

14<sup>th</sup> Annual  
Lilly Conference on College & University Teaching - West  
March 8 & 9, 2002 \* Pomona, California

# Program

Friday \* March 8, 2002

**8:30am-  
5:30pm**

## **Registration & Resource Fair    Registration Lobby**

Pick up your conference materials and explore the information and resources available on college & university teaching. Participants are invited to display program materials to share with their colleagues. There also will be a table to place/find extra session handouts.

**9:00am-  
10:15am**

## **1 \* Welcome & Keynote**

**Auditorium**

### **Welcome**

International Alliance of Teacher Scholars  
Miami University

### **Keynote**

#### ***Cognitive Biases, Perceptual Illusions, and Other Tricks of the Mind: Implications for Teaching and Learning***

**Tony Grasha, *Psychology***  
University of Cincinnati

A variety of cognitive biases and perceptual illusions interfere with the ability of students to learn and faculty to teach. This session will explore several common biases in the context of "mindless" and "mindful" teaching and learning. Among the issues to be examined are problems associated with the focus on surface versus the deep structure of information, thinking "inside the box," making inappropriate assumptions, becoming trapped by categories, obedience to authority, anxiety-induced rigidity, seeking premature closure, and denying and rejecting the relevance of new information. A variety of cognitive and perceptual biases and illusions will be used as "trigger stimuli" to introduce each issue and to focus discussion. The session will be interactive, with participants asked to react to the concepts introduced and to explore their relevance to their own teaching.

**10:30am – 11:15am**

## **Concurrent Sessions**

### **Valley Vista**

#### **2A \* *Priming the Summer Reading Pump***

**Wayne William Smith**, *School of Information Science*

Claremont Graduate University

This session will discuss how the combination of the “information explosion” (it’s really a “data” explosion) and the pervasiveness of the World Wide Web is both a threat and an opportunity. The threat is that some students have increasing difficulty browsing, identifying, and discerning quality reading material on the Web. Instructors have the opportunity to take a proactive stance to extend the “relationship capital” formed in class by gently assisting students in their reading selections using the Web.

### **Campus Vista**

#### **2B \* *Website Construction and Usability Testing***

**Michael McAnear & E. Alyn Warren**, *School of Arts & Sciences*

National University

In this session the presenter demonstrates how to conduct systematic user-friendliness testing of websites during instructional design, development, and post-production stages. Showing examples and non-examples of Web sites, the presenter explains aesthetic, usability, and message design criteria, and participants work with checklists and handouts to evaluate a variety of Web sites displayed in the presentation.

### **Dining Room I/J/K**

#### **2C \* *Determinants of Computer Anxiety in Students***

**Douglas Havelka**, *Decision Sciences & Management Information*

Miami University

This session reports a study of determinants of computer anxiety among students. The results indicate that there are significant differences in computer anxiety levels among students with different academic majors, students that have taken a different number of computer courses, and students who have learned a different number of software applications or programming languages. Contrary to earlier studies the study found no significant difference in computer anxiety between male and female students.

### **Hillside Central 2/3**

#### **2D \* *Impact of Technology on Teaching in Two Disciplines***

**Alexander J. Seed**, *Chemistry*

**Marty Jencius**, *Counseling & Human Development*

Kent State University

*How can technology be incorporated in a substantive manner into two distinct and unrelated disciplines? What benefits can technology offer to the student? How can we use technology to promote active and cooperative learning? How might you use technology in the instructional process?* Join us to hear how technology has impacted our teaching in a way that is transforming both the way we teach and the paths students may take to obtain knowledge and solve problems.

## **Hillside West 1/2**

### **2E \* *Keys to Motivating Today's College Students***

**Terry Doyle**, *Center for Teaching, Learning, and Faculty Development*  
Ferris State University

Students have really changed! We don't have to like it but we need to understand today's college students and what motivates them to academic success. Failing to understand them can mean failing in our teaching. This session will look at the characteristics of today's college students and which motivational strategies may be most effective with them. Faculty will leave this session with strategies they can implement on Monday.

