and getting what we hoped we would through class participation" (p. 59). Once participants have examined their expectations for participation, they will develop a rubric to use to evaluate student participation, and that students can use to self-assess their participation.

Jones (2008) examined a variety of participation strategies, identifying those that involved fewer students verses more students, and lower level thinking verses higher-level thinking. For example, cold calling tends to involve few students and lower level thinking, whereas strategies such as write-pair-share tend to involve more students and higher-level thinking. Strategies for supporting meaningful student participation will be shared and discussed.

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Using Hawaiian Huna Principles to Transform Education

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Objectives:

Upon completion of the workshop, participants will
• Articulate the Huna principles in relation to the PRISM principles and their practice.
• Engage in interactive activities that can be adapted to any subject matter to increase PRAXIS, RELATIONSHIPS, INNOVATION, SYNERGY, and METAMORPHOSIS (the PRISM principles).
• Describe the following uniquely Hawaiian Huna principles and combine them with the PRISM model:
  • Ike loa, kulia ika nu' (PRAXIS);
  • Aloha, ho'ohanohano (RELATIONSHIPS);
  • Kala, ho'omau (INNOVATIONS);
  • Makia, lokahi, kakou, ho'ohana (SYNERGY); and
  • Manawa, mana (METAMORPHOSIS).

Audience:

This workshop is directed toward educators in higher education; teacher- educators; educators who are committed to designing and integrating more strategies that will help students to become more self-actualized and engaged in their learning.

Activities:

In this interactive session, we will first explore the participants anticipatory set based upon their prior experiences in their classrooms based on the research in learning theory and effective teaching and the expectations of the 4c's principles embedded within the Common Core Standards. Upon presenting each of the PRISM and Huna principles, we will collaboratively share ways to transform our teaching and learning and build vibrant learning communities where all students are authentically engaged and prepared to become self-actualized learners. We will introduce each of the PRISM principles and the corresponding Hawaiian Huna principles that help guide an individual's conduct towards becoming a self-actualized learner. After each principle is introduced, the presenters will facilitate small group discussions by the participants

in which they examine, exemplify, and share their experiences within their groups and later with the entire body of participants. Ultimately, participants will design an Emotional Inventory that include ways to think deeply about and stay committed to what they learned from the PRISM and Huna principles in order to help students become more self-actualized learners and manage and monitor their behavior in ways that will make them more successful learners.

Description:

The presenters have chosen the acronym PRISM as a guide to our educational philosophy because just as a prism takes light and transforms it into a rainbow of colors, educators should prepare candidates who reflect the needs of all people. The PRISM acronym embeds cognitive knowledge with the 4Cs (communication, creativity, collaboration, and critical thinking), competencies that have become the hallmark of the emerging education for the 21st century in K-12 education (On-site professional, 2012; Preparing 21st century, 2013; Professional development; 2013). The content portion of this workshop will introduce the Huna principles in connection with our PRISM Principles philosophy and in turn provide participants with a roadmap of what educators should focus on in the era of the Common Core Standards by sharing guiding principles from ancient Hawaii that will help teachers engage their students and become self-actualized learners. Ancient Hawaiians utilized Kahuna (priest who knew the secret principles) to help commoners and ali'i alike learn the following values of the Huna principles: i ke loa (the world is what you think it is); kalia ika nu'u (pursue personal excellence); aloha (to love is to be happy with); ho'ohanohano (honor the dignity of others); kala (everything is possible); ho'omau (perseverance); makia (energy flows where attention goes); lokahi (collaboration and cooperation); kakou (we are in this together); ho'ohana (working with intent and purpose); manawa (now is the moment of power); and mana (all power comes from within)(Chun, 2011; King, 2008; Say, 2006). It is the purposes of this workshop to help the educators who participate discover how these principles and values can work with their students today. Much of the Huna principles (Chun, 2011; King, 2008; Say, 2006) relate to the work being done on emotional intelligences (Reeves, 2008; Mayer, Salovey, & Caruso, 2004; Segal & Smith, 2014). This is not unusual since ancient Hawaiians were very much in touch with their emotions.

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**What's Your Habit?: Exploring Thoughtful Behaviors That Promote Thinking
in the College Classroom**

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Audience:

This session will be appropriate for educators who want to explore ways of using strategies to support student habits of mind that encourage thinking and engagement in the college classroom.

Objectives:

During this session participants will:
- Discuss beneficial habits of mind that promote learning, thinking, and student engagement.
- Examine strategies for building students' awareness of relevant habits of mind that will encourage their critical thinking and engagement in learning tasks.
- Explore ways to facilitate students' use of thoughtful behavior that fosters critical thinking and engagement.

Activities:

This presentation will include the following activities:
A) Discussion of thoughtful behaviors that engage learners
B) Analysis of strategies that promote effective habits of mind for thinking and engagement
C) Examinations of one college professor's attempts to make students more aware of positive habits of mind and pursuing strategic methods to facilitate more thoughtful behaviors.
D) Exploration of potential application of strategies to individual session participants' college courses.

In this session, the audience will explore one professor's saga in promoting appropriate habits of mind to increase college students' thoughtful behaviors in class. Through the session activities and discussions, the participants will explore multiple questions. What thoughtful behaviors are beneficial for college students to embrace so that their thinking will be enhanced? What strategies exist for promoting those habits of mind? How can educators facilitate students' use of those habits of mind to foster critical thinking with an emphasis on learning?

Educators strive to help students learn. One avenue for facilitating learning is to help students become aware of and use habits of mind that promote thinking and engagement (Costa & Kallick, 2008; Costa & Kallick, 2009; Fletcher, Najarro, & Yelland, 2015). There are sixteen key habits of mind that Costa and Kallick suggest will help students to be engaged in the learning process and gain a deeper understanding of the content being studied. Moreover, Boyes

and Watts (2009) claim that embracing those sixteen habits of mind can assist students to be more effective problem solvers and decision makers. They further support the notion that Costa and Kallick's suggested sixteen habits of mind encompass the characteristics of effective thinkers. According to Boyes and Watts if an educator models these habits of mind, make students aware of their own intentional use of the habits of mind then students will be more self-regulated and critical in their thinking. Another of their contentions is that an educator needs to be strategic in their plans for facilitating awareness of, growth in, and use of the sixteen habits of mind. Additionally, Costa and Kallick (2009) reported the sixteen habits of mind are integral in the learning the course content in many types of classes including, mathematics, foreign language, and literature.

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How Does Pedagogy Impact Student Beliefs about Learning?
A Roundtable Forum on Academic Mindsets

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Objectives:

During this roundtable session, participants will:
a) Briefly be introduced to key research exploring the relationship between academic mindsets and academic performance.
b) Share strategies and ideas for encouraging students to adopt more productive mindsets (e.g. grit, growth mindset, mastery orientation, self-efficacy?).
c) Reflect on and identify specific practices that can be implemented in their courses to positively influence students' beliefs about learning.
d) Network with instructors and researchers with a shared interest in academic mindsets.

Audience:

This presentation will be beneficial for faculty and instructors who teach a variety of courses and who are interested in learning about ways that their course design and pedagogical approach can support the development of productive academic mindsets among their students.

Activities:

The roundtable facilitators will:
a) Offer a brief introduction to the concept of academic mindsets and frame the discussion by referencing seminal research exploring the relationship between academic mindsets and academic performance.
b) Engage attendees in an open discussion regarding strategies and best practices for supporting students in developing academic mindsets that support academic success (e.g. growth mindset).

c) Provide a summary of key themes that have emerged during the roundtable session, identify helpful next steps, and direct attendees to supplemental resources that explore academic mindsets in the context of classroom teaching.

Description:

Academic success is a complex phenomenon influenced by a variety of factors. In addition to students' cognitive abilities (e.g. content knowledge, academic skills), their attitudes, beliefs, and academic behaviors are critically important in determining success (Conley, 2007; Farkas, 2003). These non-cognitive factors (e.g. academic behaviors, perseverance, academic mindsets, learning strategies, social skills) have been shown to have a direct and positive relationship to students' academic performance and long-term academic success (e.g. Duckworth, Peterson, Matthews, & Kelly, 2007; Farrington, et al., 2012).

Of these non-cognitive factors, students' academic mindsets - defined as the psycho-social attitudes or beliefs that students hold in regard to learning and academics - seem to be particularly impactful because of their relationship to students' perseverance and observed academic behaviors (Farrington, et al., 2012). Researchers have identified four distinct mindsets that have been demonstrated to have a positive impact on academic performance, including students' (1) sense of belonging (e.g. Furrer & Skinner, 2003), (2) beliefs that academic ability grows through effort (e.g. Dweck, 2006), (3) feelings of self-efficacy (e.g. Oyserman & James, 2009), and (4) sense of interest and value in what is being learned or studied (e.g. McKnight & Kashdan, 2009).

Decades of research has demonstrated that students' academic mindsets, rather than being predetermined and immutable, are influenced by both individual learner characteristics and the characteristics of the learning environment (e.g. Deci, 1992, Yair, 2000). Consequently, classroom conditions and course design features can have a powerful influence upon students' academic mindsets.

So, what can teachers do to encourage students to adopt academic mindsets that improve the quality of their learning? In this roundtable session, we will engage participants in an extended and focused dialogue exploring the ways in which our course design, class activities, assignments, and student interactions can support development of productive academic mindsets.

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What Should I do on Day One? Generalizable Active-Learning Strategies for the First Day of Class

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Objectives:

During this presentation, participants will
a) Learn about key principles for conducting an effective first day of class,
b) Reflect on their own "first-day objectives" for the course(s) they teach,
c) Participate in a collaborative activity designed to model an effective "first-day" learning exercise, and
d) Develop initial plans for their own "first-day" learning exercises

Audience:

This presentation will be beneficial for faculty and instructors who teach traditional courses and want to improve the way they use the first day of their class(es).

Activities:

This presentation will include the following activities:
a) Self-reflection & group discussion about how to use the first day of class effectively,
b) Participation in a highly interactive and collaborative first-day learning exercise,
c) Discussion with other participants about various strategies and tools for facilitating an effective first day of class, and
d) Brief planning/strategizing for improving the first day of class for the next semester/term that participants will be teaching.

Description:

Regardless of their reasons for taking your course, students come to the first class session with a great deal of curiosity about you, your course, and what they can expect for the semester or term. Consequently, how you use the first day is critical in shaping students' expectations and engagement. So, what is the first day of class telling your students about you and your class? Of course, we want students to understand course policies, begin to understand what our course is all about, and get to know their peers. But, we lose a tremendous opportunity when we approach the first class session as a passive learning experience where we simply review class policies and expectations, or instruct students to quietly listen to each other introduce themselves (Leamnson, 1999).

The good news is that the first day of class can be designed to be an active and collaborative learning experience that orients students to your course, models your pedagogical philosophy, and helps students begin to connect with one another.

When considering how to design the first day of a course, it is critical to begin by exploring the core elements of our personal teaching and learning philosophies. What types of behaviors, attitudes, and habits do we believe will lead students to be successful in our course? By reflecting on this question, we can identify particular strategies or activities that we can embed in our first class session - strategies that will help students "hit the ground running," by both engaging them in meaningful learning and providing insight into what they can expect for the semester or term.

While the particular elements of an effective first-class session will vary for each course and each instructor, there are a set of general principles that, when applied in thoughtful and intentional ways, can provide a foundation for designing a high-quality first day experience. First, an effective first-day experience invites learners to adopt a growth mindset towards the course by welcoming challenges and new opportunities, and buying into the notion that success comes through hard work and effort (Dweck, 2006). Second, the opening class session should begin to establish a learning community (Bransford, Brown, & Cocking, 2000) and signal to students that learning occurs through participation in meaningful experiences (Lave & Wenger, 1991; Sfard, 1998; Wenger, 1998).

Ultimately, the first day of a class should be a sticky experience that violates students' expectations, provides a concrete example of what to expect for the remainder of the course, and engages students' emotions (Heath & Heath, 2007). Indeed, students' initial experience in a course should be educative - providing continuity for future learning experiences in the course, as well as providing meaningful opportunities to interact with course content and other learners (Dewey, 1997/1938).

So, how do we design this type of first-day experience? In this session, we will explore how key pedagogical messages can be embedded within an active learning experience on the first day of a course. Additionally, we will participate together in a simulated first-day experience that models how an introductory class session can be designed to shape student expectations, connect students with one another, and convey key messages about student success for a particular course.

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Peer Editing Strategies for Writing across the Curriculum

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Objectives:

During this session, participants will:
a) briefly learn about the writing process and its interactive nature
b) discover ways to implement peer editing exercises, regardless of writing type
c) discuss methods of assessing peer editing exercises

Audience:

This session will benefit any instructor who requires (or is required to require) writing as part of their curriculum.

Activities:

This presentation will include the following activities:
a) brief description of the writing process
b) active participation in a minimum of four different types of peer-editing exercises
c) discussion of methods of assessing peer-editing activities.

Description:

Writing, regardless where it is found in today's post-secondary curriculum, has become more interactive in nature; peer editing can play an important role in this shift. Peer editing was developed in the late 1960s by Moffett and Wagner as part of an attempt to make wring more learner-centered (Graner, 1987). Zimmermann, Morgan, and Kidder-Brown (2014) reported that peer edited writing activities can serve as a unifying influence for a class, as students actively help each other improve their writing skills. Peer editing allows students to participate in the real-world task of the writing process wherein writers rely on others to proofread their work before publishing. Further, research has suggested that peer editing tasks aid students' writing by making them more aware of their audience and gives them a sense of text ownership by presenting their work to others beside the instructors (Nicol, Thomson, & Breslin, 2014; Tsui & Ng, 2000).

Cooperative activities like peer editing can also promote higher-level thinking skills (Abrams & Byrd, 2016). Students must analyze and decide which comments to incorporate in their revision and which to leave out. As educators, we are able to observe the thinking processes of our students as they discuss and write about the structures, ideas, and concepts contained in their

writing (Byrd, 2003). This metacognitive analysis can help us shape the design and content of future writing assignments and guide how we present lesson, particularly those related to writing.

Unfortunately, many post-secondary instructors, who have writing components in their courses, are at a loss as to where to begin such activities. This presentation will demonstrate ideas on how to design and carry out a peer editing task and demonstrates several methods that can fit writing tasks from basic to advanced situations. These methods can be used at all levels of post-secondary writing development and content, to help students gain vital editing skills that not only will improve a peer's paper, but in time also increase their own confidence in writing, improve the content and conventions of their written work, and enhance their thinking skills (Nicol, Thomson, & Breslin, 2014).

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Lights, Camera, Legal Action: How Using Video Projects to Teach Business Law Concepts Promotes Active Learning and Increases Student Engagement

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Objectives:

This poster presentation will highlight the theoretical framework for teaching and learning innovations including active learning through 1) creativity and innovation using technology, and 2) critical thinking and decision making in conducting legal research. This includes problem solving and project management using appropriate digital tools and resources. It will then demonstrate student performance and success using both quantitative and qualitative results. Interaction with poster session participants will facilitate discussion and exchange of information and ideas for expanding and refining video projects in the classroom. Ultimately, this presentation will encourage other faculty to incorporate video projects in teaching their respective disciplines.

Audience:

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

Activities:

This poster presentation will be interactive with a vibrant poster displaying quantitative and qualitative results, methodology and analysis, including assignment instructions and rubric. The presentation will include a display, on a laptop, of the project videos on a continuous loop for conference participants to view and discuss.

Description:

The purpose of this presentation is to present the data collected in a pilot study of the effect of video projects in a business law class and to discuss findings from the study. This presentation demonstrates a practical and creative teaching technique, which will appeal to colleagues in many disciplines. It is hoped that this study will demonstrate the effectiveness of these projects

for undergraduate students and encourage faculty to consider incorporating them into classroom lessons.

Literature Review:

Students of the twenty-first century, are frequently described as multi-taskers, having short attention spans for any one project, comfortable switching from one project to another, and expecting and enjoying constant digital stimulation and gratification (Hofer & Swan, 2005). These students are expecting a different learning experience from what has traditionally been applied in the American classroom for the past 100 years. Whereas prior generations of students were content with taking notes as the instructor lectured on subject matter, the expectations of students today are for a more active and engaging experience, an experience that utilizes their unique learning skills and styles. (Greene & Crespi, 2012).

The research literature is ample regarding the value of incorporating digital videos in the classroom. (Greene & Crespi, 2012). There are examples of the potential benefit in the education research literature generally. Ryan (2002) describes a high level of student motivation, Hoffenberg and Handler (2001) comment on motivation and student enjoyment, and others describe how videos support authentic learning, and encourage student engagement. (E.g. Schuck and Kearney, 2004). New (2006) and Parker (2002) report how videos support student creativity. Burn et al. (2001) explain how student videos accommodate students with different learning styles and abilities. Further, the exercise of requiring students to explain their understanding of a subject in a video presentation results in better ability to transfer information than studying for a test. (Hoogerhide, Loyens & van Gog, 2013). Despite the research that has been done, there is still a need for research on the effects of video projects at the collegiate level and specifically within the arena of business law. (Greene & Crespi, 2012). This project demonstrates the effects of a video project on student learning in an introductory business law course.

Research Methods (Quantitative or Qualitative):

Results of final class grades in an undergraduate business law class are compared to final grades of a subsequent business law course with the introduction of an assignment to create a video explaining a proposition of law. Quantitative data was collected comparing final overall grades, final exam grades and the answers to specific questions relative to legal questions. Qualitative data in the form of student evaluations of the project was also collected and examined.

Results:

The results of the study show significant improvement in overall student performance in business law course with the introduction of the video project. Further, the research demonstrates improvement in final exam scores and on questions specific to the legal issues covered in the videos. Finally, overall student satisfaction with the course and the learning process improved.

Discussion/Conclusion:

This study confirms prior research in this area that the use of video projects can increase learning and student satisfaction. The research expands on what has been done previously to include business law courses. When students are actively engaged in the learning process their understanding and retention of the material is increased. Video projects also require students to successfully explain their subject matter to others, which deepens understanding and confidence.

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Frameworks, High Impact Practices, and Student Learning Outcomes:
Promoting Best Practices in Integrated Learning

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Background:

Two years ago, Weber State University began to conceptualize and align its Bachelor of Integrated Studies (BIS) program/degree with LEAP Standards and frameworks to support our claim that the BIS program: (a) is a rigorous, high-quality degree, (b) is articulated with robust national standards and frameworks, (b) has specifically defined Essential Learning Outcomes that are based on national best practices for other colleges and universities, and (c) provides participants with opportunities for incorporating HIP practices as part of Capstone project and other degree requirements. We are sharing our story for others who are interested in aligning their programs with current best theories and practices.

Audience:

Those interested in creating frameworks, standards, and HIP practices into higher education programs.

Objectives:

1. Session participants will become familiar with Weber State University's Bachelor of Integrated Studies (BIS) program conceptual framework that incorporates LEAP standards, program-defined Essential Learning Outcomes (ELOs) that are articulate with LEAP, and BIS program HIP practices that are interwoven throughout the integrated studies experience.

2. Participants will discuss how BIS frameworks, ELOs, HIP practices, and evaluation rubrics can be modified for their individual programs or institutions.

3. Participants learn how to use two years of data can be used to support claims of being a program of distinction that: (a) provides individuals with access to outstanding programs that are responsive to student needs, and (b) fosters student learning communities with high impact practices.

Activities:

1. Presentation with questioning prompts to introduce the concept of conceptual frameworks and High-Impact Practices (HIP).

2. Participants sharing issues and experiences with Essential Learning Outcomes (ELOs).

3. Analyzing and interpreting data sets from Weber State University's BIS scoring rubrics.

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STEAM Teaching in "An Unpredictable, Adventurous Learning Environment":
The Science in Science Fiction Course Experience

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Description:

The Science, Technology, Engineering, and Math (STEM) Program in the United States began as a K-12 initiative "to collapse the teaching of these subjects individually by using a more interdisciplinary approach to learning, and this was in response to growing concerns that American students were not keeping pace with other students from other countries in these fields" (USGAO, 11). However, interest in STEM has led to numerous off-shoots. For example, colleges and universities have expanded this approach with STE[A]M, for Science, Technology, Engineering, Art & Design and Math (STEAM Academy). Our particular variant is Science, Technology, Engineering, the Arts, and Math, in which the Arts include literature and film.

In Spring 2016 three professors - a biologist, a physicist, and a literature professor - team-taught a course called "The Science in Science Fiction," which received remarkable reviews from students, including the following statement: "The diversity in both instructors and students helped create an unpredictable, adventurous learning environment. The texts were exciting and engaging for most students in the classroom, and every text was analyzed thoroughly from different disciplinary perspectives. All assignments given had relevance and were purposeful, which makes the completion of the assignment easier. I can say without reservation that this was by far the most exciting and engaging class I have ever taken, and I genuinely hope that they continue to offer the course. All of the professors were fantastic, and every class meeting each professor was involved, whether it be for discussion or lecture."

This session focuses on our conceptions for the course itself, arrangement of texts and cross-disciplinary resources associated with them, multidisciplinary strategies for teaching the class,

students' survey responses to the course, and the potential for others to develop such courses at their institutions.

Objectives:

Session objectives include the following:
• To briefly discuss the contexts for the growing numbers of interdisciplinary studies programs across the academic spectrum.
• To learn about Clayton State University's interdisciplinary Spring 2016 team-taught graduate course, "The Science in Science Fiction," for students in the Master of Arts in Teaching Biology program, the Master of Arts in Liberal Studies program, and additional Master of Arts in Teaching programs.
• To learn the results of both student evaluations and an IRB-approved student survey regarding the course.
• To discuss further integration of disciplines and enhancement of students' cross-disciplinary literacy.
• To leave the session with ideas about STEM-variant course possibilities at participants' institutions.

Audience:

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

Activities:

The presenters will:
• Briefly discuss historical contexts for, and advantages of, STEM programs
• Describe the Science in Science Fiction course within the Master of Arts in Liberal Studies Program and its application to the new Master of Arts in Teaching Biology Program
• Provide student evaluations and responses to an IRB-approved survey regarding the course
• Raise questions about potential improvements to the course

Participants will:
• Discuss the concept of cross-disciplinary literacy
• Learn about The Science in Science Fiction course
• Experience an exercise to illustrate cross-disciplinary literacy with both text and film
• Discuss the possible long-term effect on interdisciplinary learning
• Discuss the potential of using cross-disciplinary literacy approaches at their own institutions and across other disciplines

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Engaging Challenged Students in the Online Environment

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Rationale:

The advent of online learning has provided both challenges and changes for students and faculty alike, and much research has focused on varying aspects and challenges of online course delivery, e.g., Li (2004), McCrory, R., Putnam, R., and Jansen, A. (2008); Kirtman (2009); Shin, M., & Lee, Y. J. (2009); and Hill (2112).

As directors of degree programs at greater numbers of institutions have been mandated to make their degrees attainable entirely through the online environment, some students who are now required to take online courses to complete their degrees have difficulty with issues such as bewilderment with course delivery systems, loss of face-to-face communication in the traditional classroom, and sheer motivation. This roundtable discussion will focus on addressing these students' needs with possible solutions to ameliorate or eliminate student issues with online courses.

Objectives:

Session objectives include the following:
• To discuss the trend toward degrees earned online
• To explore students' issues/difficulties related to learning in the online environment
• To share/discuss practices to address if not alleviate student students' concerns and promote their success
• To leave the session with ideas for addressing these issues at participants' institutions.

Audience:

All faculty members and administrators who use want to address concerns regarding student learning in the online environment

Activities:

The presenters will:
• Offer a brief introduction
• To discuss the challenges for students earning degrees through online courses at their institutions
• To suggest best constructivist and other practices to improve teaching and learning online
• Summarize the discussion for further thought beyond the session

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Evaluating the Effectiveness of High-Fidelity Simulation Curriculum for Nursing Students

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Objectives:

1. To compare two different teaching methods and their impact on nursing students' knowledge acquisition and self-confidence in learning.

