

**Lilly Conference on College & University Teaching – West**  
*March 16 & 17, 2007*  
***Blueprints for Student Learning***

***Draft Program***  
24-Feb-07

**Friday ♦ March 16, 2007**

**8:30am – 5:30pm      Registration & Resource Fair      Registration Area**

**9:00am – 10:15am      1 - Welcome & Keynote Address**

**Welcome**

**Laurie Richlin**

*Director, Preparing Future Faculty & Learning Communities Program*  
Claremont Graduate University

*President, International Alliance of Teacher Scholars*

*Executive Editor, Journal on Excellence in College Teaching*

*Director, Lilly Conference on College and University Teaching – West*

**Milton D. Cox**

*Director, Center for the Enhancement of Learning and Teaching; Mathematics*  
Miami University

*Editor-in-chief, Journal on Excellence in College Teaching*

*Founder and Director, Lilly Conference on College Teaching*

**Keynote Presentation**

***Blueprint for Learning: A Quick Start for Constructing College Courses to Facilitate, Assess, and Document Learning***

**Laurie Richlin**

*Preparing Future Faculty & Learning Communities Program*  
Claremont Graduate University

The session will provide a "Quick Start" for creating courses that facilitate, assess, and document learning, and will offer guidance on such issues as framing questions that encourage discussion, developing assignments with rubrics, and creating authentic tests. It will familiarize participants with course design elements; enable them to understand themselves as individuals and teachers; know their students; adapt to their own learning environments; design courses that promote deep learning; and assess the impact of the teaching practices and design choices they make. Based on the presenter's recent book of the same name (Stylus, 2006), it will offer an intellectual framework, set of tools, and best practices to enable participants to continually reassess the impact of their teaching on their students' learning.

## 10:30am–11:15am – Concurrent Sessions

### 2A – *We Taught Today...Did Our Students Learn?*

**Joseph J. Hruby, Education**

**Dale D. Grubb, Psychology**

Baldwin-Wallace College

Instructors traditionally prepare meaningful instruction for their students. Even though instructors teach, have the students really learned? This session will provide participants (both new and experienced faculty) with assessment strategies to gauge the level of learning that is occurring in the classroom. Participants will be able to determine which of their pedagogical strategies are most and least effective. Specifically, this session will address a variety of formative assessment strategies that will provide evidence to determine if and what students have learned in the classroom. Assessment strategies will cover pre-class preparation activities, mid-class feedback, and end-of-class formative exercises. These strategies can be applied to knowledge, skills, attitudes, or values being learned by students.

### 2B – *Distant But Learning*

**Wanda W. Hutchinson, Education**

Athens State University

*“Gas prices have skyrocketed. I can’t afford to commute to campus three days per week.”*

*“My baby is due the first week in December. I won’t be ready to take courses in the spring.”*

*“My mother is ill. I wouldn’t dream of leaving her bedside. School will have to wait.”*

The need for distance learning classes has been established. This session will demonstrate that online classes are easy to facilitate and do not compromise academic excellence.

### 2C – *The Scholarship of Teaching and Learning: Turning Teaching Problems Into Research Problems*

**Jacqueline M. Dewar, Center for Teaching Excellence**

Loyola Marymount University

This interactive session enable participants to initiate a scholarship of teaching and learning investigation by identifying a teaching problem and reframing it as a question to investigate. They will see a framework that illustrates the similarities between disciplinary research and SoTL work, examples of SoTL projects, methods for investigation, and learn about useful resources to make this work public.

### 2D – *Types of Instructor and Student Learning Enhanced by Participation in Faculty Learning Communities*

**Milton D. Cox, Center for Excellence in Teaching and Learning**

Miami University

In this session we will discuss the results of a FIPSE grant that investigated in part use the faculty learning communities (FLCs) to develop instructor teaching interests and skills to enhance student learning. An extensive survey of FLC participants at 5 participating institutions reveals the degree to which the participants reported student learning changed with respect to learning objectives, what teaching projects instructors engaged to achieve this, and how attitudes about teaching and learning changed as a result.

2E – *Enhance Your Teaching Through Video Production: Making a Movie From Concept to Completion*

**Don A. Wicks**, *Library & Information Science*

**Margaret Maurer**, *Libraries & Media Services*

**Shane Roach**, *Libraries & Media Services - Teleproductions*  
Kent State University

The presenters will report on the production of a 20 minute video that is now being used in graduate classes and in the library's staff training program. This educational film was developed by an academic department, a library, and a teleproductions unit. The presentation will take the audience from initial idea to completed product, then allows the participants to envision what may be done their own settings. We will discuss the do's and don'ts of such a project are discussed.

2F – *Excavating Implicit Disciplinary Theory: Process, Outcome, and Benefits*

**Anette Ejsing**, *Religion*

Augustana College

**Susan L. Wortmann**, *Sociology*

University of Nebraska – Lincoln

How does excavating disciplinary implicit theory produce transformative pedagogy? Through interactive audience participation, we will demonstrate how implicit disciplinary theory drives course content and assignment. Drawing on learning portfolio assignments in sociology and theology, we will showcase the process, outcome, and benefits of implicit disciplinary theory excavation. We illustrate that this process produced classroom situations of research and reflection in which action-based application or multidimensional understanding emerged and transformed student-learning experience.

