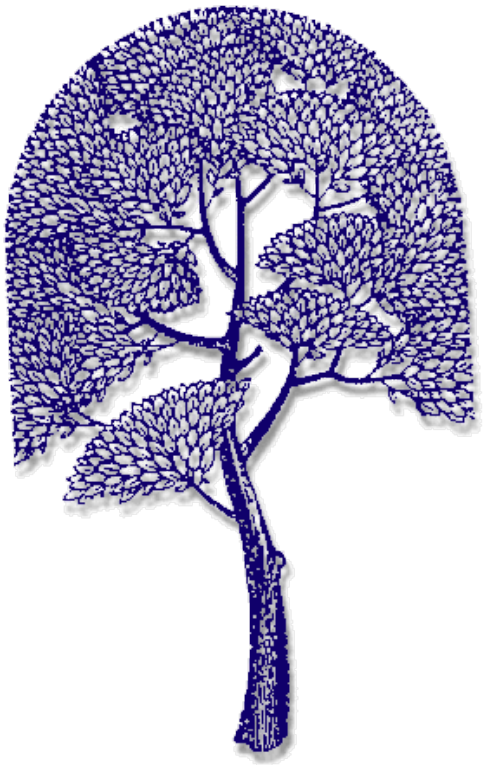

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Edited by Susan E. Copeland
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Evaluation and Mentoring of On-line Faculty

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Program Description

This session will give an overview of one of the larger on-line delivery universities system of mentorship and evaluation of on-line and distance faculty. A wealth of information such as on-line faculty handbooks, evaluation forms, and organizational/mentorship models will be shared with the participants. Participants will see how these Universities tools and practices are current to what is being discussed in the literature on evaluation and mentorship.

There are many things to consider when investigating a professors role in on-line learning. A discussion on the various communication styles and mode for on-line learning as well as the effective grading feedback will be part of this session. These on-line professors also need to determine how to best mentor and educator our preservice and professional candidates as well as evaluate the candidatesmethodology and pedagogical knowledge and skills. It is critical for the success of these candidates that these programs are effectively monitoring and mentoring their on-line faculty for these virtual classroom environments.

Session Objectives

Participants will gain an understanding of the importance of successful mentorship and evaluation in the field of on-line learning and teaching.

Participants will receive a variety of evaluation forms and mentorship/organization charts.
Participants will be able to articulate the difference between an instructional mentor and a subject matter expert.

Participants will see an example of how these tools are utilized with a specific mentor, professor, and course.

Learner Outcomes

Participants will gain an understanding of the importance of successful mentorship and evaluation in the field of on-line learning and teaching.

Participants will review a variety of evaluation forms and mentorship/organization charts.

Participants will be able to articulate the difference between an instructional mentor and a subject matter expert.

Participants will examine an example of these tools utilizing a specific mentor, professor, and course.

Audience Participation
The audience will receive a variety of information that will be available for their use, such as on-line faculty handbook, evaluation, and organization charts.
participate in discussion about the issues.
review an example of how this system works.
be able to ask questions throughout the presentation and time at the end.

Literature Review

There is a unique and ever changing environment where teaching and learning is now separated by space and time in the form of on-line and distance learning (Gallen and Oomen-Early, 2008). Many higher education institutions that offer courses on-line also have the unique challenge of having faculty teach courses from a distance instead of being housed in a residential format. The role of the professor has taken on a new role. In these environments a professor no longer lectures or provides group activities as they lead the class. This review of the literature and research seeks to investigate how to mentor and evaluate for effective instruction in these on-line classrooms.

It seems from review of institutions, that on-line and internet delivery models of learning are here to stay. Many institutions have now embraced on-line learning:
1. Eighty-one percent of all institutions of higher education offer at least one fully internet-based or blended course.
2. Complete internet-based degree programs are offered by 34% of the institutions.
3. Among public institutions, the numbers are even more compelling; with 97% now offering at least one internet-based course and 49% now able to offer a complete internet-based degree program.
4. Perhaps most telling, when asked about the role of internet-based education for the future of their institution, 67% of the institutions administration answered that it is a critical long-term strategy for their institution (Kushniroff, 2008).

In addition, within a context of rapid technological changes and shifting market conditions, the American education system is challenged with providing increased educational opportunities without increased budgets. Many educational institutions are answering this challenge by developing internet-based programs. At the most basic level, internet-based education takes place when the instructor and the student(s) are separated by physical distance, and technology, often in concert with face-to-face communication that is used to bridge the instructional gap. These types of programs can provide adults with a second chance at a college education, reach those disadvantaged by limited time, distance or physical disability, and update the knowledge base of workers at their places of employment (University of Idaho, 2006).

There are many things to consider when investigating a professors role in on-line learning. For example, their communication styles and mode, their ability to have academic freedom to cover their content, types of grading feedback, their knowledge of the field of education, their knowledge of instructional technology and the ability to guide students through the course content are just a few examples of the unique issues to on-line learning. To make this matter even more complicated, in the field of education, these professors also need to determine how to best mentor and educator our pre-service teachers as well as evaluate their methodology

and pedagogical knowledge and skills. It is critical for the success of these candidates that these programs are effectively monitoring and mentoring their on-line faculty for these virtual classroom environments. Wagner, Hollman & Gorton (2005, p. 102) believe internet-based instruction is actually a paradigm shift from the student as a participant to the student as a worker and the effect is determined by the student.

Higher education has given priority to the integration of technology into the curriculum. As this has occurred, institutions are faced with the many issues that surround making the lessons succeed technologically . . . It is, therefore, easy for the instructional design of such curricula to be put on the side while we get technology issues under control. Faculty need to focus on learning theory in the design of instructional technology so that they can create lessons that are not only technology-effective, but that are meaningful from the learners standpoint. Although some faculty may disagree, using the principles of adult learning theory may help move faculty members closer to meeting the needs of the virtual student (Kushniroff, 2008).

As noted by the National Center for Education Statistics (2002), internet-based learners span an age range from late adolescence to late adulthood. Approaching these learners from the standpoint of how adults learn, also known as andragogy (Knowles,1992) can help bridge the gap between faculty-centered and learner-centered models of course delivery. Electronic pedagogy, according to Palloff and Pratt (1999), is promoting the use of best practices in the internet-based classroom. Heutagogy is focused more on the learner and a learner-centered educational process (Hase & Kenyon, 2000). It is self-directed learning. The concept of self-directed learning can be applied to both internet based classes and traditional classroom-based learning as students must be responsible for their own learning (Hase & Kenyon). So, then the question still remains, how do evaluate and mentor faculty for a student-center, student directed learning environment?

Faculty Perceptions: Internet-based Setting versus Traditional Classroom-based Setting

Research by Leasure et al. (2000) indicated that key factors affect faculty perceptions of both experiences. Responding to student demand for internet-based learning environments requires faculty to venture into a nontraditional classroom-based learning. In spite of a willingness to try this style of teaching, multiple issues surface, which are not present in a traditional classroom-based setting. These issues are broadly included under the umbrella of a pedagogical paradigm shift.

Teachers at the college level need to be adequately prepared for internet based instruction and knowledgeable about their student population. Faculty prepares internet-based curriculum prior to the launch of the class and this ensures a common thread runs through each of the lectures. These tasks place an extra burden on internet-based faculty, requiring advanced preparation, and planning than is necessary for the traditional classroom-based learning faculty. Faculty must adjust to the different nature and requirements of internet-based classes. Leonard Presby, a professor at William Paterson University, explained, Faculty members are often surprised at how much extra time is involved when they first teach an internet-based course(Sakurai, 2004, p. 106). It is a common expectation that internet-based faculty will be available to respond to

studentsquestions five to seven days a week. Some institutions offering internet-based classes expect faculty to be prompt in responding to studentsquestions, often within 24 hours. Presby estimated that the time an internet-based instructor must spend in contact with students is about double that of the traditional classroom-based learning (Sakurai, p. 107).

Internet-based learning environments require the instructor to facilitate extensive written communications. While the hours are long involve posting and responding to threaded questions, evaluating student work and answering concerns and questions, the upside is the learning appears more profound as the discussions seemed both broader and wider(Smith, Ferguson, & Caris, 2002, p. 67). Further, internet-based communications forces the voicing of all the students whereas in traditional classroom based learning, learners may not contribute to discussions. In an internet-based classroom, students cannot verbally participate, as there is a requirement to post meaningful contributions for all to see in each class and share scholarly materials.

Shifting to the role of facilitator requires faculty to reconsider the presentation of the materials. In a face-to-face class, students wait for the instructor to start class, hand out syllabi, and follow the instructors lead. Smith et al. noted, In internet-based instruction, the student initiates the action by going to the website, posting a message or doing something (p. 101). Additionally, due to anonymity, students may feel certain equality with faculty while posting messages. Faculty, however, enjoy the dynamics when proper communication takes place. Internet-based faculty must think about how material is presented because eye-to-eye contact is absent. Teaching moves instructors from the traditional classroom-based role of in front of the room, on stage (Ryan, Carlton, & Ali, 2004, p. 123) to a facilitation role, where an instructor cannot check body language to scan learner concern or understanding. Smith et al. found that to break pieces of the information into small parts and sequence each part in such a way as to make sense to someone who is reading the information internet-based, helped instructors to feel the internet-based experience provided worthwhile challenges(p. 139). Once the initial challenges of a paradigm shift are overcome, faculty report that teaching internet-based is an intellectually challenging forum which elicits deeper thinking on the part of the students, and has some definite advantages that may make . . . the work worth the effort(Smith et al., p. 140).

Creative Learning: A Right Brain-Based Learning

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The Right Brain is structurally known to have several functional skills which include: image and pattern perception, imagination, music, creativity, artistic skills etc. Most adult humans are known to be Left Brain dominant, so they tend to always use skills that are Left Brain - based in solving problems, in learning and in understanding new information. These skills include spoken language, logic, analytical skills, mathematic and scientific skills, etc.

The two brains are separated by a structure called corpus callosum which is made up of nerve tissues. This corpus callosum enables information to be shuffled between the two brains. It is scientifically believed that an individual's intelligence is based on the efficiency of this corpus callosum. As the corpus callosum transmits the functional skills between the two brains, a human's brain can easily apply these skills as the need arises in learning and understanding concepts in all the daily life activities.

In learning new information, most adult individuals tend to use the three main skills: listening, writing, and reading. In doing this, the person is employing only the left brain skills while the Right Brain skills are neglected.

This presentation focuses on using both brains in learning and also in teaching such that students are induced to tap into the Right Brain skills as well as using the Left Brain in learning. This means that in addition to listening, writing, reading, listening to audiovisuals which are usually used in learning and teaching, students are asked to produce a 3-dimensional image through one's own individualistic creativity.

In this presentation participants are given materials to work in groups to illustrate a topic that is discussed during the session through constructing a three dimensional image that illustrates the concept in the discussion and finally make a "Show and Tell Presentation" to themselves before the end of the session.

Developing department outcomes and assessment strategies: Getting everyone involved

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The development and assessment of learning outcomes is a vital aspect of higher education and an important tool for educational improvement (Astin, et al., 1993). Learning outcomes provide institutions of higher education, the academic departments that provide that education and the general public the opportunity to determine if their students are developing the skills and abilities deemed important for a college graduate in a particular field of study (U.S. Department of Education, 2006). However, many institutions and departments approach outcomes assessment as an onerous task that is avoided as long as possible and only completed when forced to do so, such as an impending accreditation (Maki, 2002). Unfortunately, this leads to a departmental culture where outcomes assessment is not highly valued (or, even dreaded) and hence not used effectively to improve the education of students (Maki, 2002). This proposed presentation will discuss ways in which departments can develop and assess learning outcomes in such a way that everyone in the department (professors, staff, and students) are involved, thus creating a culture where learning outcomes are valued and utilized. In addition, a specific example from a psychology department at a four-year university will be provided.

A wealth of literature has been published discussing the importance of outcomes development and assessment (e.g., Banta, Jones, & Black, 2009; Malik & Lees, 2009). However, without a departmental culture that values and supports outcomes development and assessment the work is rarely done well and rarely impactful. Creating this type of culture is vital. For this presentation, suggestions for creating this type of culture will be reviewed, such as Hatfields (2009) 14 questions aimed at evaluating departmental assessment plans and Wergins (1999, 2002) suggestions for creating an engaged department and assessing the department's achievements.

A crucial part of creating such a departmental culture is ensuring that everyone is involved in the development and assessment of outcomes, as well as instituting any changes that might be needed as implicated by the outcomes assessment. This presentation will discuss various ways that this can be done, including methods to embed assessment in ongoing instruction (Shulman, 2007), provide students with the chance to self-assess (Zaremba & Dunn, 2004), helping students (and professors) understand the desired outcomes for the departments curriculum (Appleby, 2002), and the use of rubrics to assess learning outcomes (Gottfried, 2009). Additionally, a non-inclusive discussion of possible assessment techniques, including course data (e.g., exams, embedded assignments, discussion groups), individual student projects (e.g., oral presentations, performances), group collaboration projects (e.g., research groups),

interviews and surveys (e.g., exit interviews, alumni surveys, focus groups), and archival data (e.g., analysis of transcripts, library usage, syllabus audits) will be included (American Psychological Association, 2002).