Audience:

1. Nurses
2. College Administrators and Educators
3. Nursing Students
4. The community

Activities:

Poster presentation

Description of Study:

This curriculum evaluation examined nursing students' level of competence and confidence in making safe clinical decisions regarding patient care, and investigated a high-fidelity simulation's effect on developing nursing students' clinical decision-making skills. It is essential that nursing students and new graduates possess the ability to accurately recognize patient problems and state what needs to be done, how soon it must be done, and why it must be done in order to safely manage the patient's problem (Shephard, 2010; Thompson & Stapley, 2011; MaCullam, Ness, and Price, 2011). The theoretical framework used was Robert Kegan's theory of adult development. This curriculum evaluation took place at a two-year college in the southern United States. The experimental group participated in two preprogrammed simulation scenarios using the high-fidelity simulator, whereas the control group answered open-ended questions and discussed care for the patient presented in the interactive case study. A total of 60 nursing students completed a multiple-choice exam and a survey on learning self-confidence; these data were analyzed using a two tailed paired samples t-test and an independent samples t-test in a quasi-experimental pretest-posttest design. Key findings indicated a statistically significant increase in knowledge acquisition and self-confidence in learning with high-fidelity simulation. This curriculum evaluation is expected to lead to positive social change by indicating that local and national nurse educators should better structure simulation-based learning and implement other active learning strategies to increase student achievement in nursing courses. The use of high-fidelity simulation may reduce the number of adverse events and errors made by nursing students and new graduates.

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Fixing Education: Exploring Dr. Deming's Approach to Education

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Description:

The aim of education should be to nurture and enhance the intrinsic joy in learning.
So how are we doing in education? We hear we need to put forth greater effort and work harder.
That is fix the problem. Deming tells us that "best effort and hard work not guided by new
knowledge, only dig deeper the pit that we are in."

So, Deming asks, "What do schools of business teach? Schools of business teach how business is
conducted at the present. In other words, they teach the perpetuation of the present style of
management. They teach perpetuation of our decline."   Is the same true for our education
system?

Deming's System of Profound Knowledge, the cornerstone of Dr. Deming's quality theories and
philosophy weaves together four interdependent components that can help us to better
understand the system of learning and the system of teaching. The four points are:
• Appreciation of a System,
• Theory of Variation
• Theory of Knowledge and
• Psychology

Appreciation of a System: There is a tendency to blame the student or the teacher for the failure
of the system but we learn in Deming that 94 percent of the problems line within the system and
who controls the system? Management does. The need to understand and appreciation the
system lies at the top.

Theory of Variation: Give a class of students a test and then repeat the process one hour later
with the very same students. There will be some variation in the outcomes. What are some of
the points that need to be addressed in dealing with variation? How are the students different?
What about the method of delivery? What about the quality of the instructor if there is one; and
the quality of the instruction, if it is given? Deming was asked if there is any one thing you
would suggest for the American business to improve, what would it be? He immediately

responded, "Reduce variation in the process." This session will explore the variables in the education process and (1) should variation be reduced and (2) how can variation be reduced.

Theory of Knowledge: "If people do not understand theory, if they do not have knowledge, they will copy -- and down they will go."
The concept of inquiry as a mode of exploration is crucial to understanding knowledge. The process of building on knowledge is rooted in the scientific method. Knowledge transcends; it gives meaning and provides theory for analyzing and synthesizing data. It has meaning beyond itself. Knowledge builds upon learning, whereas information can be taught. Knowledge must be learned -- continually, and always in an inquiry mode.

Knowledge of Psychology: "All people are born with an intrinsic desire to learn, and grow. Not some people. All people. Everyone is intrinsically motivated." So, what happens? Why do some students act unmotivated? Why do some employees seem lazy? Why do some jump through hoops to get rewards, awards and high marks? In education, the process of measuring students (as opposed to the learning process) is destructive, creating a barrier to the joy in learning. Frequently this measuring emphasis extends to teachers and administrators, as well.

Summary:

It is this joy in learning, or yearning for learning that is fundamental to student success, and hence should be the aim of the system. Grading, ranking, and the "forces of destruction" together create a climate of fear and anxiety.

Format:

In this interactive session, an overview of the System of Profound Knowledge will be shared with discussion for application and understand on each of the four points. For example, the system - ISTEP, in Indiana, is broken. Those making decisions need to understand the system being set for the stakeholders and without understanding the system, the system will fail. The session will explore the variation within education and the implications on the learners. Deming notes that without a theory there is no new knowledge. What theories are being put forth and explored to improve teaching and learning? And of course, understanding the psychology of the learners will be shared. There will be ample opportunity for questions and sharing of insights of Deming's points on education

Intended Audience:

This presentation/workshop will be insightful and is appropriate for instructors from all disciplines at all levels of their career and education.

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Exploring Best Practices in Teaching Bioinformatics: A Roundtable Discussion

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Rationale:

Due to the advances in high-throughput techniques, there has been an explosion in biological sequence data accumulation in the databases awaiting analysis and annotation. In order to deal with this challenge and develop a well-trained bioinformatics workforce, many academic institutions are incorporating bioinformatics content into undergraduate curricula. Although considerable research has been done for identifying the core competencies to design and develop comprehensive bioinformatics curricula, two major challenges remain: 1) lack of a standardized curriculum for undergraduate courses, and 2) limited preparedness of students in computational skills (Welch et al., 2014, Pevzner and Shamir, 2009, Buttigieg, P.L. 2010, Dekhtyar, et al. 2012, Ditty et al. 2010, Tan et al., 2009, Maloney et al. 2010).

This roundtable session welcomes an open discussion regarding the challenges and issues in teaching undergraduate bioinformatics courses. In addition, the proposal seeks recommendations from the conference participants for developing a standardized curriculum and innovative teaching methods for undergraduate bioinformatics courses.

Objectives:

The session objectives include the following:
 •To learn through open discussion about the issues and challenges of teaching bioinformatics
 •To draw some conclusions regarding the best practices in teaching bioinformatics
•To leave the session with ideas for
  - revising the bioinformatics curriculum with   an interdisciplinary focus;
  - incorporating best practices in teaching bioinformatics to undergraduate students;
  - increasing enrollment, retention and student success in bioinformatics courses.

Audience:

The audience will include faculty members teaching biology, biotechnology, bioinformatics, computational biology, healthcare informatics or medical informatics courses.

Scientists, researchers, computer programmers, database designers and developers.

Activities:

• A brief introduction about the challenges of teaching bioinformatics

• Provide an open forum for the participants to discuss the following topics:

  - Identify and summarize the issues and challenges of teaching a bioinformatics course

  - Identify the best practices in teaching bioinformatics courses

  - Determine the scope of bioinformatics course for undergraduate curriculum

  -Determine the pre-requisite courses (or training) for students enrolling in bioinformatics courses

• Summarize the key points from the discussion and share with colleagues teaching bioinformatics

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A Roundtable Discussion on Ethical Decision Making:
A Mental Model to Understand Why I Do What I Do

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Objectives:

The purposes of this round table discussion are to
• present the Jones Moral Intensity construct of six moral factors in work environments,
• discuss ethical decision - making processes and factors and,
• vet an adapted set of scenarios for teaching ethics in various environments.

Audience:

The discussion in this session would be useful for any educator or professional looking at identifying factors that influence ethical decision - making in the complex social, economic, and cultural environment of employment settings.

Activities:

The presenters will provide a brief introduction and description of the Jones Moral Intensity construct, allow for open dialogue to probe understanding of ethical decision - making of professionals, and offer opportunities to vet adapted scenarios for future use with pre-professionals in higher education settings.

Description:

Concerns over the lack of morality teaching in training new professionals is not a new phenomenon. The teaching of professional content with teaching social responsibility has been likened to learning to swim without water (Dewey, 1903). This responsibility may be traced to Greek origins that education prepares professionals to provide public service to the community. The terms of moral, ethical, and legal responsibilities are not synonymous but are intertwined. Ethics as an understanding of foundation moral concepts is more than adherence to legal codes and includes a sense of rightness and wrongness (Frank, Ofobike, & Gradisher, 2010) necessary to understand the spirit and not just the letter of laws (Fisher, Swanson, & Schmidt, 2007). Previously, ethical behavior was understood to be the domain of licensing, but an erosion of

public trust from misbehaving professionals created a demand to thrust professional ethics into legal oversight (Cavliere, Mulvaney, & Swerdlow, 2010). Professional education must impart necessary knowledge and skills while also instilling ethical standards, and a commitment to follow those legal and professional standards (Bourke & O'Neill, 2009). While professional ethics can provide a guidepost to overcome resulting misbehaviors from situational opportunities, rationalization, and pressure (Funk, 2006) in and of themselves they are insufficient. The sheer number of professionals who commit wrongful acts attests that knowledge of codes or legal mandates is insufficient to curb unethical, unmoral, or illegal behavior among professionals. Instead, there is a need to look deeper to understand why working professionals misbehave. Ethical values are internal thoughts that either become action or reside as a foundation for choices in the form of a personal mental model. These ethical values are organized as a mental model in the psyche of the individual. The concept of mental model is not new. This construct began in 1896 with the American philosopher Charles Sanders Peirce. A mental model is a personal philosophical construct that creates real meaning from a complex term through the individual's understanding and experiences. The mental model of an individual's ethical values may be explained or shown through their actions or words. Mental models exist at the level of the individual and may change over time through the experiences of life. The creation of a mental model involves sense-making at the individual level. This sense-making is necessarily in concert with metacognition (Brock, Vert, Kligyte, Waples, Sevier, & Mumford, 2008).

The Jones Moral Intensity construct postulates there are factors that precede consciously recognizing a moral issue. Jones (1991) argued that even before workers can begin to process how to act ethically, they must recognize there is a moral issue and decide if and how that concern will affect their life or job within their personal social, cultural, economic, and organizational environments. Seghedin (2014), after a review of numerous authors' concept of moral activity in teaching, stated that although descriptions differ there are two common features to professional ethics: "1) teaching is founded upon a relationship between two or more individuals and therefore must be guided by a morality of relationships; and 2) teachers are engaged in changing the behavior of others to attain prescribed ends - making these decisions to be moral judgments" (p. 13). This statement would tend to infer that teachers must have some kind of foundation for establishing moral relationships with their students as well as imparting the way to act morally. The demand for ethical training is based on the assertion that ethics learning follows a hierarchical model that progresses through stages of moral development (Kohlberg, 1984). Ethical growth is based on intellectual growth. Inherent in this assertion is that as a person receives more education, the person becomes more skilled in that domain. Support exists for the connection between ethical training and ethical laws (Christensen, 2008), cognitive moral development and ability to deal with ethical dilemmas (Kohlberg, 1984; Kohl's, 2003), ethical awareness and ethical practice (Evans, 2005), and the benefits of such training (Mahony, 2009). Welton, Lagrone, and Davis (1994) found that ethic training increased the ability to apply moral reasoning when making decisions. Work by Bullough (2011) supported the general agreement that professional training can facilitate development of moral understanding and ethical sensitivity.

The Jones model presents six characteristics of moral concern that tend to create intensity of action or inaction toward a moral issue. The Jones construct was analyzed by McMahon and

Harvey (2006). They found that all of the characteristics except one were highly correlated in business environments to help understand when and why professionals react to ethical situations as they do.

Education settings may be an excellent environment in which to probe ethical decision-making using the Jones Model. It is a social science model that seems to closely fit the areas of concern most people must deal with before they act. A round table discussion will be helpful to present the Jones model of the characteristics of moral intensity, discuss ethical decision making for workers, and vet an adapted set of scenarios with pre-professionals in educational settings for future use.

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**Don't Forget the Field Trips: A Study on Bridging Preparation
and Practice through Professional Involvement**

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Objectives:

The purposes of this research presentation are to 1. Provide a brief overview of the cognitive, educational, and recreational benefits of field trips for students, 2. Present the results from a survey investigation on the impacts of attending a professional convention for undergraduate and graduate students, and 3. Give voice to the student participants in college field trip experiences.

Audience:

The information and discussion in this section would be useful for any higher educator interested in incorporating field trips into course work, increasing student motivation about course content, or improving outcomes in employment environments.

Activities:

The presenters will provide a brief introduction of panel members, the effects of field trips on student learning, and the use of field trips in college settings. Next, the research study will be explained and results given. The majority of the session will be an interactive discussion

between audience participants and student panelists. Students will share their experiences and provide information for funding these types of field trips. Audience members will be invited to ask questions of the college students and their mentors.

Summary:

Field trips are an evidence based practice to improve learning in K-12 students. In their review of key findings over a 30-year period DeWitt and Storksdieck (2008) found that field trips can produce significant long term formidable effects on student learning. These effects are further amplified for less-advantaged students (Green, Kisida, & Bowen, 2014). Existent research on the use of field trips with students focuses primarily on experiential learning, (Behrendt & Franklin, 2014; Galizzi, 2014) but this does not mean field trips need to be narrowly defined. The field trip experience is not limited by geography or type. Scientific inquiry has supported the use of field trips for students all over the world (Amosa & Atobatele, 2015) and through various modalities, such as virtual trips,(Adedokun, Lui, Parker, & Burgess, 2015).

While the power and impact of field trips for education and recreational purposes for K-12 students is widely accepted, less understood is the role of field trips for college students. College student field trips are frequently tied to preparation for employment future careers (Eksteen & Reitsma, 2015; Morentin & Guisasola, 2015). Increasingly is the use of trips as professional development (Kushins, 2015). After students leave university settings, ongoing learning is required for continued licensing in many professions. What are the impacts for college students who attend field trips to professional development conventions? Involvement in and field trips to professional trade shows or conventions may be the bridge between preparation and practice for new employees entering their chosen professions. A panel of current graduate and undergraduate students and their college mentors will present the results from a research survey regarding the impacts of going on a field trip to a professional conference.

The current investigation is an ongoing multi-year survey exploring the impacts of attending a multiday professional convention for teachers and touring sites in the convention city. The online survey consists of 10-20 Likert and open-ended questions designed to determine the influence of involvement in a professional organization convention, the effects of cognition and motivation on knowledge from course work and convention information, the long term effects of participation on employment, and the retention rates of these students once they become new employees. Study participants include graduate and undergraduate students in the teacher education department in an urban university who attended a national professional development convention lasting more than three days in a distant U.S. city. All students who participated in such a field trip over the last three years were invited to participate. Preliminary results indicate that a substantial number of students believe the field trip enriched and cemented learning in university coursework, they are better prepared to begin careers, and they are more likely to continue ongoing learning. A surprising finding is the increased role of leadership of participants in sharing their deepened knowledge. A panel of study participants will be on hand to give voice to their experiences and answer any questions of audience members.

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Why Fidgeting and Doodling Matter: Reflecting on Movement in Teaching and Learning

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Objectives:

During the session, participants will:
1. Consider and discuss some key ideas about the relationship between movement and learning/thinking;
2. Analyze video of students in action* as they move through learning activities--to see thought "in action";
3. Consider some recent findings about teacher gesture and learning;
4. Discuss the implications for understanding learning and for teaching.
*Video includes video of problem-solving available on the web and video of students in the presenters' classes. The students of the presenter gave permission for use.

Audience:

Anyone interested in student engagement, learner-centered teaching, formative assessment, or the study of teaching and learning.

Activities:

Part I: Thinking about Movement and Learning/Teaching
Interdisciplinary reflection on the role of movement in learning and teaching--drawing on philosophy, cognitive psychology, studies of embodied cognition, and classroom studies. This will be an interactive lecture/discussion. (10 minutes)

Part II: Analyzing Videos of Students Making Sense of Concepts/Principles
Participants will "observe" students in video excerpts and analyze students' movements in order to see "thinking" as it appears in the movements of students. (20 minutes)

Part III: How Teacher Gesture and Action Can Affect Student Learning--Recent Findings
Groups of participants will read summaries of recent findings on how teacher gesture and actions can help students learn. Each group will use gesture and movement to communicate what it learns to the rest of the group. (15 minutes)

Part IV: What Does This Mean for Me?
Participants will reflect on possible implications for teaching and learning in their disciplines and settings. (10 minutes)

Description:

This session is intended as a series of 4 reflections on the interaction between students' movement and their learning. Have you ever moved from one group of students to another because the students' actions seemed change? Or perhaps you have noticed different kinds of fidgeting and doodling or patterns in movement of your students. What does all this movement mean? Come to this session to think about the "bodily basis of meaning, imagination, and reason" (Johnson. 1987) and the "logic in action" (Duckworth, 2006) of students as they think and learn.

In the session, we will explore some findings from neuroscience about how training in dance and/or sports affects how we process and perceive the world (Sebanz & Knoblich, 2012; Clavo-Merino et al, 2005; Kirsch, Drommelschmidt, & Cross, 2013; Cross, Hamilton, & Grafton, 2006; Sakreida et all, 2012) We will make the transition to the classroom by observing and analyzing students' movements and looking for signs of thought in action.

We look, too, at teacher movement, considering studies of gesture (Singer & Goldin_Meadow, 2005): What kinds of gestures appear to support student learning? Through works such as Glenberg (2011) in the area of reading comprehension, we will think about the use of toys or models to enhance comprehension.

Finally, looking back over the session, we will discuss the implications and possible new directions in teaching, across disciplines and settings.

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Critical Feeling + Thinking = Invested Learners and Teachers

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Rationale:

Much has been written about critical thinking and specifically-defined cognitive components of learning (Bloom, et al. 1956; Krathwohl, 2002). While the role of emotions is often minimized in the literature, it is clear that emotions impact much, including motivation (Linnenbrink & Pintrich, 2004), memory (Bower 1981), decision making (Isen, 2000. Loewentstein & Lerner, 2003) and behavior (Isen & Nowicki, 1987). Indeed, the oft-cited Bloom also included the "affective" as a domain of learning (Krathwohl, 1956), but it seems often overlooked in practice. Rather than aim to ignore emotion or remain solely neutral, effective use of professor and student emotions can enhance the teaching and learning process and open new pedagogical possibilities.

Objectives:

- To learn from the open discussion of participants' experiences in encountering or attempting to use emotion in the class room.
- To exchange insights on material or exercises participants have used that motivates or empowers students on an emotional as well as cognitive level.
- To consider if there are conclusions to be drawn for "best practices" in using the affective dimensions of teaching and learning.
- To leave the session with ideas and courage to better handle emotional reactions to material from students when they arise, or to intentionally introduce the opportunity for "reaction" to enhance learning.

Audience:

This round-table is intended for faculty and instructional designers in all disciplines who may be interested in engaging their students more holistically by incorporating brief in-class assignments or longer out-of-class assignments that address the relationship between heart and mind that allows for more integrative learning as the assignments play a role in the students connecting course material to various domains of their life.

Activities:

The presenter will:
- Offer an introduction on thinking and feeling models, etc., based on research and experience. I could start with this or wait until after I see what most interests the participants and how the discussion flows.

- Engage the audience in an example of one or more of the sort of assignments I've found useful and discuss examples of others.
- Facilitate discussion of ideas, hopes, and fears around the acknowledgement and use of emotion in the classroom.
- Summarize thoughts shared in the session.

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Breaking Down Barriers: Intercultural Interaction Exposure

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Objectives:

- Session participants will increase their awareness of cultural variables that influence communication and social interaction
- Session participants will increase their understanding of cultural differences
- Session participants will increase their appreciation for the need to learn intercultural competence skills

Audience:

This session will be beneficial for faculty who teach courses across all levels of the academy. This session is designed to discuss strategies that can be used across disciplines.

Activities:

- Participants will engage in small group discussion to develop a list of cultural variables that influences their perceptions of others
- Participants will examine specific elements that have been utilized in exposure activities
- Strategies for implementing intercultural interaction exposure activities will be discussed

Summary:

The Interaction Exposure provides students with an opportunity to interact with speakers from different cultures and increases their awareness of cultural variables that influence their perceptions of others. Prior to the interaction, a lecture is conducted on the topic and students write a short research paper on the assigned topic. All research papers will address the issue, in general, using the following dimensions of cultural variability: individualism - collectivism, uncertainty avoidance, power distance, and masculinity - femininity (Hofstede, 1984). Speakers from other cultures are utilized to discuss topics related to course concepts. All interactions will be discussed from the aspect of the presenter's specific culture. Speakers discuss the topic as it impacts them as individuals, their culture, ethnicity, and/or their gender (Martin & Nakayama, 2007).

This interaction provides students with the opportunity to discuss issues that may be of a sensitive nature with individuals from other cultures on an interpersonal level (Gudykunst & Kim, 2003). After the interaction, students analyze the presentation by writing a brief analysis paper, integrating their research and the lecture material. The analysis will integrate the

information provided by the speaker as it applies to her/his specific culture and the dimensions of cultural variability.

The goal of this session is to discuss strategies for the implementation of intercultural interaction across the academy.

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Millennial Generational Learning: Traits, Challenges,
and Implications for Teaching and Learning

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Objectives:

Participants will:
1. Examine traits of Millennial students and the implications in teaching and learning in the higher education classroom.
2. Explore the use of Price's Five R's and Nevid's Four E's for engaging and teaching Millennials in their classrooms.
3. Evaluate research-based strategies for dealing with the learning and behavior challenges and issues that Millennials bring to the classroom.
4. Develop a personal action plan to implement specific practices in their classrooms to enhance learning for Millennials and all generational learners.

Audience:

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

Activities:

The presenters will model strategies for working with Millennial students throughout the presentation. Through the use of video and PowerPoint, the current research on the psychosocial and learning needs of Millennial students along with the educational challenges Millennials bring to the classroom will be shared. Participants will then be guided into small groups to discuss the integration of cognitive theories and teaching practices that can successfully impact the learning of Millennial college students. Utilizing the Five R's (Price, 2011) and Four E's (Nevid, 2009) as a framework, participants will collaboratively develop a chart which identifies challenges, issues, causes and recommendation for adaptations in each the classroom environment and in assignments. At the close of the session, participants will develop personal action plans focused on how to better address needs of all generational students in their own classrooms.

Description:

Representing nearly 30 percent of the American population, the Millennial generation encompasses individuals born between 1982 and 2004 (Carson, 2005; Fry, 2015; Strauss & Howe, 2000; Twenge, 2006). Millennial students are one of the most diverse generations in history, representing a very different group from preceding students and presenting a very different set of teaching challenges (Coomes & Debard, 2004; Stewart, 2000; O'Reilly & Vella-Zarb, 2005).

Millennial Traits:

Millennials tend to have characteristics unique to their generation. Millennials are often described with traits such as being narcissistic, feeling entitled, lacking empathy, possessing a short attention span, craving entertainment, valuing social relationships over work and careers, being lazy, and having trouble making decisions (Carlson, 2005; Coomes & Debard, 2004; Howe & Strauss, 2007; Nevid, 2011; Nicholas, 2006; O'Reilly & Villa-Zarb, 2005; Price, 2009; Stewart, 2009; Twenge, 2006; and Zemke, Raines and Filipxzak, 2000). This generation prides themselves on multitasking, but often has difficulty with time management. Subsequently, Millennials report high levels of stress and anxiety. More than 60 percent report they are sleep deprived. Three out of four work more than 31 hours a week and nearly half worry about money (Carlson, 2005; Howe & Strauss, 2007; Nicholas, 2006; O'Reilly & Villa-Zarb, 2005; Stewart, 2009).

Millennials often bring many positive traits that are often overlooked. These include optimism. generosity, practicality, team orientation, collaborative work focus, organization, self-reliance; technological knowledge, and self- expression (Carlson, 2005; Coomes & Debard, 2004; Howe & Strauss, 2007; Nevid, 2011; Nicholas, 2006; O'Reilly & Villa-Zarb, 2005; Price, 2009; Stewart, 2009; Twenge, 2006; and Zemke, Raines & Filipzak, 2000). This generation tends to feel individually and collectively special and tends to be service-oriented with a strong need to make a difference in the world (O'Reilly & Vella-Zarb, 2005; Stewart. 2009). Connected to family and friends, they tend to be optimistic and social. Millennials are very social both in the workplace and in their personal lives. Strongly connected with friends, family and peers via cell phones, text messaging and social networking websites, Millennials expect communication via technology and are often intolerant of those who are technologically challenged (Carlson, 2005; Davidson, 2007; Manochehri & Young; Lewin, 2010; Nevid, 2011; Nicholas & Lewis ; Pempek, Yermolayeva & Calvert, 2010; Trei, 2006).