## 11:30am–12:15pm – Concurrent Sessions

3A – *Formative Dialogues in Teaching: Creating Comfortable Peer Coaching*

**Gail T. Rice**, *Allied Health Professions*

Loma Linda University

**Lynne E. Anderson**, *Education*

National University

This session will describe the adaptation on our campuses of the formative Dialogues on Teaching program that originated at the three campuses of Indiana University of Pennsylvania and is spreading to campuses across the country. The Formative Dialogues on Teaching Program is offered and administered entirely by campus faculty and teaching associates with no administrative involvement, whatsoever. This workshop will be interactive, with hands-on training in conducting a formative dialogue.

3B – *Supporting the Hybrid Model*

**Cynthia Larson-Daugherty**

Spectrum Pacific Learning Company

**Farhang Mossavar-Rahmani**, *Finance, Accounting, and Economics*

National University

With the growth of online learning doubling over the last several years, learning delivery methods are continually being explored for viability and effectiveness. This presentation examines a model of hybrid course delivery that the authors believe, if properly applied, will have a major impact on successful delivery of hybrid-courses and ultimately student success. In this research, hybrid delivery is defined as a course in which at least 50 percent of learning activities are transferred to the online format. The effectiveness of the model is proposed to be measured by the student success in the course and their satisfaction of the delivery system.

**3C – *An Update on the Status of the Scholarship of Teaching and Learning in the Disciplines***

**Paul D. Witman**, *School of Business*

California Lutheran University

**Marlene A. Biseda**, *Executive Management*

Claremont Graduate University

Participants will learn about the status of the SoTL in a broad array of disciplines. Activities will clarify how they can apply research-based methods to improving their students' learning and document their successes, and gather their input as to the acceptance of the SoTL in their institution and discipline. The presentation will include research results from a transdisciplinary study of the role of the SoTL in the major disciplines, including forums for publication and presentation.

**3D – *Teaching Without Telling in a Telling-Oriented Student Learning Community: Making a Case for Constructivist Teaching***

**Lucretia D. Peebles**, *Education*

**Linda Matthews Clowers**, *Liberal Studies*

Loyola Marymount University

Engaging working adults in a student learning community challenging them to think is difficult when the dominant pedagogical methodology is geared towards direct teaching rather than constructivism. A direct teaching learning environment socializes students to be passive learners who accept the teacher as the sole authority and dispenser of knowledge, and discourages independent thinking, inquiry, and active engagement. The focus of this presentation is how to transform a learning community from being telling-oriented to constructivist.

**3E – *Integrating Active Learning Into the Classroom: The Use of Point-of-View Experiences***

**Tim Eaton**, *Accountancy*

Miami University

In this session the presenter will discuss the integration of new classroom experiences into his classes. Point-of-view experiences are a type of active learning. Topics to be discussed include the motivation for incorporating these experiences, development of the content, demonstration of the use of materials, and feedback and assessment of student learning as well as preliminary conclusions. The presenter will provide examples from his intermediate level accounting classes.

**3F – *Engineering Ethics, Medical Ethics, and the Learning Paradigm***

**Muriel L. Blaisdell**, *School of Interdisciplinary Studies*

**Mysore Narayanan**, *Engineering*

Miami University

Those who attend this session will learn about two very different programs (Engineering and Interdisciplinary Studies) and teaching settings (engineering majors and liberal education students) with a concern for ethics in common. Both presenters are a part of a Faculty Learning Community on the Learning Paradigm. After brief presentations groups will discuss two cases (one from engineering and the other from medicine) to experience active learning in ethics. The session will conclude with creating linkages between ethics teaching, active learning, and learning paradigm theory.

**12:15pm**

**Lunch 4 – Tables by Discipline**

***Join your colleagues at the table of your choice.***

1. Accounting, Business, Management, Marketing
2. Lab Sciences
3. Information Systems
4. Economics, Political Science
5. Education
6. Engineering
7. English, Journalism, Communication, Languages
8. Fine & Performing Arts
9. Humanities, Philosophy, Interdisciplinary Studies
10. Mathematics, Statistics
11. Medical, Nursing, Health Related
12. Psychology, Sociology, Social Work

**1:30pm–3:00pm – Concurrent Workshops**

**4A – *Translating Brain Research Into Teaching Methods***

**Mindy L. Colin, *Academic Technology Services***

**Loyola Marymount University**

Recent research has shown that, to maximize learning, one needs to build and reinforce the synaptic connections between the right and left hemispheres of the brain. How does that translate into class activities, homework, and assessment? This presentation will review the recent brain research and instructional designs that apply the right-left brain connection to curriculum planning. Participants will have the opportunity to discuss these designs as applied to the courses that they teach.

**4B – *A Workshop on Peer Reviewing of SoTL Manuscripts***

**Gregg W. Wentzell, *Center for the Enhancement of Learning and Teaching***

**Miami University**

The presenter, Managing Editor of the *Journal on Excellence in College Teaching*, will lead an interactive workshop designed for reviewers, prospective reviewers, and prospective authors of scholarship of teaching and learning (SoTL) publications. Activities will include discussion of the role of the peer reviewer, the *Journal's* review process, and hands-on practice reviewing manuscript submissions. By the end of this session, participants will have made progress in developing and articulating standards and methods of peer reviewing that are consistent with the acceptance criteria for SoTL publications.