Finally, an example of this process from a psychology department at a four-year university will be provided. The development of this departments outcomes, its recently developed methods of assessment, and its strategies for creating a department culture that values outcomes assessment will be offered as a concrete example of how this process might unfold.

In a time when higher education is forced to be flexible to meet changing student populations, economic conditions and administrative expectations at the same time greater emphasis is placed on outcomes development and assessment, discussions like the one proposed for this presentation are necessary. Active discussion from the session participants will be promoted so that participants can share their own views and strategies on outcome assessment with one another. This presentation will provide access to literature, as well foster discussion, and provide an example to assist educators in their own processes of developing and assessing student learning outcomes.

Designing Instruction for the Distance Learner:
A Demonstration of Tools and Resources that support Learning.

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Goals

Discuss areas of emerging interest for teachers, students and administrators in delivery of learning at a distance.

Evaluate distance education resources and discover emerging distance education delivery tools

Understand and describe examples of various distance learning delivery systems and explore their implications for teaching and learning

Audience

Post Secondary instructors and professionals interested in distance education

Activities

Demonstration of Resources, e.g. DIMDIM

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Enhancing Learning through Engaging Students

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Objectives:
1. The participants will discuss the various definitions of student engagement in the context of the higher education classroom.
2. The participants will list the skills needed for the 21st century professional worker.
3. The participants will compare the advantages of student engagement and the skills of the 21st century professional worker.
4. The participants will role play various student engagement strategies.
5. The participants will engage in various activities associated with the interactive session.

Audience:
All Instructors/Professors, All Administrators

Activities:
Small-group discussion, Large-group discussion, role play, activity, presentation

Description:
This highly interactive teaching session will afford the participant a discussion on the importance of student engagement strategies to enhance motivation, student learning, and the skills needed for the workplace. Furthermore, the participant will leave the session with a wide variety of tips, strategies, and techniques for student engagement. Participants will engage in the presentation, discussion, role play, and session activities.

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Integrating Cool Technology Tools to Support Literacy in teacher education.

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Participant outcomes/presentation objectives:

- Participants will be able to use reading comprehension strategies and cool technology tools to support literacy in teacher education
- Participants will be able to implement the use of technology such as Wiki, Notefish, Voki, Wordle, Trailfire, Voice Thread, and other cool technology tools effectively to teach literacy in teacher education.
- Participants will be able to design a literacy unit using cool technology tools and reading strategies.

Audience: All teacher educators especially those interested in literacy, reading across the curriculum, and technology.

Content/Activities:

- Models of how reading skills are needed for Wiki, Notefish, Voki, Wordle, Trailfire, and Voice Thread, how to create a Trailfire and a Voice Thread, and when to use each.
- The importance of Technology, Pedagogy, and content knowledge (TPACK) will be presented, explained, and related to each cool technology tool.
- Internet Reciprocal Teaching (IRT) reading strategy will be discussed.
- Models of Internet searches, online inquiry projects, and other Internet resources will be shown and discussed in relation to technology, literacy, reading comprehension strategies and teaching content area literacy.

Description:

- Participants will be shown models of Wiki, Voki, Wordle, Notefish, Trailfire, and Voice Thread and other cool technology tools via a projector and laptop.
- Participants will be given handouts with instructions for designing their own Trailfire and Voice Thread, and a handout with other helpful web resources.
- Participants will engage with the learning through models, discussion, and hands-on activities.

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Informational and Pedagogical:

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http://newlitinstitute.wikispaces.com/ACRE

TPACK model.http://newlitinstitute.wikispaces.com/gottpack

IRT strategy. http://newlitinstitute.wikispaces.com/Online+Reading+Comprehension

Technological:

www.Ning.com
www.Notefish.com
Trailfire.com
Voicethread.com
Voki.com
Wordle.net
Wikispaces.com
**North Carolina State University: "More Cool Tools" www.newlitinstitute.wikispaces.com
New Literacies Institute, www.newlit.org

The Business of Education: What's Missing in Today's Business Schools?

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Warren Bennis and James O'Toole in a Harvard Business Review article (May, 2005)stress that business schools place too much emphasis on 'scientific' research and not enough on the practical and professional aspects of business. In this presentation, I will discuss three major areas that are woefully absent in today's business curriculum: Dealing with diversity and differences, ethics and emotional intelligence. As a full time professor for the past 26 years, as well as a consultant to business & industry, I have witnessed the critical importance of these three areas in preparing students for successful management and leadership positions. It's time to truly educate students for what will actually confront them in the business world. A significant paradigm shift is necessary to include,the hands-on, experiential practice of what business is really about.....people, people, & people.

This presentation is designed to stimulate participant discussion around the business of education in preparing business students at the undergraduate and graduate levels. The author will present three major areas: diversity, ethics, and emotional intelligence as areas that need to be examined and implemented in business
education in order to adequately prepare students for their future professions. Each area will be described in terms of how the author has included them in both teaching and consulting, and participants will have the opportunity to experience a variety of activities associated with them. A concluding mutual discussion on how the application of these ideas can be integrated into a business curriculum will be initiated.

These three areas are so basic and critical that any major or discipline or university-wide curriculum, outside of business, can consider how they could be implemented in a student's education.

Finally, the author will refer to the work of Warren Bennis, James O'Toole and Daniel Gorman as others who have offered similar sentiments concerning the business of education.

Oh No! I've got the Gen Ed Disease! Lessons learned from interdisciplinary teaching

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Our pilot general education course "Individual and the Natural World" incorporated scientific, mathematical and humanistic discourses to demonstrate the interdependence of individuals with their environment. Laboratory based inquiry, case studies computer simulations and group projects were used to investigate a number of current topics including climate change, spread of infectious diseases and misuse of water and forest ecosystems. Attendees to this session will participate in a lab simulation of the spread of an infectious disease. After the activity the presenters will discuss how the activity was used in the course and discuss other modules from the course.

Objective:
The objective of this presentation is two-fold:
1. To share with the audience a hands-on interdisciplinary activity used in a general education course and
2. To discuss the lessons learned from teaching such a course.

Target audience:
This session would be appropriate for anyone interested in teaching an interdisciplinary course, although the activity could also be used in a first year biology course.

Activity:
During this session, we will conduct one of the activities used during the course: Spread of the Gen Ed Disease! The activity, adapted from Doherty et al. (Doherty & Waldron), focused on the biological concepts of how easily and quickly diseases are spread, included mathematical formulation of the rate of spread (by graphing by hand and using Excel), and also incorporated literature readings of Iconography of Black Death in Europe (1300s) and selections from Daniel Defoes A Journal of the Plague Year (1722). Students had a series of follow-up questions and

research about other current epidemics such as Asian bird flu, Ebola, etc. Handouts will be included. After the activity the presenters will discuss other modules and activities in the course, and discuss the challenges of teaching such a course.

Description:
In the mid-2000s, Mount Saint Mary College began an investigation of a new core curriculum. The faculty believed that courses which cross disciplines could help students make connections between courses that they might not make on their own, and to create an intellectual interaction across disciplines(Frost & Jean, 2003). In 2006-2008 a series of general education courses were developed and piloted, with each course bridging different disciplines. The third course in the sequence was designed to give students science lab credit, while relating the disciplines of mathematics and literature to science. The title of the course, The Individual and the Natural World, asked students questions such as: Should you worry when you eat engineered corn? Will there be enough snow for winter sports ten years from now? Is the drought in Niger connected to global warming? This course followed similar models which connected disciplines and society around them (Eisen, Hall, Lee, & Zupko, 2009).

In this interdisciplinary writing intensive course students learned to think critically about current science topics in the context of historical, ecological, medical, commercial, and ethical issues and their impact on society. Students explored the principles of the scientific method and developed the skills of observation, technical reading/writing, critical evaluation of resources, and the skepticism necessary to participate in the scientific process. Students were required to collect and analyze data using statistical software and use collaborative and interdisciplinary approaches to discovery. Hands-on laboratory experiences reinforce concepts and skills, and students had the opportunity to engage in real world activities. The course was comprised of three modules: Who am I and what am I made up of? What is this world made up of? And what is this world coming to? The activity presented was from the third module which included discussion of epidemics and pandemics affecting society past and present.

Student Outcomes from the course:
I. Skills: Possess communication, problem-solving, and technological skills in a variety of contexts as demonstrated in the ability to:
1. write a clear, well-organized paper that incorporates relevant details, Sources, and examples, while following standards for style, usage, and documentation appropriate to the discipline,
2. deliver an oral presentation that demonstrates internalized knowledge and understanding of a topic, engages an audience, and makes effective use of appropriate visual aids;
3. correctly assess graphical and statistical data and use quantitative analysis in the investigation and resolution of contemporary issues;
4. identify, access, and evaluate relevant sources of information and use technological tools and other resources for organizing, conducting, and presenting research.

II. Knowledge: Acquire and integrate knowledge basic to the understanding of:
1. the interdependence of living organisms and their physical environment as well as the role of science in influencing decisions affecting public policy;
2. the use of the scientific method and an understanding of the major theories and applications of the behavioral, economic, natural, psychological, and sociological sciences;

III. Values: Demonstrate life-long commitment to values through a variety of assignments and activities by:
1. acquiring the knowledge and skills necessary for supporting ethical judgments based on the application of sound reasoning to everyday life; and
2. engaging in civic activities, both during and after their academic careers, related to the improvement of their lives and the lives of others in an ever-changing cultural, intellectual, economic, and technological society

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Addressing Diverse Learning Styles within On-Line Coursework

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The poster will contain descriptions of several learning styles, a simple learning styles survey, and specific examples of instructional and assessment activities and strategies used in an on-line, asynchronous course for each learning style described. Participants will engage in discussions with the presenters concerning the implementation of various instructional and assessment strategies to address various learning styles in asynchronous, distance education courses. Participants will be invited to complete a simple learning styles survey to determine their own preferred learning styles. Participants will also be invited to share their own instructional and assessment strategies used to address varied learning styles.

Objectives:
At the conclusion of this poster session, participants will be able to:
1. describe various learning styles;
2. use a simple learning styles survey to determine the preferred learning style of their students;
3. explain instructional strategies for addressing various learning styles in asynchronous on-line courses; and
4. discuss assessment strategies for addressing various learning styles in asynchronous on-line courses.

Audience:
This session will be grounded in the context of an on-line, asynchronous undergraduate mathematics education methods course. University or community college faculty members who teach on-line courses and other distance education instructional designers should find this session useful.

Activities:
The poster will contain descriptions of several learning styles, a simple learning styles survey, specific examples of instructional activities and strategies used in an on-line, asynchronous course for each learning style described, and specific examples of assessment strategies used in an on-line, asynchronous course to address each learning style described. Participants will engage in discussions with the presenters concerning the implementation of various instructional and assessment strategies to address various learning styles in asynchronous, distance education courses. Participants will be invited to complete a simple learning styles survey to determine

their own preferred learning styles. Participants will also be invited to share their own instructional and assessment strategies used to address varied learning styles.

Description:
All learners have a preferred learning style. The term learning style has been defined as a cluster of psychological traits that determine how an individual perceives, interacts with, and responds emotionally to learning environments (Smaldino, et al., 2005). Gregorc (1979) stated learning style consists of distinctive behaviors which serve as indicators of how a person learns from and adapts to his environment. It also gives clues as to how a person's mind operates (p. 234). For students, maximum learning occurs when ones preferred learning style matches the teaching style used by an instructor. In the context of a structured learning environment, such as an asynchronous on-line course, learners may prefer to receive information visually rather than through auditory means, while other learners may prefer to receive information through tactile methods or kinesthetically (Smaldino et al., 2005).

According to the Felder and Silverman Learning Style Model (Felder, 1996), there are five ways to classify students and how they prefer to receive information. First, sensing learners prefer information that is concrete, practical, oriented toward facts and procedures, while intuitive learners prefer information that is conceptual, innovative, and oriented toward theories and meanings. Second, visual learners prefer visual representations of presented materials, like pictures, diagrams, or flow charts, while verbal learners prefer written and spoken explanations of information. Third, inductive learners prefer presentations that proceed from the specific to the general, while deductive learners prefer presentations that begin with general information and progress to specific information. Fourth, active learners prefer to learn by trying things out and working with others, while reflective learners prefer to learn by thinking things through and working alone. Fifth, sequential learners prefer to receive information that is linear, orderly, and presented in small incremental steps; whereas, global learners prefer holistic information in large chunks (Felder & Solomon, N.D.). In order to accommodate all types of learners, it is best to provide course information in a variety of ways. By doing so, the chances that all students learning style needs are being met is maximized and the chances of students being alienated because their learning styles differ from the instructors preferred teaching style is minimized (Ross & Schulz, 1999).