**11:30am – 12:15pm**

## **Concurrent Sessions**

### **Valley Vista**

#### **3A \* *Training Partnerships for Aspiring Administrators***

**Beverly Neu**, *Educational Administration and Policy*

University of Southern California

**Robert W. Kibby**, *School of Education*

National University

What kind of management and leadership training do we need to provide for our aspiring school administrators in the 21<sup>st</sup> century? This session will demonstrate the importance of a partnership between on-the-job and university training programs in meeting the complex issues facing aspiring school administrators. Participants will achieve a clearer understanding of the problems faced in training our educational leaders and the tools and skills administrators will need in order to be successful.

### **Campus Vista**

#### **3B \* *Introducing Effective Small Group Discussion Within the Large Lecture Format***

**Elizabeth Thompson**, *Family Studies and Social Work*

Miami University

This presentation will discuss a project incorporating the in-depth use of small group discussion within a large lecture format, including the effectiveness of small groups for discussions of sensitive topics, the barriers to student engagement in small group learning, the benefits of small group interactions for the large class format, and some strategies for group management and organization.

### **Dining Room I/J/K**

#### **3C \* *Establishing Faculty Learning Communities on Your Campus***

**Milton D. Cox**, *Teaching Effectiveness Programs*

Miami University

Miami University, which has maintained active faculty learning communities (FLCs) for over 20 years, recently has received grants from the Ohio Board of Regents and the Fund for Improvement of Post Secondary Education (FIPSE) to fund the initiation of FLCs on other campuses. In this session, the program director will consult with those interested in investigating, designing, and implementing FLCs on their campuses. He will discuss the connection of FLCs to student learning, faculty development, and institutional culture.

## Hillside Central 2/3

### 3D \* *Academic Dishonesty and What to Do About It*

**Susan Siaw & Meg Clark**, *Behavioral Sciences*

California Polytechnic State University, Pomona

No one can dispute that academic dishonesty takes place at universities. Sooner or later, all faculty are faced with students who engage in academic dishonesty. Faculty also are confronted with integrity issues that involve non-teaching situations. What are useful and helpful responses to these situations? This session will include a summary of research on academic dishonesty, a discussion of case studies, and group activity.

## Hillside West 1/2

### 3E \* *Approaching One Literary Text Through Many Arts*

**Mario A. Ortiz**, *Spanish & Portugues*

Miami University

This presentation addresses the issue of introducing college level students to the analysis of literature. I propose an approach in which students re-create the literary text into another artistic medium, and then verbalize the underlying aesthetic principles that support their artistic recreation. That is, their re-creations are interpreted as modes of literary criticism. I propose an epistemological circle from the original text to their re-creation and back to the text.

**12:15pm**

## **Lunch \* Tables by Discipline**

**Main Dining Room**

Sit at the table of your choice. Choose from among:

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

**1:30pm – 3:00pm**

## **Concurrent Workshops**

### **Valley Vista**

#### **4A \* *Spatial Prosthesis for Non-Linear Thinkers: Integrating Technology Into Lessons***

**Robert D. Rogers & Sean Joyce**, *Instructional Technology*

Azusa Unified School District

The students of the future will be experienced in the use of technology as a learning tool by the time they get to the post-secondary campus. These students will push faculty to develop new strategies for teaching. Most importantly, technological aids will empower all students to function at higher levels of academic achievement than ever before. A Spatial Prosthesis for Nonlinear Thinkers affords the nontraditional student an opportunity to function at a higher academic level. This workshop emphasizes the experiential component in the learning process and provides a foundation for the construction of a valid professional development model.

### **Campus Vista**

#### **4B \* *Establishing a Camus-Wide Comprehensive System of Support for the Scholarship of Teaching and Learning***

**Victoria Harper**, *Center for Faculty Development & Support*

**Timothy Hegstrom**, *Communication Studies*

**Nikos J. Mourtos**, *Areospace and Mechanical Engineering*

**Carolyn Nelson**, *Elementary Education*

**Coleen Saylor**, *Nursing*

**Jo Sprague**, *Communication Studies*

San Jose State University

In this session, the presenters will identify the difficulties in applying traditional models of academic evaluation to the scholarship of teaching, identify sources of resistance within academic culture to valuing the scholarship of teaching within the reward structure, provide examples from one campus of several projects that have integrated the scholarship of teaching into campus reward structures, and have participants reflect on ways these ideas might be adapted to their own institutions

### **Dining Room I/J/K**

#### **4C \* *Integrating Problem-Based Learning into University Education***

**David Kaufman**, *Learning & Instructional Development Centre*

Simon Fraser University

Problem-based learning (PBL) is a teaching technique that has been used effectively for several decades in disciplines interested in developing clinical problem-solving skills (i.e. Medicine and dentistry). This technique has also been adopted by instructors in other disciplines. This workshop will address the rationale and basic elements of PBL and different models. Participants will analyze a videotape of PBL tutorials, from the perspective of dimensions of an effective group.