**4C – *Teaching Portfolios: A Transdisciplinary Learning Community Model for Decision Making***

**Douglas Cremer, *Institute of Transdisciplinary Studies***

**Paul W. Decker, *Institute for Excellence in Teaching and Learning***

**Woodbury University**

As universities in general increasingly turn to teaching portfolios to document teaching and learning, the prospects and implications of this direction remain particular to individual institutions. In order to explore the right fit of portfolio and faculty, we employed a transdisciplinary learning community model involving participants from several departments, including adjunct faculty. The result was a decision-making process concerning the adoption of teaching portfolios that we will demonstrate through an interactive participatory process.

#### 4D – *Teaching Students to Prepare Presentations the Metacognitive Way*

**Clayton L. Stephenson**, *Behavioral and Organizational Sciences*

Claremont Graduate University

Most teachers are not aware of how presentations are prepared by their students and students rarely know how to prepare a stellar presentation. This workshop will engage attendees to critically think about the metacognitive process that needs to go into presentation preparation and delivery. Research based cognitive principles will be presented and discussed as knowledge that the teacher can prepare their students with and result in students preparing and delivering presentations more effectively.

#### 4E – *Classroom & Research Fellowships: A Strategy for Undergraduate Education Outreach and Innovative Teaching and Learning*

**Michele Wolff, Stefanie Chaillou & Alesia Hovatter**, *The Shriver Center*

University of Maryland, Baltimore County

Applied experiences provide undergraduate students with an innovative strategy for integrating educational outreach with their own success. This workshop will engage participants in an interactive activity on best practices in undergraduate fellowships as a component of inquiry-based/applied pedagogy. Participants will have the opportunity to share their own models and experiences while gathering resources to adapt best practices to their own institutional culture and structure.

#### 4F – *The Seven-Minute Date with Student Engagement*

**Beth Butler, Michele Ewing, David Smeltzer** *Journalism and Mass Communication*

**Chere Doiron**, *Architecture and Environmental Design*

**Vickie Ellison**, *Modern and Classical Language Studies*

**Athena Salaba**, *Library and Information Science*

**Moussa Kalifa Traore**, *Fashion Design and Merchandising*

**Anita Varrati**, *Educational Administration*

**E. Sue Wamsley**, *History*

**Christopher A. Was**, *Educational Psychology*

Kent State University

The Teaching Scholars Faculty Learning Community from Kent State University, representing various disciplines, will share with participants ten strategies of student engagement for both graduate and undergraduate students. Techniques presented will include the specific topics of distance learning, technology, syllabus creation, online learning, learning circles, problem-based learning, public performance, service learning, and transfer of professional experience to the classroom. Come prepared for a fast-paced workshop, and leave with new tools to engage your students.

### 3:15pm–4:00pm – Concurrent Sessions

#### 5A – *The Assumptions of Pedagogy*

**Pascal Massie**, *Philosophy*

Miami University

Academia is divided between those who favor an active learning approach [or, the approach of some teaching centers] and those who resist it. Some argue that lectures are useless and that students can acquire the content themselves; others that the “new” pedagogues’ claim to hegemony leads to a lowering of the standard, transforming teaching into training. This paper analyzes some of the assumptions that lurk in at this dispute’s core. Taking the particular case of philosophy, attention will be drawn to the distinction between “skill” and “content,” “measurability” and “appreciation.”

**5B – Best Practices in Online Teaching**

**Scott McClintock**, *Arts & Humanities*  
National University

Online learning is the fastest growing mode of instructional delivery. This workshop is an opportunity to discuss Best Practices in online course design. Topics include: General Course Information; Organization of the Course; Appropriate Language and Tone to Build the Learning Community; Layout of the Course; Presenting Course Goals and Objectives; Learning Strategies and Opportunities for Transfer of Course Content; Evaluation.

**5C – Staying Engaged (I Love Teaching; It's All Those Students Who Are Driving Me Crazy!)**

**Laura K. Jones**, *Health & Physical Education*  
Southern Oregon University

We entered the profession because we love teaching and learning. But in the face of overcrowded classes, departmental and institutional expectations, and research obligations, going to class is becoming less a joy and more a chore. In this facilitated discussion, we'll learn strategies to revive flagging passion, and have an opportunity to share what has worked for us in the past.

**5D – Instruction/Learning Delegation: What'll I Do Next?**

**Paul W. Johnson**, *Teacher Education*  
National University

This session will report of a study examining teacher classroom behavior. The study found instruction/learning behaviors focused on classroom delegation of student responsibilities.

**5E – In Sync with the Future: A Polycentric Curriculum Approach in the California State University System**

**Nancy D. Erbe**, *Negotiation, Conflict Resolution, & Peace Building*  
**Jung Sun Park**, *Asian Pacific Studies*  
**Irene Elizabeth Vasquez**, *Chicana/o Studies*  
CSU Dominguez Hills

This panel focuses on the efforts of faculty members in the disciplines of Africana Studies, Asian Pacific Studies, Chicana/o Studies, Conflict Resolution and Peace Building, and Women's Studies. The purpose of a polycentric curriculum is to promote intercultural and cross-gender collaborations in campus and community settings by analyzing the historical and contemporary linkages between global and local Diasporan communities.

**5F – It is All Harvard's Fault: What is Wrong With Writing Instruction and How Classical Pedagogies Can Save Us**

**Catherine E. Ross**, *Literature & Languages*  
University of Texas at Tyler

Why are we still struggling to teach and why are students still struggling to learn critical thinking, argument, and basic compositions skills? It is all Harvard's fault. In this session we will trace the history of writing instruction backward, to what classical rhetoricians called the progymnasmata. We will reason together about the common sense and relevance of these pedagogies. Participants will be invited to try out one of the progymnasmata's writing exercises and share the results.