The contents of the poster will address the four objectives of the session. First, the poster will contain descriptions of the learning styles defined in the Felder and Silverman Learning Styles Model. Next, the poster will address the second session objective through the inclusion of sample learning styles surveys which can be used to determine ones preferred learning style. The third session objective will be addressed within the contents of the poster through the use of specific examples of instructional activities and strategies used in an on-line asynchronous course that address each of the different learning styles. Finally, the fourth session objective will be addressed through the use of specific examples of assessment strategies used in an on-line asynchronous course that address each of the different learning styles.

Within the context of distance education, several specific instructional strategies can be used to effectively address diverse learning styles. Similarly, specific assessment strategies should be used in conjunction with these instructional strategies to maximize students' chances of

performing well on assessments. To address the needs of Sensing Learners, the instructor promotes the use of concrete materials that the students would use in their own classrooms; thus, students see the practicality of these materials each day. Students are provided lists of topics that can be taught with each different kind of instructional material. Students are also provided with clearly defined strategies for teaching specific topics within the curriculum that the students will be required to teach in their careers; e.g. the use of an are model to teach multi-digit multiplication. The needs of Intuitive Learners are addressed through the use of instructional presentations that first teach the concept underlying the topic and then use innovative activities to reinforce the concept which are based on current research findings; e.g. the meaning of what multiplication means is first presented, followed by research-based innovative activities that should be used to learn how to multiply. Visual Learners' needs are addressed through the use of video clips, pictures, diagrams. The instructor provides teaching demonstrations through the use of video clips, and uses pictures and diagrams of concepts and procedures throughout Power Point presentations. Verbal Learners' needs are addressed through the use of audio-enhanced Power Point presentations and written explanations of concepts and procedures being discussed. The needs of Inductive Learners are addressed through activities that begin with a very specific instance of a concept with a follow-up discussion of the concept in general. Thus, these learners first experience a very specific example and then see how this very specific example fits into the larger general context of the concept. The needs of Deductive Learners are met through the use of Big Ideas that are given at the start of each lesson which highlight the key ideas around which the lesson is built. Active Learners' needs are addressed through the use hands-on, manipulative activities and synchronistic discussions that accompany each lesson. Reflective Learners' needs are met through required reflections on both course content and its application to students' future careers and through the choice of working alone or within a group for various course activities. The needs of Sequential Learners are met through the use of a course calendar which details course activities and through the use of daily Power Point presentations addressing specific course topics in a sequential way, progressing from one topic to the next such that one concept build from the previous concept. The needs of Global Learners are met through field experience observations which focus on broad aspects of teaching and through the use of a syllabus which includes explanation of all course assignments so that these learners get a global view of the course at the very start.

In conclusion, Simpson & Du, (2004) investigated the relationship between student learning style and level of participation in an on-line course. Participants in this study were enrolled in an on-line course for the first time. Findings revealed that learning style was significant in explaining the level of student participation in the on-line course. Thus, it is recommended that on-line course instructors identify the preferred learning styles of their students and then plan instruction and assessment accordingly (Ross & Schulz, 1999).

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A Design Model of Online Instruction and the Factors Contributing to Successful Collaborative Learning

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This presentation merges two studies to show how educational research and instructional design inform on another. The purpose of the research study was to discover what factors college-level learners and instructors believe contribute to positive and negative collaborative experiences, while the development study focused on a conducting a careful analysis of the process for creating collaborative online instruction to develop a design strategy for the process. A presentation of the design model will be centered on the engagement of online learners through collaborative group learning and the findings from the qualitative research will address strategies and implications for implementation.

The importance of collaboration and social interaction in online education has been well documented (Berge, 1998; Brown, Collins& Duguid, 1989, Fulford &Zhang, 1993; Gunawardena & McIssac, 2003; Kanuka & Anderson, 1998; Kearsley & Schneiderman, 1999; Sardamalia & Bereiter, 1994). The purpose of this integrated study was to test a design for modeling online collaborative learning experience and discover how factors reported as contributing to successful collaborative group learning experiences might influence implementation.

Group learning is commonly used in higher education by a variety of academic disciplines as a means to promote cognitive and socio-cognitive skills (Johnson, Johnson, & Smith, 2007). The rationale for using groups in higher education is founded on both theoretical and practical perspectives. Theoretically, group learning supports constructivist approaches to learning (Dillenbourg, Baker, Blaye, & OMalley, 1996) including positioning the learner as active, constructive, intentional, cooperative and engaged in authentic tasks (Jonassen, Howland, Moore and Marra, 2003). Practically, group learning develops the team skills needed for the workplace (Hansen, 2006). Being able to work effectively in a group translates directly to the professional world where employers rank it among the top attributes they are looking for during interviews with college graduates (Harris Interactive as referenced in Chapman, Meuter, Toy, & Wright, 2006). Therefore, a careful analysis of the process for creating collaborative online instruction was conducted and overlaid with feedback from both the learner and instructor perspectives of factors that contribute to successful collaborative experiences.

In the development process of taking a course online emphasis was given to theoretical principles that support and sustain group interaction, collaboration, and the formation of communities of learners. Online instruction requires more than merely posting content such as a series of readings or a collection of lectures to the course structure (Oblinger & Hawkins, 2006; Sieber, 2005). Therefore, existing design models for creating collaborative online instruction were reviewed to analyze their processes. Key components of these models were described and matched with theoretical constructs and a reference table was created for presenting the sequence of events. In addition, a procedure for creating collaborative online instruction was established, in the form of a prescriptive flow chart, based on select theoretical constructs and models that matched the desired collaborative components.

Suggested guidelines for practitioners to create collaborative online instruction were developed that emphasize social interaction to allow learners opportunities to explore, discover, and negotiate meaning in an authentic context (Lave & Wenger, 1991; Scardamalia & Bereiter, 2006). Establishing the protocol for selecting theoretical constructs built upon Stahls (2006) and Koschmanns (2002) definition of computer-supported collaborative learning. However, the actual criteria required synthesizing existing principles for creating online collaborative instruction that focused on computer mediation, situated learning, and anchored instruction. The resulting criteria-based tool provides guidelines for designing collaborative online instruction. The overall emphasis of the model is on social interactions that allow learners opportunities to explore, discover, and negotiate meaning in an authentic context. Online instruction requires the coupling of multiple areas of expertise to be successful. Although the pedagogical principles are the same, the global implications of flat worldtechnology require an important weaving of collaborative interaction, graphic design, and pedagogy. Therefore, an important step toward quality pedagogical practices was to integrate research data from both learner and instructor perspectives as guidance for developing effective online collaborative activities using the design model.

The research data comes from two online, multi-part surveys: one for college-level learner participants and one for instructor participants. The analysis of the qualitative data used open coded to identify and categorize any existing phenomena. Selective coding in iterative re-readings of survey responses identified the central categories and sorting was done to synthesize and structure categories in preparation of reporting the findings. Memoing was used to record any theoretical themes that emerged during iterative reading and coding cycles. The reporting of findings used qualitative narrative to describe generally the phenomena that existed for the distinct learner and instructor sample groups.

What factors did learner participants believe affected collaborative group learning? The level of commitment and contribution to the success of the group on the part of individual learners was mentioned by learner participants as affecting the collaborative experience. Contribution to the group is reported to go beyond task completion and included meeting the level of expectations for work quality within the group and completing work in a timely manner. Group interactions based on open and honest communication were mentioned as being instrumental to creating rapport among group members because it supported maintaining a shared understanding and goal. A factor reported to undermine relationships and communication was the presence of a dominant or controlling personality because it hampered positive interactions and created an

atmosphere of mistrust and lack of mutual respect. Findings suggested that authentic activities are a catalyst for individual interest that drives a willingness to participate and obliges learners to take personal responsibility for the success of the activity. However, when individual responsibility and accountability are lacking, work inequities arise and a commonly mentioned negative factor is work and reward inequities.

What factors did instructor participants believe affected collaborative group learning? Instructor participants mentioned that, along with participation and contribution by individual learners, clear communications and the sharing of ideas were instrumental in creating positive interaction among group members. When these factors were not present learners' ability to agree on direction or settle group issues were impeded and the results were reported to be stalled group processes, lack of a common goal, differing expectations among group members, and no constructive dialogue. Findings pointed to the importance of developing rapport among members to mitigate the effects of negative factors on the collaborative experience. Instructional characteristics noted as positive factors by instructor participants regarding the instructor role were the functions of guidance, modeling, and monitoring. The course attribute mentioned most frequently by instructor participants was an authentic course context and indicated that when learners find the subject to be interesting or compelling and have a catalyst for relationship building. A negative course attribute was group reward and findings strongly indicated that learners wanted to be rewarded individually for their contributions, especially if other members did not contribute equally.

The implication of the research findings and synthesis of the literature suggest that online collaborative activities should support the development of effective collaborative dialogue, intersubjectivity, expertise building and knowledge building in an authentic context. Furthermore, the collaborative activity should include mechanisms for modeling, coaching, scaffolding at critical times, and authentic and appropriate assessment of learning tasks. Building rapport among group members and assessing the learning process require time; therefore, the instructor should plan opportunities for multiple levels of reflection to enable abstractions to be formed and time for articulation to enable tacit knowledge to be made explicit. Students should be given multiple opportunities to interact, externalize, and articulate unformed and developing understanding because discourse is an excellent technique for collaborative problem solving. Articulation and externalization also reinforces learning in a feedback loop. By maintaining a persistent record of discourse, students can review conversations and the record of discourse becomes another scaffolding tool. In addition, the instructor should maintain a structure for communication and feedback, as well as ongoing checks as a way of monitoring and assessing individual and group progress.

In summary, the design model and research data emphasize that the development of the online collaborative activities should start with establishing an authentic context, then, activities can be designed and resources selected based on implementation decisions that should include providing: (1) access to expert performances, (2) authentic assessments, (3) frequent feedback, (4) modeling of processes, (5) access to shared common spaces, (6) opportunities to experience multiple roles and perspectives, and (7) opportunities for competing solutions and diversity of outcomes. The presentation will include a visual, interactive walk-through of the design model using a case study approach. The research findings will be presented as an introduction to a

collaborative exercise that challenges the audience to develop activities and assessments for the case study.

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Learner Centered Approaches To Teaching Marketing

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In an educational environment increasingly experiential in nature, original case writing is an effective way to help students develop business skills in research, writing, analysis and strategy. Implementing case writing is discussed along with examples to demonstrate student output of an original case. In an on-line environment students learn professional selling skills by studying the textbook, listening to podcasts, watching videos and taking video quizzes on Mediasite, and making sales presentations on YouTube which is viewed and graded by the professor. Examples are presented.

Seeking Learning Opportunities through Questioning: What Shall I Ask?

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A mind with no questions is a mind that is not intellectually alive (Elder & Paul, 2006, p. 3). The purpose of this session is to explore the role of questioning in producing learning opportunities in the college classroom. This session is intended for faculty who are interested in expanding their instructional delivery with more effective questioning. Participants will engage in self assessment, group activities, discussions, gallery walks, questioning activities, and instructional planning. Participants will leave the session with a diverse set of questioning strategies and instructional planning resources.

The purpose of this session is to explore the role of questioning in producing learning opportunities in the college classroom. More specifically this session will examine 1) Why we need to use a diverse mixture of questions; 2) What questions we should use to maximize learning opportunities; 3) Where we should use questions in our instruction; and 4) How to plan lessons with an increased focus on questioning.

This session is intended for faculty who are interested in expanding their instructional delivery with more effective questioning. Any teacher who desires to create more learning opportunities for his or her students will find this session to be insightful. For those who yearn to leave ISETL equipped with ideas to use on Monday, this session will be most engaging.

An interactive session of this nature will utilize a myriad of activities. A pre and post assessment will be administered. Participants will discuss the essential questions. Collaborative creation pairs will be used to help partners develop items to use in their classes. A gallery walk, get one give one, chose a corner, and inside/outside circle activities will have the participants up and moving while actively constructing, analyzing, and reporting their understanding of the session topics.

To maximize learning opportunities for college students both teachers and students need to be engaged in a class environment stimulated by effective use of questions. Elder and Paul (2006) claim that for substantive learning to occur then students need to be actively generating questions connected to the course content. Teaching students how to pose questions can help them learn to respond to a myriad of situations while empowering them with a deeper understanding of the content being studied. (National Center for Research on Teacher Learning, 1993).

Danielson (2007) reports that, a teachers skill in questioning and in leading discussions makes a powerful contribution to student learning and is valuable for many instructional purposes: exploring concepts, eliciting evidence of student understanding, and promoting deeper, student engagement(p. 79) Paul and Elder (2007) put forth the notion that if a teacher gets in the habit of using probing questions to assess students understanding of the content then student learning

will improve. Danielson explained that, carefully framed questions enable students to reflect on their understanding and consider new possibilities,(2007, p. 79). Browne and Keeley (2007), inform educators that asking the right question can lead to thinking critically about what is being studied.