Dispositional Clashes:

One disposition unique to the college setting is that Millennials often view higher education as an expensive, but necessary task to obtain a job and not a privilege earned by hard work and outstanding performance (O'Reilly & Vella-Zarb, 2005; Twenge, 2006; Zemke, et.al., 2000). They may feel entitled to their degree and to inflated grades for the amount they pay for tuition. For college faculty, these dispositions cause this generation to be educational challenging. Millennials often become resentful of the amount of reading, problem solving, writing and rigor required in higher education courses as they believe that putting forth effort should translate into

a high grade (O'Reilly & Vella-Zarb, 2005; Stewart, 2009; Twenge, 2006; Messineo, Gaither, Bolt, Ritchey, 2007). Millennials are focused on achievement rather than knowledge or personal development so do not value lifelong learning as a goal (Stewart, 2009; Twenge, 2006).

Instructional Strategies:

Although, many articles have been written about the characteristics of Millennials, care must be taken to avoid overgeneralizations. Millennials may process information in different ways than earlier generations; the principles of learning and memory still apply. This requires instructors to adapt instruction and the environment to meet the learning needs of Millennials while utilizing solid androgyny principles to help students become more effective learners (Elam, Stratton & Gibson, 2007; Manochehri& Young, 2005; Novotney, 2010; Stewart, 2009). According to the principles of adult learning theory, adult students prefer to organize content themselves, expect to utilize relevant data, and aspire to work in collaborative groups (Coomes & DeBard, 2004; Dede, 2005; Nevid, 2011; Manochehri& Young, 2005; Messineo, et. al.; Stewart, 2009; Pinder-Grover & Groscurth, 2009).

Some ways to adapt the environment include integrating technology as a learning tool, not as a replacement for effective teaching (Davidson, 2007; Lewin, 2010; Dede, 2005; Nicholas & Lewis, 2008; Pempek, Yermolayeva & Calvert, 2010; Rideout, Foehr, & Roberts, 2010; Trei, 2006). Additional strategies include developing collaborative course assignments; actively involving learners, sharing newly learned material and evaluating progress (Nevid, 2008; Nicholas& Lewis, 2008; Stewart, 2009; Twenge, 2006). Price offers five strategies for engaging Millennials; research based methods, relevance, rationale, relaxed and rapport (Price, 2009). This follows Nevid's Four E's of Effective Learning: 1) engaging interest (2) encoding important information (3) elaborating meaning of and 4) evaluating progress (Nevid, 2011). Overall, researchers offer specific suggestions for meeting the needs of Millennial students that include building a learning community; providing explicit instructions for all assignments; clear course expectations; provide cutting edge technology and relevant experiences such as internships.

This session will explore the many characteristics of Millennials, the traits and dispositions they bring to the higher education classroom and the challenges that accompany those dispositions. The focus will be on strategies that will enable the professors to best meet the unique learning needs of the Millennials.

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Evoking Educational Change with Pedagogical Humor

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Objectives:

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

Audience:

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

Activities:

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

Description:

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

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

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

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The Flipped Lab: Reimagining Science Education with Blended Next-Generation Virtual Laboratories

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Rationale:

Creative thinkers, knowledge makers and innovative leaders are needed more than ever to tackle the future's global problems such as climate change, pollution and diseases and therefore new tools, technologies and practices are increasingly needed to empower those people to change the world for the better. This adds to the increasing need of thinking big and thinking smart when designing the future curriculum and course work, and in many cases adopting innovative technological practices will greatly help achieve this.

Now, imagine if your students could have unlimited access to multi-million dollar world-class laboratory facilities anywhere in the world, anytime. Labster (featured at TED.com) has developed virtual laboratory simulations to increase student learning, knowledge retention and motivation when blended with traditional teaching methods. We show what technology can provide to enhance the learning experience - incorporating 3D-molecular animations, case-based narrative, advanced equipment and self-paced enquiry-based problems, which encourage students to use their critical thinking and reflect on the experiments they perform. Furthermore, Labster is currently doing extensive research within the use of Virtual reality and adaptive learning to incorporate those technologies into the curriculum in order to provide an even richer learning experience for the students.

As part of our research (Nature Biotechnology, 2014) we conducted a study investigating effects on motivation and learning. When combining these next-generation of simulations with traditional teaching, students' learning improved by over 76%, and indicated strong gains in motivation. A further study published in the BMC Medical Education journal (2016) found major gains in learning and self-efficacy in under-performing students. This blended approach could revitalize STEM undergraduate courses, but also provide the much needed support for faculty facing ever-increasing enrolment numbers and bottle-necked lab courses, allowing them to provide a more enriching student experience.

Audience:

1. Higher education faculty
2. Higher education administrators
3. Higher education directors of technology, science STEM, teaching.
4. Higher education professors and researchers.

Activities:

The participants will be actively engaged, since we will bring our virtual reality headsets so that the participants can try it for themselves and really see how science education are being revolutionized right now. Basically, they will get to step into an ivy-league laboratory simulation in a virtual reality, and see all the molecules laboratory equipment etc.

**Research, Let's Go!: A Discussion of the Importance and Implementation
of Early Undergraduate Research Experiences**

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Description:

Over the past several decades, undergraduate research programs have been recognized as an effective way of engaging students in a program of inquiry and discovery (Cox & Andriot, 2009). These programs support development of critical thinking and problem solving skills and may facilitate students' abilities to deal will the multiple facets of the higher educational process that students must navigate through during the many academic, professional, and personal life (Cox & Andriot, 2009; Kuh, 2003; Russell, 2008).

While in-class instructional design has moved away from the lecture classroom to active learning strategies that lead to a more exciting classroom and an enhanced learning experience, a smaller number of students have the opportunity to work closely with a faculty member, learning about science and participating in research (The Council on Undergraduate Research, 2016). Moreover, this type of research experience is often not engaged in until the final years of a student's academic program, often in the form of a senior level capstone course. This occurs even though the possible advantages that students gain from an early research experience may result in a more meaningful academic experience, improved retention, and development of skills necessary to successfully transition into professional life (Gregerman, Lerner, von Hippel, Jonides, & Nagda, 1998; Kinkead, 2003). More specifically, undergraduate research experiences have been found to enhance competences that employers desire such as the capacity for time management and good organization, professional decorum and leadership skills, improved critical thinking and problem solving abilities (including statistical understanding), and the ability to better handle uncertainty to name a few (Bauer & Bennett, 2003; Cox, & Andriot, 2009; Gregerman, et al., 1998; Ishiyama, 2007; Kardash, 2000).

Undergraduate research experiences can be especially important early in a student's academic program (Perez, 2003), since many research and mentoring experiences will require more commitment than a single semester. This is also an important consideration for two-year campus students who may transition to four-year institutions with much of their academic program already completed.

This Round Table discussion will introduce the development and findings of our undergraduate research faculty learning community group at our college, which offers students a number of transitional-oriented programs where they complete the first two years of their education before migrating into a baccalaureate program on our nearby main campus. We will briefly share our successes and challenges and how we are overcoming and moving forward. After this brief introduction, participants will have an opportunity to ask questions, share information, and discuss their own experiences with undergraduate research at their college.

Objectives:

• To learn through open discussion about issues and rewards related to undergraduate research and best practices for mentoring relationships across disciplines and institutions
• To draw some conclusions regarding best practices for involving students in undergraduate research.
• To gain ideas for addressing issues or otherwise improving student mentoring at participants' institutions

Audience:

All faculty members with an interest in undergraduate research and student mentoring experience or all who will be involved with mentoring for the first time in the near future.

Activities:

The presenters will:
• Offer a brief introduction and provide an open forum for participants to discuss the issues, challenges, and rewards of guiding undergraduate research projects and engaging in faculty-student relationships at their individual institutions
• Summarize the discussion for further thought beyond the session.

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Designing, Implementing, and Sustaining a Study Abroad Program
in a Technical Degree Program

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Objectives:

- To share the facilitators' experiences in developing, implementing, and sustaining study abroad programs
- To review with participants current literature on study abroad recruiting
- To discuss with participants the challenges of a study abroad program targeted at students in a technical major and an aviation law minor
- To discuss with participants best practices for recruiting, working with vendors, student's challenges, and study abroad pedagogical issues
- To discuss the value of teaching aviation law courses in a residential setting

Abstract:

This roundtable discussion focuses on the challenges and successes of creating and sustaining study abroad programs, especially for students in technical majors and aviation law minors.

Attendees/Participants:

All faculty and staff who have been involved with a study abroad program or who are interested in study abroad programs.

Activities:

The facilitators will
begin the roundtable discussion by sharing their experiences with study aboard programs
highlighting recent research on study abroad programs
provide an open forum for participants to discuss their experiences and best practices
summarize the discussion for further utilization beyond the session

Description:

Studying abroad has long been promoted as a life changing experience for college students. Over 283,000 U.S. students participated in a study abroad program during the 2012-2013 academic year. While the amount of American college students studying abroad has tripled during the past 20 years, fewer than 10 percent of all college students participate in a study abroad experience during their undergraduate career (2013, Nov. 11). This presents study abroad offices and faculty with a daunting challenge in terms of designing appealing programs, recruiting students, and then sustaining the programs.

For faculty, developing and promoting a study abroad program can be a very demanding and time consuming process, given that faculty have full teaching and research workloads. An added challenge can be recruiting students from other technology focused universities where enhanced foreign language skills are not desired. Both our university (Embry Riddle Aeronautical University) and department, Aeronautical Science, have found this to be especially true. And yet, with targeted support from the university, ERAU's Office of Global Engagement continues to experience 100 percent year-over-year growth rate in terms of student participation in university sponsored study abroad programs (S. Macchiarella, May 12, 2016).

This roundtable provides an opportunity for faculty and staff from various disciplines to discuss and share their experiences in creating, administering, and sustaining study abroad programs. The presentation will also address the benefits of offering aviation law courses in an international setting. The presentation will address how these niche programs provide both faculty and students experiential learning opportunities that only serve to enhance the education process.

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**Critical Race Praxis: Learning to Teach for Social Justice
through a Race Conscious Curriculum**

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Objectives:

The objectives of the session are to:
- :Engage participants in race conscious discussion about curriculum and pedagogy.
- Learn how anti-racism practices in the classroom can raise awareness of multiple forms of oppression.
- Practice a pedagogy of the oppressed through activism and everyday race consciousness.

Audience:

In this session all are welcome, as contemporary race issues effect all of us in and outside the classroom. Educators trying to deal with race in school are particularly welcomed to share and discuss their experiences and knowledge.

Activities:

This session will have three activities that will engage participants in courageous conversations:
Activity 1: Interactive paired conversation. If race is an obsolete biological concept, why does it still matter?
Activity 2: Deconstructing media as a socializing agency: Where do we see racism reproduced? Where do we see racism resisted?
Activity 3: Praxis and anti-racism: What every day acts of anti-racism can you commit to?

Description:

In the session, I interact with the audience to explore curriculum design, pedagogy, and activism. Together we look at the relationship among individuals and groups within the system of racism to emphasize the structural power dynamics that target people of color while maintains white advantage. (Bell, 2007). It is important to explore the inherent contradictions and the hypocrisy of racial discrimination because they undermine democratic principles. Exploring these can motivate people to critique, resist, and struggle to change them (Takaki, 1993; Zinn, 2014).

Because this is an interactive session, participants will deal with race first hand as an American quandary (Pollock, 2008). The question that we focus on is the following: If we want schools to be a birthplace of transformation from racial inequality to racial equality, when and how should be "colorblind" and when and how should we be "color-conscious"?

In my experience, I have seen the power of storytelling in the classroom. I have devised a three step model for eliciting stories: Step 1 is creating the safe space, framework, and pedagogical approach; step 2 is modeling vulnerability through personal narratives; and step 3 involves counter storytelling as dialectic.

As difference becomes the new norm, teachers, administrators, academics, and students are looking for strategies to successfully negotiate these changes (Darling-Hammond, et al. 2002). I invite all who wish to learn to teach for social justice to come, participate, discover and share approaches to the new norm.

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Creative Processes in the Elementary Classroom:
An Introduction to Drama-Based Pedagogy

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Objectives:

During this presentation, participants will:
a) Engage in drama-based instruction activities
b) Learn about strategies and materials for teaching drama-based pedagogy
c) Discover benefits to teaching drama-based pedagogy to elementary education students

Audience:

This presentation will be beneficial for faculty who want to learn more about drama-based pedagogy and engage students in active learning.

Activities:

This presentation will include the following activities:
a) Drama-based instruction activities
b) Exploration of strategies and materials for teaching drama-based pedagogy
c) Discussion of benefits to teaching drama-based pedagogy to elementary education students

Description:

A large part of my academic career as a theatre professional has involved teaching creative drama as a K-12 Teaching Artist, to college students majoring in theatre, and to in-service teachers across the country. As the Beverley Taylor Sorenson Endowed Chair for Arts Learning at Weber State University, I was invited to teach Creative Processes in the Elementary Classroom in the College of Education. In my first year teaching the course, I relied on my experience teaching creative drama while learning more about students studying elementary education versus students that were focused solely on theatre education. While I received positive feedback for my facilitation of the course, I always felt like I was missing out on an opportunity to put drama-based instruction into context for these students in a way that would be sustainable and easily replicated.

I recently had the opportunity to learn about the Creative Learning Initiative in Austin, Texas. The Initiative seeks to provide a quality arts-rich education for each and every child in Austin Independent School District (AISD), as well as professional development and ongoing support for teachers in arts-based instruction strategies through the collaborative support between AISD, the City of Austin, MINDPOP, local artists, businesses and philanthropic organizations.

I participated in the 2015 Summer Institute: Activating Learning through the Arts offered to AISD grade level teachers in the first year (of a four year) professional development series connected to the Creative Learning Initiative. The summer institute was created and facilitated by the staff of Drama for Schools at (my alma mater) the University of Texas at Austin. At the core of the institute is the forthcoming text, Drama-Based Pedagogy: Activating Learning through the Arts by Kathryn Dawson and Bridget Lee.

Armed with this experience, I revised my syllabus for Weber State University's Creative Processes in the Elementary Classroom course as a community engaged learning designated course offering students a comprehensive pedagogical exploration and immersive training experience in the use of drama-based instruction across the curriculum in a variety of contexts. Through readings, activities, discussion, lesson planning, micro-teaching, and reflection, participants have the opportunity to develop a practical understanding of the various skills and techniques needed to use and assess arts-based instruction as an art form and as a teaching tool in a variety of contexts, including K-12 classrooms, after-school programs, and university settings.

This interactive presentation will give an overview of the Creative Processes in the Elementary Classroom course at Weber State University. Participants will engage in drama-based instruction activities, learn about strategies and materials for teaching drama-based pedagogy, and discover benefits to teaching drama-based pedagogy to elementary education students.

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The Power of Interdisciplinary Learning Communities
to Combat Teaching Fatigue and Sustain Teaching Fitness

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Objectives:

1. Have participants define teaching fatigue and fitness
2. Have participants discuss the effectiveness of team teaching as a professional sustainability activity that combats teaching fatigue and maintains teaching fitness
3. Provide several examples of how team teaching fosters and sustains professional and personal development of the knowledge, skills and attitudes that comprise teaching fitness
4. Give participants a chance to
a) Share their own experiences of teaching with other faculty
b) Ask questions, make observations and draw conclusions about the benefits of collaborative teaching in combating teaching fatigue and sustaining teaching fitness.

Audience:

This workshop will be of interest not only to teaching faculty, but to administrators, learning community coordinators and Professional Development personnel.

Activities:

1. The workshop will be structured around several reflection and discussion questions (what does "teaching fitness" mean to you? what is "teaching fatigue?" what aspects of your teaching fitness do you struggle to sustain? how have you and your teaching fitness been sustained across your career? what is the greatest sustaining strength you think you could offer to another instructor? etc.).
2. The facilitators will provide examples from their own experience of how team-teaching has sustained their teaching fitness.
3. Participants will discuss and share ways in which they have been revitalized by team-teaching and other strategies.

Description:

Numerous studies demonstrate that integrated courses provide a rich
learning experience for students. But integrated courses also provide a rich learning experience
for faculty. In particular, interdisciplinary learning communities help combating "teaching
fatigue" and sustain "teaching fitness."

Good instructors want to avoid teaching fatigue and maintain teaching fitness - to remain fresh
and energized rather than bored and burned out. Teaching fitness involves knowledge (both
within and beyond disciplinary boundaries), skills (of instructional technique and classroom
management) and attitudes (about one's strengths and weaknesses as a professor). Good
professors desire continuous improvement in their classroom teaching and want to maintain their
own personal interest in learning.

Just as people can become physically out of shape, so teachers can become tired and burn out,
lose enthusiasm and get stuck in ruts. Uninspired professors undermine student learning. And
so, college administrators, faculty developers and teachers themselves want to prevent faculty
burnout and boost faculty morale - as ways of improving student learning. To this end, colleges
and universities offer standard professional development opportunities to develop and maintain
teaching fitness and prevent fatigue.

We believe that team-teaching across departmental boundaries is one of the best ways for
professors to revitalize their instruction - to keep from stagnating and find new pleasure in
teaching. Research indicates that integrated instruction meets instructor needs for innate
curiosity, thirst for new intellectual challenges and desire for change. This is true both for mid-
career faculty (who have been teaching the same courses for a while and may feel that they are
losing their teaching edge) and newer faculty (who are able to learn from veteran teachers).

Learning communities provide a stimulating environment that requires professors to teach a
subject they do not know much about and use a variety of new pedagogical activities. Because it
makes teachers try new things - providing new perspectives on their disciplines and new teaching
techniques - interdisciplinary instruction plays an important role in combating teaching fatigue
and sustaining instructional vitality.

In this interactive workshop, we facilitate discussion of how team teaching combats teaching
fatigue and sustains teaching fitness of faculty both professionally and personally.

The facilitators draw on fifteen years of teaching together and with other professors in learning
community formats.

**Stimulating Conceptual Change. Using Concept Maps as a Tool
to Encourage Students' Reflection Skills on Inclusion**

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Objectives:

During the poster presentation, participants will:
  a) gain new insights and impetus (e.g. towards their courses);
  b) learn a way to diagnose students' conceptions and misconceptions;
  c) think about the dynamic of cognitive structures; and
  d) discuss the idea of implementing concept maps in teacher education

Audience:

The poster will be of use to faculty members who teach and to others who are interested in concept maps.

Activities:

The presentation of the poster will include a short introduction to the idea of concept mapping and a review of examples from the seminar. More importantly, the potential of concept maps as a tool for teacher education will be discussed.

Description:

Ausubel's cognitive psychology (1963, 1968) emphasizes the assimilation of new concepts and propositions into existing concepts and propositional frameworks held by the learner. Based on Ausubel's theory 1972, Novak developed the idea of identifying and representing knowledge in the form of a concept map (Novak & Cañas, 2008). "They [concept maps] include concepts, usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts. Words on the line, referred to as linking words or linking phrases, specify the relationship between the two concepts" (Novak & Cañas, 2008, p. 1). Whilst seemingly an easy tool, concept maps comprise many functions: to visualize, to organize, to capture, to archive and to create new knowledge (Novak & Cañas, 2008).

Research on concept maps has been undertaken mainly in the context of science education (Moreira, 1979; Stewart et al., 1979) but they can also be useful in areas such as inclusion. In particular, literature concerning inclusive educational systems emphasize the importance of teachers' positive attitudes towards inclusion.

According to Sin et al. (2010, pp. 240-241), "Indeed, attitude change is the most challenging task [ΓÇª]. It is evident that knowledge and skills they acquire changes their misconceptions about inclusion." Ainscow and Booth (2006) describe inclusion as an ongoing process that corresponds with the idea of concept maps as constantly changing cognitive networks (Novak & Cañas, 2008). The question is: How can teacher education provide explicit opportunities for students to reflect on beliefs and attitudes towards inclusion?

The designed seminar has two aims: firstly, to make learners aware of their cognitive concepts about inclusion and, secondly, to make them realize that these concepts can be changed. The method of concept mapping is the main tool to achieve this. In every session of the seminar, students have the opportunity to revise their personal concepts and to modify their individual concept map. Students work on their concept maps individually and discuss them in peer groups. These discussions can be irritating and consequently support conceptual change (Novak & Cañas, 2008).

The poster will give examples from the seminar and show how a continuous revision of concept maps can be used to improve the ability to reflect on existing concepts regarding inclusion. Since learners' preconceptions and misconceptions are relevant in all disciplines it can be argued that concept maps are a tool that could be implemented fruitfully in teacher education.

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Tech, Soup, and Salad: Choices in Assessment

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Objectives:

- To learn why student choice in assignments promotes active learning
- To learn how to structure assessment activities and assignments for student choice
- To learn how to optimize student choice activities to increase engagement and learning

Audience:

Undergraduate and graduate faculty members who are interested in creating a learner-centered approach to teaching and learning.

Activities:

After a brief overview of learner-centered teaching, the role of student choice will be addressed. The sharing of experiences and challenges in designing and developing assignments and assessment activities revolving around the concept of student choice will set the stage for further exploration. Participants will be asked to share their experiences with learner-centered activities and a discussion of the opportunities and challenges associated with structuring assignments and assessment activities where student choice prevails will take place.

The discussion will be summarized and relevant points related to the objectives will be highlighted. The participants will leave with knowledge and ideas that will enable them to develop a learner-centered approach to their teaching that incorporates that concept of student choice.

Description:

For several decades higher-education researchers have been trying to increase student retention. One important aspect had been reconsidering curriculum planning and pedagogy to enhance student motivation and engagement. This has been a challenging endeavor with no easy answers. One idea that has gained traction is learner-centered teaching (LCT). LCT requires a transition from teacher-centered to student-centered classes. According to Blumberg (2009), students become independent learners through a series of stages. In higher levels the instructor outlines the courses and creates content but allows students to choose independently which assignments they want to complete within the parameters of the outline. If given too many choices, though, students may not learn enough foundational knowledge appropriate for the course. In this roundtable session, participants will discuss the best practices associated with LCT, learn how others are using them in their classes, and strategize how to incorporate techniques into their own curriculum.

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What Are They Thinking About Me? Investigating Relational Issues
Related to Laptop Use in the Classroom

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Objectives:

There has been a clear increase in student use of laptops in classrooms, for both academic and non-academic purposes. Extensive research has been conducted in recent years that both supports and argues against the value of laptops in class. However, there has been minimal research on the relational impact of laptop use - either between the students themselves or between the students and professor. Data from our research should provide richer insight into how classroom relationships might be affected by student laptop use. The ultimate purpose of the session will be to explore together possible laptop policies and procedures a professor might consider for their own classroom.

Audience:

Any faculty who have students with laptops in their classes - especially those who are trying to develop a policy about laptop use in the classroom.

Activities:

The session will start with faculty taking the short survey that participants in our research have taken. This will form the basis for a short discussion about perceptions of laptop use in the classroom, specifically about the students who use laptops, as well as student perceptions of one another and the professor. After presenting results from our research, we will brainstorm and discuss responses to the data and possible classroom policies and procedures in light of the data.

Description of Study:

Most of us have been there - on one, or possibly even both sides, of this situation: you are in a meeting and one or more of the attendees is there physically, but appears to be "checked out," engrossed in their laptop screen, checking email or surfing the web. Consider for a moment how you respond to those individuals in the meeting (or think about some of your own thoughts and feelings as you engage in these behaviors). If we have taught in a college classroom, we have seen similar behaviors from some students. In response to this situation some faculty have developed specific classroom policies. Others have struggled to balance personal opinions, institutional policies and student desires.

With the growth of laptop and tablet use in classrooms there has been a concurrent increase in research that investigates the impact of these technologies on student learning (see, for example, Computers & Education at www.journals.elsevier.com/computers-and-education). However, there has been minimal research regarding the relational aspect of students choosing to use laptops in the classroom. While some research considers in a small way the relational implications of laptops in class, most research primarily focuses on students' academic performance (Fried, 2008; Junco & Cotton, 2012; Mueller & Oppenheimer, 2014).