## **Hillside Central 2/3**

### **4D \* *The Instructional Value of Film in Teaching***

**Jeannine Studer**, *Advanced Studies in Education*

CSU - Stanislaus

Popular movies provide an opportunity to teach concepts that are difficult to understand and apply. This workshop will focus on the use of film in teaching these paradigms, as well as the use of film as an evaluative tool. Although examples from the discipline of counseling will be demonstrated, participants in other subject areas will have the opportunity to share specific films that have been used successfully within their disciplines.

## **Hillside West 1/2**

### **4E \* *More Than Knowing: Helping Students Develop an Understanding of Your Subject***

**Nancy Prince-Cohen & Janeen Volsey**, *Education*

California Polytechnic State University, Pomona

This workshop demonstrates a constructivist approach to teaching on secondary and post secondary levels. Participants will develop an understanding of the efficacy and value of a constructivist approach for student and instructor. Investigation of practical issues, such as the assigning of grades and the role of instructor, are prominent features of this hands-on workshop.

**3:15pm – 4:00pm**

**Concurrent Sessions**

## **Valley Vista**

### **5A \* *Reviving the Use of Numerical Problem Sets***

**John A. Shaw**, *Economics*

**David K. Smith**, *Agricultural Economics*

CSU - Fresno

Numeric problem sets are “old fashioned” tools in mathematics, sciences, economics, and business for enhancing the learning process. As faculty workloads have increased it has become more difficult for instructors to prepare new problems and to score the problem sets. We will demonstrate the creation of effective problem sets, two innovative ways of providing multiple exercises to students via the Web, and methods to automate feedback to students.

## **Central Vista**

### **5B \* *Scholarship of Teaching/Academic Learning Community: Prospects and Problems***

**Susan Adams**, *Nursing*

**Mary Crosby**, *Education*

**Matt Davis**, *Psychology*

**Madalienne Peters & Grace E. Grant**, *School of Education*

**James J. Boitano**, *Center for CLIENT/Politics*

Dominican University of California

It has been challenging to move from a small liberal arts teaching/learning-based college to a small university, adding academic research to heavy teaching loads. Several faculty decided to do research on classroom teaching/learning. One initiative of institutional support has been the formation of an Academic Learning Community that provides peer support for this research. This panel discusses individual scholarship of teaching research projects and the challenges of forming a faculty learning community in a changing institutional culture.

## **Dining Room I/J/K**

### **5C \* *Getting the Most Out of Small-Group Discussions***

**Noriko T. Reider**, *German, Russian, & East Asian Languages*  
Miami University

Using peer groups, there is a willingness on the part of students to participate in the classroom experience. Through active involvement in the business of learning, students' discussions can evoke meaningful and exciting perspectives on the subject at hand. In this session, I will present several methods of how to arrange small-group discussions and how to report their results to the whole class.

## **Hillside Central 2/3**

### **5D \* *Involvement in the Campus Community: Making an Alumni Video***

**Gail Tom**, *College of Business Administration/Management*  
CSU - Sacramento

Faculty involvement with the community, a long-standing component of the tenure and promotion process, more recently has been included in university vision and mission statements. The presentation of an alumni video will be used as a catalyst for participant discussion of the benefits and costs of increasing university community activities, barriers to faculty involvement, and (un)successful strategies and programs to foster community activities at participant universities.

## **Hillside West 1/2**

### **5E \* *Lecturing is the Most Effective Mode in Survey Courses***

**Justin Erik Smith**, *Philosophy*  
Miami University

There is a tremendous amount of pressure from above not to lecture to students, but instead to institute discussions, group work, role playing, etc., as primary modes of instruction. Students, for their part, have grown used to the more interactive classroom experience and often react with impatience or hostility when expected simply to sit and listen. I argue that the prevailing sentiment among faculty, that lecturing is to be avoided, has had a deleterious effect on many students' capacity to learn in a lecture-based class. In this presentation, I suggest some steps that may be taken to reverse this effect, defending, in a somewhat polemical tone, the legitimacy and efficacy of the lecture mode.