Which questions we ask are very critical component to facilitating student learning. The quality of our questions determines the quality of our thinking(Paul & Elder, 2006, p. 86). Thinking is promoted with the use of high quality questions. Such questions can get students to connect prior understandings and unrelated concepts to produce new understandings. Moreover, good questions, tend to be divergent rather than convergent, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views(Danielson, 2007, p. 79). Accordingly, utilizing such skills empower students to acquire a level of understanding that provides them with the flexibility to respond to new situations and serves as the foundation for a lifetime of further learning.

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Pedagogy of Blending Activity Theory with Community-Based Research

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Introduction

In their monograph, The role of Service-Learning in Educational Reform, Bhaerman, Cordell, and Gomez (1998) cited Perrone (1993), who wrote society faces an assortment of problems: a youth culture that has few connections to civic life, feeling among youth of having no vital place in society, deteriorating communities, and an increased pessimism about the future (p.8). In the 17 years since Perrone's observation, communities and faculty are seeing a marked increase in interest among university administrators to engage within their communities. Fritz and Roberts, (2006) observed "service learning enjoys increased popularity in institutions of higher education do to concerns related to decreased civic participation."

In fact civic life, has become part and parcel of the missions of an increasing number of American colleges and universities (Strand, Marullo, Cutforth, Stoecker, Donohue, 2003). In an article, written by four undergraduates Wills, Peresie, Waldref, and Stockman (2003), and published in the Michigan Journal of Community Service Learning the authors observe that over the last decade, universities across the country have increasingly recognized that ideologically- and financially-committed institutional support for community engagement pedagogy is necessary to improve the synergy between a university and it's community (p.36). Moreover, a critically important element and pedagogical tool of this movement toward civic engagement in higher education is community-based research (CBR). For the purpose of this research essay CBR is defined as the pedagogy of applying course-based research methods through a proactive collaboration among students and members of the community.

This narrative reflects on and contributes to the discussions of activity theory and CBR as a powerful praxis within a communication curriculum. Praxis is the practical application of theory or, according to Arnett and Arneson (1999):theory-informed action. Fritz and Roberts (2006), agree: communication education is a powerful tool when it is focused on engagement of praxis grounded in theory. The metaphor of praxis is that one engages the world in which one lives (Arnett, 2001).Praxis in, of, and about activity theory; community-based research; and civic and community engagement service learning is of increasing interest to scholars.

Mortimer Adler (1942) asserts that the function of theory is to describe and explain facts, and the function of practice is to decide what to do about them. When one engages in theory-informed action, one engages the world in which one lives through the theories learned in the classroom. As activity theory drives application; students engage the richness of the community-based research through their field of study - communication. In addition Daniels and Gutierrez, (2009) agree that activity theory relies on establishing a praxis bridge between theory and practice. In the communication classroom, civic and community engagement and public scholarship - each of these contexts offers new defining moments for applied communication pedagogy. Further explained by Magolda, (1999)in her article "Powerful Partnership: A shared Responsibility for

Learning" : “Rich learning experiences and environments require and enable students to make connections through opportunities to relate their own experience and knowledge to materials being learned and through pedagogies emphasizing critical analysis of conflicting views and demanding that students make defensible judgments about and demonstrate linkages among bodies of knowledge” (p.3).

Magolda emphasizes that the narrative of self-authorship is impossible unless students are able to connect learning with their lived experiences; self-authorship requires making meaning of ones own experience. Fritz and Roberts (2006) note that the field of communication has been increasingly involved in service learning; over the last decade (Oster-Aaland, Sellnow, Nelson,& Pearson, 2004), and has momentum as having a "natural connection or partnership" (Applegate & Morreale, 1999, p.xii) to this engaged educational endeavor. Fritz and Roberts cite O'Hara (2001), who acknowledges the discipline of communication:

> Those in our discipline are in an excellent position to lead the academy in embracing the responsibility both to help students develop a strong ethical commitment to sustaining a democratic society and to-show students how they can use education to support their commitment" equally "teaching students the ethical use of communities to promote positive social change is at the heart of our discipline. (p.264)

When faculty integrates community engagement into their courses, they are advancing O’Hara’s premise. Keyton (2001), in her article describing integrating service-learning in research methods course accomplishes two objectives for students. First, they have the opportunity to learn the theoretical knowledge they are taught in the classroom; and second, they have the opportunity to learn about needs of their community and how their individual and collective action can satisfy those needs (p.201). Furthermore, the integration of these two objectives distinguishes service-learning from other instructional approaches.

Activity Theory Principles

In the volume of work assembled and presented by Daniels & Gutierrez (2009) devoted to learning and expanding research of activity theory, includes a number of articles, opening with Sannino, Daniels, and Gutierrez definition of activity theory, as a practice-based theory that is grounded in practice both theoretically and concretely. For scholars, activity theory offers an analysis of development within practical social activities. Activities organize our lives. In activities, humans develop their skills, personalities, and consciousness. Through activities, we also transform our social conditions, resolve contradictions, generate new cultural artifacts, and create new forms of life and the self(p.1).The actual nature of the activity is the core of activity theory. Activity theory today attracts more interest globally than ever before (Daniels & Gutierrez, 2009, citing Sannino, Daniels, and Gutierrez).

Daniels and Gutierrez (2009) collection on activity theory mentioned earlier, includes Engestrom article "The Future of Activity Theory: A Rough Draft" points to objects that are concerns; they are generators and foci of attention, motivation, effort, and meaning. Through their activities, people constantly change and create new objects. The new objects are often not

intentional products of a single activity but unintended consequences of multiple activities (p.303).

Furthermore, activity theory is a practice-based theory and is historical and future oriented theory. Sannino, Daniels, and Gutierrez (Daniels & Gutierrez, 2009) argue that there are methodological issues that distinguish an activity theory approach from traditional approaches to research: Activity theory involves the researcher throughout the course of the development, stagnation, or regression of the activities under scrutiny, as well as in the activities of the research subjects. The deep involvement in everyday human life is a crucial resource of activity theory (p.3).

In the subject curriculum design, per the premise of this narrative, the activity theory for the communication research methods course required students to identify a population within their community in which they could effect change through a communication instrument/object. The general goals for the communication research methods course were: to increase students skills through activity theory by introducing them to the scientific discovery process; infuse problem solving and deductive reasoning; give them the opportunity to uncover knowledge they already have; and, to have them discover more about the community around them (Yuretich, Khan, Leckie, Clement, (2001). To enhance the introduction to these activity theory goals to the students, a number of in-class exercises were developed and incorporated as a regular feature of classroom activities. These exercises are designed to help students think like researchers. Over 15 of these activities have been developed and span many topics related to qualitative and quantitative inquiry. Demonstrative examples to underscore the importance of the subjects covered by these exercises were posted on the course-related web site designed by the faculty member and reference librarian, "Conducting & Writing Formal Research" hhtp://www.libraries.psu.edu/mckeesport/formal.htm

The ultimate objectives for conducting and active-research according to scholar's Hocking, Stacks and McDermott (2003), is to provide:

> (a) an introduction to social scientific thinking as it applies to human communication;(b) awareness of ethical issues associated with conducting research with human participants;(c) exposure to the major empirical research methods, particularly surveys, field studies, and experiments;(d) the opportunity to learn and apply some of the statistical techniques which are important to interpret fully accurately the results of communication research;(f) exposure to writing a final research report; and most importantly,(g) an emphasis on information processing and independent critical thinking as the ultimate goal (p.xviii).

Brown points out that to be successful in communicating these objectives teachers need to identify, and encourage their students to develop good research habits (2005).This concise format and enumeration of these concepts are well supported by Communication Research (Hocking, Stacks and McDermott, 2003), the publication which has been chosen as the textbook for the course since it supports some of these points in the construction of the proposal, while others are applied with activity theory during the performance of the community based research.

Purpose

In order to develop a more effective civic and community engagement program a communications research methods course was enhanced and modified to incorporate activity theory blended with CBR to develop a praxis for implementing this pedagogical approach. The purpose of this narrative is to examine and discuss the impact of this pedagogical methodology and the application of the praxis for blending activity theory, and community based research (CBR)within one undergraduate research classroom to determine the effect on the outcome of civic and community engagement projects. Both cultural-historical activity theory and community-based research allow individuals to test ideas drawn from a particular praxis structure brought into the public domain. When individuals understand praxis as narrative-informed action they engage knowingly in a complex construct of informational, historical, and material conditions (Arnett, 2001). The better one understands ones own narrative, the more reflective ones actions can be. Moreover, Fritz and Roberts report service learning has roots in John Dewey's educational philosophy, but has typically grown inductively, from experience and implementation of best practices (2006, p.1). The field of communication's natural connection to service learning has resulted in a number of applications and offers potential for philosophical grounding and theory development through an understanding of praxis: theory-informed action.

Community Partner - Blueroof Technologies

Blueroof Technologies is a 501(c)3 charitable corporation developing a comprehensive program for the McKeesport, Pennsylvania area to become a leader in the use of Senior Smart Technology for senior citizens facilitating their use of this technology to help in their daily living. Senior Smart Technology focuses on information technology such as computer systems to educate, monitor, and optimize the lives of senior citizens. Each senior citizen participating in the Blueroof Technologies program was identified as a Blueroof Research Associate.

Conferences with the program director of Blueroof Technologies revealed that a critical need for them was to develop information to help identify Blueroof Research Associates who would accept technology into their lives and teach others through peer-to-peer learning to use this technology. This information had to be developed through research grounded in statistical theory in order to provide a reliable basis for determining which of their Blueroof Research Associates would be likely to have sustainability in their use of technology. The result was the establishment of the Follow Me Home project. The premise: provide a personal laptop computer to selected Blueroof Research Associates and "follow them home" to see how they engage with the technology.

Objectives

Within the general purposes outlined above, the primary objectives of the narrative were:

1. To demonstrate the use of this pedagogical approach to bring together academic research through a collaborative effort with community residents to produce knowledge;

2. To engage all involved in a co-learning process; and,

3. To provide feedback and observations about the perspectives of the students, faculty member and community partner.

In the field of participatory research Couto (2003) makes reference to the Handbook of Action Research (Reason & Bradbury, 2001); and Ernest Stringer's work (1999) and forthcoming work on activity based research "action -research" in higher education. Moreover, Couto's article Review Essay - Community Based Research: Celebration and Concern, provides methods and review of further evidence for the three objectives stated above to be considered as "canons" for best practices (p.69).In Strand, Marullo, Cutforth, Stoecker, Donohue article they describe principles of best practice for community-based research and point out that CBR is a "promising activity" one that is collaborative, change-oriented research that engages faculty members, students, and community members in projects that address a community-identified need. They place emphasis on the idea of the "combination of activity-collaborative inquiry, critical analysis, and social action" (p.5).

Assessment

The following is a summary of a civic and community engagement project created and completed following this pedagogical approach within the research methods course. The students undertook the requisite approach to working with a community partner Blueroof Technologies and their Blueroof Research Associates (BRA) to first determine a community-identified need. Next they discovered the appropriate research methods to apply to the process of designing a solution for filling this need and then employed the praxis of blending activity theory and CBR to complete their project, Prekumar and Bhattacherjee (2006), Technology Acceptance Model (TAM).

Shared Object Model

The model of the two activity systems (1) the classroom and (2) Blueroof technology explores the "shared object" in this narrative - the Blueroof Research Associate. According to Adler and Heckscher (2006) cited in Daniels, Edwards, Engestrom, Gallagher, & Ludvigsen work "Activity Theory in Practice" (2010),explore the community as based on a "shared object" and value, the participants'ability to contribute,to that value; their mutual trust in each other's capability to contribute,and the emergent non-zero- outcomes of the collaboration (p.23). The collaborative development of BRA training and accepting technology into their daily lives was seen as the "shared object" and value to which Blueroof Technology, the faculty member, and the students could contribute in collaboration that would potentially lead to a positive outcome that none of the research collaborators could estimate (adapted from Adler and Heckscher, 2006).

The essential elements of such collaboration is a new activity structure, in which the object of the teachers activity is not student learning but on the evolving student relationship with the object of the activity on which the training and accepting technology is focused. The Tools represent the view of communication and shared developmental space with workplaces; outcomes are learning/methods to analyze the Blueroof Technology BRA interests in technology and students' degrees; the division of labor includes Blueroof Technology, BRA, students,

faculty and administrators; community partners in the workplace; and finally rules, curriculum mastery of needs analysis and methods.

Methods

The research methodology chosen and employed by the students included a participant survey (50 BRA) based on the Technology Acceptance Model (TAM) which was followed up with interviews and 3-taped focus groups using a web page evaluation checklist designed by University of California, Berkeley (Barker, 2004). In implementing their project, the students also studied the findings of activity theory, completed by Rowe and Kahn (1997),which examined the increases in the number of seniors in our society who pose a challenge for biological, social and behavioral science, and medicine.