## 4:15pm–5:00pm – Concurrent Sessions

### 6A – *Encouraging and Developing Reflection: a Blueprint for Improved Learning*

**John Zubizarreta**, *Faculty Development*

Columbia College

Students do not automatically know how to reflect; they may lack the skills of reflection or they may confuse reflective inquiry with untempered emotional unloading. What are some methods that promote authentic reflection to improve learning? How do we teach reflective learning while tending to content, while keeping expectations high, and while employing other familiar pedagogies? This session offers suggestions for how to embrace reflection to improve learning through practical strategies in the classroom. Bring your experiences and ideas for active conversation, for sharing of resources, and for developing a list of tips for tapping the power of reflection in enhancing learning.

### 6B – *Effectiveness of Online/Blended Instruction For School Administrators Preparation*

**Clifford E. Tyler & Robert W. Kibby**, *Education Administration*

National University

There have been dramatic increases in online and hybrid courses to earn degrees and credentials by educational professionals and these courses have become major alternatives to on-ground instruction. Although many universities offer online instruction, there are critical questions validating online instruction as a quality alternative. Are teachers and administrators adequately prepared by the online instructional process? Does online instruction provide an effective assessment to ensure highly qualified candidates? This session will examine these questions from literate and practical perspectives.

### 6C – *Changing the Meaning of Teaching and Learning*

**George J. Drops**, *Center for Teaching Excellence*

National University

In the past, teaching and learning have meant “covering the content” and “remembering for the test.” Learner-centered teaching requires a new way of thinking about what teaching means and what are the responsibilities for students and instructors. Twenty different ways of identifying teaching and learning will be presented for individual ranking and discussion and will be compared to data collected from faculty surveys.

### 6D – *Curriculum Development as a Relevant Learning Experience for Pre-Service Elementary Teachers*

**Carolyn Viviano**, *Natural Science*

Loyola Marymount University

This presentation will include some samples of student work and outline the evolution of the project. The Wetlands Curriculum Project is being completed within the context of the science content courses for pre-service elementary teachers. I will discuss the project in this context and outline the ways in which students are prepared for the experience. I will also discuss the projects' usefulness as a research tool for investigating how students view science and interact with curricular materials.

### 6E – *Using CATs to Enhance Student Learning in an Introductory Course*

**John Maingi**, *Geography*

Miami University

Classroom Assessment Techniques (CATs) were incorporated in an introductory geographic information systems course in an attempt to improve student participation and learning. The course has been taught using traditional lectures and lab exercises but lately had been plagued by unsatisfactory student participation and poor completion rates of assigned readings. In this session the presenter discusses CATs and report the results of incorporating them in two courses.

6F – *Integrating Writing in Your College Course*

**Adelina V. Alegria**, *Education*

Occidental College

In this presentation, the participants will have an opportunity to explore a number of writing activities that will ensure student active participation and content/concept learning.

**5:00pm–6:00pm Poster Session & Reception**

*Join your colleagues for libation and snacks while you visit with poster session presenters.*

7A - *Teaching Transdisciplinarily: Lessons from New Orleans*

**Mandy Bennett**, *History*

**Laurie Richlin**, *Preparing Future Faculty & Learning Communities Programs*

**Edward L. Robinson**, *Cultural Studies*

Claremont Graduate University

Last year in our FLC on Designing Transdisciplinary Courses, we developed a course to apply a multitude of methodologies to solving the authentic problem of rebuilding New Orleans. Our goal was for students to work in teams to investigate the history, culture, politics, infrastructure, geology, and economics of New Orleans and to bring that knowledge to bear on answering the questions: *What needs to be decided?* and *Who should do the deciding?* We taught the course during the fall semester. In this session, hear about our experiences and see the results. Was the course effective? What were the strengths and weaknesses of the transdisciplinary approach? What would we do differently?

7B – *Introductory Biology Lab - An Interactive and Progressive Lab-Based Class, Using a Team-Taught Modular Approach*

**Wendy J. Binder**, *Biology*

Loyola Marymount University

We plan to present the innovative aspects of our newly designed, modular, team-taught introductory biology lab course. This course requires interactive learning by small groups of students, in three different areas of biology which progress from simple experiments (but complex topics) with shorter presentations to more complex designs with increasingly thorough presentations. This course encourages faculty to take turns teaching this class, and to introduce new topics and experiments over time.

7C – *Diversity Flashpoints on College Campuses*

**Karen J. Hoelscher**, *Elementary Education*

Western Washington University

Interested in growing your skills in recognizing and responding to difficult interpersonal situations with students based on identity differences? Join your colleagues at this session to practice an array of research-based strategies for supporting students' cultural differences in your classrooms, offices, and those chance encounters where you can make a difference in someone's life on your campus.

7D – *Socratic Inquisition and the Learning Paradigm*

**Mysore Narayanan**, *Engineering*

Miami University - Hamilton

In a learning paradigm, it is observed that evaluation is holistic, and student success outcomes are what are measured. Many scholars have recommended and supported a value-added concept of education by doing assessments before, during, and after a course. (Barr & Tagg, 1995). Other scholars have argued that achievement of educational objectives is becoming less and less measurable whereas the need for accountability is raising to the surface more frequently. The literature supports our intuitive belief that education in a new learning paradigm will prepare students for the work ahead of them. In order to lead in a postmodern world, students need flexibility and problem-solving skills more than they need to master any particular body of information.