**4:15pm – 5:45pm**

**Concurrent Workshops**

## **Valley Vista**

### **6A \* *Collegiality: Imperative, Important, or Imaginary?***

**Judith Bordin, Melissa Groves & Sandra Machida**, *Child Development*  
CSU - Chico

How important is collegiality in your department or university? In this workshop, we will define collegiality and analyze the sometimes “muddy” relationships among collegiality, student outcomes, and quality teaching. The identification of internal and external barriers to these processes also will be examined. Participants will identify strategies that promote, encourage, and improve collegiality, including improved leadership skills.

## **Campus Vista**

### **6B \* *Goals and Objectives and Outcomes! Oh, my!***

**Dale Vidmar**, *Library/Education and Communication*

Southern Oregon University

Writing clearly defined goals and objectives is more than swallowing your medicine. They are essential to excellence in teaching. Goals and objectives are integral to both learning activities and assessment models. What is the difference between a goal and an objective? How can you incorporate learning outcomes into objectives? This workshop will provide the building blocks to facilitate better instruction design for more effective teaching.

## **Dining Room I/J/K**

### **6C \* *Chalkboard to PowerPoint™: Using Available Media to Maximize Student Thinking***

**Mark Stoner**, *Communication Studies*

CSU - Sacramento

In this active workshop you will learn two concepts relevant to every lesson: “distributed cognition” and “media affordances,” explore ways traditional classroom media and new media help students think more deeply about important content, and design your next class session to leverage affordances and extend student thinking. Whether you are an “early adopter” of new media or an old fashioned Luddite, you can make the media you use everyday work harder for your students!

## **6:00pm Reception & Poster Session**

## **Hillside Terrace**

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

### **7A \* *Learning and Teaching Across a Disciplinary Divide: The Case of Politics and Film***

**Staci L. Beavers**, *Political Science*

**Dawn M. Formo**, *Literature and Writing Studies*

CSU - San Marcos

Much of the literature regarding team-teaching and interdisciplinary instruction remains largely narrative. Research in this area is now well-positioned to move from stories to a more systematic analysis. In this session, a compositionist/rhetorician and a political scientist will show how, as part of our course entitled “Politics and Film,” we used our classroom to conduct a systematic evaluation of students’ attitudes towards the integrated subjects by utilizing team-taught instruction and student learning outcomes.

### **7B \* *The Virtual Swamp: an Interactive Multimedia Tool to Demonstrate Wetland Ecosystems in the Classroom***

**Ferenc de Szalay**, *Biological Sciences*

Kent State University

This poster presents a preview of a project that is being designed for use in an undergraduate course on wetland ecology. The project will teach the basic ecology of different habitat types (e.g. tidal salt marsh, swamp forest, northern bog) with an interactive CD-ROM. It will contain photographs, video, text, and figures, that demonstrate the biologic and physical characteristics of each habitat, and it will be used to guide classroom discussion.

**7C \* *Linking Graphic Design and Service Learning***

**Arnold Holland**, *Visual Arts*

CSU – Fullerton

This poster session describes the service-learning experiences of students enrolled in a Visual Arts course. The graphic design students provided designed services for local non-profit community-based arts organizations. Students designed and produced printed and Web-based materials for pre-selected sites. The presenter also will summarize how the course was structured to expose students to real life experiences of client/designer interactions, and how experiential learning strategies, like service learning, can improve the connection between course concepts, problem-solving and design principles and methodologies.

**7D \* *Active Learning with Kent State's Teaching Scholars***

**Mary Lou Holly**, *Faculty Professional Development Center*

Kent State University

This poster tells a story of Kent State's Teaching Scholars. It illustrates their first steps as a faculty learning community, and of some of their experiences in sessions, with mentors, and student associates, and with their projects on behalf of teaching and learning at Kent State.

**7E \* *Active Learning Research Applied to Sightsinging***

**Ralph Lorenz**, *School of Music*

Kent State University

In this poster session I will demonstrate teaching and learning strategies from my ongoing project in the pedagogy of sightsinging. Sightsinging is an important component of the music theory curriculum. Students learn to sing music at sight, without reference to an external pitch device. By developing this skill, students improve their ability to look at music and imagine the correct aural representation.