Successful aging is multidimensional with an emphasis on three aspects: the avoidance of disease and disability, the maintenance of high physical and cognitive function, and sustained engagement in social and productive activities. In this article, the researchers define successful aging and state ways to ensure successful aging in seniors specializing in the fields of staying healthy, maximizing physical and cognitive function, and continuing engagement in life. Robert Havighurst first developed the activity theory in the 1957 (Havighurst, 2007). Subsequently, two theories of successful aging were defined. The activity theory emphasizes the importance of ongoing social activity. Positive self image is a huge factor in the development of successful aging. However, the activity theory is much more empirical support by researchers in the gerontology field.

> They believe that people should maintain the activities and attitudes of middle age as long as possible and then find substitutes for the actives which they must give up-substitutes for work when they are forced to retire; substitutes for clubs and associations which they must give up; substitutes for friends and loved ones whom they lose by death.(Havighurst, 2007).

Summary

Course design within programs specifically focused on outcomes involving civic and community engagement projects and employing interactive learning for students, should include these considerations:

- A strong strategic plan, which blends the use of activity theory and CBR for teaching methods.
- A central focus on curriculum design to augment consistency and clarity
- Staff support, such as a Coordinator who can meet face-to-face with faculty from any department incorporating courses for the program

- Administrative support for faculty members (e.g. training, assessment tools, project funding, course release time, equipment, software).
- Additional financial support for faculty and students (travel, conference fees, professional organizational fees).

The above 5 points suggest that the proper approach to outreach is one that helps to create a positive environment for faculty, and that a combination of resources will result in a culture that is fully engaged in civic and community engagement, and one that enhances teaching and learning outcomes. Combining activity theory and CBR is a transformative approach to uniting the three traditional academic missions of teaching, research, and service. This practical illustration to students of problems and the relationship to theoretical problem solving and the incorporation of research methods in the curriculum of the communications degree program at Pennsylvania State University creates a vital link between the students' ability to understand the necessary techniques and protocols in the conduct of the successful practice of the major disciplines in the communications field, and his/her ability to apply them with skill and precision.

University Administration

Essential to the leadership required to effect change in curriculum design, which blends activity theory and CBR, is the need to develop strategies, which can change attitudes and beliefs about civic and community engagement. Additionally, in the role of service learning in educational reform it is important to talk about the gatekeepers (university administrators), and their beliefs about, and support for, faculty, students, and community partners. Sustainability mechanisms must part of the overall process. These mechanisms include a "clear, collaboratively-articulated vision; diverse and ongoing sources of support; strong leadership; an organizational administrative structure well-suited to its work; a plan for continuing mobilization and building human resources (internal and external); and an ongoing evaluation process to ensure quality research and effective partnership practices" (Strand, Marullo, Cutforth, Stoecker, Donohue, 2003,(p.13). There should be demonstration to the community that it can be vital in identifying and solving problems within the community. Moreover, with an effective curriculum for educating students with a focus on teaching for social change, students become change agents for life. Administrators, curriculum design experts, and faculty development must construct principles for best practice that asserts education as liberating and empowering. Activity theory blended with community based research does all of this.In the course of their involvement with Blueroof Technology and weekly classroom exercise's the students developed a stronger capacity to think on their feet, they extended multigenerational communication reach, and they provided the capacity to think critically and analytically. More importantly they gained the knowledge and skills to be prepared for taking on the challenges of active citizenship in a participatory democracy.

Researchers agree that nothing is truer about our universities than the fact that collaborative environments, which foster mutual respect among administrators, teachers and students, are essential to quality education (Brown, 2003, p.28). The most consistent and desirable outcomes for institutions wishing to strengthen and enhance civic and community engagement programs

can be realized by supporting the implementation of curricula which blends activity theory and CBR thus evolving its campus culture through civic and community outreach.

Limitations

This essay is limited in scope because it includes only one university, and only one tier of instruction, higher education. In addition technology integration will require consistent review and analysis, since the parameters defining the scope of integration projects will always be dynamic. As the experience level (prior education and training) among senior members of Blueroof increases, the need to provide certain types of support will increase. In other words, as today's students become tomorrow's seniors, their need for communicative reach, training and development related to specific aspects of technology may diminish by virtue of their learning in a technology- integrated environment. As more and more community outreach systems are converted, the emphasis of the program may shift from initial implementation to upgrade and maintenance, but there will always be a need for effective communication and training.

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Keywords: Activity Theory, Community-Based Research, Praxis, Service Learning, Peer-to-Peer Leaning, Pedagogy, and Technology Acceptance Model

No More Holding the Book: True Constructivism in the Classroom

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The major objective of this session is to challenge the conventional wisdom as it applies to the theory of constructivism and to re-examine what it means for our students and our system of education (Gergen and Gergen, 2005). The secondary objective is to provide new ways of implementing a constructivist pedagogical approach based on our new approach to the theory. This new approach, based on Whitehead's process theory, can allow educators to open new vistas to the entire educational experience (Sherburne, 1981). The session will examine process theory and its relationship to constructivism and provide hands-on examples of its implementation in the classroom (Mesle, 2008).

The audience for this session is anyone who is currently in the classroom. The activities include an opening group activity on "the most important lesson" (Freire, 1998), group discussion on prior knowledge, and a closing Socratic discussion on implications of constructivism and process theory.

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Revisiting Rubrics: Using the Taxonomy Approach to Stimulate Higher Order Thinking

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Two common types of rubrics are holistic and analytic. Holistic rubrics describe an entire performance while analytic forms dissect a performance into multiple, mutually exclusive traits. Research has shown that analytic rubrics are highly reliable with both experienced and inexperienced raters alike. A key advantage of criteria-based scoring mechanisms is that they fulfill students' desire to understand their teachers' expectations and their need to have greater control over their grades (Boettger, 2010). Many educators only give general guidelines about discussions, including how many times to post in a time period, how many times to respond, and to respect the opinions of others. While these guidelines cover the minimum expectations, they fail to include much useful information for students regarding content (The Educational Technology Center at Northwestern University). Since studies have found that students' level of thinking is directly proportional to the level of questions asked, it is important to construct questions that target deeper thinking, particularly in online learning environments devoid of traditional cues.

One way to promote students deeper thinking is to incorporate a real-world experience. Real world problems introduce complex issues that do not have cut-and-dried answers and they require students to both draw on knowledge that the already possess and engage in reflection. Some strategies for design include: instructor-led, group work, role play, case study discussion, etc. Using team-based discussions have the added benefits of meeting Quality Matters standards of student-to-student interaction and it reduces the number of postings to grade. Recommended criteria include: quality, frequency, constructive responses, relating new information to old prior, refuting or supporting with references, summarizing, and spelling/grammar among others (Magnuson, 2005).

Purposeful construction of discussion posting questions also encourages students to think deeper. Anderson's updated version of Bloom's taxonomy provides useful criteria that are easily transformed into question prompts, depending upon the instructors goals for the material. In fact, using lower level question prompts early in the semester, such as "What differences exist between -- ?" (which targets the second level of understanding) and gradually moving upwards on the taxonomy scale over time, enables students to build their confidence and proficiency at posting. In this way, the assignment is both formative and summative. Using rubrics as formative

assessments may help students to apply their learning to subsequent assignments and to develop valuable self-assessment skills.

Carefully constructed questions can also help to build a safe learning community, reduce the sense of isolation that is inherent in online courses and minimize students' feeling of intimidation when making their writing public. Since it takes more time to read and reflect on a posted question, students may compose more meaningful responses to their peers' posts than they would by giving an impromptu response in a traditional class. This is especially true when enough time is built into the activity so that students find it convenient. (Christopher, Thomas, Tallent-Runnels, 2004)

Educators mistakenly assume that students naturally use feedback for later assignments. All too often students do not understand teachers' comments or may not perceive enough of a connection between assignments, thereby diminishing the usefulness of feedback (Covic and Jones, 2008). Greenlaw and DeLoach presented examples of student postings that represented six critical thinking levels based on a taxonomy they developed. Students gained points on assigned discussions based on a scale from unilateral descriptions to merging values with analysis. While this is useful for the educator, it is doubtful that students would understand how to merge values with analysis without examples to follow (Greenlaw, Deloach, 2003). This problem could have been eliminated if the instructors had paused to analyze the criteria from the students' viewpoint.

As for students reaction to the feedback they do receive, students report that they are often dissatisfied with their teachers comments. The most common complaints include that the instructor gave too little (36%), gave only negative comments (16%), did not suggest how to improve (10%) and did not provide grading criteria (10%). Using discussion rubrics in online forums addresses these concerns (Magnuson, 2005).

When instructors involve students in the process of rubric construction, it can create a deeper connection to the material, and through the process of dissecting the end product to its essential components, teaches students to write better. One of the authors shares her experience with this process. In two sections of a 100% online course, students successfully developed a grading rubric for one of their discussion posting assignments. Lessons learned and students' perspectives are presented along with guidelines for developing taxonomy-based, content-driven question prompts.

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Avatars Made Easy: Increasing Social Presence in Your Online Classroom

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Introduction

Avatars have typically been associated with gaming, recreation and entertainment, and most recently were the central characters in a hugely successful blockbuster movie. Their use in learning environments is much less popular, although it is growing. A central definition has not emerged, although the following are generally accepted: "a digital representation of another," (Allmendinger, 2010) or an "online manifestations of self in a virtual world, designed to enhance interaction in a virtual space'" (Peterson, 2005), affording the "opportunity to engage in imaginary experiences that transcend the real world," (Deuchar and Nodder, 2003). Avatars are customized by the user and can be humans, animals, objects or fantasy beings.

Because avatars resemble another person and behave similarly, they create co-presence or social presence, which is the perception of existing within an interpersonal environment (Bailenson, Yee, Merget, Schroeder, 2006; Blascovich, 2002). Online discussion forums have enabled students to create this feeling of presence online however, the added qualities of verbal and nonverbal cues exhibited by avatars increases this feeling (Rice, 1992).

Learner Engagement

Online instructors lament some of the same problems expressed by their students, not the least of which is the feeling of disconnection in the learning environment. Asynchronous functions, which comprise the lions' share of available utilities in Internet-based classroom management systems, like Blackboard, provide greater flexibility but limit the sense of community (Petrakou, 2010). Transactional distance is the notion that there is a psychological and emotional communication gap because of the physical separation amongst learners and teacher. This gap is often manifested in student attrition and dissatisfaction. A recent study designed to understand why online courses may have higher attrition rates reports that undergraduates cite the following factors in descending order: lack of instructor availability, absence of interaction, lack of retention of knowledge and students learning independently (Distance Education Report, November 2009).

The social presence created by avatars may diminish some of these negative factors. In addition to reducing emotional distance, researchers have found that social presence promotes collaboration among learners (Palitha, Nie, Pluciennik and Young, 2009). In fact, Salmon (2004) states that only when learners feel comfortable with each other and when they are provided opportunities for online socialization, will substantive collaboration ensue. She lists socialization as the second stage, after "access and motivation," in her 5-stage model on online learning. Petrakou (2010) agrees that the informal, non-task specific interaction that naturally occurs in traditional classrooms is key to learning and important to replicate in the online environment because providing communication tools is just not enough.

Palitha, et al. (2009) cite that there is a correlation among social presence, collaboration and student satisfaction and that socialization provides a powerful opportunity for the construction of knowledge where peers can share and contribute to their peers' learning.
In addition to the benefit of social presence, avatars cater to a wide range of learning preferences and styles, since the medium blends the use of audio, video, graphic and text-based resources to match students' own informational needs (Falloon, 2010).

Avatar Project
Students in an online undergraduate course in human resource management were invited to develop avatars that would discuss key HRM concepts. The project was positioned at the end of the semester so that students could draw upon all the different topics that were covered throughout the course. This served to provide an alternative method of comprehensive review both because it necessitated that individual students navigate and cull 15 weeks' worth of content in order to create their own avatars but also because students were required to review their peers' finished products. The free commercial site used for the project enabled users to share their creations with others in a variety of ways, including through social media, personal emails and websites. For this project, avatars were posted on my faculty website where they could be accessible to all students in the course, including those that did not participate in the project.

In order to earn full credit, students were required to develop and post two avatars, provide the instructor with the citations for the HRM concepts their avatars discussed, as well as answer the following two questions: *What is one thing that you learned in the creation of your avatar or from viewing the avatars created by your peers?* and *What are some of your suggestions for how the instructor can use avatars in this course in the future?*

Results
Approximately 45% of the enrolled students participated in this voluntary exercise for extra credit. Interestingly, the avatars that students created ran the gamut from animal characters to futuristic alien beings, with only a small number being a realistic human portrayal of the creator. Students seemed to enjoy the freedom to make believe and try on another identity, even while delivering a serious message about an HRM concept. The avatar site allowed students a variety of ways to portray their messages, including via text-box or voice recording, along with multiple accents. Many of these variations was represented in the final products.