7E – *Knowledge Management & Academic Learning Environments*

**Gary Parks**, *School of Business*

National University

Knowledge Management (KM) is a newly emerging, interdisciplinary model dealing with all aspects of knowledge within the context of the learning environment and promotes learning and innovation from within by serving as the foundation for collaboration. The pace of change in the world has accelerated dramatically in the past decade while downsizing and retirements have resulted in staff attrition or knowledge walkouts. The participants will be exposed to KM terminology, KM repositories, KM tools such as expert systems & mind mapping and other education and leadership development techniques.

7F – Book Signing. *Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning*

**Laurie Richlin**, *Author*

Laurie will be available to sign copies of her book, which can be purchased in the Registration area at the conference discounted price.

7G – *Who Advises?*

**Cheryl Vandenhandel**, *Politics & Policy*

**Mandy Bennett**, *History*

Claremont Graduate University

Everyone? No one? This poster will provide the presenters surprising findings on who advises undergraduate and graduate students on their academic programs.

7H– *The Effect of Interactive Teaching Methodologies (SMARTboard) On The Learning and Satisfacation of Nursing Students*

**Marjorie A. Vogt & Barbara H. Schaffner**, *Nursing*

Otterbein College

This poster presentation will discuss the results of a quasi-experimental study examining the learning and satisfaction using an interactive teaching methodology, SMART board, with graduate nursing students. The project also included use of the Evolving Case Study, an approach used to develop critical thinking skills, where students participate in an unfolding patient care scenario.

7I – *Factors Motivating Better Student Engagement and Learning in the Web-Based Environment*

**Yin Zhang**, *Library & Information Science*

Kent State University

It is a challenge to effectively engage students in active learning in Web-based courses. This presentation explores some practical design and implementation issues using online discussion boards to engage students in active learning. In particular, factors that motivate better student engagement and learning in the Web-based environment will be explored based on a study of Web-based classes. The study used multiple data sources including student input regarding course structure and configurations that may facilitate their learning, the actual student activities based on different configurations, and student performance.

**6:00pm**

**Participants' Dinner**

**FLC Dinner Meeting**

7:15pm – 9:00pm

## 8 - Featured Presentation

### ***Training Teachers as Actors: Applying the Methods of Stanislavski, Johnstone, and Boal to the Classroom***

**Eileen Reilich**, *College of Education*

**David Hlavsa**, *Humanities: Theatre Arts*  
Saint Martin's University

An accomplished team, David Hlavsa (actor, director, theatre arts professor and author) and Eileen Reilich (former High School teacher and current Education Professor) facilitate this dynamic and participant-centered workshop on improvement of your teaching skills. Workshop participants will have the opportunity to learn activities from the actor's repertoire (e.g. status, offers, and hindsight) that apply directly and smoothly to enhancing their effectiveness in their classrooms.

## Saturday ♦ March 17, 2007

### 8:30am–1:00pm – Registration & Resource Fair

### 9:00am–9:45am – Concurrent Sessions

#### 9A – *Student Engagement and Reflection: Journeying Down a Gravel Road Toward a New Learning Paradigm*

**Marilyn J. Drury**, *Educational Technology*

University of Northern Iowa

Wipe the dust off your brow and join in a lively discussion regarding engaging and coaching our students to become reflective thinkers. Still a journey in progress, the use of electronic portfolios offers one solution to traveling down this bumpy, uneven road. We will share challenges and successes of selecting and implementing an electronic learning portfolio, particularly in liberal arts courses. Through small group discussion and sharing with all, participants will reflect on valuable teaching and learning connections electronic portfolios can enable as education moves forward to a new learning paradigm.

#### 9B – *Effective Cooperative Learning via Discussion Forums: An Online Application of Team Principles*

**Marcia D. Dixon**, *Communication*

Indiana University - Purdue University at Fort Wayne

This interactive session will discuss using team principles (Michaelson, Bauman-Knight, & Fink, 2002) effectively in online small group discussion forums. The presenter will briefly review the principles, talk about the criteria necessary for creating and grading an effective online discussion group assignment and review her own classroom research and experience in this area. Attendees will then work in small groups to create a cooperative learning situation for the online environment.

#### 9C – *Asking the Right Questions: Using Course Evaluations to Influence Student Engagement*

**Robert G. Drake**, *Academic Affairs*

Siena College

We can all admit that engaging students is both a desirable and elusive goal. But how can it be done? This presentation will discuss how one college has influenced teaching and learning through wide use of its "Course Engagement Survey." Since turning to this new instrument, faculty have diversified the way they teach to create a more engaging experience for students. The presenter will share the survey form that was developed to make this happen.

#### 9D – *Teacher Characteristics: Focus on Teacher Dispositions*

**Marilyn E. Moore**, *Teacher Education*

National University

This session will discuss the models for defining and assessing disposition and explore ways teacher educators can improve their teaching so that new K-12 teachers develop positive dispositions. There will be a discussion of the recent research at National University looking at what dispositions faculty members want the future teacher to develop. The methods, analysis, results, and program goals and objectives based on the results of the research will be presented. Participants will brainstorm about the disposition themes that describe their teacher candidates.