**7F \* *Using Distance Technology to Enhance the Teaching Process***

**Tonya McKinney**, *Division of Continuing Education*

**Ami Barile**, *Psychology & Counseling*

University of Central Arkansas

The purpose of this presentation is to allow teachers to actively explore ways to integrate distance technology components into their courses. With the movement towards technologically enhanced methods of instruction, teachers need to be prepared to incorporate these methods into their instructional curriculum. With course management systems, such as WebCT™, Blackboard, and Prometheus, teachers can provide students with a strong technology base, while extending the classroom and offering students multiple learning modalities.

**7G \* *Perspectives on Teaching World and Global History***

**William F. Robinson**, *History*

Kent State University

Establishing a central place for world and global history within the discipline and within educational institutions no longer needs to be defended. A substantial scholarship has grown up around the subject over the last two decades that examines the history of the world through the lens of globalization. Preparing to teach world history is a major intellectual challenge. This session looks at some of the key themes and issues surrounding the teaching of world history.

**7H \* *Understanding the Complexity of Climate Change Through Active Learning***

**Scott Sheridan, *Geology***

Kent State University

Climate change is a relatively new addition to the academic curriculum, and there is little consensus on how the subject matter should be taught. Given a clean slate in terms of material and methods, this poster describes one assistant professor's attempts at course development, including several active learning methods not previously used. Results were mixed but generally favorable, with much learned for the course's next appearance this coming fall.

**7I \* *Everything You Need to Know About Money to Be Successful***

**Edie Young, *School of Management***

Claremont Graduate University

This poster is designed to help you sort through and simplify the ocean of information on personal financial planning. Take your personal inventory of your attitudes toward money. Review stocks, bonds, mutual funds, dollar-cost averaging. Look at the historical risks in the financial markets and determine how to manage risk to attain your personal goals. Review vehicles for retirement planning available to teachers, and their pluses and minuses. Calculate your income needs at retirement.

**7J \* *Student Feedback and Student-Oriented Teaching and Learning***

**Yin Zhang, *Library & Information Sciences***

Kent State University

To understand and connect to students is essential in order to create a student-oriented teaching and learning environment. This poster session will present a case study of how to use student feedback to promote student-oriented teaching and learning. It will discuss channels that can be used to collect feedback from students; nature of feedback gathered from different channels; and how student feedback relates to student learning and teaching evaluation.

**7:00pm**

**Dinner**

**Main Dining Room**

**8:00pm-  
9:00pm**

**Featured Presentation**

**Auditorium**

**8 \* *It's Hard to Be Funny After Dinner: Enhancing Teaching With Humour***

**David Kaufman, *Learning & Instructional Development Centre*  
Simon Fraser University**

Come learn the benefits and challenges of incorporating humour into teaching and learning. The workshop is based on the assumption that humour can be used to create a positive learning environment and has been shown to lead to improved learning outcomes. Participants will experience first-hand a variety of approaches, such as jokes, stories, vignettes, and cartoons. Participants will have the opportunity to reflect on how to introduce these approaches into their own classes.

**9:00pm+**

**Faculty Learning Community on  
Conversation & Music**

Saturday \* March 9, 2002

**8:30am- 2:00pm**      **Registration & Resource Fair**      **Registration Lobby**

**9:00am- 10:15am**      **9 \* Plenary Address**      **Auditorium**

***Focus 92411: Service Learning Making a Difference***

**Richard M. Eberst, *Community-University Partnerships/  
Health Sciences & Human Ecology***  
CSU - San Bernardino

This session will discuss the issues, challenges, and results of applying long-term, interdisciplinary service-learning efforts in a coordinated university effort to improve the over-all quality of life and health of a local community. Participants will learn how to articulate course goals with community-identified health enhancement goals, relate theoretical approaches to professional preparation to community enhancement efforts, analyze effective service-learning activities in reaching a variety of educational objectives related to professional preparation, synthesize how best to apply service-learning activities to local community enhancement efforts, and identify at least five specific service-learning activities they could engage with their own local region.