Several themes emerged from the questions that students were required to answer, particularly regarding what students learned. Following are some of those themes and key excerpts:

<u>Theme 1: Aided Concept Review</u>
"Viewing the avatars was really interesting to see all the different sayings that were posted. Creating avatars was a fun way to decide what a person considers important enough to say. Great learning and thinking process to use for this course."

<u>Theme 2: Self-efficacy in Technology</u>
"I learned that technology has become extremely user friendly! Fifty years ago, who would have thought that you could create a life-like computer animation of yourself – with a voice- in approximately 10 minutes?"

Theme 3: Appreciation for Peers
"I thought that everyone's avatars were interesting. My feeling is that the avatar project was a great way to keep all of us interested. It gave us some creative license and showed just how innovative some of us can be."

Theme 4: Rediscovered Value of Learning
"I learned all over again to put the cool back in school, that learning can be fun even in college and that my classmates, instructor and myself have some far-out imaginations. I appreciated the opportunity to create our own avatars to fit our individual personalities. I really liked using my own voice to speak for my alien avatar. When my co-workers saw the finished avatar they thought it was cool that my instructor let us use our imaginations in doing a fun project for extra credit. Thank you."

Theme 5: Appealed to Different Learning Styles
"I learned that we can find new creative ways to teach ourselves and others different things using avatars. I found myself playing with the different voices with the avatar and reviewing the material my avatar was saying, all at the same time. It is a nice change to reading a textbook to review our material."

Future Uses of Avatars
Students also had several promising suggestions for future use of avatars in the course. Those that focused on the student as creator included that avatars could be used by students to deliver presentations, used in chat room discussions in order to put a "face" with a name or in a group role playing exercise in which different students (avatars) represented one view of a complex issue. Students also offered that the instructor could use the avatar to introduce key concepts at the beginning of each chapter or at the end to review material. Students also suggested that the instructor could use the avatar to make important announcements during the semester or to make introductions at the beginning of the semester.

My own reflections on how this technology can be used more effectively in the classroom focus on engaging the whole class next time rather than a subset of students that choose to do the extra credit. Since the student feedback was positive on the whole during this first attempt, the potential for future success as an established assessment method, both formative and summative, is good. The ability of the participants to catalogue the distinctive HRM concepts clearly illustrates how avatars can easily showcase prior learning. There is good reason to believe that the project can also be used to help students develop deeper learning at various stages throughout the semester.

By using Bloom's original taxonomy version (Overbaugh and Schultz, 2010) to create learning objectives, avatars can be adapted to target different learning levels for specific course content. For this project, the second level of comprehension was displayed when the students were asked to discuss a key concept. To help produce deeper levels of learning, say at the level of analysis, avatars could be used to compare and contrast two sides of a complex HRM issue. Following is a table that illustrates potential uses for avatars using Bloom's taxonomy that can be adapted to different disciplines.

Taxonomy Level	Verbs	Avatar Activity
Knowledge	tell, find, list	List the protected classes for the Civil Rights Act of 1964 and the Age Discrimination in Employment Act.
Comprehension	describe, interpret, restate	Summarize the key reasons why progressive discipline is important for employee morale and minimizing employer risk.
Application	solve, examine, illustrate	Using the case study provided, give recommended actions and solutions from the perspective of the employer.
Analysis	investigate, compare/contrast	Compare and contrast scenario #1 to scenario #2.
Synthesis	predict, imagine, propose	Develop a new federal law or propose an organizational practice to address a complex HRM topic discussed this semester.
Evaluation	debate, recommend, prioritize	Using at least 2 avatars, debate the key affirmative and negative points of the following resolution: It is okay for employers to base employment and compensation decisions on an employee's cigarette smoking status.

The online classroom is filled with potential for new and innovative uses of technology, which for many interested parties is both daunting and exciting. Educators are fortunate that in just the last few years, technological applications have become increasingly easier to use and incorporate into the classroom. The establishment of social presence is integral to forming and maintaining a rich learning community. Using avatars is just one way to promote that sense of connection so necessary for both instructors and students alike.

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Can't You Just Give me a Quiz?: True Learner-Centered Assessment

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Presentation objectives:
Following this session, participants will
- Gain knowledge in an approach to learner-centered assessment
- Have experience with samples of student created work
- Understand how to implement lesson ideas pertinent to their disciplines

Audience: Anyone interested in learner-centered assessment.

Activities:
Introduction through Internet/PowerPoint and group interaction with the following:
- Background information on each presenters reasoning for re-evaluating assessment practices
- Introduce background research on this topic
- Offer examples of student work and evaluate them with audience participation

Provide time for audience members to create their own learner-centered assessments.
- Guided reflection on experience
- Pros & cons of approach will be discussed

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

Frustrated by students' disappointing performance on exams, two professors from differing academic disciplines (education and psychology) independently asked their students to simply demonstrate what they have learned during a given time frame. Research has demonstrated that

students who create their own assessment must show that they understand the information by re-interpreting it in a different way, the definition of deep learning (Atherton, 2005; Saljo, 1979). When instructors require that students really think about what and how they have learned, they are encouraging further learning to occur (Bransford, Brown, & Cocking, 2000).

In this session, the presenters will provide information on creating learner-centered assessments. Background information on the rationale behind each presenter's decision to use this type of approach will be offered along with corresponding research on the topic. Sample student work will be shown so that participants have concrete examples of learner-centered assessments. Time will be dedicated toward participants' creation of their own assessment with a guided reflection on the process. Finally, advantages and disadvantages of this approach will be discussed based on the presenters' experience.

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Beyond the textbook: Why and how to use course selected reading

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Objectives:
Participants will

- Demonstrate an understanding of how to select appropriate readings for a course and generate supplementary teaching materials (e.g., lectures, exams)
- Acquire information on students' and instructors' reactions to this approach (from the presenter's perspectives)
- Discuss how to adopt this approach to a variety of courses
- Reflect on the meaningfulness of using a selection of course readings over a traditional textbook

Audience:
This teaching session is appropriate for instructors of all levels and all disciplines.

Activities:

- Provide background information consisting of an overview of relevant research and the rationale for this approach
- Share experiences in teaching with a course packet of selected readings, instead of a traditional textbook
- Discuss reactions to this approach from the perspective of students and the author (professor)
- Provide information on how to select readings and generate supplementary teaching materials (e.g., lectures, exams)

Description:
Last year, while teaching an Adolescent Psychology class, I was struggling with student engagement. The course is required for several different majors, so students' interests are quite diverse. After a rather horrific exam, I asked the students how many of them had actually used the textbook to study. Only three students (out of thirty) raised their hands. Four students admitted they never even bought the textbook! The students informed me that textbooks are boring, expensive and only present one person's point of view. I was shocked, and unsure of how to proceed.

Serendipity struck; the next week, I attended Bruce Saulnier's session, "Teaching With(out) a 'Net': Lessons Learned from Teaching Without Textbooks" at the 2009 ISETL conference. I was inspired to eliminate the use of a traditional textbook, but the approach Saulnier had used, an activities-based curriculum, would not work for my course. Thus, I decided to create my own set of readings, compiling a collection of popular press articles, blogs, and research articles. As a

new professor, this task was intimidating, to say the least, but it has been one of the best decisions I have ever made.

Research indicates that there are numerous problems associated with traditional textbooks. Most course textbooks contain gender, ethnic and social class biases (Loewenberg Ball & Feiman-Nemser, 1988). Even if an instructor authors a textbook and believes it to be a decent resource, students often perceive it as a conflict of interest (Gross Davis, 2009). Furthermore, the high cost of textbooks may be a deterrent to some students; over the last 20 years, college textbook prices have increased at twice the rate of inflation (Government Accountability Office, 2005). For these reasons and others, professors may decide to look beyond the textbook for a primary instructional resource.

In Tools for Teaching (2009), Gross Davis suggests teachers consider creating course packs of journal articles, book chapters, and other materials. Doing so exposes students to a range of perspectives and provides exposure to current thinking in a field (Gross Davis, 2009). Engaging in curriculum creation can be a daunting task, as the instructor faces decisions regarding selection of readings, copyright issues, and generating supplementary teaching materials.

In this interactive session, participants will gain knowledge and experience in using a course packet of readings in a theory-driven course. The presenter will provide background information explaining the research in this area and rationale for moving beyond the textbook. The presenter also will share her experiences in using a course packet in an upper-level, elective course. Reactions to this approach from both the student- and instructor perspectives will be discussed. There will also be suggestions on how to approach selection of readings; copyright issues; and generating course activities, lectures, and exams. Participants will reflect on how to incorporate this approach in a variety of courses and the advantages/disadvantages of doing so.

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Instant Results: Teacher and Learner Perspectives on Using an Online Evaluation Tool

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Objectives:
Participants will

- Demonstrate knowledge about the SALG (Student Assessment of Learning Gains) tool
- Gain experience customizing the SALG
- Evaluate students' feedback
- Reflect on the usefulness of this type of instrument

Audience:
This teaching session is appropriate for instructors of all levels and all disciplines.

Activities:

- Provide information concerning use of the SALG online instrument
- Engage audience members in creation of a customized evaluation
- Present samples from authors' experiences with SALG
- Discuss appropriate uses for SALG and how it benefits both instructors & students

Description:
Professors complain that student classroom evaluations offer poor feedback regarding the quality of their teaching (Seymour, Wiese, Hunter, & Daffinrud, 2000). Because course evaluations need to be standardized in order to be useful to the institution, they may include questions phrased in such a general manner that do not begin to capture the nature of an instructor's teaching (Marsh & Roche, 1997). Furthermore, evaluations are distributed at the end of the semester so that they reflect what has most recently occurred in class (Dickey & Pearson, 2005). Finally, even if useful information is provided through such evaluations, by the time the results are returned to the instructor, their usefulness is questionable since another group of students is now present in the class and the results may not generalize (Barnes & Barnes, 1993).

Students are equally frustrated with evaluations, yet for different reasons. While students remember feeling excitement for school during their early elementary years, many have lost that satisfaction by the time they reach the college classroom (Sansone & Morgan, 1992). Some may hope that evaluations offer a chance for their voices to be heard (Gordon & Steucher, 1992). Perhaps their comments can explain to instructors how to capture the full attention and

enthusiasm that each student has to offer. Unfortunately, standardized evaluations do not provide this opportunity. In many cases, the portion of the evaluation that "counts" is the standardized ratings, rather than the free-response questions. While students may provide thoughtful information, many professors rarely flip the page to see them. In fact, Doyle (2004) recommends that to increase the effectiveness of students ratings, students must be assured that the information will be used by the faculty for productive change.

All this is not to say that course evaluations should be eliminated. Assessment of student learning can provide feedback to enhance instructors' ability to improve teaching and learning (Astin, 1993). Good assessments offer the opportunity to discuss what instructors do and why (Walvoord, 2006). In this session, the authors will introduce the Student Assessment of Learning Gains (SALG) instrument, and discuss how it addresses the issues raised in the paragraphs above. The SALG instrument is an online tool that concentrates on the degree to which a course has enable student learning (Seymour et al., 2000). Students anonymously assess their own learning and rate the degree to which specific aspects of the course have contributed to that learning. The instructor has the opportunity to customize each of the five main questions and to add/delete related sub-questions. Instructors also may include open-ended questions for students to enter text responses. The SALG instrument automatically analyzes the results, as soon as the data has been entered. Thus, information is instantaneously available to motivate classroom improvements.

In this session, we will address how the SALG allows both instructors and students to explain, reward and maintain the fun of learning. The primary presenter is a new professor who has used the SALG in several of her courses. The professor will present data from her courses and describe how she uses the data for classroom improvement. Two of her undergraduate students will co-present, offering student perspectives on the use of this instrument. Then, participants will have the opportunity to create their own version of the SALG. Finally, the presenters will facilitate a discussion on how to incorporate the SALG tool in a variety of classroom settings.

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Using research on teaching and learning to inform classroom assessment

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Objectives:

- Participants will discuss effective methods of assessing student learning based on teaching goals.
- Participants will explore effective ways of gathering data from students to be used to inform assessments.
- Participants will investigate Creswell's models for research and determine the type of activities most appropriate to meet their needs.

Audience:
Faculty who teach undergraduate and graduate courses who are interested in using a research approach in their classroom to inform their assessments.

Activities:
Small and whole group discussions about learning goals for students and current strategies for assessment.

Presentation and discussion of Creswell's (2008) research models and how it could apply to classroom research.

Write-pair-share appropriate techniques for participantsown data collection to inform classroom assessment.

Final whole group discussion about implementation of action research to inform assessments.

Description:
There is widespread recognition that instruction and assessment are integrated, and in the best cases, assessment (both formative and summative) informs teaching practice (Boud, 2000; Taras, 2002). Yet, students often receive mixed signals about assessment practices. It is well known that assessment motivates learning in our classroom, yet often in higher education we give the message that grades are more important than student learning (Taras, 2002). In addition, assessment, whether formative or summative, formal or informal, is the primary means of determining what students are learning. Despite the important role of assessment, it is more

common to use research to inform instructional practices. Assessment shares many similarities with research on teaching and learning, in that a primary goal of each is to answer questions about how students are different after participating in educational experiences. Angelo and Cross (1993) stated that, "[t]he type of assessment most likely to improve teaching and learning is that conducted by faculty to answer questions they themselves have formulated in response to issues or problems in their own teaching" (p. 9)., that is, a model of action research that can be conducted by anyone in any discipline.