9E – *Using Mass Media as a Learning Tool: Lessons Learned from Watching Reality TV, The Apprentice*

**Susan Silverstone**, *School of Business and Management*  
National University

Students in a Graduate Advertising Class at National University were tasked to watch the Apprentice TV show as a class assignment. Each week the students shared with rest of the class lessons learned from each episode relative to marketing, specifically advertising and product placement. There is some controversy in academic institutions whether Donald Trump is a good role model, and an expert in the field of business. This session will review clips from previous episodes of the Apprentice and discuss the pros and cons of Reality TV as a learning tool both for marketing and other disciplines.

9F – *Ghosts, Bigfoot, and Spontaneous Human Combustion: Using the Paranormal to Set Your Students on Fire (Intellectually!)*

**Laurel J. Black**, *English*  
Indiana University of Pennsylvania

Scientifically pursuing questions about ghosts, ESP, and the paranormal resulted in accusations of “intellectual whoredom” in the mid-nineteenth century, and that stigma remains strong. Still, interest among students is high, and the broad topic offers many avenues to develop critical thinking and writing skills. A professor who has taught “Writing About the Paranormal” and conducted ghost investigations with her students will help participants channel the excitement of their students into the service of intellectual growth.

## 10:00am–10:45am – Concurrent Sessions

10A – *Teaching Critical Thinking with Maps in Courses Across Disciplines*

**Kelli Johnson**, *English*  
Miami University

Engaging students in critical thinking is often difficult because of both students' cognitive development and their long training in teaching methodologies that discourage it. Framing our discussion with current research in the field of critical thinking, we will explore active-learning activities with geographical maps that can be used in any discipline to engage students in critical thinking about knowledge, science, perspective, diversity, and truth.

10B – *Hybrid Courses - A "New" Blueprint for Learning*

**Mary F. Stuck**, *Sociology*  
State University of New York, College at Oswego  
**Mary C. Ware**, *Foundations and Social Advocacy, School of Education*  
State University of New York at Cortland

The presenters offer hybrid courses in education and social science at undergraduate state colleges. They will provide a visual introduction to the issue of hybrid/blended courses including information from the literature and their own practice. Part of the session will allow participants to share ideas and help each other determine which parts of existing courses might be better suited for face-to-face interaction and which are best suited for the online component. The presenters also will share successes and problem areas they have encountered while converting 5 different courses to a hybrid format.

10C – *Mindfulness Based Stress Reduction for Overburdened Professors*

**Mason Fries**, *Psychology*  
National University

With the academic pressures of teaching, service, scholarship, and tenure, many professors experience a level of stress that hampers their best performance in the classroom. When teaching we need to be fully present in order to maximize the learning potential of our students. In this workshop, specific individual stress reduction techniques will be practiced to improve both our own physical and mental health and our effectiveness.

10D – *Faculty Learning Community to Support Math and Science Teaching*

**Lynne E. Anderson**, *Education*  
National University

A panel of faculty members from the disciplines of education, science, mathematics, engineering and technology from National University will share their convergence as a faculty learning community with the purpose of supporting mathematics and science teaching and learning. Faculty members will share their perspectives regarding the status of mathematics and science learning. They will also share the data from the Times Report, 1995, 1998, and 2003, on the comparison of the United States K-12 student performance with other nations in the study. They will report data from the National Center for Educational Statistics on 4th and 8th grade mathematics and science performance. Recent findings of The Education Trust--West (unpublished) will be shared on mathematics and science performance.

10E – *Comparing Confucian Teaching Methods with Existing Western Theories*

**Victor C. X. Wang**, *Professional Studies*  
CSU - Long Beach

Rather than defying Western andragogy, this presentation addresses this popular theory from a different international cultural perspective, learning how it can be understood differently, or even misunderstood, in a different social context. In fact, andragogy is not the only theory in adult learning. More are looking for alternative theories such as the theory of transformative learning. This research article, a chapter from a popular book offers an opportunity to reflect on adult education in world communities, to critically examine our own practices and perspectives, and to gain valuable personal and professional insight.

10F – *Using Reading Questions and Small Group Tasks to Enhance Learning in Large Lecture Course Discussion Sections*

**Julie Gifford**, *Comparative Religion*  
Miami University

In 100-level large lecture courses, the best opportunities for active student participation and the development of critical thinking skills often occur in smaller discussion sections led by graduate TAs. But students cannot take advantage of these opportunities if they do not have an adequate understanding of the readings, or if the discussions focus on lower-order skills. In this session I will discuss my use of reading question sheets to encourage student preparation for discussions. Also, we will discuss coaching TAs to help them formulate small group tasks that foster critical thinking. I will provide assessment results about the effectiveness of these strategies.

## 11:00am–11:45am – Concurrent Sessions

### 11A – *From Indifference (Even Ignorance) to Global Consciousness in 4 Weeks*

**Juan España**, *Marketing, Management, and e-Business*

National University

How do you take a class of U.S. students from indifference, often ignorance, about global issues to a level of global consciousness in only four weeks, from a mindset of global U.S. dominance, to one in which other cultures and economies become relevant, and, even, decisive, in business and other areas? The presenter will describe how, based on his own international experience, he uses key figures, events, and developments to help students interactively move into a high(er) level of global consciousness.