The purpose of this study is to improve our understanding of people's perceptions of laptops being used in class, as well as the relational messages communicated because of these perceptions. Numerous relationships exist in the classroom context: professor to individual student, professor to the whole class, individual student to another student, and individual student to a group of students, as well as the reverse of all these options. For faculty, especially, it is important to understand how a student's use of a laptop might be affecting our attitude toward that student, or how a student using a laptop in class is affecting other students' perceptions of the professor.

The concept of face undergirds all our relationships, and is an ever-present reality in classrooms. For our purposes, it is helpful to think of face as our perception of what we believe society feels is appropriate interpersonal behavior (Samp, 2016). In light of that perception, we all make communication and behavioral decisions, including students and professors in classrooms. When aware, competent communicators will engage in facework, the process by which we work to present a specific face to others, or recognize the face others are presenting (Cupach & Metts, 1994; Samp, 2016). From a classroom management perspective, it becomes interesting when members of the class (students and teachers) have differing perspectives on appropriate face expectations. These differences can lead to possible positive and negative face threats, when people's sense of approval or autonomy, respectively, between members of the class (Brown & Levinson, 1987).

There is a clear connection between face and facework and the reality of laptop use in the classroom. A student's choice to use a laptop in class - for meaningful or trivial work - presents a specific face to fellow students and the professor. Everyone's response to the behavior and any subsequent interactions are the facework we engage in and will involve any face threats we may communicate. This situation can become a complicated situation that is ripe for communication problems and misunderstandings. Thus, it is important for us to better understand how all the members of the classroom understand these messages. Or, in many cases, that members of the

classroom simply become aware that these messages are an integral component of the laptop choices students are making in the classroom.

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

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Teaching Multicultural Health in A Diverse Classroom Setting

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Objectives:

In this session, participants will:
a. Gain an understanding of how students are learning Multicultural Health course in a diverse classroom setting.
b. Share and discuss best practices and strategies for designing, teaching, and assessing multicultural health or similar courses.
c. Consider how to create or adapt best practices into participant' s own curriculum.

Audience:

This presentation will be beneficial for higher education faculty who teach in a classroom setting with diverse group of students.

Activities:

a. Provide a brief overview of the experiences in teaching multicultural course.
b. Share ideas and suggestions for course (re)design and student learning outcome evaluation.
c. Discuss how to create or adapt best practices into participant' s own curriculum.

Description:

It has been said that "Diversity is one of the largest, most urgent challenges facing higher education today. It is also one of the most difficult challenges colleges have ever faced" (Levine, 1991, p. 4). The collective diversity among institution is one of the great strengths of America's higher education system, and has helped make it the best in the world. Education within a diverse environment prepares students for life in a complex and pluralistic society (Brunner, 2005).

There is much literature concerning methods of improving the schooling success of "non-traditional" students. Rather than go into proposals for improvement, one begins by realizing first that "traditional" educators lack the ability to deal with classroom cultural diversity effectively. Nelson (1996) tells of how he was totally unaware of such a deficiency on his part until he

looked closely at who among his students were actually scholastically successful. Nelson found that non-traditional students generally were unsuccessful. Cited in his article are several findings in a similar vein by other educators. The collective findings led Nelson (1996) to conclude "all traditionally taught courses are unintentionally but nevertheless deeply biased in ways that make substantial differences in performance for many students" (p. 3).

Once recognized, there are various ways to address our ability to teach effectively in light of the cultural diversity of our students. Nelson (1996), citing an example from Angelo and Cross, notes that the intent was not actually to deal with cultural diversity, yet the success rate of non-traditional students improved greatly from this simple exercise (p. 3). As another example, there is the approach advocated by Wang and Oates (1995) where "collaboration among family, school, and community" is considered (p. 1). Their efforts are being applied at the secondary level, but there is no reason not to extend this concept to higher education as much as possible. As stated before, recognition must precede correction, and it this recognition that is examined here. It is important that the reader understand that corrective approaches to the inability to deal with classroom cultural diversity do exist, however.

Some educators have devised innovative approaches to teaching diverse student populations. Ofori-Dankwa and Lane (2000), for instance, suggest employing what they call the "diversimilarity" approach. Diversimilarity involves exposing students to both similarities and differences of cultures. Clark (2001) speaks of something as simple as a cultural brochure project as being beneficial to students in the study of cultural diversity. These examples demonstrate that while some approaches might be rather difficult to implement, others are relatively easy.

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Publishing in the *International Journal of Teaching and Learning in Higher Education*

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Objectives:

Session objectives include the following:
- Learn through open discussion about issues and tips for publishing scholarly work on teaching and learning;
- Identify some common issues seen and learn how to address them; and
- Gather resources to assist one with publishing and revising scholarly work.

Audience:

All faculty and graduate student members who are considering publishing their work in international journals.

Activities:

The presenters will:
- Offer a brief introduction to the purposes and scope of *IJTLHE*;
- Show a few examples of common issues seen with article submissions and ask participants to identify the problem and brainstorm solutions;
- Provide an open forum for participants to discuss challenges, problems, and questions about publishing SoTL work; and
- Summarize the discussion and provide list of resources to participants.

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Incorporating Dynamic Learning Activities into Static Learning Environments

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Objectives:

During the presentation, participants will:
1. View results from a survey of college faculty regarding pedagogical approaches,
2. Learn about dialogic arguments, and
3. Understand the process for critical reflection and how it can be incorporated into assignments.

Audience:

This presentation is intended for those who teach in a traditional, face-to-face setting at an institution of higher education and who wish to expand their pedagogical repertoire to incorporate dynamic learning activities.

Activities:

This presentation will include the following activities:
1. Complete a short survey (five minutes or less) to determine what types of in-class activities, online activities, and assignments currently being used by the attendees.
2. Participate in a dialogic argumentative session in order to know how the process works and be able to incorporate it directly into future class lectures.
3. Complete the DEAL Model for critical reflection while engaging in the dialogic argumentative session in order to reflect upon their learning experiences.

Description:

Regardless of the discipline, the majority of instruction delivered at the collegiate level is via the traditional lecture format (Pascarella & Terenzini, 2005). One of the main reasons for this type of delivery is due to the physical arrangement of the classrooms (Folkins, Friberg, & Cesarini, 2015) which has been utilized since the inception of medieval universities (Parker & Choi, 2014). The traditional lecture format, however, may not have provided sufficient opportunities for students to acquire, retain, and generalize content. We know that during the teaching/learning process some information is lost (De Blasio & Järvinen, 2014), and we also know that brick-and-mortar buildings are slowly being updated to provide more dynamic learning environments (Folkins et al., 2015). So, as we wait for the learning environments to be updated, what can we do as instructors?

One solution is to update our pedagogy to use dynamic learning activities. Since the 1990s, a focus has been made to improve the delivery of instruction through active (Bonwell & Eison,

1991) and/or cooperative learning strategies (Johnson, Johnson, & Smith, 1998). We know that interactions among students positively impacts student understanding and performance, and that administrators are placing more emphasis on the integration of knowledge, skills, and application through applied learning experiences (Hart Research Associates, 2016). Even though we may be teaching in a static learning environment, we can use different instructional techniques (i.e., dynamic learning activities) to deliver content. By attending this session, you will learn about and participate in two dynamic learning activities that you can easily add to your instructional approach to teaching in higher education. Come to this session ready to argue and reflect through dialogic argumentation and the DEAL model for critical reflection!

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**Positive Faculty-Student Relationships in Higher Education:
Should We Be Working on This?**

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Description:

Research abounds in the area of elementary student-teacher relationships and there also exists a much smaller body of research for the middle and high school levels (Baker, Grant, & Morlock, 2008; Muller, 2001; Muller, Katz, & Dance, 1999; O'Connor, Dearing, & Collins, 2011). Research on this topic in higher education, on the other hand, is woefully inadequate (Hagenauer & Volet, 2014). If one considers the basis for the identifying the importance of positive student-teacher relationships, including the link to positively impacting social and academic outcomes, it is reasonable to expect that these outcomes are desirable in higher education as well. To that end, faculty should consider and reflect upon their role in building these relationships in their classrooms.

A positive student-teacher relationship includes the presence of closeness, warmth, and positivity (Hamre & Pianta, 2001). How much effort do we expend in the quest for building such relationships in higher education? Challenges abound in higher education classrooms that do not lend themselves easily to establishing such a rapport with students. Quite obviously, there are any number of actions, initiatives, resources that evidence a commitment to students but the proposed discussion will focus specifically on the importance of faculty-student relationships and the challenges, obstacles, strategies, and personal experiences of faculty efforts.

Objectives:

Session objectives are:
1) To discuss and share:
- views on the perceived importance of such relationships;
- thoughts on student perceptions of relationship with teacher linked to motivation to learn
- challenges/obstacles in classrooms that hinder the ability to establish a connection with students, and
- personal experiences/strategies/approaches to building such relationships.
2) To draw some conclusions about the value of pursuing positive faculty-student relationships.
3) To consider the possibility of research on the topic at participant's institution.

Audience:

All faculty members, regardless of discipline, who wish to further discuss this aspect of teaching & learning.

Activities:

The presenter will:
- Offer a brief introduction
- Provide an open forum for participants to discuss and share their views, knowledge, and personal experiences related to the faculty-student relationship
- Summarize the discussion

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Re-envisioning STEM and Faculty Development: A Roundtable Discussion

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Description:

Calls to change STEM (science, technology, engineering, and mathematics) education have increased in the past decade. According to the President's Council of Advisors on Science and Technology (PCAST, 2012), the US needs roughly one million more STEM graduates in the next 10 years. Despite the need for more graduates, STEM education remains "uninspiring" and "unwelcoming" (PCAST, 2012, p. i). This is where faculty development can play a vital role by assisting in the evaluation of policies, structures, and support mechanisms that affect STEM faculty's use of research-based instructional strategies.

A multitude of literature describes the impediments STEM faculty face regarding pedagogical change. Lack of training, time, and incentives are often considered the most prevalent barriers to implementing pedagogical change. Faculty are trained to be researchers not teachers. While they may desire to implement new strategies, insufficient training (Ebert-May et al., 2011; Rushin et al., 1997) - as well as support from their departments (Brownell & Tanner, 2012) - can affect actual implementation. Furthermore, time becomes a factor as implementing interactive teaching methods - as opposed to stand and deliver lecture-type approaches - is much more time consuming (Brownell & Tanner, 2012; Malicky, Lord, & Haung, 2007). For faculty who are already pressed for time - particularly pre-tenured faculty at research-intensive universities, the decision on whether or not to invest in pedagogical change becomes one of incentive: Is it worth the time to invest in teaching? At most institutions, the answer is a resounding no. Few, if any, incentives are in place to encourage investing in teaching (Anderson et al., 2011). With promotion and tenure guidelines geared mostly toward research - including publication, presentation, and grant funding, most faculty are hesitant to take time away from their research activities. Without institutional structural changes that recognize and reward quality teaching, change cannot be successful or sustained. As The Coalition for Reform of Undergraduate STEM Education (2014) points out, "the intellectual work of teaching itself must also be rewarded" (p. 6). It is in this regard that faculty development can assist with institutional change.

Objectives:

1. Participants will learn about issues, challenges, and opportunities related to faculty development and STEM education
2. Participants will leave with suggestions for how they can rework faculty development to assist in STEM education reform

Audience:

Anyone with an interest in faculty development and or STEM education/reform is encouraged to attend.

Activities:

The presenter will
• Offer a brief introduction and ask participants to introduce themselves
• Use questioning techniques to encourage discussion regarding STEM education challenges and how faculty development can assist in addressing those challenges
• Summarize the discussion for further engagement beyond the roundtable session

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Population Growth and The Immortality Game

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Objectives:

Develop critical thinking and build awareness of serious challenges facing world population growth. Participants will have an opportunity for self-reflection on the seriousness of these challenges

Audience:

Students, Faculty, Staff, Community. This learning experience is better delivered in either a F2F format or Hybrid format and can be an important way for a variety of audiences to experience

Activities:

Interactive case study—The Immortality Game focusing on a very real challenge. Team formations and strong debate venue with participants having an opportunity for strong reflection on how they might deliver this content and case. Work on solving a problem.

Description—A course focusing on Seven Global Challenges including Population, Resource Management, Technology, Information, Economic Integration, Conflict, and Governance. This particular topic, and pedagogical approach to teaching about population growth could in fact be a full semester course in itself. It involves significant research, presentation skill development, critical thinking development, team work, community outreach, mentoring, report writing, surveying and technology use, interviewing experience, self-reflection, creativity, and passion to help make a difference. Problem solving development-define, assess, alternative solutions, examine plus and minuses of alternatives, implement a solution, and evaluate.

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Using Peer-Supported Writing and Cognitive Apprenticeship
to Support the Graduate Writing Process

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Objectives:

The authors will present the practical applications of cognitive apprenticeship and peer-supported writing. They will discuss the lessons learned during the peer-supported writing process and identify the various ways that peer-supported writing might be implemented in a variety of writing-intensive higher education courses.

Audience:

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

Activities:

The presenters will:
- Introduce the concepts of peer-supported writing and cognitive apprenticeship
- Briefly summarize the development of the model used
- Briefly summarize the evaluation of the model
- Lead a discussion about the merits and pitfalls of using this model
- Lead a discussion about the applicability of this model to other settings
- Summarize the discussion

Description of Model:

Peer-supported writing was designed based upon principles of peer-mediated learning, distributed-cognition, and peer assessment. A wide variety of research supports the practice of students reading, discussing, and negotiating in small peer-mediated groups. While we have designed our particular intervention using a collaborative group structure 'where students participate jointly on a common task without pre-specified roles' our instructional program was

informed by an array of within-class grouping research (see Oxford, 1997 for an analysis of cooperative, collaborative, and interactive grouping). Researchers report that peer-mediated learning supports academic growth because collaborative dialogue promoted enhanced engagement and participation (Calderón et al., 1997; Klinger, Vaughn, & Schumm, 1988).

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

A cognitive apprenticeship approach is particularly appropriate in learning situations where students are learning the habits and the habitats of a discipline of academic thought (Collins, Brown, & Newman, 1989). The model scaffolds students through a learning process where they incrementally develop in the targeted skill. We use this approach to support students as they learn to both read academic studies and to write about those studies in preparation for their own research.

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

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

Research Assessment

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

Findings from the evaluations show the generally more positive response of the students who participated in the peer-supported writing. The results also reflect the mixed feelings of the students relative to the peer-supported writing process and the pros and cons of peer-supported writing in general.

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Let's Give Them SUM-thing to Talk About:
Using Digital Media for Summative Assessment

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Objectives:

During this session, the participants will:
-Brainstorm summative assessment activities that incorporate the ethical use of digital media.
-Explore specific digital media tools to assess learning aligned with national and institutional standards.
-Identify helpful guidelines for incorporating Creative Commons media into students' digital projects.

Audience:

This presentation is geared toward instructional designers, faculty, and instructors in all disciplines who are interested in using digital media to create project-based summative assessments.

Activities:

During this session, the presenters will encourage participants to apply knowledge to their own discipline. Participants will be given an opportunity to preview digital media tools and brainstorm specific assessment activities they can bring back to their course. Finally, participants will discuss the benefits of digital media and its effect on engaging students as ethical digital citizens.

Description:

Digital media is not a new concept, and it is ever present in students' lives, both formally and informally. By bringing digital media into the classroom, instructors create an opportunity for "learning, social connections, and individual entertainment and enhancement" (Flanagin & Metzger, 2008). Students benefit when instructors incorporate digital media tools to the classroom because they are provided with an outlet to show both creativity and their understanding of course content.

The continual advancement of technology offers many opportunities for students to create digital content in a way that speaks to their interests and experiences (Buckingham, 2006). Building on students' existing skills in this way encourages them to be producers of content and knowledge, not just passive consumers of information (Goldfarb, 2002). This presentation will showcase several digital tools that lend themselves to assessment opportunities, including iMovie Trailer, Voice Thread, and interactive eBooks, such as iBook Author. We will share practical ways to use these digital tools to build assessment, as well as help attendees relate the information to their own course content.

Throughout the presentation, we will look at assessment strategies that can be used with various digital media projects. We will review the AAC&U VALUE Rubric for Integrative and Applied Learning (Association of American Colleges & Universities, 2014) and the opportunity for peer review and collaboration. Additionally, we will discuss copyright considerations and ethical data curation. With the use of Creative Commons in the academic setting, students are provided with a vast variety of resources that can be used without fees or permission (Kleinman, 2008).

We invite you to come to our session to explore and discuss the many benefits of using digital media to assess student learning in a creative and engaging way.

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Develop it; Present it; Write it: Turning Conference Presentations into Journal Articles

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Objectives:

During this presentation attendees will:
1)Discuss the rationale for converting presentations into publications.
2)Engage in the steps involved in developing blueprint/outline from a conference presentation.
3)Participate in a peer-review of the manuscript outline.

Audience:

This presentation will be beneficial to individuals who want to streamline the process of converting presentations into manuscripts and maximize their productivity.
Activities:
This presentation will include the following activities:
1)Develop an abstract for a manuscript from the content of a conference proposal.
2)Engage in peer-review of each other's abstract and manuscript outline.
3)Develop a tentative writing schedule with accountability measures and commitment statement.

Description:

Dissemination of your research and scholarship is often mediated through conference presentations. Somehow, we find the time to develop these presentations despite the teaching, service, research and personal obligations we have. However, finding the time to reach a larger audience through manuscript publication is challenging given all of your other responsibilities. Presenting your research in a conference setting helps to test the strength of your argument and receive feedback which then can guide the process of future dissemination. Once you have received significant feedback from presenting your research, the logical next step would be for you to share your findings with a larger audience through the process of manuscript publication.

It is not uncommon for conference presentations to be the basis of journal articles. Several studies suggest that about 50% of conference presentations are later published as articles (Autorino, et al 2007). The advantages of moving from a presentation to a manuscript are obvious. The process can increase research productivity (Lee and Boud, 2003), enhance self-

esteem (Baldwin and Chandler, 2002), promote clinical improvement (Dixon, 2001), and contribute to a body of professional knowledge. By developing a conference presentation individuals already lay the fundamental foundation for a manuscript. With a conference presentation, the literature has been completed and the argument has already been created, developed and organized into a format that can be fleshed out into an article. Presenting what you hope will become an article gives you both a deadline for the first draft and the opportunity to gather feedback for revision. We know that there are inherent differences in the development and dissemination of conference presentations and manuscripts. However, with the mindset that a manuscript is your ultimate goal, careful planning during the conference presentation development process, can prompt an easy transition from presentation to manuscript.

We can all understand the advantages of maximizing our efforts by turning conference presentations into manuscripts, however how do we go about the process? Come to this session and find out how you can employ simple strategies and techniques to develop your conference presentations in a way that they can be easily transitioned into manuscripts.

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What We Choose Today is Our Tomorrow

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Objectives:

1.To explore the ways college instructors use choice in a course.
2.To review those choices in light of research.
3.To create a framework for choice in a future class.

Audience:

This session will prove beneficial to faculty who want to explore the concept of choice to engage students more fully in their classes.

Activities:

•Self-reflection of current use of choice.
•Simulation activity.
•What research says about choice.
•Small group break-out creating ideas for courses
•Whole group sharing and final reflection.

Description (including relevant literature):

Our students come to us as young adults, the products of schooling where choice has been limited, if not excluded, due to state exams, end- of- course tests, and a general attitude about curriculum and graduation (Erwin, 2004). Compared to students in the 1970s, who were offered various course options in high school within the framework of an academic diploma, students today have few selections unless they are enrolled in a magnet or private school. What this means is that college level instructors see students who are less engaged in their coursework, less motivated and who hold themselves less personally accountable.

So how do we assist our students in becoming young adults who are engaged learners with personal autonomy? We know from research that students with more control over their own learning tend to be more motivated in the classroom (Patall et al., 2010). When students are offered choices, especially in an education arena like that of today where there is little autonomy, teachers can increase students' satisfaction (Patall et al., 2013). The question is: how much choice is too much and in what areas will choice prove to be most influential to student outcomes? Stipek (1996) found that when students were given an array of choices in a course that the autonomy was a way to increase situational interest, a factor Thompson and Beymeyer (2015) suggested is a critical element of engagement.

On the other hand, other researchers have found that there are negative aspects of choice in the classroom. Choice overload may prove to be a problem in education. Iyengar and Lepper (2000) established that too much choice could lead students to feelings of regret that stem from being overwhelmed, that individuals prefer having a smaller set of items, rather than a larger set from which to choose. Redden (2008) found that by subcategorizing events, individuals were less likely to feel satiated and were more likely to enjoy the experience. This point is of particular interest here since professors can create different levels of choice using categories within assignments rather than just one open-ended assignment prompt. In addition, another difficulty of choice is based on the actual task. Students need to feel a level of confidence in the task to which they are committing; otherwise Patall et al., (2014) reported that the effects of choice may actually diminish motivation of the task. This lack of confidence in one's ability to perform a task may lead as well to individuals who lack interest in a task since choosing is perceived as overwhelming (Patall et al., 2013).

With these and other considerations in mind, choice in a classroom needs to be well thought out when implementing it into the framework of a class. Besides a general understanding of the ways choice may benefit the students in a course, instructors need to understand their students in terms of: (a) levels of ability to perform selected tasks, and (b) prior knowledge of the subject and discipline. This presentation will explore the multiple ways choice may be used effectively in a college class and the kinds of critical considerations that instructors should implement in order to make choice a positive aspect of their course. The session will do so through personal reflection activities on the part of the audience coupled with interaction throughout the session closing with final group conclusions.

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Art Meets Science: Drawing in the Sciences to Augment Learning

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Objectives:

In this interactive presentation, participants will:
1) learn the science behind Drawing to Learn and the benefits of Drawing to Learn for faculty and students including data from my own courses.
2) identify different types of drawing that are amenable to the sciences.
3) Identify key concepts within their courses which could effectively incorporate drawing exercises as an adjunct to learning.
4) Develop an exercise to share with other participants.

Audience:

This presentation would be beneficial for faculty teaching in the sciences who want to create a more interactive, creative learning environment for their students.

Description:

When you look at the great works of Galileo, Michelangelo or Audubon they incorporated art into science and demonstrated how the act of generating art has been instrumental in teaching how the world works. It is one thing to memorize a series of facts in order to make them concrete, however, is that learning or simply parroting? By having students draw structures as they see them in real time they are combining multiple modes of learning and engaging in Whole Brain Learning providing a richer learning experience. According to Ainsworth, Prain & Tytler (2011, p.1096), "although interpretation of visualizations and other information is clearly critical to learning, becoming proficient in science also requires learners to develop many representational skills. " Drawing allows students to "unpack" complex scientific concepts and reassemble the components into units of information that make sense or generate meaning. Further, drawing is a form of observation which is an important skill in the sciences. As Baldwin & Crawford (2010, p. 26) explain, "good observations are often fundamental to good science, and drawing has long been recognized as a tool to develop students' observational skills." Therefore, by having students in science courses generate their own diagrams, mind maps or charts, we are assisting them in developing higher-ordered thinking skills. The assigned drawing is not the end goal, rather the drawing becomes a tool for the students to generate a mental model of the concept (Quillen & Thomas, 2015).

In addition to assisting students in learning new material, drawing encourages engagement and promotes activity rather than passivity. For example, rather than a student picking up a humerus

in an anatomy lab and comparing it to a picture in the lab manual, having them draw the bone then label it changes the role of the learner. Some students enjoy drawing or "doodling" and by allowing them to engage in an activity they enjoy and using it to learn, it can make the material more fun and worthwhile.

Drawing in a science course may seem impractical and difficult to assess, but there are many ways which it can be done. In my presentation, I will show you examples of how I use drawing in all of my courses, how I assess them and show some of the work my students have produced. You will have the opportunity to develop your own drawing exercises to suit the needs of your courses and you will have ample opportunity to share with the group.