In this session, we advocate for the position that strategies useful in education research can be used to inform one's own classroom assessment practices. Using models and practices of education research to inform classroom assessment design serves to strengthen assessment practices and more completely and comprehensively measure student learning. Creswell (1998, 2008) compiled various models of research on teaching and learning that can help researchers decide which methodology is most appropriate for their study based on their research questions. As the research questions determine the research methodology, which in turn determines the selection (or development) of instruments, data collection protocols, and modes of analysis and interpretation, it is important to have a clear understanding of all of these factors in order to successfully conduct a study. The main types of research models Creswell discusses include quantitative strategies, such as experimental and quasi-experimental designs including surveys, qualitative strategies including narrative research, phenomenology, ethnographies, and case studies, as well as mixed-methods studies. In this session we will explore how Creswell's (1998, 2008) research models can be used to select an appropriate assessment model for a course as well as how to choose or develop effective quantitative and qualitative instruments to successfully assess student learning.

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Taking the trauma out of drama to make teaching come alive.

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Making teaching relevant and engaging is the aim of this presentation. You will be invited to participate in a drama creation of your choice that can be applied to your teaching style. Participants will be encouraged to use it where they might never have thought it possible. Drama has been used to enlighten students of all ages from early childhood to graduate level. Develop a pedagogical tool that energizes your teaching and engages your students. Actual dramatic scripts will be created and step by step instructions will be given to transform your classroom no matter the level of students or content area.

The Quality Matters Program:
A Comprehensive, Standards-Based Focus for Online Course Design

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Objectives:
The session seeks to:

- Familiarize the audience with the Quality Matters history and training program;
- Recognize how the program establishes measurable standards for courses, assists in clarifying outcomes based on those standards, and helps instructors to develop methods for assessing those outcomes in the construction of an online course;
- Note the applicability of this system of course design across the curriculum.

Activities:
Session participants will:

- Be divided into groups;
- Be given one Quality Matters Standard with one or two outcomes that meet that standard;
- Develop assignments/activities/resources that can be assessed for meeting that standard;
- Discuss the usefulness of this systematic approach in courses across disciplines.

Audience:
The audience members for this session would be those who teach online courses, those who would like to teach online, and administrators who are interested in online course development.

Background and Rationale:
To put our session in proper context, we must first cite a major 2009 publication of the U.S. Department of Education which reports the following: A systematic search of the research literature from 1996 through July 2008 identified more than a thousand empirical studies of

online learning. Analysts screened these studies to find those that (a) contrasted an online to a face-to-face condition, (b) measured student learning outcomes, (c) used a rigorous research design, and (d) provided adequate information to calculate an effect size. As a result of this screening, 51 independent effects were identified that could be subjected to meta-analysis. The meta-analysis found that, on average, students in online learning conditions performed better than those receiving face-to-face instruction [original italics].These results are somewhat surprising, yes, but experts in teaching and learning have recognized that a systematic approach to design and delivery of online course content is a means both to improve the quality of online instruction to an even greater degree and to measure that quality. Thus, with the impetus of a 2003 FIPSE grant, a consortium called MarylandOnline, Inc. began a three-year grant to develop a replicable pathway for inter-institutional quality assurance and course improvements in online learning. It created and implemented a process to certify the quality of online courses and online components. As a result, the QM project has impacted the quality of teaching and learning at a state and national level(Quality Matters FIPSE Grant Project). In this session we will discuss our experience with the QM program, and we will illustrate how the QM training program teaches professors to understand fundamental standards for online courses, establish outcomes based on those standards, and implement methods to assess the accomplishment of the outcomes and thus meet the QM standards.

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Analogical Reasoning: The Role of Analogical Thinking for Creative Teaching and Learning

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Session Purpose:

- Understand the basic concept of analogical reasoning
- Learn several forms of analogical reasoning
- Explore classroom examples
- Have participants create examples to be used in specific classes and disciplines

Introduction:
Analogical reasoning is regarded as a fundamental cognitive tool in the transfer of learning (Ball, Ormerod, & Morely, 2004). Reasoning through the use of analogy occurs when similarities between two situations, concepts, or phenomena are identified and the relevant information from the familiar domain is mapped to the less familiar or new one (Mason, 2004). Analogies enable learners to not only make connections to new phenomena but further elaborate their understanding of the known phenomena. In addition, analogical reasoning can lead to learning something more general, that is, the abstraction of similarities shared by the source and target(Mason, 2004, p. 294).

Gentners (1983, 1989) structure-mapping theory explains how analogical reasoning supports the transfer of learning. Structure-mapping enables learners to identify similarities in the relational structure of the base (familiar) and target (new) domains. Inferences are made based on understandings drawn from the base domain to help understand the similarities found in the target domain. Based on this theory, Holyoak and Thagard (1997) developed a series of steps to illustrate learning through analogical reasoning. These steps include: (a) the retrieval step, (b) the mapping step, (c) the inference step, and (d) the learning step. Analogies are accessed in the retrieval step and then mapped to the target domain by inferences.

Many have pointed out the benefits of analogical reasoning as a cognitive tool across many different educational contexts, including science (Gibson, 2008), technology education (Daugherty & Mentzer, 2008), computer programming (Lai & Repman, 1996), grammar (Vokey & Higham, 2005), and auditing (Marchant, 1989). Teaching via analogical reasoning facilitates the coding and organization of knowledge, access to and retrieval of knowledge from memory, and overcoming misconceptions (Mason, 2004, p. 295). Learners must first, however, have a clear understanding of the base domain to be able to access relevant information that is structurally similar to the target domain. This process should be guided by a purpose of understanding based on the awareness of the need for more knowledge. Instructional approaches should thus stimulate comparisons and develop learners awareness of similarities in their pursuit of learning.

Audience

The workshop content should be useful to educators at all levels and in all disciplines.

Workshop Format

The workshop is designed to allow participants to explore the application of analogical reasoning for better teaching and learning:

1. 5 minutes: Presenters will introduce analogical reasoning.
2. 10 minutes: Presenters will discuss types of analogical reasoning and provide examples.
3. 25 minutes: Participants will be divided into groups to discuss and create discipline specific classroom examples.
4. 10 minutes: Discussion questions, and teaching applications.

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The Creative Use of Case Stories for Deeper Understanding across Disciplines

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Objectives:
At the end of this session, participants will be able to:
1. Identify the rational and empirical evidence for inductive learning methods.
2. Explain from personal experience how an interrupted case story works.
3. Analyze the manner in which story engages deeper levels of comprehension and understanding.
4. Apply the case story method to their classes.

Audience:
This Interactive Teaching Session is suitable for instructors at all levels and in any discipline who seek ways to deepen student understanding.

Activities:
Short presentation: Rational and empirical evidence for inductive learning methods will be presented and discussed.

Interrupted Case Story: Participants will engage in an abbreviated form of a case story entitled "Salem's Secrets: A Case Study on Hypothesis Testing and Data Analysis" (Nava-Whitehead & Gow, 2008).

Discussion: Participants will reflect and articulate ways in which the case story facilitated learning while engaging deeper levels of understanding involving emotion, insight and intuition.

Description:
The case study method is a type of problem-based learning that generally involves a story, often containing plot, characters and dialogue. These activities are written more like novels than textbooks and have students engaged in such role-playing exercises as exploring the Galapagos Islands or investigating a meteor shower. Research demonstrates that case-based approaches promote greater knowledge and deeper understanding of content than lecture-based approaches (Yadav, Lundeberg, DeSchryver, et al., 2007).

A common misconception of the case study method is that it simply involves the use of real-life situations as examples to demonstrate the concepts being taught. This use of cases is an effective method for reflection and application (Abell, Bryan, & Anderson, 1998). However, another method involves interactive case stories and situations that draw in and involve the student. Such case stories promote reflection and application, but also engage learners' interest, imagination, intuition, insight and wisdom. These processes often occur outside of the learners direct control and lead to a deeper level of understanding than reflection and application alone (Iran-Nejad, 1990). Although little is known about how students learn from case-based teaching (Lundeberg & Yadav, 2006), the data show broad support for the effectiveness of problem-based learning and other forms of inductive learning (Dochy, Segers, Van, & Gijbels, 2003; Prince, 2004).

This session will model the case story method of teaching and enable participants to experience first-hand the value of learning in activity through stories. Participants will be surprised by the level of engagement, pleased by quantity of content coverage, and intrigued by the possibility of deeper student understanding.

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Using Films to Teach Writing, Ethical Issues and Critical Thinking

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Objectives:
Participants will learn how to: 1) integrate reading and writing tasks with films; 2) create pre-writing and discussion activities to introduce students to the themes and ethical and moral issues raised in the reading assignments and in related films; 3) help students synthesize the themes and moral/ethical issues raised in a reading assignment and in films in writing tasks (essays, responses); and 4) identify the benefits and limitations of films in a writing class.

The session will consist of 5 parts: 1) motivation and rationale for including films in writing courses; 2) guidelines for integrating films with course readings; 3) samples of pre-writing, critical thinking activities and writing prompts that integrate the reading assignment and the film; 4) samples of student-produced essays/responses; and 5) viewing of film clips.

Participants will also share their experience with films and other multimedia use in their classrooms.

Activities:
Participants will view film clips and view student-generated writing.

Audience:
Those who teach writing, ethical/moral issues and critical thinking.

Description:
Many students do not like to read, write or think, but almost all like to watch films. Sometimes getting disinterested students to meaningfully understand and appreciate ethical and moral issues, especially when they have to read and write about them, can be tedious for them and a challenge for instructors. A great way to break the monotony of reading and writing and to get students a bit excited about the next writing assignment is the viewing of a film related to the assigned topic. Purposeful and meaningful inclusion of films motivates students to recognize the value of writing, to appreciate ethical/moral issues and to think critically.

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Head Games: Engaging Student Motivation and Learning through Play

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Objectives:
Participants will experience a variety of games and play techniques to promote learning that can easily be incorporated into the classroom.

Participants will receive a resource and reference list of games and examples of play that can be incorporated into any teaching situation.

Audience:
Anyone with an interest in incorporating games and play into their teaching in order to increase student engagement and learning.

Activities:
- Practice playing competitive and collaborative games for increasing motivation, engagement, and learning.
- Whole group discussion and presentation on the benefits of play and games in college teaching.

Description:
Game play and its role in learning have been studied extensively in recent history with the rapid rise in popularity of computer and video games, simulations, and learning games. Regardless of the medium (e.g., video/computer games, board games), games, and play in general, share many

characteristics that make them ideal for encouraging motivation, engagement, and learning in the classroom. Central features of game playing include a sense of control over ones environment, building self-efficacy through gradually increasing achievable levels of challenge, emotional fun factor, and the mutual agreement of the rules (Garris, Ahlers, & Driskell, 2002; Huizinga, 1955; Pintrich, 2003; Prensky, 2001). Many of these features are similar to those espoused in learner-centered teaching; specifically, shared control, active engagement, and the role of attitude and emotion in learning (Bonwell & Eison, 1991; Knowles, Holton, & Swanson, 2005; Weimer, 2002; Wlodkowski, 1999).

This interactive teaching session will engage participants in engaging games and play-forms that can be used in the classroom to increase student motivation and facilitate learning content, but also help students develop crucial life skills, such as communication, team work, writing, and critical thinking.

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Involving And Engaging Students In The Process And Outcomes Of Formative Midterm Evaluations

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Objectives:
The purpose of this session will be to introduce and model a method for involving students in the outcomes of midterm evaluations. Participants will discuss the promises and challenges of giving students more ownership of their course.

Audience:
Teaching faculty from across academic disciplines.

Activities:
This session will begin with a demonstration of a method of sorting and grouping student feedback in such a way that the students (and instructor) can see trends in the feedback, elicit suggestions for improvement from the students, and ultimately address the issues that students identify. Modifications for large classes, and for using technology (concept mapping software) will also be discussed. This process will then be practiced by participants of the session by soliciting feedback from the participants using their experience at the ISETL conference as a basis for feedback.

Description:
Most colleges and universities require students to complete end-of-term course evaluations. The problem, however, is that students have no vested interest in giving constructive feedback because for them the semester has ended (Keutzer, 1993). Midterm evaluations are becoming a more common practice for formative feedback by giving students more ownership of the course, increasing motivation, and even improving end-of-term evaluations. However, in order for these outcomes to happen, instructors must show students that their voices are not only being heard, but that changes are being made because of those voices.