### 11B – *Student Feedback: What Does It Tell Us of Student Learning?*

**Daphne Pan**

*Centre for Development of Teaching & Learning & English Language & Literature*

National University of Singapore

Questions have been raised about the validity of student ratings. An arguably more fundamental question is whether such information is meaningful. When a high or low rating is given, what does it mean? This presentation is based on a campus-wide project that attempts to relate quantitative and qualitative feedback with view to ascertaining what students regard as characteristics of a good/poor teacher and effective/ineffective teaching and the extent to which these correlate with good learning.

### 11C – *Improving College Teaching Through Student e-Writing*

**Theresa Socol & Nazan Bautista**, *Teacher Education*

Miami University

Two teacher educators have examined ways to incorporate electronic dialogue into their coursework. Bautista incorporated case studies into her science methods course to help her students critically think about and apply the methods and concepts to needed to teach elementary school science. As a middle school reading methods educator, Socol infuses electronic discussions into her class to stimulate her students' abilities to apply reading strategies and methods to all content areas. The strategies discussed by both presenters may be applied in a variety of disciplines and courses.

### 11D – *A Blueprint for Learning: A Faculty Learning Community and a Change*

**Joanne Munroe**, *Center for Teaching and Learning*

Olympic College

Algorithms, patterns, structures, blueprints...methods that allow passage from one category, one "universe" to another. In conceptual mathematics, Eilenberg and MacLane developed explicit definitions of basic notions - and "synthesized many decades of analysis of the workings of mathematics and the relationship of its parts". In SoTL Richlin has synthesized decades of analysis. Join us as we explore our metaphor for the teaching and learning connection and explain how we found our "blueprint" for a learning college.

### 11E – *Critical Thinking, Student Engagement, and the Level of Learning*

**Zafer Ozdemir**, *Decision Sciences & Management Information Systems*

Miami University

This session will report on a project designed to increase the level of learning in a junior-level information level systems course by incorporating components of critical thinking and student engagement. These incorporated elements, the subsequently observed outcomes, and the effectiveness of these changes will be discussed. Both the breadth and depth of material covered in the class increased and students' performance improved after the intervention.

11F – *Mythology and Buddhism Applied to Transformative Education*

**Curt M. Paulsen**, *Social Work*

**Catherine L. Paulsen**, *Leadership*

Augsburg College

Transformative education goes beyond the acquisition of knowledge and skills: it often results in personal change in those involved in the teaching/learning enterprise. This session -- with specific reference to Joseph Campbell and Pema Chodron – will offer perspectives on personal change and how it can be promoted, even as it may entail discomfort. Application and integration of these ideas into the teaching/learning process will be the culmination of this highly interactive workshop.

**11:45pm–1:15pm**

**Participants' Lunch - Tables by Topics**

*Join your colleagues from across the disciplines to discuss important ideas in teaching in higher education.*

1. Active Learning
2. Classroom Assessment
3. Group Learning
4. Creating Learning Communities
5. Evaluating Teaching
6. Ethics in the Classroom
7. Grading
8. Teaching in the Diverse Classroom
9. Technology Across the Curriculum
10. Writing Across the Curriculum
11. Problem-Based Learning

**Southern California Faculty Developers Learning Community Meeting**

*Faculty development professionals are invited to join the SCFDPLC to discuss important ideas in faculty development. Please sign up at the Registration desk if you wish to attend.*

**1:15pm–2:45pm – Concurrent Workshops**

12A – *Why Students Believe Weird Things and Why (at Times) We Think Just Like Them*

**Todd Zakrajsek**, *Faculty Center for Innovative Teaching*

Central Michigan University

It is fun to look at optical illusions. We often laugh at how easy it is to tick the human brain into seeing something that is not there or not seeing something that should be obvious. Psychologists have found that cognitive illusions also play tricks on our brains. In this session I will demonstrate how a life-time of learning can lead people, even very bright people, to believe things that just don't exist, or to not believe things that should be obvious. You will acquire skills in this session to recognize and diminish cognitive errors, but also be forewarned that contrary to what anyone says, skepticism is not necessarily a popular position.

12B – *Delivering Analytical Problem Solving Curricula via a Web-Based Format to Support Critical Thinking and Integration of World Events to Technical Discussions*

**Douglas F. Zentz**, HVACR- College of Technology  
Ferris State University

How can web-based delivery of technical curricula stimulate critical thinking and integration of world events? Capstone experiences typically demand the student to study independently, integrate concepts, and solve problems learned in prior classes. Using real world examples of incorporating technical problem solving, students are challenged to utilize critical thinking skills. This session provides methods to integrate steps of critical thinking and problem based learning through engaged examples and discussion in web-based curriculum.

12C – *Breaking Our Own Codes: Teaching With Greater Clarity and Control*

**Mark Stoner**, Communication Studies  
CSU - Sacramento

In this active and challenging workshop, you will learn concepts that will make visible the invisible forces that structure disciplinary knowledge. Using the concepts of “code,” “classification”, and “framing,” your designs of individual courses and courses of study will enhance student identification with your area of study. You will experience increased control over design decisions and acquire a vocabulary to make explicit your rationale for what and how you teach.

12D – *Please Advise! Discussions in Advisee/Advisor Relationships*

**Christina Aldrich**, Psychology;  
**Marie Cartier**, Religion;  
**Ngoc-Dung Thi Dang Firpo**, Education;  
**Shirley Fisher**, Drucker Ito School of Management;  
**Nicole Garcia**, Information Systems & Technology;  
**Vanessa Hemovich**, Psychology;  
**Hasan Johnson**, Cultural Studies;  
**John LaVelle**, Evaluation;  
**Patricia Mendoza**, Politics & Policy;  
**Brian Thoms**, Information Systems & Technology

A key ingredient to a healthy student body is a healthy advisor/advisee relationship. In this workshop, participants will participate in a teaching tool (which incorporates findings from an ongoing research project PFF at Claremont Graduate University) designed to promote discussion regarding advisor/advisee relationships. Results of the discussion will then be compared with preliminary findings from ongoing research to determine what aspects they discovered to be most important to students and the surrounding reasons for these findings.