**10:30am – 12:00noon**      **Concurrent Workshops**

### **Valley Vista**

**10A \* *Learning Before Service: Student Preparation for Service Learning***

**Sharon E. Murphy,**

California Polytechnic State University, Pomona

Service learning is “meaningful community service that is linked to students’ academic experience through related course materials and reflective activities” (Zlotkowski, 1998). Workshop participants will receive an overview of practical methods to prepare students for the ethical considerations which arise in service-learning and will participate in an interactive activity. The workshop will be a great source of dialogue for those who are new to service learning as well as experienced practitioners.

### **Garden Vista**

**10B \* *Teacher as Architect, Student as Construction Worker***

**Amy Ellen Gregory, *Foreign Languages***

CSU - Fresno

Many foreign language educators use classroom techniques to allow for maximum participation of all classroom learners because to learn a language one must be an *active* learner. Active learning requires that the teacher design blueprints for class interaction ahead of time and that students “construct” meaning during class time. Come immerse yourself in Spanish and experience a highly-structured, fast-paced learning experience that will generate ideas for active learning in your own classroom.

## **Campus Vista**

### **10C \* *Teaching Multicultural Awareness: An Active Learning Approach***

**Peter Lopez**, *Psychology*

CSU - Chico

How are our thoughts, feelings, and behaviors influenced by culture, ethnicity, and diversity? This workshop will discuss and demonstrate active learning techniques designed to increase students' multicultural awareness. A key component of this workshop will be participation in activities designed to reveal how culture influences perceptions and behavior. Whether used singly or as part of an integrated program, these techniques can help teachers prepare students for an increasingly pluralistic society.

## **Mountain Vista 1/4**

### **10D \* *Creating Writing Assignments and Responding to Student Writing***

**SuEllen Shaw**, *English/Writing Center*

Minnesota State University - Moorhead

Throughout a term if students are writing, faculty give assignments, instructions, and responses to that writing. However, students do not always recognize and follow the instructions. They both miss and dismiss instruction. Do students' perceptions of instruction correspond with the professor's? Do professors make contradictory comments, confusing students? Do these comments come at the appropriate time in the writing process? This workshop will focus on designing assignments and writing instructions for student success.

## **12:00noon      Lunch \* Tables by Topic      Main Dining Room**

Sit at the table of your choice. Choose from among:

1. Classroom Assessment/Research
2. Collaborative/Cooperative Learning
3. Creating Learning Communities
4. Evaluating Teaching
5. Ethics in the Classroom
6. Grading
7. Teaching in the Diverse Classroom
8. Teaching in Research –Intensive Universities
9. Technology Across the Curriculum
10. Writing Across the Curriculum
11. Problem-Based Learning

**Valley Vista****11A \* Faculty Jobs: Want One? (Which One?) Get It. Keep It.**

**Alison Kafer**, *Religion*; **Bettina J. Casad**, *Psychology*; **Harry Lane David**, *Economics*; **Daniel Grimminger**, *Music*; **Shannon Hensley**, *Philosophy*; **June K. Hilton**, *Education*; **Amy Hoyt**, *Women Studies in Religion*; **Michael Koppel**, *School of Theology*; **Tasha LaDoux**, *Botany*; **Sara Patterson**, *History*; **Yer Thao**, *Education*; **Jeffrey T. Williams**, *Religion*

*Preparing Future Faculty Fellows, Claremont Graduate University*

This session profiles faculty lives at four types of institutions: associate's degree colleges, baccalaureate colleges, master's degree universities, and research universities. Based on the literature and interviews with junior faculty, we report the research and teaching opportunities and expectations, as well as the service requirements of jobs in each of the four institutional categories. The workshop will provide participants with the tools to determine which institutional type best suits their personal and professional needs.

**Garden Vista****11B \* Discussing Controversial Issues in Class: A Strategy for Creating a Constructive Learning Environment**

**Andrew Young**, *Faculty Center for Excellence in Teaching & Learning*  
CSU - Stanislaus

Students sometimes lack the skills needed to discuss controversial issues constructively. Teaching these skills can benefit students and make classroom instruction more productive. In this session participants will experience firsthand a strategy that has been used successfully in teaching philosophy courses. The strategy helps students reflect on and resolve the difficulties associated with discussing controversial issues for themselves. Participants will discuss the advantages and disadvantages of the strategy, and develop an adaptation to fit their own needs.