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Professional Development That Works: Using Sociocultural Theory as a Framework for Professional Growth of Teachers

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Objectives:

The objectives for this presentation are 1) to understand research based best practices for professional development for in-service teachers instructing emergent bilinguals, 2) to understand that when these practices are implemented, teacher beliefs and practices change over time, and 3) to leave the session with ideas for effectively improving professional development and teacher practice.

Audience:

This presentation is intended for administrators, faculty, faculty developers, and a general ISETL audience who may be interested in promoting professional growth of teachers. Theories and research presented will be relevant to the development of both preservice and in-service teachers who work with linguistically and culturally diverse learners in regular classrooms.

Activities:

Presenters will offer a brief introduction of the study, including research methods and results. They will provide an open forum for participants to discuss the issues, challenges, and rewards of professional development with practicing teachers. They will summarize the discussion for further thought and its implications for additional research on professional development.

Summary:

English Learners (ELs) are the fastest growing population in U.S. schools (National Clearinghouse for English Language Acquisition, 2011). As of 2012, there were over five million ELs nationwide, representing over 10% of the total student population (National Center for Education Statistics, 2012). Some estimate that by 2028, if not earlier, one out of every four students in the U.S. will be an English Learner (Goldenberg, 2008; Klinger, Hoover, Baca, 2008).

Since U.S. law requires that ELs be educated in regular classrooms, it is crucial that teachers be prepared to support the needs of these students. Given the increasing need for professional development to support ELs in our area, we designed a professional development program based on research based best practices (Penuel, et al., 2007; Desimone, 2009). The curriculum is designed around sociocultural theory and engages the teachers in learning about emergent bilinguals through the pedagogy we want them to adopt in their classrooms. Critical features of effective professional development include a content focus, opportunities for teachers to engage in active learning, coherence between teacher learning and teacher knowledge and beliefs, sufficient duration, and collective participation through group interaction and discourse (Desimone, 2009).

This session will present the effects of the use of sociocultural theory in the professional development of teachers in the Teaching English Language Learners (TELL) program, noting its effects on both beliefs and practices. These effects were analyzed using data collected from two studies, the first study includes self-reported measures of teacher beliefs and practices and the other includes pre/post video recordings of teaching practices.

Participants in both studies included currently practicing elementary and secondary teachers who successfully completed the TELL program to obtain an English as a Second Language (ESL) endorsement. Self-reported measures were obtained from a pre/post survey administered to a total of 193 participants at the beginning and the end of the two-year program. The survey included measures on teacher knowledge, beliefs, and classroom practices in teaching English Learners in the mainstream classroom. Analyses of the data showed significant growth in overall knowledge and beliefs about English Learner issues, as well as improvement in overall classroom practices. There was also significant growth for each of the four factor structures in the survey: meeting student needs, content and language, teacher as advocate, and classroom practices (see Table 1).

The second study, which is ongoing, includes data collected by analyzing pre/post video recordings of volunteer teachers in the program. Videos were analyzed using an adapted version of the Sheltered Instruction Observation Protocol (SIOP) model. Currently, video from five elementary teachers has been coded using the SIOP rubric. Each teacher's videos have been coded by the same research assistant who has received extensive training in the SIOP rubric. If selected to present this study at the ISETL conference, we hope to have as many as twelve teacher's videos coded by two raters.

Preliminary data shows all teachers made improvements in their teaching practice in almost all categories of the SIOP rubric. The overall average rate of change was +18.5%, ranging between +16.25% and +37%. The SIOP category with the highest average rate of change was "learning strategies" with +26.67%. Three other categories had average growth rates above 20%, including "lesson preparation," "practice and application," and "lesson delivery." The category with smallest average growth rate was "building background," with an average growth rate of 14.17%.

Results from these studies suggest that when teachers participate in professional development that includes research-based best practices (Desimone, 2009), teachers experience significant changes in both beliefs and classroom practices. Video analyses suggest that teachers show the greatest gains in promoting higher-order thinking skills, providing ample opportunities for students to use authentic activities, and integrating these activities into lesson concepts and objectives.

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Information Literacy Competency: Assessing
Nursing Student Perceived Competency Entry to Completion

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Objectives:

This presentation will present the theoretical framework for health information literacy, pilot study findings of student perception of IL competency, and teaching and learning curricular innovation in a 5-semester nursing program. Though focused on health information literacy, the presentation will explain how the tenets of information literacy skills in general are necessary and compatible in all disciplines of study. An open discussion will follow that will assist participants in identifying ways that information literacy can be cultivated and practiced in their respective curriculum.

Audience:

This presentation is intended for faculty in all disciplines, such as those working in the health care disciplines, student writing, curriculum developers, graduate school and a general faculty audience interested in improving student information literacy skills.

Activities:

A brief survey will be conducted about the audience's perception of their IL skills; topical focus, developing a search strategy, search library resources for professional papers, presentations, and projects. Second, a follow-up discussion will be used to elicit the audience's response on ways that IL competency is necessary to their disciplines, such as student ability to recognize primary and secondary sources in literature, locating and retrieving journal literature, differentiating clinical opinion from evidence-based summaries, and reading and complying with academic

integrity institutional guidelines. Finally, the results of the pilot study preliminary data will be discussed as related to curricular considerations and improvement.

Summary:

The purpose of this study is to assess student perception of information literacy upon admission into the professional nursing program, and then to reassess student perception of information literacy upon completion of the program. The study attempts to more accurately assess students' perceptions of IL skills through the use of the Information Literacy Competency Standards for Nursing (ACRL, 2013). Theoretical Concepts of Professional Nursing Practice is the first nursing course junior- level students take along with patho-physiology, and nursing fundamentals. The 3-hour course includes a course objective regarding how evidence-based practice is developed using the research process and how knowledge is used to make clinical judgements. Students conduct a literature search on selected topics and apply basic principles of the American Psychological Association (APA) to report findings.

The methodology includes delivering a survey to determine baseline perceived information literacy competency to first semester juniors in the professional program. The same survey will be given to graduating seniors to assess perceived competency upon completion of the professional program. The Information Literacy Competency Survey contains participant demographics, questions regarding student knowledge and perceived competence in information literacy competency standards, and previous instruction in IL. The Information Literacy Competency Standards for Higher Education were developed by the Association of College and Research Libraries (ACRL) with the intention of providing "a framework for assessing the information literate individual" specifically individuals engaged in education at a post-high school level (ACRL, 2000. p. 5). There are five standards, each standard includes three to seven performance indicators, and each performance indicator includes two to seven outcomes. Together the standards, performance indicators, and outcomes have been used to develop tools which assess student learning (Emmett & Emde, 2007; Knight, 2006; Sharun, Edwards Thomson, Goebel, & Knoch, 2014; Stevens & Campbell, 2008), as a baseline to measure both students' knowledge of IL and/or perceptions of their IL skills (Catalano, 2010; Ferguson, Neely, & Sullivan, 2006; Holler Phillips, 2011), and even as a benchmark to assess an entire instruction program (Davidson, McMillen, & Maughan, 2002). The standards stress that "some disciplines may place greater emphasis on the mastery of competencies at certain points"(ACRL, 2000, p. 6) and the original standards have been modified to address IL in the context of several specific disciplines including Science and Technology (2006), Anthropology and Sociology (2008), Teacher Education (2011), Journalism (2011) and most recently Nursing (2013) (ACRL, n.d.). An ACRL working group used the ACRL general standards along with nursing accreditation standards to develop the Information Literacy Competency Standards for Nursing (Phelps, 2013). The nursing specific standards contain outcomes which include such nursing specific topics as PICO (TT) questions, systematic reviews as secondary sources, MeSH/CINAHL subject headings, distinguishing between clinical opinion and research, and systems which support evidence based practice (ACRL Board of Directors, 2014). A review of information literacy articles reinforces the general premise of the importance of relevant and evidence-based information to all professions, especially in "high-stake" professions where physical, emotional, and psychological harm can occur, such as nursing, medicine, and health

care professions. Information literacy (IL) has become increasing important in higher education. In a content analysis in 2007, Saunders (2007) found that all six of the regional accrediting organizations for four year post-secondary schools placed a high value on the skills associated with information literacy. Nursing as a discipline also emphasizes the importance of IL particularly in the context of evidence based practice (EBP). Shorten, Wallace, and Crookes state that IL is a requirement for effective EBP (2001). Studies show the effectiveness of both course-integrated (Farrell, Goosney, & Hutchens, 2013; Ku, Sheu, & Kuo, 2007) and curriculum-integrated (Craig & Corrall, 2007; Wallace, Shorten, & Crookes, 2000) information literacy instruction for nursing students but other studies point out barriers to effective IL instruction. Nayda and Rankin (2008) suggest that IL instruction is hampered because nursing students do not possess a complete understanding of IL, equating the concept with the reading and writing skills of general literacy rather than assessing, evaluating, and using information effectively. At least two other studies found that students' confidence in their IL skills is often not reflective of actual ability (Molteni & Chan, 2015; Robertson & Felicilda-Reynaldo, 2015).

This longitudinal study uses the Information Literacy Competency Standards for Nursing (ACRL, 2013) to develop a survey to assess beginning nursing students' perceptions of IL competency. Performance on selected assignments over five semesters will be analyzed to determine gaps between perception and skill, and student perceptions of information literacy will be reassessed using the same survey immediately prior to graduation. This presentation reports on the initial survey of perception and a first semester assignment requiring several competency standards.

This presentation is beneficial to writing success personnel, and any faculty charged with educating students on effectively using information to make evidence-based decisions. Practice-oriented front-line care providers rely on competent skills in acquiring prompt, relevant, and research based literature for care delivery. In the past, clinicians tended to consult coworkers regarding daily practice. Relying on the council of colleagues rather than literature can have serious clinical implications. Evidence-based practice requires information literacy skills that cannot be attained instantaneously. Proficient information literacy skills must be cultivated and practiced in the nursing curriculum. Graduate nurses are faced with a fast-paced, complicated healthcare system that allows for little time to research in the clinical setting. Therefore, IL skills are essential to achieving better patient outcomes and must begin with nursing students.

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Digital Accessibility Revolution Meets the IRB

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Objectives:

By the end of this interactive session, participants will be able to
1. Discuss inclusion and its importance in education and research.
2. Demonstrate attitudes and knowledge relating to inclusive research and the role of the IRB process.
3. Explore and identify their institution's research policies relating to accessibility and inclusion.
4. Compare policies across institutions, including data obtained by the presenters.
5. Apply new skills to advocate for and foster accessible and inclusive environments in research contexts and beyond.

Audience:

This presentation will interest a general ISETL audience including students, faculty, administrators, and other staff associated with post-secondary educational institutions.

Activities:

• Presenters will start with an entertaining short video made for this conference, followed by opening remarks (objectives 1 and 2).
• Participants will form small groups and use their mobile devices to locate their institution's policies related to research and accessibility, count the number of clicks/keystrokes needed to access this information, record the time it took to do so (or to give up trying), and identify what part of this policy relates to disabilities. Questions: Were you able to find your IRB policy? Any mention of disabilities? Each group reports what they found and adds their input (objective 3).
• Interactive discussion and brainstorming (objectives 4 and 5).

Description:

Equal access is a basic tenet of American pedagogy, and a dearly held American value. Although this is reflected in the U.S. Constitution and legal statutes such as Brown v. Board of Education of Topeka (1954) and Sections 504 and 508 of the Rehabilitation Act of 1973, it is not as apparent in our public educational system despite the efforts of many hard working well-intentioned advocates (Blanchett, Mumford, & Beachum, 2005). Understanding and rectifying this disconnect falls on politicians, legal system professionals, administrators in educational institutions, instructional designers and technologists/technicians, educators, and researchers. Those of us who are affiliated with ISETL are in the latter categories, and may feel a sense of diminished power to intervene in effective ways. This session focusses on a constructive strategy that can have positive ripple effects on access, attitudes, and thinking outside the box.

Pedagogical knowledge and its subsequent application derive from observation, experience, and empirical science. Ideas are tested by using the scientific method and adhering to its ethical codes. These research results modify our formal knowledge base. Therefore, the research process is a critical determinant of what and how our knowledge changes over time. What and how research is conducted is ultimately the province of the Institutional Review Board (IRB), hence our interest in this influential group procedure, particularly in terms of equal access and inclusion. Since ISETL is a "supportive and inclusive organization," this presentation should generate wide interest among conference attendees.

The ultimate goal is a normative universal design that addresses range of abilities rather than abled and disabled, that renders accommodation and inclusion anachronistic, and that frees each of us from limitations that impede achievement. The IRB and Americans with Disabilities Act (ADA) interface is an example, but the strategy we suggest is more widely applicable and can help us exemplify the values we cherish.

Institutional review developed as a reaction against highly publicized egregious research practices and associated threats of public backlash. IRBs review research protocols before studies are launched. Their roles include protecting research participants from harm (most notably through informed consent), and researchers and institutions from legal liability. There are over 4,000 IRBs in the U.S., and many more in other countries. The IRB process reflects ethical standards such as the Belmont Report's (1979) respect, beneficence, and justice, and is codified by law (e.g., National Research Act of 1974; Americans with Disabilities Act of 1990). See Stark (2012) and Schrag (2010) for detailed information on the development and practice of institutional review and IRBs. It is widely recognized that today's IRB system needs revision (Cohen & Lynch, 2014), and it is a logical assertion that revisions should recognize that these standards and laws extend to researchers and research participants.

Under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (as amended, 29 U. S. C. ⊤° 794d), institutions of higher education are responsible for making their courses, campuses, activities, and services accessible to people with disabilities (Hackett & Bambang, 2005). This includes physical access to buildings, transportation, housing, and other facilities, as well as reasonable accommodations for full access to classes, tests, and school-sponsored events and activities (which we contend includes those related to research). In recent

years, there has been an increased focus on making technology accessible, particularly computers and web sites used in internet based instruction (Hackett & Bambang, 2005, p. 282). Unfortunately, few of these sites fully comply with the web accessibility standards of Section 508 (WAI, 2016) of the amended Rehabilitation Act of 1973 or even have sound web accessibility policies (Bradford, Peters, & Caneva, 2010).

By law everything in a university should be accessible in order to provide an inclusive environment of equal opportunity to students, staff, and faculty. Requisite digital and tangible technologies exist. The final step is to apply them.

The IRB can play a pivotal role in modeling positive behavior by requiring equal opportunity for people with different abilities to participate in or conduct research. This opportunity directly impacts the educational and work experience of students, faculty, and staff. Individual IRBs have the authority and the backing of legislation to require that research studies they approve comply with accessibility mandates. This issue is another example of an invisible group, unintentional discrimination, and an opportunity to rectify an overlooked weakness in a process tasked with protection from harm.

We tested our prediction that IRBs did not address ADA issues by reading relevant literature, serving on an IRB, and by looking at various post-secondary academic institutions' IRB policies and procedures as well as their web site accessibility. Our sample consisted of 63 land-grant (federally funded) colleges and universities in the U.S. as well as post-secondary institutions around the world. None of these evidenced compliance or concern. Our small group interactive mobile device activity invites session participants to check their academic institution using the keyword and web site accessibility method we employed. In addition, participants will learn this hands on skill, and will be able to apply it in a variety of contexts.

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**Can We Learn Together? Fostering Student Growth and Engagement
through Collaborative Group Activities in the Classroom**

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Objectives:

Participants will be able to:
• Explain the benefit of integrating collaborative group activities into the classroom
• Describe how collaborative learning can enhance students' understanding and application of concepts
• Engage in each of the four collaborative group activities (Graffiti, Play the Role, 1-3-6, The Final Word)
• Propose ideas on how to utilize these strategies in discipline specific classrooms
• Reflect on the benefits of implementing collaborative 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 engaging and collaborative instructional design that can meet the varying needs of learners in the classroom.

3. Activities:

During the interactive teaching session, participants will gain knowledge on the value of integrating collaborative learning to enhance students' application of concepts and meet the diverse needs present in today's classrooms. The presenter will embed each strategy into an activity during the session. Having participants actually engage in the collaborative learning activities will enhance understanding of the concepts and will increase the ease of application into their classrooms.

The session will:
* Provide a brief introduction on the beneficial aspects of incorporating collaborative groups activities in the classroom to enhance student growth.
*Engage participants in the four collaborative learning strategies (Graffiti, Play the Role, 1-3-6, and The Final Word)
* Give participants the opportunity to reflect on the learning strategies, discuss how they can meet diverse learner needs and apply the strategies to their own discipline.

* Allow time at the end for individuals to share specific examples on how they could utilize the learned strategies related to their disciplines.

Description:

In order to effectively enhance student growth, students need to be given opportunities to engage and collaborate with others. Through collaborative and cooperative learning, students are encouraged to work together to discuss a topic, deepen their understanding, and generate new ideas (Barkley, Cross, & Major, 2005). Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning (Cornell University Center of Teaching Excellence, 2016). Collaborative learning can revolutionize an educational environment into a setting that focuses on empowering students and encouraging them to construct knowledge that will last a lifetime.

"Research has shown that students learn by doing, thinking critically about concepts and then applying their knowledge to diverse situations" (Jones & Jones, 2008, p. 63). Therefore, it is vital that faculty in higher education start to transform their classrooms from lecture-based lessons to active environments that stimulate meaningful learning experiences. This session will focus on four collaborative learning techniques that educators can easily implement into the classroom to provide students with the opportunity to apply and demonstrate content being learned.

Educators can utilize these tools to have students engage in critical or creative thinking, explore personal attitudes, express ideas, extend conceptual understanding, and reflect upon the learning process. Involving students in collaborative learning activities during lessons maximizes student learning, ensures highly complex or difficult material is understood and mastered, as well as maximizes long-term retention (Johnson, Johnson, & Smith, 2014; Zepke & Leach, 2010). Participants will leave this session with four meaningful instructional strategies that they can incorporate into any discipline to heighten student engagement.

Higher education faculty who are seeking tools to enhance peer discourse, foster interpersonal skills, and enrich critical thinking can be inspired to incorporate these strategies to promote an engaging learning environment. The specific collaborative learning techniques focused on during this session will encompass Graffiti, Play the Role, 1-3-6, and The Final Word (Masley & Paranto, 2008). Each collaborative group work protocol will provide participants with simple, yet effective, ways to get students involved in meaningful learning opportunities.

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Getting Students to DISagree with You!

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Objectives:

- Provide audience with an overview of the problem (e.g. the hidden curriculum that many students learn from their K-12 education, which includes obedience to authority, inability to engage in constructive critique of ideas, assumptions that scholarly works are "untouchable," etc.)
- Present some teaching strategies that facilitate effective critical thinking and civil disagreement in classes (e.g. speed debate, VOODL, role play debates, dialogue poems, quiet conversation, etc.)
- Engage in interactive discussion with audience of other ideas to help students develop critical disagreement skills.

Audience:

Anyone who teaches classes on controversial (or potentially) controversial issues and/or anyone who wants students to be more critical of subjects under study.

Activities:

I will demonstrate a number of strategies that I use in my classes to get my students to openly and actively disagree with ideas/positions on issues. I will have audience members participate in sample activities. I will also engage the audience in an interactive discussion, asking them to share ways that they seek the same ends of critical disagreement in classes.

Description:

I seek to engage my students in a democratic form of education: one in which they practice the skills of an engaged citizenry is discussing educational issues that have many possible perspectives. However, getting my students to comfortably civilly disagree with one another has not been an easy task.

Most of my students have been educated in conventional schools for the majority of their lives. Because soliciting student voice in the classroom is so outside of the educational norm in our society, democratic education practices may be met, initially, by a tremendous amount of student resistance. Most students are accustomed to being told what to do and to being passive in the classroom; they are viewed, and may view themselves, as safety deposit boxes waiting for deposits of knowledge to fill them (Freire, 1970). Students are trained, through the hidden curriculum, to be quiet and docile, to be indifferent to and bored with course content (because

they have no say in what it is), and to being told what they and their work are worth (Gatto, 1992; Giroux, 1978; Illich, 1971; Vallance, 2003). It should come as no surprise that students who have experienced this training, and especially those students who have succeeded in the "game" of schooling, might resist a change of rules that asks them to go against all they have been taught. Students who come from conventional education into classrooms or schools employing democratic practices will often feel uncomfortable or even terrified of jeopardizing the only pattern of life they know (Goodman, 1964). They may become "Siberians" (Shor, 1996) who gravitate to the periphery of the class and sit silent and disconnected from democratic processes. When asked to disagree with their teacher, classmates, or course materials, the students may be at a loss. The practice of grading, which most students experience in their K-12 education, leads to a particular quietness on the part of students. This subservience manifests in the students not questioning or challenging the teacher in any really meaningful way; in essence, the students often willingly check their democratic rights at the door, for they have learned that success in classrooms often requires that they do so.

Students will not be the only ones who resist changes. Teachers will balk as well. Very few teachers have experienced a democratic education themselves, so to attempt to institute democratic practices in their classrooms represents a tremendous leap of faith into the unknown. Teachers may be fearful of this unknown, fearful that involving students' disagreeing voices in the course will result in chaos and thus a lack of overall learning. Teachers may also feel that if they were open the gates of disagreement that they or the ideas of their discipline may become disrespected, seen as weak or lacking in authority. Teachers might also fear student silence and empty space if they were to attempt democratic practices. Or they might fear that some students might take over and silence others. Lastly, teachers might fear that inviting students' disagreeing voices would ill prepare students for the "real world" in which they have to get used to bowing their wills to others and not having their needs met.

This interactive session will be aimed at discussing the above ideas, but more importantly, at exploring ways to overcome student quietness or knee-jerk acceptance as "truth" anything that teachers or authors say. Many of the ideas I will introduce have been developed over 15 years of teaching, and I am eager to hear from audience members their ideas for engaging student disagreement as well.

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Students Teaching Students: Designing High-Impact Experiences within a Peer Education Model

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Objectives:

During this presentation, participants will:
  a) Discover a high-impact peer teaching model that aligns with competency development,
  b) Engage in reflection and analysis of their teaching pedagogy, and
  c) Create new instructional strategies to enhance their own courses.

Audience:

This presentation will bring value to any faculty who are curious about a peer education model that emphasizes student-centered course development and delivery via real-world application of competency development, creative thinking, experimentation, reflection, and mentorship.

Activities:
This presentation will include the following activities:
  d) Exposure to and analysis of a high-impact peer teaching model
  e) Reflection activities meant to deepen awareness of participants' teaching pedagogy
  f) Idea generation designed to promote divergent thinking
  g) Discussion with other participants of strategies for improving teaching practices

Description:

High-impact learning is rooted in effortful problem-solving that leverages peer collaboration and the power of reflection (Nelson, Chen, & Kuh, 2008). How might we maximize this experience with undergraduate students? One potential model is to challenge students to create for-credit courses and teach those courses to their peers.   As a multi-semester, high-impact experience, our program represents a distinctive opportunity for students to create and develop a new learning experience, teach to their peers, explore research questions related to teaching and learning, and reflect on the skills they develop along the way. In semester 1, students brainstorm topics that will align with our college's core competencies, what is relevant to students, and their personal interests. Using evidence-based theories (Fink, 2013; Bain, 2004; Jensen 2005), students learn how to design significant learning experiences and how to identify situational factors, learning outcomes, feedback and assessment procedures, active learning strategies, and an integration of all aspects. In semesters 2 and 3, called teaching 1.0 and 2.0, they operate as course facilitators, crafting intentional lessons and leading class discussions, under the mentorship and observation of a faculty member.   One reason why these experiences are unusually effective is the fact that course facilitators work directly with a mentor, building substantive relationships over an

extended period of time (Kuh, 2008). Between teaching 1.0 and 2.0 semester, we emphasize reflective practices as an effective tool to enhance the metacognitive processes that lead to more self-directed learning (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). At times, students will develop a research question that they want to explore through action research. Finally, in semester 4 students serve as mentors for new course facilitators. Mentorship, both between student-faculty and between students, serves as an essential marker for student success (Kuh, 2008). Given the opportunity to challenge themselves and their peers intellectually, our students empower others in high-impact ways that solidify their undergraduate experience.

What impact does a multi-semester, student-centered course development and delivery program have on undergraduate students? Come to this session and learn about our experiences with our peer education model. In this session, you will discover a high-impact peer teaching model that aligns with real-world application of competency development. You will engage in reflection and analysis of your teaching pedagogy, and create new instructional strategies to enhance your own courses.