12E – *Shifting Bloom's Paradigm: Applications for the Average College Student*

**Veda Brown & Derek Wilson**, Psychology  
Prairie View A & M University

Using Bloom's Taxonomy of Thinking, participants in this workshop will learn innovative strategies to facilitate the reshaping of students' cognitive schemas and self-concept. Such strategies will not only address students' mastery within subject-area domains, but they will also enable students to realize their leadership potential through self-empowerment and personal responsibility. Participants will learn how to transform the basic tenets of Bloom's Taxonomy in order to facilitate students' self-concept enhancement; participants will learn innovative strategies to help students' identify and appreciate their inherent leadership potential; and participants will learn novel techniques to facilitate students' subject-area mastery while simultaneously empowering them to full self-actualization.

12F – *Panpipes as Instruments of Learning: Enabling an Intercultural Pedagogy of Music*

**Paul Humphreys**, *Music*

Loyola Marymount University

This workshop invites participants to engage in music learning that employs an instrument with global provenance—the panpipes—to communicate and reinforce foundational concepts of music. Each participant constructs and then uses the panpipes to learn three simple melodies, chosen from a world sample. These experiences provide an intercultural basis for conceptualizing three of the six elements of music, in this case, rhythm, melody, and texture.

**3:00pm–3:45pm – Concurrent Sessions**

13A – *How Motivating is Your Teaching?*

**Edwin G. Ralph**, *College of Education*

University of Saskatchewan

How motivating is your teaching? Instructors (or instructional developers) are invited to engage in a non-threatening, personal self-evaluation of their own teaching competence by assessing their instruction for each of the key principles/practices of motivating teaching. These principles, drawn from research on teaching across the disciplines, have been repeatedly shown to characterize exemplary instruction that stimulates student learning.

13B – *Solving the "Vexations" in Providing Interactive TV Courses*

**Keith Barker**, *Institute for Teaching & Learning*

University of Connecticut

This session will demonstrate the many any parameters that have to be considered when preparing for, and delivering, an interactive and blended video course. Paramount is the instructional design activity where the faculty members are together with the concomitant training for on-camera delivery. Completing the pedagogical cycle is the course evaluation. From a technological perspective, we have developed a dual video system whereby the instructional material and presenter can both be viewed through separate video channels.

13C – *A Teacher Educator's Attempt to Integrate Technology in a Way to Increase Science Efficacy Beliefs*

**Nazan Bautista**, *Teacher Education*

Miami University

This session presents a teacher educator's attempt to integrate technology in a way to maximize out-of-class interaction so that more practical aspects of science teaching could be brought to in-class meetings. The effectiveness of the study is measured by the Science Teaching Efficacy Beliefs Instrument for preservice teachers (STEBI-B).

13D – *Broad-Spectrum Investigation of Online Degree Programs*

**David E. Smith**, *Business & Information Technology*

**Bettina Marchetto**, *Business & Management*

National University

This session describes an analytical taxonomy and presents findings from a broad-spectrum survey investigating the predominant Internet-based degree programs in business. The findings indicate a desperate need for academic alliance in order to better inform the public of the problems in higher education, particularly with regard to degrees in business, and the consequences of certain types of online programs. Presenters will discuss implications and institutional policy recommendations are presented.

13E – *Thirty-Three Years Working Effectively With Diverse Students and Communities in Urban Education*

**Nola Butler-Byrd**, *Community-Based Block Program*

San Diego State University

This interactive presentation provides an overview of the 33-year-old SDSU Community-Based Block Program and the results of a longitudinal study of current students' multicultural identity development; and program alumni and employer outcomes. Learn how this multicultural counseling and social justice education program has successfully prepared over 800 counselors to work with diverse individuals and communities by emphasizing the development of counseling competence, self-awareness, sensitivity to diversity, and social justice agency.

13F – *Linking Classroom Assessment Techniques to the Research on How Students Learn*

**Barbara J. Millis**, *Excellence in Teaching Program*

University of Nevada, Reno

Both scientists and teachers have been increasingly aware of the research related to the biological basis of learning and its impact on teaching and learning in higher education. This workshop will explore some of that research, discuss its implications for teaching and learning, and then model some specific practices that will enhance the learning process. In this highly interactive workshop, participants will experience over half-a-dozen activities useful for classroom assessment.

**3:45pm–4:30pm – Conference Closing & Book Drawing**

Put your nametag in the box for a drawing of display books from the conference.

14 – *But What Will I Do on Monday?*

**Laurie Richlin**, *Preparing Future Faculty & Learning Communities Program*

Claremont Graduate University

So, it's been a great conference. Met fabulously interesting people. Shared a lot of great ideas. Time to head back to campus. But, where do I begin to apply some of the new learning ideas to my classroom? How will my students react to the changes? Will my colleagues understand what I am trying to do? How will this affect my teaching evaluations? Join the Lilly-West director and participants to discuss some of your ideas and get feedback and support for Monday!