**Campus Vista****11C \* Preaching, Screeching, or Teaching: Providing a Portable Technique for Resolving Moral Dilemmas**

**Becky Cox White**, *Philosophy*  
CSU – Chico

Moral dilemmas have no entirely satisfactory solution. Persons facing them often intuitively identify resolutions which, in spite of apparent indubitability, are often incorrect. Even if appropriate, they require justification to achieve consensus. Our technique provides strategies for examining, evaluating, and justifying the better action. This content-free (hence, portable) approach gives students a method that serves them in personal, professional, or civic environments, enabling them to resolve moral dilemmas encountered within or beyond academic arenas.

**3:00pm – 3:45pm**

## **Concurrent Sessions**

### **Valley Vista**

#### **12A \* *Effects of Race and Gender on Student Perception of Professor Credibility***

**Shauntee Brown White**, *Communication; Black World Studies*

Miami University

Race and gender are intricately woven into the fabric of the social institutions in the United States. The university classroom is not excluded. This presentation is a preliminary exploration of a two-part study. The first part explores how race and gender affect student perception of instructor credibility. The second part of the study examines strategies that university instructors have used to manage the barriers of race and gender in the classroom, using the narratives of women and people of color.

### **Garden Vista**

#### **12B \* *Pedagogical Issues and Models in On-line Teaching Environments***

**Rassoul Yazdipour**, *Business*

**Hye Ok Park**, *Digital Campus*

CSU - Fresno

For many reasons, budgetary and convenience included, on-line teaching is here to stay and grow. A survey of new literature on teaching and learning supports the point. In this session we will address the questions: How is on-line teaching different from classroom teaching? Will the same pedagogical principles work in an on-line environment? If not, do we have pedagogical models that are more compatible with on-line teaching?

### **Campus Vista**

#### **12C \* *Promoting Active Learning Through Teamwork and Simulation***

**Yvette Harman**, *Finance*

Miami University

Research has shown that active learning in the classroom can make a valuable contribution to the development of independent learning skills and the ability to apply knowledge. This session will examine team-based learning and simulation to determine their effectiveness in stimulating active learning in undergraduate classes. Student feedback and behavior suggest that using these techniques challenge the students and encourage them to be active, not passive, learners.

### **Mountain Vista – 1/4**

#### **12D \* *Students' Perceptions of Information Richness of Delivery Systems***

**Yin Zhang**, *Library & Information Sciences*

Kent State University

Innovations in technology are dramatically changing the way that education is conducted. With the availability of various options for teaching and learning, questions arise regarding which technologies are particularly useful and efficient for different training and learning tasks. This paper examines the degree to which specific types of training technology (e.g., video tape, computer based training) can exchange information, which facilitates learning (i.e., information richness), between the student and instructor. It also compares the perceptions of on-campus students and distance learning students regarding the information richness evaluations of delivery systems.

## **Mountain Vista – 2/3**

### **12E \* *A Relational Style of Leadership Styles and Behaviors***

**Monica Carbajal**, *Psychology*

National University

This session is about measurement and assessment of leadership skills. This session will provide participants with a blend of knowledge, as well as specific content, theories, technologies, strategies, techniques, social awareness and social skills necessary for exercising leadership as an art and science based upon interpersonal relationship. It will afford participants opportunities to explore, experiment with and experience practical applications of: cooperative/collaborative teamwork, communication arts of mediation and dispute resolution, various leadership perspectives/philosophies, different leadership styles/behaviors, diversity and multiculturalism, dynamics of organizational change/transformation, self-reflection and self-awareness, and interpersonal/relational skills.

**4:00pm-  
5:00pm**

### **13 \* Closing Plenary**

**Auditorium**

#### ***Forward From the Future***

**Richard D. Berrett**, *Child & Family Sciences*

CSU - Fresno

A friend of mine once suggested we spend too much of our lives driving through the rear-view mirror rather than placing our focus on where we want to be. Upon reflection I realize this may occur at the conclusion of a conference, looking at what we liked about the conference rather than placing our energy on how we intend to use it. This wrap-up will focus upon how you will apply the content of this conference in your life as you return home. The focus will be on the outcomes you would like to create. Using imagery, reflection, and discussion, we will look at senses, thoughts, feelings, intentions, and behaviors related to your Lilly-West experience which need to be grounded to obtain your desired outcomes.