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

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**Analyzing the Effectiveness of Student Personal Response Systems
as an Entry-Level Active Learning Strategy**

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Objectives:

1) Provide participants a hands-on opportunity to use a personal response system (PRS)
2) Discuss how PRS fits into the hierarchy of active-learning strategies
3) Discuss various thematic trends emerging in PRS use and research
4) Discuss student perceptions of PRS classroom use on increasing engagement and learning
5) Discuss barriers to classroom technology use
6) Discuss presenters' research on the effectiveness of PRS on successfully increasing student pass rates

Audience:

Teachers, professors, and instructors from any discipline

Activities:

Clickers will be distributed to the audience to facilitate interactive discussions and the presentation will begin with a brief overview of personal response systems and the challenges associated with integrating educational technology into pedagogical practices. The presenters will then demonstrate the use of PRS as one component of an overall pedagogical approach that introduces an entry-level active learning strategy with real-time data on student comprehension with minimal disruption to classroom instruction. The presentation will conclude with a discussion of the presenters' research on the effectiveness of personal response systems which indicated that the relationship between use of student personal response systems and the successful passing of a national certifying examination was statistically significant.

Description (including relevant literature):

Known informally as clickers, personal response systems are an integrated system of instructor-operated software and student-assigned handheld devices that enable all students to respond simultaneously to questions posed by the instructor(Smith, Shon, and Santiago, 2011. Cumulative responses are immediately displayed, empowering the instructor to evaluate instantly student comprehension. Post-class analysis of collected student responses also facilitates data-driven differentiated instruction for underachieving students. While variants of this technology have existed for nearly two decades, the use of active responding devices has increased significantly within the last few years (Moss and Crowley,2011). As has the amount of research

on personal response system benefits and drawbacks, although study results are clearly mixed with some studies reporting beneficial effects while others cite no effect at all Landrum, 2015).

The main benefits of personal response systems as noted in a meta-analysis by Kay and LeSage (2009) were increased attention, increased engagement, and immediate feedback on student comprehension while the main disadvantages were technological glitches and the flexibility needed by teachers to respond to poorly understood concepts. But many teachers are adopting personal response systems for reasons more than just measuring student understanding. Rather they are using them as a means of shifting from a 'Sage on the Stage' to the 'Guide on the Side' pedagogy by implementing a more active student centered model of education rather than the passive, one-way instructional model inherent in teacher-centered learning(Caldwell, 2007; Morrison,2014). The presenters will discuss these issues and more and participants should leave the presentation with a more thorough understanding of the use of personal response systems as an entry-level active learning strategy.

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What Would Hermione Do? Using Popular Culture as a Teaching Tool

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Objectives:

During this presentation, participants will:
- Consider and discuss the classism that drove a history of dismissing popular culture as a distraction or "low culture" rather than incorporating it pedagogically to help build a classroom community of sharing and learning.
- Learn various strategies for meaningfully incorporating pop culture into their courses
- Evaluate how one's own pop culture preferences can be integrated into teaching
- Evaluate how students' pop culture preferences can be integrated into teaching
- Share ideas used in their own courses

Audience:

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

Activities:

This presentation will include the following activities:
- Simulations of portions of existing courses that use pop culture as teaching tools
- Teaching personality disorders using characters from Harry Potter
- Analyzing popular movies in an Abnormal Psychology course
- Teaching behavior modification techniques using the Big Bang Theory
- Teaching textual analysis and critical thinking through popular movies, television shows, and books
- Exploring cultural analysis
- Reflection of benefits and challenges to incorporating pop culture into one's course.

Description:

Popular culture is often maligned as a distraction from students' studies that many instructors rally against or try to ignore (Bonner, Marbley, & Howard-Hamilton, 2011). Rather than taking a

neutral or antagonistic stance regarding pop culture, we propose that instructors embrace and use it in their lessons as a way of meeting students where they are and helping them engage in learning and apply that learning to other parts of their world outside the classroom. Many instructors in higher education have successfully incorporated popular culture into their teaching of English (Horwedel, 2007), philosophy (Morris & Morris, 2005), sociology (Fields, 2007), criminal justice (Lenning, 2012) science (Zehr, 2014), and others.

A danger in incorporating pop culture into the classroom is getting lost in the "fun" of the material and losing the educational benefit. Instructors must have clear learning goals through their incorporation of pop culture. Using the revised version of Bloom's original taxonomy (Anderson & Krathwohl, 2001), we recommend focusing on encouraging students to apply, evaluate, and explain course concepts through these activities. Our presentation will provide a brief overview of the research related to using popular culture in the classroom and provide examples of successful activities and assignments from our own courses in Psychology and English.

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On Your Feet! Bringing More Activity to the Classroom

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Objectives:

During this presentation, participants will:
- Engage in interactive, learner-centered, physical activities
- Determine how to utilize activities in their own courses
- Discuss how to adapt activities to classes of various sizes
- Share ideas used in their own courses

Audience:

This interactive teaching session benefits faculty who teach a variety of courses in any discipline. While activities are best suited for smaller classes of approximately 15-20 students, the presenters will facilitate discussion of how to adapt them to larger class sizes.

Activities:

This presentation will include the following activities:
- Simulations of several interactive activities, including:
  - A "Psychological Disorder Party"
  - A neural network
  - The "Celebrity" game
- Discussion of application to various topics and class sizes;
- Reflection of benefits and challenges to incorporating activities.

Description:

Recent articles in both the popular press and academic journals show an increased focus on learner engagement. Engagement is defined as a student's active involvement in a learning activity (Christenson, Reschly, & Wylie, 2012), and is connected with academic achievement (Jang, Kim, & Reeve, 2012) and a sense of connectedness (Bensimon, 2014). Engagement consists of three pathways to academic progress- behavioral, emotional, and cognitive aspects (Christenson et al., 2012). Behavioral engagement consists of attention, effort, and persistence,

while emotional engagement refers to the presence of positive emotions during task involvement and the absence of negative emotions. Finally, cognitive engagement is defined through the learning strategies a student employs.

A plethora of research shows that individuals learn best when they are actively engaged with the material (e.g., Lambright, 2008; Silver & Perini, 2010; Weimer, 2002). Rather than focusing on qualities in students that increase engagement, the focus of this interactive teaching session is on the professor. As Bensimon (2014) asks, as practitioners, how do we enable engagement? Furthermore, how can engagement be fun? Unfortunately, research indicates that students report being bored about one third of the time they are in school (Larson, 2000). Researchers such as Mead (1934) and Piaget (1962) emphasized the importance of play; it offers children a unique learning environment. Might the same be true for today's college students? In this interactive teaching session, participants will engage in several playful activities that promise to build community in the classroom and foster deep connections with information.

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**Developing an Undergraduate Research Community and Mentoring Relationships
for Effective Student Transitions**

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Objectives:

• To learn what undergraduate research is and why we should do it.
• To share the results of a survey regarding the benefits and challenges faced by our faculty as they guide students through an undergraduate research project.
• To share how academic might play a role in identifying students and increasing student participation in undergraduate research.
• To draw some conclusions and future possibilities for expanding undergraduate research opportunities, especially during the first two years of a college program.

Audience:

All faculty members with an interest in undergraduate research and student mentoring experiences or all who will be involved with mentoring for the first time in the near future.

Activities:
The poster presentation will:

• Open with background information regarding the benefits of providing undergraduate research opportunities.

• Include results (original data) of our survey regarding the benefits and challenges faced by faculty and academic advisors in regard to working with and identifying students who may benefit from participating in undergraduate research.

• Identify steps made by faculty members to expand opportunities for undergraduate research and the possible roles for academic advisors to identify and encourage students who might benefit from an early research experience.

Description:

There are multiple facets of the higher educational process that students must successfully navigate in order to transition academically, professionally, and personally. While faculty members play a critical role in guiding students through the many transitions within the higher education system, these kinds of experiences are often not engaged in until the final years of a student's academic program. However, the possible academic advantages that students gain from an early research experience may result in a more meaningful academic experience (Kuh, 2003), improved retention (Craney, McKay, Mazzeo, Morris, Prigodich, & de Groot. 2011), and development of skills necessary to successfully transition into professional life (Kinkead, 2003).

More specifically, undergraduate research experiences have been found to enhance competences that employers desire such as the capacity for time management and good organization, professional decorum and leadership skills, improved critical thinking and problem solving abilities (including statistical understanding), and the ability to better handle uncertainty to name a few (Bauer & Bennett, 2003; Cox, & Andriot, 2009; Gregerman, Lerner, von Hippel, Jonides, & Nagda, 1998; Ishiyama, 2007; Kardash, 2000). Undergraduate research experiences can be especially important early in a student's academic program, since many research and mentoring experiences will require more commitment than a single semester. This is also an important consideration for two-year campus students who may transition to four-year institutions with much of their academic program already completed (Perez, 2003).

This poster will explain the benefits of undergraduate research programs and will outline the specific challenges as defined by our faculty survey respondents. Attendees of this poster presentation will have an opportunity to learn about our initiatives to find additional support for and to expand undergraduate research opportunities at our college. We will also include future prospects for expanding undergraduate research opportunities, especially during the first two years of a students' college program.

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Integrating Online Peer Video Feedback: Promoting Teaching and Learning within Presentation-Based Learning Outcomes

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Objectives:

As a result of this session, participants will be able to:
1. Discuss the importance and use of peer review as a means of evidence-based, formative assessment.
2. Observe and provide feedback on live and pre-recorded presentations using GoReact, an online video assessment tool.
3. Reflect on and discuss the use of online video peer feedback as a means of meeting student learning outcomes in their own courses.
4. Identify one assignment that could integrate the use of online video peer feedback as a means of meeting student learning outcomes.

Audience:

This session will benefit faculty who teach in face-to-face and/or online educational settings who want to:
1. Engage students in active learning strategies through peer feedback.

2. Implement innovative techniques and technologies for providing real-time feedback for presentation-oriented assignments.

Activities:

Attendees at this session will participate in the following activities:
1. Cooperative learning techniques that provide opportunities for sharing current practices for formative assessment.
2. Learning about the use of peer review as a means of evidence-based, formative assessment.
3. Learning about the use of real-time online feedback to enhance the teaching and learning experiences in face-to-face and online classrooms.
4. Observing and providing real-time feedback for live and pre-recorded presentations using GoReact, an online video assessment tool.
5. Reflecting on and discussing the use of peer feedback on presentation-based student assignments.
(Note: All participants will have access to GoReact materials during the session).

Description:

Providing students with constructive feedback is an important part of the academic process because it can enhance student learning, influence student performance and increase academic outcomes (Du Troit, 2012; Jonnson, 2012). Yet, in the context of higher education, the dissemination of effective feedback is sometimes difficult. Many courses that demand quality feedback have large numbers of students, which often make providing quality feedback a daunting task. Additionally, many higher education faculty often teach multiple sections of the same course. These situations lead to summative evaluations of student performance, in lieu of formative assessment, which provides opportunities to monitor and improve student learning more effectively. One way to monitor and improve student learning is to design assignments that allow students to provide constructive feedback to their peers for formative purposes (Mulder, Pearce, & Baik, 2014).

Peer feedback involves students giving and receiving feedback in a collaborative effort to improve performance and enhance learning of course content. Designing assignments with a peer feedback element has been shown to be an effective practice (Yu & Wu, 2011). Participation in peer review allows students to take an active role in the learning process by providing them with the opportunity to analyze and critically think about their own performance and the performance of others (Kahu, 2008; Mulder, Pearce & Baik, 2014).

Peer feedback has been successful in a variety of static activities including feedback on writing performance (Cho & MacArthur, 2010; Packer, 2014), portfolio assessment (Gaskamp & Kitner, 2014), lesson artifacts (Wu & Fu, 2011), and written evaluation of student team experiences (Anson & Goodman, 2014). Recent studies are now exploring the use of peer review in dynamic presentation-based activities as well (Alexander, Packer & Callahan, 2015). Have you ever used peer review on dynamic events such as oral presentations or instructional performance? Have your students been able to provide real-time feedback for performance-based assignments? This session provides participants with that very opportunity. Participants will observe and provide

feedback for live and recorded video presentations using interactive video software that provides "ridiculously easy" opportunities to provide synchronous feedback. As a result of participation in this session, participants should be able to implement opportunities for synchronous peer feedback to meet student learning outcomes in their own courses.

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Teaching #BlackLivesMatter as a Component of Core Curriculum Courses

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Objectives:

During this presentation, participants will:
- Learn about ways topics related to #BlackLivesMatter have been discussed in a 1000-level information literacy course.
- Share ways they have discussed #BlackLivesMatter in lower-level core curriculum courses and/or brainstorm ways to do this.
- Discuss the challenges of raising these issues in courses that may have "neutral" titles and official course descriptions.

Audience:

This course will be useful for faculty who want to incorporate discussions of social justice throughout their teaching.

Activities:

After a brief, informal description of ways that the presenter has incorporated discussions about racism in an information literacy course, participants will discuss their own experiences, ideas, and contexts in a roundtable format.

Description:

While the #BlackLivesMatter movement is most visibly focused on resisting police brutality and mass incarceration, these phenomena persist because of widespread ideologies and biases that can be identified throughout society and academia. An interdisciplinary example of this can be seen in the video "Why is my curriculum white?" which questions the prevalence of white men, and relative exclusion of non-white and non-Western scholars, in the selected texts for a range of courses (UCLTV 2014). Choices about what is taught in core-level courses like US History or Introduction to American Literature courses can challenge or reinforce assumptions and stereotypes.

Since the protests in Ferguson, Missouri in August 2014, there has been a proliferation of syllabi shared online for courses directly addressing #BlackLivesMatter (see Harris-Perry & Harrington 2016 and Bahng & Neely 2015 for examples). These are important additions to the curriculum, but reach a limited number of students. Moreover, if we limit #BlackLivesMatter to a relative handful of special topics courses, we implicitly communicate that this is a peripheral issue that can be avoided or ignored. For those of us who wish to transgress the traditional canon and make

"education the practice of freedom" (hooks 1994:12), this means that we must discuss the underlying biases and ideologies throughout the curriculum, not just in special topics courses.

So how do we discuss structural racism and other related systems of oppression in the core curriculum? Even in a course on African American women's literature, bell hooks describes resistance to "discussion of the politics of race, class, and gender" (1994:144). It is easy to imagine even more challenges in discussing race in a core curriculum course with a title that doesn't hint at any controversial subject matter.

In this session, I will open with a brief overview of the ways I have incorporated discussions of structural racism into a course with the innocuous-sounding title Information Literacy and Research. Following this, I hope to learn other ways participants are discussing structural racism and #BlackLivesMatter in a range of subject areas, embedded in the core curriculum rather than in special topics courses. Depending on the interests, concerns, and experiences of participants, we may also discuss the challenges associated with incorporating these discussions throughout our teaching.

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Rethinking Rigor: Launching Conversations to Improve Student Engagement

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Objectives:

During this presentation, participants will
1. Explore personal, interdisciplinary, and group definitions of rigor;
2. Identify the 'Five E's' of rigor;
3. Examine teaching strategies that encourage student engagement through increased expectations, providing support, and demonstrating learning; and
4. Investigate questioning techniques that can be easily implemented in your next lecture.

Audience:

This presentation will benefit faculty looking to incorporate active learning techniques, essential question activities, and creative/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 rigor and the challenges associated with changing the mindset of our institutions to reflect rigorous, active learning instruction;
2. Simulations of questioning techniques that encourage creative and critical thinking in our students;
3. A time to practice 'activities' that will engage participants writing effective, higher order essential questions.

Description:

As of late, you have probably noticed an increased emphasis in the importance rigor plays in higher education. For more than 30 years, reports have described the lack of rigor in our schools (National Commission on Excellent in Education, 1983; No Child Left Behind, 2001; Every Student Succeeds Act, 2015). Recent studies (Achieve, 2007; ACT, 2010, VA Department of Education, 2015; Williamson, 2009) report that high school graduates are unprepared for college

and need remediation courses before embarking upon their major course of study. These alarming statistics support the idea that rigor will remain a mainstay in the field of education for the foreseeable future.

Though definitions of rigor may vary (Wasley, 1997; Beane, 2001; Bogess, 2007; Costa, 2008; Wagner, 2008; Wallinger, 2012), common characteristics are identified and include engagement, explanation, exploration, elaboration, and evaluation (Williamson & Blackburn, 2011). As you ponder incorporating active learning techniques in your classes, think about increasing your use of essential questions. I have found that these daily inquiries provoke engaged discussion and create meaningful connections, often leading to a transfer of material and increased assessment scores. There are numerous questioning models based on Blooms Taxonomy that can serve as a starting point for your discussions (Cochrane Collegiate Academy, 2014; Howe, 2014; Nokson, 2015; Spencer, 2015).

The case for increased rigor is clear and as college educators we want to prepare our students to meet the academic challenges of 2020. Attend this session and find out which of YOUR teaching techniques fall under the R (readiness to teach/learn) I (increased imagination) G (give guidance) O (ownership) R (raised expectation) model. You may be surprised how rigorous you actually teach!

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Metacognitive Strategies: Are You Using Them in Your Classrooms?

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Objectives:

1.   Provide participants with a list of and instructions for using metacognitive strategies.
2.   Model and allow participants to practice some of the metacognitive strategies provided.
3.   Participants will discuss how to apply strategies in their disciplines.

Audience:

This presentation is intended for instructors, faculty, or anyone involved in teaching college/university students.

Activities:

We will begin by reviewing what metacognition is and its importance in helping our students learn and perform academically. Next we will distribute a packet of metacognitive strategies with their instructions for use. Finally, we will model select strategies and allow participants to experience the strategies in action.

Description:

The purpose of this presentation is to help participants better understand the importance of metacognition and provide them with resources that can be taken back to their classrooms for use. It is intended that participants will feel better prepared to help their students become more metacognitive.

Literature Review:

Metacognition, a construct first proposed by Flavel in 1976, is often referred to as thinking about thinking. A more formal definition is "knowledge and beliefs about one's own cognitive processes, as well as conscious attempts to engage in behaviors and thought processes that increase learning and memory" Ormrod, 2012, p. 100). The ability to monitor and control thought is critical for many human activities including communication, language acquisition,

reading comprehension, social cognition, attention, problem solving, and writing. Researchers believe metacognition starts to develop around ages 5 and continues to develop throughout the school years. In recent years researches have started to recognize that metacognition continues to develop through adulthood (Stewart, Cooper & Moulding, 2007).

Metacognition is often separated into two components, knowledge and regulation. Metacognitive knowledge is knowledge about yourself as a learner and the factors that influence learning. Metacognitive regulation includes planning, monitoring and evaluating. Planning includes the ability to think about and select appropriate strategies and resources to achieve a task. Monitoring is awareness of understanding and progress in learning. Evaluation is appraising the end results and efficiency of one's learning.

Metacognition has been found to be a strong predictor of academic success (Hattie, 2009). When students are encouraged to be more metacognitive, they frequently outperform students who are not taught to use metacognitive skills (Joseph, 2009). The ability for a teacher to encourage and model metacognition is an important but often underdeveloped skill of practicing teachers.

The challenge for educators is to know how to modify the learning strategies they currently use to include a strong metacognitive component. This presentation will facilitate this process.

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Cheaters Never Prosper, But It's Still Better than Failing: A Discussion about Deception

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"When students cheat on exams it's because the school system values grades more than students value learning." - Neil Degrasse Tyson

A large number of college students report being deceptive at one time or another (McCabe & Trevino, 1993), and students in specific majors, such as professional programs, business, and engineering, report higher dishonesty rates due to increased pressure to perform and achieve high grades (Carpenter, Harding, Finelli, & Passow, 2004). Most of the deceptive behaviors in colleges and universities are motivated by grade-related achievement, lack of student efficacy, or academic stressors such as time constraints and procrastination (McCabe & Trevino, 1993); thus, students may resort to deceptive strategies when they believe that they cannot reach their academic goals through acceptable forms of achievement (McCabe & Trevino, 1996). People are also more likely to deceive when they hope to present themselves positively to others (Feldman, Forrest, & Happ, 2002). Despite the research conducted on deceptive behaviors in academic contexts, we know little about the interpersonal interactions that take place when students employ this dishonesty in their classes (Griffin, Bolkan, San, & Goodboy).
This roundtable session welcomes a frank discussion regarding the concerns and challenges related to the rising epidemic of cheating in college classrooms, the moral implications, and possible methods to dissuade students from using deceptive methods to be successful.

Objectives:

Session objectives include the following:
• To learn through open discussion about issues and challenges related to cheating and plagiarism in the college classroom.
• To consider methods used by students and the motivation for cheating; what is purposeful cheating and do students understand what is considered cheating.
• Consider the possible moral implications of students cheating and can or should faculty teach ethical behaviors (i.e. cheating and plagiarism is wrong).
• To leave the session with ideas for addressing issues of cheating and plagiarism in their own classroom and programs.

Audience:

Anyone who teaches or works with students either in a face-to-face environment or online.

Activities:

The presenters will:
• Offer a brief introduction, including research and recent statistics about cheating on college campuses.
• Provide a variety of methods used by students and facilitate an open forum for participants to discuss the issues and challenges related to cheating and plagiarism in the college classroom.
• Briefly present the research regarding the moral argument about cheating and plagiarism to discuss implications in the broader scheme of society.
• Summarize the discussion for further thought beyond the session

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Some Things Never Change: Making Connections with Wisdom from the Past

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Objectives:

Participants will:
- Consider how 20th century educational theorists have contributed to 21st century teaching and learning practices in the areas of:
    - Student motivation and readiness to learn
    - Curriculum
    - Instruction
    - Assessment
- Discuss how these theories and ideas are being, or could be, applied to participants' educational settings.

Audience:

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

Activities:

- Presenters offer an overview of major educational theorists' innovative ideas and theories on student readiness and motivation to learn, curriculum, instruction and assessment.
- Participants discuss how these ideas and theories have evolved into current educational practices in their own classrooms and educational settings.
- Participants share how they plan to apply or adapt the strategies discussed during the session to their own learning environments.

- Presenters provide a list of authors, literature and media resources on the subject of how yesterday's theorists have influenced today's "best practices" in teaching and learning

Description:

Twentieth century educational theorists such as John Dewey (1910), Lev Vygotsky (1926), Ralph Tyler (1949) Jean Piaget (1952), Abraham Maslow (1954) Benjamin Bloom (1956), Robert Gagne (1965), John Goodlad (1984), Howard Gardner (1983) and Albert Bandura (1986) played a vital role in setting the stage for 21st century practices in teaching and learning. Their innovative, student-centered ideas generally focused on the four cornerstones of education; students, curriculum, instruction and assessment. During the past century, the original theories have evolved, expanded and transformed the field of education. Many of these ideas about education have evolved into today's "best practices." Our goal is to carry the torch forward by encouraging our colleagues to consider whether and how these important lessons from the past are integrated into our higher education classrooms.

The shift from teacher-centered learning to student-centered learning puts the emphasis on motivating students and meeting their needs. The focus of education is no longer on transmitting the teacher's knowledge, but on encouraging the students' engagement, participation and responsibility for learning the content. Carol Ann Tomlinson (2001), known for her work on the differentiation of instruction, owes a debt to Maslow (1954), Gardner (1984) and Bandura (1986) for their attention to individual differences in learning. Contemporary teachers and educational institutions are increasing their efforts to tailor instruction to individual skills, abilities, dispositions and cultural background as well as student needs, interests and learning styles.

Curriculum developers are concerned with achieving measureable and academic results. They consider necessary learning outcomes and develop assessment measures prior to planning instruction or selecting supporting materials. The theories of curriculum development developed by Bloom (1956), Gagne (1965), Dick and Carey (1978) and Goodlad (1984) can be seen in the on-going work of Wiggins and McTigh (1998) who are credited with creating the "backward design" curriculum model. Today, skilled instructional developers are expected to organize systematically designed content with the desired end in mind.

Today's educators are faced with a need to teach 21st Century skills that promote workplace readiness and foster collaboration, communication, creativity and critical thinking (National Education Association (2012). Modern practitioners have been influenced by Dewey's (1910) progressive approach and his insistence that instruction needs to be relevant, realistic and oriented toward problem solving . The ideas of Lev Vygotsky (1926) and Jean Piaget (1952) about how learning occurs are echoed in today's emphasis on interactive, student-centered educational experiences and instructional activities that support the process of learning through individual experience and problem solving.

Assessment and accountability are increasingly important factor at all levels of education. Educational institutions, certifying agencies and professional organizations are requiring measureable evidence that learning has occurred and that teaching has "made a difference." With initial sparks from Ralph Tyler (1949) and Elliot Eisner (1979), followed by the on-going work

of Robert Marzano (2001, 2011),teachers and institutions are using multiple assessment measures that encourage student choice and involvement in the evaluation process such as formative assessments, portfolios and collaborative multi-media projects.

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Supporting Directed Reflection with Technology in Field Experiences

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Objectives:

This presentation will establish the theoretical framework that supports the EASEL system. Participants will learn about the purpose of the EASEL system and its key features. The authors will share the results of a usability study in which participants evaluated the interface and user interaction. Finally, participants will engage in a discussion focused on ways to promote reflection and metacognition with their own students.

Audience:

This presentation is intended for both administrators and faculty at higher education institutions.

Activities:

We will first engage the audience in a discussion to learn about the ways they integrate field experiences and elements of reflection into their assignments. We will then present a few points from the literature that support a need for directed reflection during field experiences and the lack of support from current tools. We will then present EASEL (Education through Application-Supported Experiential Learning). Participants will see a low fidelity demonstration and we will share results from a recent study. The presentation will conclude with a discussion of how such a system could be used across disciplines and class formats.

Summary:

As faculty learn new ways to teach, such as incorporating flipped classrooms and assuming the role of "guide on the side", tools are developed to aid in this endeavor. Learning management systems (LMS) such as Canvas, Blackboard and others have implemented new features to enable a learner-centered environment where students have the ability to meet virtually and share information in multiple formats. Students interface with the LMS as a means of direct communication with the instructor and fellow students, upload assignments, complete assessments, and find content.

Currently, an instructor may offer one of many methods for students to reflect on his/her work. A student may be asked to write a journal entry or take a survey based on an experiential learning event. But often, this type of data is collected long after the event has taken place. Further, students often do not review their reflections, missing an important opportunity for metacognitive thinking.

A study by Sturgill & Motley [4] compared the affordances of three different models of written reflection. Students were in four groups and each reflected in a different way. The first group utilized a free-form blog while the other groups wrote in paper journals in response to directed reflection prompts. Each student reflection prompt was compared across axes of guided versus free form reflection, dialogic versus expressive reflection and public versus private reflection. Results indicated that there was evidence of deep learning with guided reflection as opposed to freeform reflection. The study did not investigate whether technology-supported direct reflection affected the student's ability to develop metacognitive skills.

Graesser, McNamara & VanLehn [2] found that technology can be utilized for content delivery in different phases of the inquiry process and allow for deep learning such as explanation-centered learning. Explanation-centered learning occurs when a learner attempts to create an explanation of the material he/she comprehends and he/she then applies that explanation. Holden & Rada (2007) [5] also found that technology can be used as a guide in a field experience, scaffolding material and providing reflection opportunities. Each of these studies provide evidence that there is a need for a tool that supports directed reflection within a field experience, where reflection and metacognition are crucial to the learning process.

Students typically use platforms such as blogs and journal apps to support reflection. However, no tool currently exists that can guide a student during a field experience, providing opportunities for students to reflect based on prompts and allowing students to develop metacognitive skills.

The conceptual framework for this study consists of experiential learning and critical reflection. Experiential learning requires students to adapt their thoughts and behaviors to the context of the environment in which the learning is occurring, thus promoting self-regulated learning and encouraging students to employ metacognitive skills [1].

Dewey [6] is credited as the first scholar who posited that reflection is an important part of the learning process. Schon [7] built upon Dewey's position by distinguishing between reflection that helps students' process during a learning activity (reflection-in-action) and reflection that helps students' process after a learning activity (reflection-after-action), both of which are valuable to the learning process.
For learning to occur, the individual should focus during a field experience, and later reflect on that experience. This viewpoint is largely agreed upon. For example, Usher [8] argued that reflection is the key to learning from experiences. Boyd and Fales [9] noted that reflection creates a connection between the experience and the person's meaning system. Participating in an experience that conflicts with the individual's prior interpretations may encourage critical thinking and the outcome may trigger new ways of thinking or making meaning of a situation.

The EASEL (education through application-supported experiential learning) system is a new application that is currently in development. The system draws upon the basic theory of constructivism promoted by Piaget and Kolb [10]. The system pushes content to the student in a field experience based on when and where the experience will occur. Thus, EASEL serves as a guide before the field experience. The system prompts students to provide a reflection minutes after the experience.

For example, an online instructor may require a student to conduct an interview with an industry professional. The student can schedule the event in his/her calendar and receive a reminder on the day of the event. At the location of the interview, reminders or media to review can be posted before the interview takes place. Prompts will then appear after the interview, allowing students to immediately reflect on the experience. Prompts are stored so that students can access their reflections at a later date. When taking a post-survey, previous reflection items are recalled, allowing students the ability to review reflections and provide more insight into how their thoughts changed over time.

The instructor has the ability to set up different types of preselected events or create a type. He/she can also provide many types of questions that can be given at designated times during the event (pre-event, post-event or a designated time into the event). Any type of question can be asked and questions can be presented in text, audio or video format. To input answers, students can utilize multiple modalities, where students have the ability to include the audio-to-text feature on a phone or input with video or text.

As we continue to develop EASEL, it is crucial to understand the needs of both the instructor and student within the context of field experiences and how technology can support these experiences. We hypothesize that the utilization of EASEL will increase grade levels, develop metacognitive skills and allow for deeper learning by prompting students to reflect on his/her experience within a timely fashion. In order to evaluate this hypothesis, multiple studies will be conducted that evaluate the usability of the EASEL system, as well as conduct comparative studies that evaluate the effect the system has on the students learning.

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**Meddling with the Sage: Ways of Increasing Student
Engagement and Achievement in Courses**

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Objectives:

During this interactive session, participants will:
a) Review the elements and styles of active learning through concrete examples.
b) Improve items in activities to promote (pre-, in-, and post-lecture) higher-order thinking.
c) Experience sample mini- sessions featuring active and higher-order learning.
d) Summarize implementation strategies and institutional/setting limitations.

Audience:

This presentation will be beneficial for faculty who are aiming to include elements of active learning into their teaching (specifically before, during, and/or after a class period). For faculty who are more experienced with active learning styles, this interactive session will provide a few practical samples on how to boost higher-order learning/thinking in team-/partner-based activities.

Activities:

This interactive session will include the following activities:
a) Session-wide brainstorming on best strategies for teaching/learning to identify important traits and to draw parallels between established active learning approaches.
b) Simulated just-in-time workshop session involving small-group activities that highlight active learning traits followed by a briefing on workshop design.
c) Simulated online-based implementation of pre- and post-lecture active learning samples focused on content pre-work, reinforcement, and enrichment.
d) Discussion among participants on the range of application, curricular strategies for setting goals, and challenges/limitations for implementing active learning.

Description:

The demands of college work and a disconnect in supporting adequate learning opportunities can deter many capable, but ill-prepared students. This is further challenged because content is not enough: the highly-prized trait that employers now seek focuses on a broad set of skills and competencies. So how can we enrich the learning experience for students, while ensuring they also develop hard and soft skills to collaborate effectively on complex problems? Will our students be prepared to face a competitive job market, as we make strides toward greater retention and success? In this interactive session, we will explore ways in which an active

learning style can not only promote the acquisition of course content, but also foster the development of skills for learning, communicating, and collaborating.

Educators from a variety of fields have documented their approaches to active learning styles over the last couple of decades. Overall, students become more engaged with the coursework, but in addition, they have more opportunities to exercise higher-order thinking. Modest gains are seen in students' level of achievement, and more importantly, they are better able to attain process-oriented skills. However, an active learning style is not a "one-size-fits-all" option. There are important issues to consider based on content focus, class size, intended learning outcomes, and institutional support.

This interactive session begins with a brief discussion of the important traits of an active learning style. After this initial groundwork, the ideas behind active learning are put into practice in two, know-how simulations involving small groups. One simulation focuses on just-in-time learning which models an in-class, active learning session. The other simulation focuses on preparing, reinforcing, as well as extending the knowledgebase and skills beyond the classroom. The session concludes with a roundup of best practices for approaching and implementing active learning styles, as well as the challenges and limitations associated with implementing an active learning style of teaching.

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Lighten Up! Using Laughter Yoga in the Higher Education Classroom

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Objectives:

Participants will:
1. Examine the health and educational benefits of laughter and humor in the higher education classroom
2. Evaluate research-based "dos & don'ts" for effectively using laughter and humor in the higher education classroom.
3. Explore basic laughter yoga exercises and experience, firsthand, the benefits of laughter yoga.
4. Assess how humor and laughter yoga can be practiced to create better balance and lower stress in their personal and professional lives.

Audience:

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

Activities:

• Presenters will provide a brief power point overview of current research on the medical, psychological and educational benefits of laughter, humor and happiness.
• Presenters will share a brief video introduction to the goals and growth of the Laughter Yoga movement initiated by Dr. Madan Kataria in 1995.
• Presenters will guide participants in entry level Laughter Yoga exercises
• Presenters will facilitate discussion on how participants plan to apply or adapt the Laugher Yoga exercises in their life or in their teaching.

Description:

Literature related to the causes, effects and benefits of laughter and humor abound in the fields of medicine, education, psychology. In medicine, the therapeutic value of laughter for healing, stress reduction and pain relief has been analyzed and measured by research physicians and

medical organizations including the Mayo Clinic and the HelpGuide Organization (Klein, 1989; Komblatt, 2009; LaMeaux, 2015).

 Multiple studies attest to the beneficial neuro-chemical responses generated in the brain by laughter, such as the classic case of Norman Cousins, a well-known journalist and editor, who cured himself of a serious neurological disease with a self-prescribed regime of daily laughter sessions (Cousins, 1979).

Educational research generally supports the positive aspects of using humor in the classroom. A number of researchers and studies indicate that appropriately-used humor can be an effective intervention to improve learning and retention skills in students from kindergarten through college. Educational researchers, (Garner, 2006; Banas, Dunbar, Rodriguez & Liu,2011) suggest that laughter in the K-12 classroom promotes concentration, increases retention, eases tensions, helps build relationships and fosters a spirit of class community. A study conducted by Powell and Andresen (1985) determined that college students generally felt that they learned more and gave higher evaluation scores to instructors who used appropriate humor in the classroom.

Dr. Martin Seligman, a respected psychologist, founded and pioneered the field of Positive Psychology with the idea that psychology should switch from curing illness to promoting wellness. From his first work entitled Learned Optimism (1990) to his most current work entitled Thrive (2011), Dr. Seligman and his colleagues repeatedly cite the essential role that humor and laughter play in expanding happiness and achieving life satisfaction.

In 1995, Dr. Madan Kataria, an Indian medical doctor, combined the principles of yoga breathing with his research and scholarship on the health producing benefits of laugher. He contends that even if initial laughter is forced, the health benefits persist and just the act of laughing will generate genuine laughter (Kataria, 2011). Gathering six friends in a park in Mumbai, India, for a laughter session, Dr. Kataria launched a movement known as Laughter Yoga. The simple techniques used to evoke spontaneous laughter have been offered in medical clinics, hospitals, schools, businesses, prisons and health care facilities all over the world. Based on the idea that laughter is the best alternative health therapy for body-mind wellness, the movement currently has thousands of Laughter Yoga clubs in more than 72 countries.

The presenters who practice Laughter Yoga have used these simple techniques in classes to help reduce stress and tension with their teacher education pre-service and practicing teachers. Results from these sessions have proved to be fun and successful because laughter really is contagious and uplifting!

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Icebergs in the Ocean, or Seven Steps behind the Horizon

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Objectives:

During the presentation, participants will
- reflect on the role of culture and society in education
- learn of the effects of culture on learning and teaching
- share their views on the topic
- discuss ways to alleviate negative impacts and attitudes

Audience:

This presentation might be beneficial to all educators.

Activities:

- Self-reflection activities designed to help participants become more aware of the importance of socio-cultural factors in education
- Simulation of various classrooms problems which can be resolved by connecting them to the community
- Discussion of the approaches which can help improve negative effects of socio-cultural impacts

Description:

The importance of the topic is critical as the educational reforms that have taken place in the US in the last almost 60 years have not produced notable improvement in the learning outcomes, as verified by PISA and TIMMS and other assessments. One of the reasons of this failure is, in our opinion, the fact that education has been traditionally considered without regard to the changing environment in which it functions, and the national culture, where the values and attitudes towards education have undergone dramatic transformations (Miller, 2014; Wright, Rogers, 2015). Similarly, when we deal with the students' achievement rate and behaviors, we do not commonly take into account various out-of-school influences which affect them, nor are capable of effectively using or counteracting them.

The environment and its culture influence not only the content of study and the way it is taught, but also the student's attitudes towards education, knowledge he or she acquires, the way he or she learns and behaves. Schooling is only a small part of life; according to research, children spend only about 10% of their time in school (Author, 2008). How much does the out-of-school environment affect our students in the remaining 90%? And how much of an influence can school alone have on students? Research demonstrates, "within a typical week during the school year students spend far more time on average outside of school than inside of school, and how they use this time is bound to impact upon their school learning, school engagement, and whether their outlook on the future is optimistic" (Jordan, Nettles, 1999). The famous Coleman report (1966) determined that about 60% of variation in student performance was attributable to out-of-school influences. And they are often much more persistent than school influences.

It is apparent that family, street, community and the society at large play a much more important part in the child's life than the school, therefore we have to take in to account the fact that education continues outside the school, but what kind of education and what can educators do about it? To address this problem, we propose the Iceberg Model of Education which will be explained in the presentation.

The notion of educational quality and effectiveness must be rooted primarily in the national and local cultures. Jerome Brunner (1996) suggests viewing education in a broader context of what society intends to accomplish through its educational investment in the young. There are many examples we can learn from in this area in international theories and practices. Pasi Sahlberg (2011), for example, demonstrates how Finnish national culture influenced their educational reforms and brought about their success. Similar effects can be found in educational advances of Japan, South Korea, Hong Kong and other countries where education is respected in the society, playing a central role in the families.

This presentation analyzes the impact of culture on education and various out-of-school effects on the student. It offers six practical steps to deal with them by addressing teachers' social status and their professional preparation, society's influences and current attitudes towards education, parents' roles and responsibilities, and community's involvement in education.

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**Using Cloud Technologies to Promote Collaboration,
Creativity, and Engagement in Teaching**

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Objectives:

1. To educate participants about the benefits of online collaboration among their students for both campus based and online classrooms.
2. To inspire participants to develop creative and collaborative assessments using the many features of Google.
3. To model/explain how to use several of the programs so participants feel confident in utilizing the tools in their own classrooms.
4. To demonstrate the benefits of cloud computing through the use of shared documents and projects.

Workshop Presentation Time Line: A 50-minute workshop.

Outline:

- Introductions
- Explanation of online collaborative features of Google Docs
- Show how to add participants to online presentations/documents to create collaborative online activities
- Share and model three modified strategies for online collaboration with Google.
  - Collaborative graphic organizers
  - Collaborative Presentations
  - Pre/Post Quizzes with Forms
- Divide participants into four groups. Each group will work on creating one activity to share.
- Group strategy sharing and conclusion

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Profanity and Dangerous Literature: A Hermeneutical Experience

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Introduction:

 If interpreted through educational and historical context with the aid of hermeneutics, profanity becomes a useful literary element within the text. Rather than banning books from high school curricula, educators and students can interpret the meaning and underlying purpose of profanity in literature. By viewing profanity as an element rather than a deterrent, a new realm of literary analysis has been introduced. The use of contextual hermeneutics was used to recognize "social and historical conditions" that play a role in the use and understanding of profanity (Slattery, p. 131, 2006). Philosophical hermeneutics allows educators to discover what is missing when books are banned.

Objectives:

The first objective of this paper was to uncover the meaning of profanity in *The Chocolate War* and *The Catcher in the Rye*. These two novels are popularly banned by schools, parents, and communities for their use of profanity. I used philosophical hermeneutics to further analyze the role of profanity and to gain insight into the effect profanity has on the novels.

This second objective of this paper was to gain insight into battling the standardization of education with the help of hermeneutics. The role of hermeneutics in the classroom was examined.

Audience:

The intended audience for this presentation is current teachers, educational researchers, and anyone who appreciates language and literature.

 Theoretical Framework:

The theory that framed my hermeneutical analysis of profanity is Hans George Gadamer's theory of philosophical hermeneutics. This theory was applied to the hermeneutic methodology. Gadamer's (1976) theory of hermeneutics closely relates to Martin Heidegger's (1962) theories of hermeneutics. Gadamer (1976) claims "hermeneutics reaches into all the contexts that determine and condition the linguisticality of the human experience of the world" (Gadamer, p. 19). Written word relates language and being which in turn leads to representing the human experience. "Gadamer also takes issue directly with [the] view of prejudice and the negative connotations often associated with the notion, arguing that, rather than closing us off, our prejudices are themselves what open us up to what is to be understood" (Malpas, 2013). Our prejudices with

profanity can allow for deeper understanding. In order to understand a text, the reader must accept that readers and texts exist in the same fluid world. The meaning of understanding will always be relative to the reader.

When beginning to understand philosophical hermeneutics, a student must read the writings of Hans-Georg Gadamer. Gadamer, a student of Heidegger, is one of the leading scholars of philosophical hermeneutics and has published several essays and books written in the 1970s. One method for understanding Gadamer's hermeneutics is to compare his view on understanding to John Dewey's pragmatic approach. Philosophical hermeneutics is often favorably compared with John Dewey's pragmatism in at least three ways: in embracing the hermeneutic circle, in recognizing the importance of aesthetic experience, and in rejecting a separation between theory and practice (Vessey, 2006, p. 209). Gadamer views hermeneutics as more than understanding; to him, hermeneutics is the process used "to clarify the conditions in which understanding takes place" (Gadamer 1975, p. 263). For Gadamer, understanding is not enough; how one comes to reach that understanding is just as important. The question for Gadamer is not "What can I know about something and how do I know it?; it is instead "How can and how do we come to an understanding in a conversation with one another about a disputed matter" (Wright, 2004, p. 235)? Gadamer believes understanding takes place when one can isolate an object. He suggests as a solution to develop a 'historical' self-awareness which makes conscious one's own prejudices and allows one to isolate and evaluate an object on its own (Gadamer 1975, p. 266). Gadamer began his own "studies on hermeneutics from the experience of art and from the experience of historical tradition" (Johnson, 2000, p. 16). By applying this method, in order to fully understand profanity, one must isolate the prejudices away from profanity in order to fully understand. A person walks alone on a journey through life, but what does the person find along the way? For Gadamer, a person "is a being of language" (Ramberg & Gjesdal, 2009). This journey can be defined as the person's relation to language, which in turn grants access to being. Each footstep of the journey is a new experience much like each text one experiences as a reader is a new experience. Experiences, in life and in texts, shape a person, just as the journey directs the traveler. Through our experiences with language, we are opened up to the world (Ramberg & Gjesdal, 2009). Although we may feel alone, "we are not beings alienated and isolated from the past" (Johnson, 2000, p. 39). Since many people hope to escape the past, this can lead to more loneliness and anxiety.

In order to fully experience a text, one must be aware of the prejudices that are brought to the experience. Gadamer believes that we as people come together with our already established horizons of understandings in order to form the fusion of horizons (Slattery, 2013; Johnson, 2000).

Methods:

This research has been conducted from a post-qualitative perspective. This study was focused on using Gadamer's philosophical analysis to better understand the role of profanity. Hermeneutics was used as a vehicle for interpretation and understanding. "Teaching is an activity that requires artistry, schooling itself is a cultural artifact, and education is a process whose features may differ from individual to individual, context to context" (Eisner, 1976, p. 140). For this reason, I chose to incorporate Gadamer's philosophical hermeneutics and reader-response criticism in

order to better understand the context of my own understanding of profanity in the two novels, The Catcher in the Rye and The Chocolate War. I agree with the research ideology of St. Pierre (2011) that "the study of philosophy should precede the study of research methodology" (St. Pierre, 2011, p. 614).

I have chosen to stray from the positivistic approach to qualitative research. Terms such as subjects, validity, findings, and bias will be replaced with focus, referential adequacy, structural corroboration, experiences, and subjectivity. Rather than gathering qualitative data from participants, I chose to focus on my own interpretation of profanity in order to better relate to each reader's individual response. I have chosen to allow my personal voice to have a place in this study. The experiences described in this paper are solely my own. "Everything is entangled and always already overlapping, dynamic, contested, multiple antagonistic, becoming, in process" (St. Pierre, 2011, p. 619). There can be no researcher and results. I am always already entangled with my experiences with my two chosen novels. I cannot separate myself from my reading or my thoughts. I agree with Eisner (1976); "I see no reason why we should not exploit the various forms of understanding that different knowledge structures can provide" (Eisner, 1976, p. 149).

The design of this study involved reading the novels three times each. The first reading focused on the general theme, plot, and character analysis of the novels. This reading mimicked how the novels are generally studied in high school classrooms. The second reading focused on profanity's role in each novel. During the second read, I highlighted the profane words as I encountered them. The third reading also focused on the highlighted profanity, but this reading focused on how profanity can be interpreted and how it can affect the novels. After the third read, I took notes on the context of the profane words and tabulated the count of each profane word used. I made notes looking at two pages at a time. The notes were recorded in a Microsoft Excel spreadsheet. The notes were then typed and transferred to a Word document.

Facilitators of Experiences:

This study is centered on the two novels The Catcher in the Rye by J.D. Salinger and The Chocolate War by Robert Cormier. The Catcher in the Rye was chosen due to its popularity as a literary classic and controversy concerning the use of obscene language and inappropriate content. The Chocolate War was chosen because it is not as well-known as The Catcher in the Rye, but this novel is equally controversial regarding obscene language.

Conclusions:

Hermeneutical analysis allowed me to discover my own moral relationship with profanity. This relationship was already always entangled in who I was and how I viewed the world. "When we enter into conversation with other people with the intent of identifying our presuppositions and letting our experiences challenge these presuppositions in order to better identify the good for human life, we risk our very existence" (Johnson, 2000, p. 71). By conducting this research, I risked my existence. I emerged from this project with a deeper understanding of profanity, of the novels, and of who I am as a teacher, reader, and person. Gadamer's philosophical hermeneutics

differs itself from relativism by avoiding a positivistic, objective answer for questions while still maintaining a revelation of truth.

My moral relationship discovered through the text is possible due to the uncertainty of not knowing if my response is correct. This approach to reading and interpretation allows for a mutual uncertainty that leads to a discovered truth through the fusion of horizons. "There can be no question of merely setting aside one's prejudices; the object is, rather, to recognize and work them our interpretively" (Grondin, 1994, p. 111). "We can interpret only from the vantage points of our particular locations in the social world" (Greene, 1991, p. 301). Gadamer's (1975) fusion of horizons allows us to gain understanding based on what we have already experienced. We cannot escape our past experiences. "For the young particularly, the interpretive effort ought to be used with regard to the forms and messages of pop culture," in order to allow students and teachers alike to better understand the chains limiting and manipulating their thoughts (Greene, 1991, p. 301). Profanity is part of students' pop culture reality. "Self-definition self-understanding, I am saying, demand understanding of the frameworks in which we find ourselves, the texts that play upon our preconceptions of things, the languages in which our and other stories can be told" (Greene, 1991, p. 301). In order to reach all the students, their pop culture reality must be amalgamated into their classrooms and curriculum. Educators must not ignore the realities of their students.

The use of philosophical hermeneutics allows us to uncover the "view of life as inherently problematic, mysterious, question-worthy, and difficult" (Magrini, 2014, p. 89). Some aspects of the "problematic," "question-worthy, and difficult" nature involves the issues our students currently face in their daily lives. These issues

> have to do with the human condition in these often desolate days, and in some ways they make the notions of world-class achievement, benchmarks and the rest seem superficial and limited, if not absurd. They extend beyond the appalling actualities of family breakdown, homelessness, violence, and the 'savage inequalities' described by Jonathan Kozol. (Greene, 1995, p. 378)

Reader-response criticism mixed with hermeneutics allows education to move beyond normal bounds - beyond the page, beyond the words, beyond the scantron - and into the realm of lived experiences in the current historical moment.

Significance:

Books are under attack in United States' libraries, schools, and communities every day. This project is significant due to the integration of philosophy, education, and literature. Gaining a better understanding of the role profanity plays in popular and classic literature will allow teachers to better handle the teaching of such books within a classroom. This study aims to bring a philosophical lens to the use of profanity in school literature.

Gadamer's hermeneutics in the classroom allows for fusions of horizons between the teacher, students, and text. Suddenly, the lives of characters and readers are amalgamated into a shared experience. The amalgamation of shared experiences creates an environment where life

experiences influence understanding. Learning is fused with the understanding that results from knowledge gained in lived experiences. This counteracts the positivistic approach of state standards and prescribed knowledge and skills.

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A Story behind Every Name: Appreciating the Individual in a Large Class

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Description:

Effective teaching is more than possessing subject-matter expertise and techniques for delivering that expertise. For education to be effective, students need to be meaningfully engaged with the instructor, the content, and their peers (Francis, 2012). When instructors routinely convey messages of inclusion, appreciation, and a willingness to communicate, student engagement is enhanced (Mottet, Martin, & Myers, 2004). Effective instructors stimulate learning by leading discussions, using interactive learning strategies, and displaying care and concern for both student learning and growth. Instructors also create active learning environments by connecting relevant material to their students' lives. Generally, when an instructor in a large class motivates and encourages students to succeed, students are more likely to feel connected to the material (Paolini, 2015). Thus, the purpose of this study was to investigate pedagogical strategies that instructors in large classes can utilize to create positive student-instructor interactions. Both quantitative and qualitative data were collected by way of two discrete online surveys completed by undergraduate students who were enrolled in two large consumer studies courses at a research university. Researchers used feedback received from the first survey to develop the second survey. The results suggest that strategies such as self-disclosure and making the class feel smaller have positive implications for undergraduate students, faculty members, the department, and the university. These findings underscore the role that instructors play in addressing the challenges of large classrooms and the effectiveness of positive student-instructor interactions.

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Developing a Culture of Support and Growth: Essential Elements

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Description:

Developing a culture of support and growth within a department is critical for department productivity. Possibly even more important, it creates an environment where quality faculty want to come and stay. Faculty culture as it relates to mentoring, collaboration, and support is important throughout the academe (Lindholm, 2003; O'Meara, Bennett,& Neihaus (2016); O'Meara, Terosky & Neumann (2008). : Our research used a survey informed by the Competing Values Framework (Helfrich, Li, Mohr, Meterko, & Sales, 2007) to investigate what faculty in a variety of departments and colleges within our university believe are essential elements to a collaborative, positive academic culture. This research will provide a starting point for discussion of these issues and how to implement the ideas in other universities.

Objectives:

- To share our current research on important factors which support collaboration and growth within an academic department.
- To have participants provide feedback on our research findings from the perspective of a variety of disciplines.
- To provide participants with suggestions about implementing a stronger culture of support and growth within academic departments.

Audience:

Faculty members with interest in departmental climate, academic collaboration, and faculty mentoring.

Activities:

The presenters will:
Share research on important factors which support collaboration and growth.
Discuss our preliminary survey results
Provide participants opportunities to ask questions and to share personal insights

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The Best of Both Worlds: Learner-Centered and Knowledge Transmission in One Course

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Objectives:

1. To learn how to promote self-reflection through discussion
2. To learn how to incorporate both a learner-centered and a knowledge transmission approach in a course.

Audience:

This presentation will be beneficial for anyone who teaches and wants students to learn how to think critically and productively.

Activities:

1. Discussion about teaching styles and course objectives
2. Discussion of how different teaching styles can be incorporated into one course.
3. Discussion what explicit and implicit assumptions of the different approaches to teaching

Description:

There is considerable discussion over how classes should be taught. Gray (1993), in an article on what constituted good teaching, wrote that, "Explicit <course> content includes information in readings and lectures, stated goals of the course, and assignments and suggestions for achieving those goals." "Implicit content is "the set of messages conveyed by the manner in which the explicit content is presented. It includes attitudes about the subject under discussion, attitudes about the students, and expectations about what the students will do vis-á-vis the subject" (p. 69). More recently, Kember and Kwan (2000) distinguish lecturers who conceived of teaching as transmitting knowledge from those who view teaching as facilitating a learning-centered approach, a distinction that Meyer and Eley (2006) and Pedrose-de-Jesus and da Silva (2011) categorized as teaching for knowledge transmission and teaching for learning facilitation. Those who in the former category focus more on content, while those in the latter focus more on process.

In a study of what instructors' beliefs and behaviors as they relate to teaching, Norton, Richardson, Hartley, Newstead, and Mayes (2005) found that the assumption that a teacher's conception of teaching changed with experience, moving from a content orientation to a more student- centered orientation was not supported. They further argued that for change to be realized, a change in understanding is what is needed, not acquisition of new techniques. In an

interview study, Sadler (2012) found that instructors found adopting a student-centered approach was difficult, independent of the subject matter.

Classroom discussion has been one way to navigate between these two approaches. Goldstein and Benassi (1994) in examining the relationship between teacher self-disclosure and student participation was positive and significant. This was a relationship that held despite differences in instructor gender, course level, or class size. Further, Carroll (2001), found having students submit questions about the reading assignment promoted classroom discussion.

A number of questions need to be asked. Is this the distinction that should be made? Are these two approaches, knowledge transmission versus student learning-centered, mutually exclusive? Can they be successfully embedded in a course? If so, how can this be done? In this session, we will discuss how it is possible to develop the skills students need to master course content beginning with a personal learner-centered approach to develop self-reflection and then progressing to critical thinking of content in a general education undergraduate course.

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Examining the Factors that Influence Social Presence in Online and Traditional Courses

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Objectives:

• Participants will describe the perceived importance of presence, specifically social presence, in a variety of instructional settings.
• Participants will discuss strategies for facilitating social presence in both online and traditional courses.

Audience:

Any/all attendees

Activities:

• Session facilitators will present the most current literature related to defining social presence and its implications on student motivation and satisfaction.
• Session facilitators will overview the factors present in the literature (and their research?) that contribute to developing a sense of social presence in online and traditional learning.

Description:

The concept of social presence is one that has historically been rooted in the context of needing to overcome the distance between the learner and the instructor that is created by technology in online learning settings. The initial definition of social presence as "the degree of salience of the other person in the interaction and the consequent salience of the interpersonal relationship " (Short, Williams, & Christie, 1976) addresses the need, or opportunity, to create a sense of 'being there' despite learners being connected only by technology. Therefore, a 'sense of presence' became an area of inquiry within the online learning world as educators sought to find strategies to increase learners' sense of presence in online learning. More recently, a generic sense of presence has been further explicated on and delineated to identify constructs such as social presence (sense of being with others), as well as the constructs of cognitive and teaching presence, as identified within the Community of Inquiry model (Garrison, Anderson, & Archer, 1999).

When addressing the concept of social presence, several factors are present in the literature. These include items such as the sense of being with others (Biocca, Burgoon, Harms, & Stoner, 2001), sense of intimacy (Lombard & Ditton, 1997), and immediacy of interactions (Argyle & Dean, 1965). Factors such as these, and others, have contributed to attempting to define an overall sense of feeling co-present, or a sense of social presence, with others in the learning environment.

The focus of this research, therefore, is on probing further by analyzing several factors that are purported to affect a sense of social presence. The goal of the ongoing project is to use the factor analysis to better define social presence and subsequently identifying strategies for facilitating social presence in online and hybrid settings as well as in traditional, face-to-face settings. A literature review was conducted and data collected to help identify the factors that contribute to developing a sense of social presence. The current session will review the literature, discuss the factors and engage participants in identifying strategies and practices for developing courses that facilitate a sense of group cohesion and being present within a learning community.

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Learning with Both Sides of the Brain: The New Pedagogy of Text and Image

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Objectives:

During this presentation, participants will:
1. Engage in a pedagogical reflection on the relationship between text and image and assess different ways in which this relationship can be and has been utilized successfully in the process of teaching and learning
2. Practice a pedagogical self-reflection on their teaching goals and methods and analyze the ways in which both text and image can be used effectively in their own classes
3. Explore different ways of implementing and assessing the interaction of text and image in their courses

Audience:

This presentation will be beneficial for faculty who combine text and image in their courses and want to learn about different techniques and ways to reflect on that interaction as well as to engage students in active learning.

Activities:

This presentation will include the following activities:
1. Self-reflection activities designed to help participants become more aware of the interrelation between their teaching goals and the methodology of text and image
2. Simulations of different pedagogical and assessment techniques that enable participants to utilize the dialogue of text and image effectively
3. Discussion with other participants about different teaching strategies they use and could use in their courses

Description:

It is widely acknowledged today that our society is an image-oriented society. Both scholarly and popular discussions of the postmodern condition contend that we increasingly comprehend the world with our eyes and experience reality through imaged representations. Noted books on

the subject describe the trend as a "pictorial turn" (Mitchell) and argue that visual culture studies have "subsume[d] everything related to the cultural and the visual" (Dikovitskaya).

The centrality of visuality has also impacted the theory and practice of scholarly teaching. Schools around the country have adopted the Visual Thinking Strategies (VTS)--a method that involves teacher-facilitated discussions of art images. Colleges and universities experiment with shared electronic environments, such as Second Life, in which "residents" explore opportunities for social engagement, entertainment, and instruction.

In composition pedagogy, discussions acknowledge the importance of "multiliteracies." (The New London Group). Students must be taught how to read, analyze, and prepare the multitude of textual forms in personal and professional discourse. Visual rhetoric within composition is both a "communicative artifact" and a "perspective" (Bunn) containing "presented elements and suggested elements" (Foss).

Responding to such trends, we propose a new methodological framework that seeks to implement and develop a close collaboration between visual and literary analysis. We explore the possibility of teaching rhetorical principles interdisciplinarily across the fields of English, art, and other disciplines. Our presentation examines how key rhetorical notions, such as author, message, audience, and composition, shape students' understanding, improve critical thinking, and frame the analysis of both text and image. Participants will gain insights into the research, application, and success of visual rhetoric in writing projects and explore the interrelations of textual and image-based representations. Finally, attendees will brainstorm ideas for designing a visual rhetoric and writing assignment in one of their own courses and discuss them at the end of the presentation.

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Four of a Kind: Active, Creative, Reflective, and Relative

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Objectives:

During this presentation, participants will:
1) consider the issue of students taking required courses without recognizing their significance;
2) learn about the active learning method of addressing this issue designed by the presenter;
3) consider the value of establishing an essential question;
4) provide feedback on the method outlined, potentially designing revisions;
5) discuss ways this method could be applied to their own courses.

Audience:

This presentation will be beneficial for any faculty in any discipline, but particularly those who teach general education courses in the humanities.

Activities:

This presentation will include the following activities:
1) discussion of challenges associated with teaching students taking required courses without recognizing their significance;
2) outline of method integrated into early world literature course, which includes elements of active learning, creative thinking, and reflection;
3) discussion concerning essential question of that course and the value of creating an essential question;
4) collective evaluation of readings, activities, and assignments related to this method and design of revisions;
5) examination of physical sets of the Cultural Property Protection Playing Cards for the U.S. military as well as sets from organizations and military in the U.S. and Europe inspired by those cards;
6) small-group brainstorming methods participants could use in their own courses inspired by the ideas presented.

Description:

In Fall 2015, I was once again scheduled to teach ENGL2400 World Literature I. As I was rethinking this course during the preceding summer, I considered the previous issues I had encountered with that course. It is a general education course that can fulfill both a literature as well as a global diversity non-Western requirement; thus, it is popular with non-majors as a course that can fill two requirements at once. For this reason, students often take it without really

knowing its purpose or function within their curriculum, which caused some apathetic behavior and even sometimes active resistance.

While I was considering how to redesign the course, the news was unfortunately rife with the actions of ISIS, particularly the capture and destruction of Palmyra and the tragic murder of archaeologist Khaled al-Asaad. These events focused my attention on a specific idea: cultural heritage. As I began to research the history of the term, I realized that it could hold the key to developing student interest in World Literature I. If I could foreground with readings and discussions related to the importance of cultural heritage, its deliberate destruction or appropriation throughout history, and the sacrifices people have made to protect it, I might be able to introduce students to the idea that what we do is both significant and essential.
With this in mind, I began developing the unit. As part of my research, I had read Lives in Ruins by Marilyn Johnson. In her book, Johnson describes meeting Dr. Laurie Rush and the creation and implementation of the Cultural Property Protection Playing Cards for the United State military. The Combatant Command Cultural Heritage Action Group web site states that the cards "were designed to educate U.S. military personnel about the importance of respecting ancient sites and monuments and preserving host nation cultural heritage during military operations and post-conflict reconstruction." They are organized by suits: "diamonds for artifacts and treasures; spades for historic sites and archaeological digs; hearts for 'winning hearts and minds'; and clubs for heritage preservation." Rush and Dr. James Zeidler published a more formal article, "In-Theatre Training through Cultural Heritage Cards," in Archaeology, Cultural Property, and the Military.

These cards were then the inspiration for the assignment that would tie in the first unit with the material in the rest of the class: students, after studying about cultural heritage and the purpose of the military playing cards, would create their own physical sets of playing cards based upon early world literature, decide upon the organizational principles as a class, and carry the project through a significant portion of the semester, reflecting on their work at the end. I contacted Drs. Rush and Zeidler, who were enthusiastic and supportive. Rush agreed to Skype in to my class to discuss the cards with my students, and Zeidler sent enough packs of cards for every student in the course to have one, with extras to show future classes. Their generosity prompted me to reach out to other groups who had been inspired by their work. They also sent me example packs of their cards for the students to examine.

I have found this approach - which is active, creative, reflective, and relative - meets its intended goals. Students are far more interested in the course material, and there is little to no indications of not understanding the purpose or significance of the course material. In asking students to assess this approach, one commented, "Unit I helped me to understand why the preservation of world literature is so important. This in turn helped me to appreciate the material that we read in class. I took this course as a requirement and honestly wasn't expecting to learn so much about cultural values. Starting with that unit allows students to reflect on their cultural values." Another wrote, "Unit 1 definitely helped me understand why I took this course. A lot of courses I've taken have been simply because I had to and I always ask how is this going to relate to the real world. Unit 1 answered that question right from the start. I honestly do not think I would have enjoyed early world literature as much if I had not gained the understanding and appreciation of cultural heritage." Indeed, the first semester I incorporated the playing cards assignment, I only assigned

it until midterm; those students recommended that it be extended for the entire semester, which I have since done. Given this response, I recommend considering similar methods in other classes that provide students with the time and space to think about the significance of their studies, what L. Dee Fink calls "significant learning."

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Students Are People, Too

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Objectives:

During this presentation, participants will:
1) consider the motivation of students to invest in courses;
2) rethink the implications of the phrase "students are people too";
3) consider the "expertise gaps" between instructors and students;
4) explore methods to encourage investment in students;
5) design their own instructional methods with these ideas in mind.

Audience:

This presentation will be beneficial for any faculty in any discipline, but particularly those who teach general education courses.

Activities:

This presentation will include the following activities:
1) interactive discussion of the phrase "students are people too" with optional participation during the session in a Twitter hashtag (#studentsarepeopletoo);
2) collective creation of a list of potential reasons for students to invest in courses and the differences in their reasons and those of the instructor;
3) outline of and discussion about methods used by presenter to address student investment;
4) small-group creation of at least one new method (attitude, assignment, course design, etc.) by participants to address student investment in their courses.

Description:

We, especially those of us who teach general education courses, have heard the dreaded student question: "Why do I have to take this course?" Sometimes the question is verbalized, and sometimes we see it in the quality of work or in attitudes in the classroom. The question can certainly affect the dynamics of a course and sap our motivation. We see value in what we do. Sometimes the material is what we have dedicated our lives to learning and sharing with others. Yet, students are skeptical. They frequently do not see the value in courses not directly tied to their majors, courses with subjects in which they are not traditionally interested, courses they are made to take, or courses that they believe have no bearing on "real life" or getting that job after graduation.

While research has pretty well debunked the "myth of learning styles," it is true that the reasons or motivations for students to invest in their learning are not one size fits all. Due to level of interest in the subject, background, capabilities, etc., what speaks to one will not necessarily speak to another. In fact, only one motivation may not be enough for even one student. This is encouraging; it suggests diversity, complexity, and individualism. I doubt very much if a roomful of instructors would identify the same motivations to learn. Why would students? Furthermore, what speaks to us as instructors will not necessarily speak to them and vice versa. This is due both to our training in our field and passion for it as well as our varying stages of life and experience. We see the grand plan as we are cogs in it, but, more often than not, our students don't - intuitively, especially.

This concept may be, on the surface, rather simple, but incorporating it into our teaching philosophies, strategies, and instructional design is more complicated. It requires us to consider varying methods of creating, building, and sustaining investment in our courses, in the material, in the lessons, in the activities, and in individual class periods. It requires checking in to make sure that the methods are working, tweaking and revising when they aren't. There is no doubt that fostering student investment requires instructor investment. This can indeed be exhausting if we let it.

We can, on the other hand, choose to look at the need to foster student investment in a different light. Without this understanding, how can students transfer skills and lessons from course to course and, as we hope, to their life? There is more at stake here than content or retaining subject matter. Students, who are indeed people too, are legitimately asking, "Why?"

I don't need to go into detail here concerning the value of higher education or the value of the changes produced in individuals through learning. In Howard R. Bowen's Investment in Learning, he succinctly encapsulates what I feel this value is: "As higher education brings about changes in individuals through its educational function, as it contributes towards the advancement of knowledge and the arts, and as it renders various public services, its work is bound to have broad social consequences" (1997, p. 45). Or, as Susan Ambrose, et.al., define learning: "Learning involves change in knowledge, beliefs, behaviors, or attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act" (2010, p. 3). This, in a nutshell, is what we do. We facilitate change that has larger impacts on individuals and, ultimately, society.

How do we achieve this laudable goal? So much goes into teaching effectively. To create a "lasting impact," students truly have to be involved deeply in their learning. We cannot, however, assume that all students will naturally or automatically know how to become that committed to their development. That is, after all, the definition of being a student: developing, becoming, evolving… learning. It in is our interest and theirs if we as instructors seek to devise ways to guide students beyond the surface of content and into the expansive valleys of invested learning.

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Quiet Please: Are you Kidding Me?

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Description:

While pragmatic for universities, large classroom settings offer students countless opportunities to become disconnected from learning (Smith, 2001). Researchers have yet to agree about how to define the size that comprises a large class; the number that quantifies a class as "large" depends upon the individual instructor's viewpoint, which can vary from 50 to 500 students. In a large class, students may very well perceive that they are merely a number and the instructor does not know their names much less whether they are even present. As a result, student attendance in large classes tends to decline throughout the course (Christopher, 2011). Further, common perceptions amongst students is that the instructor has little interaction with them and merely stands at the front of the classroom to lecture. When instructors intentionally utilize strategies to create positive student-instructor interactions, students are held accountable for class attendance, which in turn promotes increased student performance. Instructors benefit from positive interactions with students by having: (a) attentive and engaged students in their classes, (b) students who feel more comfortable talking to them, and (c) an interactive and engaging course. This interactive session will show you how to put aside those age-old assumptions about lecture-mode teaching to engage, motivate, and even challenge students in large classes.

Objectives:

Participants attending this session can expect to:
• Identify instructional strategies that promote positive student-instructor interactions in large classes;
• Participate in interactive strategies intended to develop positive student-instructor interactions in large classes;
• Understand how to develop and incorporate strategies for positive student-instructor interactions in their own classes.

Audience:

All faculty members in higher education teaching large classes or who will be teaching large classes (a large class is defined by the instructor's perspective).

Activities:

Participants attending this session will be introduced to instructional strategies intended to create positive student-instructor interactions in large classes through a series of interactive activities. Participants can return to the classroom prepared to transform their pedagogy from "blah" to "aha!"

References

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Beyond Lecture: Allowing Students to Take Ownership of Their Learning

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Objectives:

During this presentation, participants will:
- Learn about active learning that engages the brain
- Learn about active cooperative learning strategies
- Engage in practicing cooperative learning strategies

Audience:

This presentation will be an introduction or refresher for participants in how to implement cooperative learning activities with adults. Participants who teach primarily in a lecture format will learn strategies to engage students in their own learning.

Activities:

This presentation will include the following activities:
- Experience the differences between group work and cooperative learning
- Experience several cooperative learning strategies that enhance active learning for adults
- Self-reflection and processing of cooperative learning strategies

Description:

Teaching and learning are the link between teacher and student. If a teacher teaches, then students should be learning. Yet, teacher-centered teaching does not usually engage the students' brains (Hart, 1998: Kagan, 2014). With any learning, it needs to be strong enough to withhold sustained achievement. One such instructional strategy, which will allow for a sustained understanding and engaged students, is cooperative learning (Johnson, Johnson, & Smith, 2007; Kagan, 2009).

There are several tenants of cooperative learning that need to be understood before implementing cooperative learning strategies: the purpose, definition, benefits, and expectations of the strategy. Cooperative learning strategies are not new to higher education. They are viewed as an active

learning strategies to engage students in their learning (Emerson, T. L., English, L. K., & McGoldrick K., 2015; Johnson, Johnson, & Smith, 1991; Kagan, 2009). During this presentation, we look at the why, how, and now what of cooperative learning.

References

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Development of a Learning Disabilities Screen Scale for Undergraduates

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Objectives:

This presentation will present several previous learning disabilities screening tests for adults. It will then explain how the Learning disabilities screen scale for undergraduate was developed. Finally, the result of confirmatory factor analysis and reliability analysis will be showed.

Audience:

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

Activities:

I will put up my poster in poster session and explain my study to people who are interested in it.

Summary:

A brief review of learning disabilities screening tools leads to one general impression: almost all of them didn't use the diagnostic criteria of the fifth edition of Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2013). There are three major academic domains in the newest diagnostic criteria of LD: reading, writing and math. Thus, one major goal of the current study was to develop a learning disabilities screening scale including these three academic domains, in order to make the LD screening tool conform with the diagnostic criteria of DSM-5.

There is a surprising lack of research regarding the assessment of college-level learning difficulties and the development of college-level screening tools for LD (Kane, Walker, & Schmidt, 2011). The first author conducted an ERIC search using the search terms screening, learning disability, and adult delimiting to peer-reviewed studies. The search produced five results of which only two involved information relevant to screening adult learners for LD (Reynolds, Johnson, & Salzman, 2012). Smith (1997) developed a learning disabilities screening test for adults consisting of 20 items. There is a screening tool that can be found from an online pdf file (AED & NIFL, 1995), it consists of three sections: vision/hearing and/or auditory/visual processing problems; academic performance; behaviors/psychological manifestations, academic performance consists of reading, expressive language and math. However, in the context of screening adult with learning disabilities, there is no tool developing for undergraduate and conformity with the diagnostic criteria.

This study aims to develop a learning disabilities screening instrument for undergraduate. The survey consisted of 30 questions related to the three factors investigated: reading, writing and math. 455 sophomore students completed the online survey during a one-week period. Confirmatory factor analysis and reliability analysis were used to provide evidence that the survey items were valid and reliable.

The purpose of this presentation is to present the data collected for testing the predictive model and to discuss findings from the study. It is hoped that this study will shed lighter on screening undergraduate with learning disabilities. It is assumed that this session will be beneficial to administrators and teachers who are interested in helping undergraduate with learning disabilities succeed with their courses.

References

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