To elicit formative feedback about the class, just prior to midterm students are asked to answer three questions: (1) What do you think is helping you learn? (2) What is hindering your learning? (3) What specific suggestions do you have for improving your learning (Angelo & Cross, 1993)? Each student responds on a separate, color-coded sticky note for each question (i.e. question one goes on a green sticky note, question two goes on a red sticky note). I divide the board into three sections, one for each of the three questions. I leave the room while students fill out their responses and post each note in the appropriate section on the board. When I return I categorize their responses. For example, in the helping section, those that pertain to the course readings will be grouped into one area, those that relate to in-class activities into another area. I continue this for each question. If there is a response in the hindering section that says something like, nothing is hindering - everything is great, I move it over to the helping section. Usually there will be

responses that are at odds. For example, in the helping section, some students may have cited the readings as helping their learning, whereas in the hindering section, other students might have cited the reading as hindering their learning. When this happens, I use the whiteboard to draw connections between the two to show that there are students with differing opinions.

I use these positive and negative connections to fuel a class discussion and accept suggestions from students. I use this opportunity to fine tune the course, make concessions when reasonable, or defend/explain my decisions when it is not appropriate to change. Making this process transparent allows students to see differences of opinion as well as similarities, and helps them to see the value of their input (Keutzer, 1993). I have found that my students respond favorably to this technique and they often express appreciation in the end-of-term evaluations.

This method has been used in classes as small as 15 students, and adapted to classes as large as 300. Modifications can also be made for online courses by using concept mapping software.

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5 Alternative/Authentic Assessment Strategies: Probing What Students Know

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Objectives:
1. Participants will be able to explain the role of assessment in the design of effective instruction.
2. Participants will be able to explain several alternative/authentic assessment strategies.
3. Participants will be able to explain how these alternative/authentic assessments align with learner outcomes.
4. Participants will be able to apply several alternative/authentic assessments to their classes.

Audience:
Anyone who teaches in higher education.

Activities:
1. The presentation will begin with an anticipation guide focused on assessment.
2. The presentation will include explanations and demonstrations of each of the 5 alternative/authentic assessment strategies
3. The presentation will include student examples of each of the 5 alternative/authentic assessment strategies.
4. Participants will assess the presentation using the 25-word summary and oral explanation assessment strategies.

Description:
Assessment denotes the systematic collection and interpretation of student knowledge or performance data that are to be used in the making of educational decisions, including enhancing instruction. The assessment process can be thought of as comprised of three components: assessment (data collection), evaluation (data interpretation) and application (data implementation). Traditionally, student knowledge and performance has been measured using multiple-choice tests, essay tests and paper writing. In recent year, however, assessment

strategies have broadened to include alternative assessments that focus on authentic ways of thinking and behaving (e.g., construction projects, think alouds) as well as assessment strategies that focus on intellectual and behavioral growth (e.g., eportfolios, reflection).

This presentation will focus on five assessment strategies. These strategies are offered as potential strategies that others may employ under appropriate conditions; specifically, assessment strategies should align with the instructors' goals and objectives/learner outcomes.

1. Extended Abstracts
2. Application Projects
3. Oral Explanations
4. Synopsis Papers
5. 25-Word Summaries:

Each of these assessment methods should be employed for a specific purpose and these purposes will be addressed. In addition, each assessment strategy will be explained, demonstrated and exemplified with a student's work.

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An Idea for the University Classroom Defined:
Democracy, The Critical Classroom, and The Power Read

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Democratic classrooms do students little good in abstract theory: Fortunately, teachers do possess the authority to create them (Lee). Using the group work dynamic to create a dialogue between students and a text, teachers can foster a critical classroom environment wherein their students have express permission to examine ideas, philosophies, and ideologies using a pedagogical method I call "the power read." Admittedly, this classroom culture would be difficult to approximate in a typical lecture format (Engell, Zeegers). Further, students who prefer to work alone typically respond negatively to a group work environment for a variety of valid reasons, not the least of which is the one grade for all mentality (Bowell). However, "group work" can and should positively influence student outcomes if it is used to create unity within the classroom and to foster collegiality and collaboration among students and between students and their teachers. When using a strategy meant to strengthen students' classroom interaction, clustering them in small groups to read, think, question, and write will promote a positive learning environment based upon their collective, shared experience. For all intents and purposes, this potential for the pursuit of intellectual fulfillment practically exists in any classroom.

Objectives:
Participants will
1. discuss the directed energy requisite for creating a culture of active learning in the classroom;
2. explore the liminal qualities of the classroom and how best to use its protected space for the creation of knowledge; and
3. write a pedagogical mission statement that fosters positive student inquiry, classroom engagement, and professor/student interaction.

Audience:
College professors, high school teachers

Description:
Criteria-based inquiry fosters critical thinking practices. In this session, we will collaborate in a discussion of the demonstrable benefits of collective activities which exist when students energy and experience are channeled through democratic processes and practices. Using a text as a point of analysis, I will share several methods I use in my classroom. These practices empower students to achieve a collective understanding larger than their own individual experience will support, a process I refer to simply as "the power read."

I will also distribute copies of assignments I developed for courses I taught spring 2010, including first-year composition, technical reports, world literature survey, and the eighteenth-

century British literature survey. These assignments demonstrate my belief that the element of choice and the right to vote upon classroom activities coupled with clearly stated guidelines assist students in realizing their full learning potential without compromising practical and necessary grading standards.

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Clips, Tips, and Snips: The Use of Technology to Revitalize Teaching Across the Curriculum

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Objectives:

- Session participants will have an understanding of the types of technological tools available to instructors.
- Session participants will discuss the benefits of using technology in their teaching.
- Participants will examine the strengths and weaknesses of using various techniques.

Audience:
This session is most appropriate for faculty who want to utilize technology in their program of study. This session is designed to discuss initiatives across disciplines.

Activities:

- Participants will engage in small group discussion to develop lists of technological tools
- Participants will examine specific techniques that have been utilized across a wide field of study (ex. Biological sciences, Communication, Sports, etc)
- Participants will engage in small group discussion to determine technological initiatives suitable for their disciplines
- Strategies for including technology into participants courses will be discussed

Summary:
Technology is ever present and ever changing. To keep ones coursework vibrant, instructors need to understand how to incorporate technology into their curriculum and the role it plays in student learning. The use of technology is one way to provide enhanced learning opportunities for students while energizing teachers' curriculum.

The goal of this session is to discuss strategies for utilizing technology across the curriculum to revitalize teaching. Discussion will provide participants with the opportunity to examine the use of technology in the classroom from a holistic perspective.

Bouncing Back From Professional Setbacks: Resiliency in Higher Education

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Objectives:
Participants will:
1. Discuss research related to the importance of resiliency as applied to higher education faculty.
2. Recognize the characteristics of highly resilient people.
3. Explore proven strategies, techniques, and resources designed to help faculty navigate through professional challenges, adversity, and setbacks.
4. Participate in self-reflection and analysis activities to identify personal resiliency traits and skills.
5. Consider the seven C-steps for building resiliency and navigating through professional changes and challenges in the academic environment.

Audience:
College and University faculty in all disciplines.

Activities:
The session will open with a brief sharing of personal experiences and an overview of research on the importance of resiliency as related to higher education faculty. The presenters will then introduce and guide participants through proven strategies, techniques, and resources designed to help faculty navigate through professional challenges, adversity, and setbacks in the academic environment. Participants will engage in self-assessments of resiliency traits and be encouraged to discuss implementation of the seven C-steps for building resiliency (control, challenge, connection, cohesiveness, commitment, creativity, competence).

Description:
Today's higher education faculty members are called upon to deal with rapid changes, cope with professional setbacks, and overcome adversity. Resilience is a key skill for surviving and thriving in these challenging times. Resiliency is defined as the ability to survive and thrive in the face of change, challenge, and disruption without exhibiting dysfunctional behavior. Resilient people overcome adversity and bounce back from setbacks, becoming stronger and wiser in the process. Research in the science of resiliency highlights specific traits and skills found in highly resilient people and necessary for leading a productive life. Fortunately, through implementation of specific strategies, these skills can be learned and mastered. Learning and applying these

techniques will enhance participants' capacity to move forward through life's challenges, conflicts, and setbacks to a happier, more positive, productive and successful work life.

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Quality Teaching: An Interactive Inquiry

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The research reveals a strong correlation between the quality of college teaching and the level of student learning (Okpala & Ellis, 2005). Quality teaching clearly matters. Yet, definitions of quality vary widely. Institutions of higher education emphasize academic qualifications, pedagogical practice, technological expertise, and professional development. Students tend to focus on personal teaching styles (Walker, 2008).

Our response is to explore the knowledge and experience of college teachers themselves. We intend to lead an interactive inquiry into the nature of quality teaching in order to improve classroom practice and student learning. Applying a transactional model of teaching (Ingram, Kovalik, Allen-Huffman, McClelland, & Justice, 2007), we will present teaching as a holistic exchange between teacher and student in an environment conducive to learning. Participants will then reflect upon their own teaching and collaborate upon a functional definition of quality.

Objectives:
To reconcile various definitions of quality
To examine the holistic nature of teaching
To reflect on key components of teaching
To articulate a functional definition of quality teaching

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Is This Mic On?: Why Audience Awareness & Humor Have Never Been More Important in Education

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Audience:
Front-line instructors or librarians, basically anyone who has ever felt like they were interrupting their students with this thing called education.

Objectives:
1. Attendees will walk away with an increased understanding of current learning and training trends
2. Attendees will have a raised awareness of their audience.
3. Attendees will gain a better understanding of the practical application of humor and rapport in creating assignments and lesson plans.
4. Attendees will share and analyze their own experiences (battles?) with partial attention.
5. Attendees will begin creating a list of things to consider and things to quickly and informally assess as they design assignments and lectures.

Activities:
1. Inventory of our own battles with focus and attention.
2. Discussion/Lecture about what captures attention and helps learning.
3. The group will re-work a traditional assignment applying humor theory, brain-based learning strategies and a plan of continuous partial assessment.

Just because education is serious business, that doesn't mean that we cant learn a thing or two from stand-up comedians. Good comics and any good live performer, is constantly trying out new material, changing up delivery, and continually gauging and assessing the audience as they deliver a monologue. I think we can learn from this approach.

The battle for student attention has never been bigger, and as instructors, administrators, and librarians decide to what extent they are joining in to the Web 2.0+ wave, mission, audience and assessment are critical. No matter the medium, the mantra can really be the sameconnect, assess, respond. Whether we are delivering a punchline, crafting an assignment or delivering a lecture, the goals should really be the same: connect with our audience, assess what they need and if they are hearing us and respond to the subtle and not-so-subtle clues they will invariably give us.

As the trends in training, communicating and learning get more social--65% of companies plan to increase their use of social media in 2010 (Nancheria 2010)and more personal--Brown (2010) talks about mobile learning and its power to deliver the right materials to the right person at the right time and place(p. 28)now is the time to revisit our place and our strategy.

Maybe the best way to accommodate continuous partial attention is to use continuous partial assessment to gauge our effectiveness. Maybe the best way to make learning personal is to remember, not the technology, but the people. Maybe the best way to deal with the absurd fact that when we teach we are often struggling with our own attention issues did I bring the right folder? Did I turn my phone off? Did I remember to record Caprica?-- in a room full of people who are texting, humming, eating, talking, reading, sleeping, worrying, studying, and ignoring is to laugh, step back and check in with the people we are trying to reach.

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Design Principles for Course Management Systems: The Scoop from Cognitive Research

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Objectives:
1. Introduce several strategies for Course Management System design.
2. Demonstrate the application of cognitive psychology to the design of web-based learning systems, such as Blackboard.
3. Engage participants in replications of classic cognitive psychology experiments to demonstrate the need to apply cognitive principles to the design of course management systems.
4. Inspire educators to consider the cognitive system along with the interactive potential that may have an influence upon student satisfaction and success.

Intended Audience:
This session is intended for all educators (regardless of computer competency) who are interested in improving the design of their own Course Management System (CMS) to facilitate the presentation of on-line, hybrid, and face-to-face course materials. The content will be especially appealing to those who are interested in considering limitations of the human cognitive system when constructing their CMS interface. Additionally, this presentation will be of importance for those who are generally interested in the application of cognitive psychological principles to student learning materials.

Activities:
This session will introduce and illustrate various aspects of the human information processing system through several brief interactive demonstrations regarding the conceptual organization and limitations of the human cognitive system. These demonstrations are variations of classic cognitive psychology experiments. The interactive demonstrations will be linked to specific aspects of course design principles, especially as they apply to learning via course management systems.

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Teaching Nature: A Model for the Integration of Science, Art, and Literature

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Objective:
The integration of field ecology, observational drawing, and literature into a single living and learning community with nature as its primary focus.

Audience:
Professors in the Liberal Arts and Sciences with an interest in collaborative learning communities.

Activities:
Integrated reading and writing assignments, ecological assessments, and observation of drawings in nature.

Description:
For many years Lipscomb University's Biology Department has offered a class and field trip during the three weeks of our Maymester session, traveling in a yearly rotation to either Washington State for both the Mt St Helens area and the Olympic Peninsula, the desert regions of west Texas and eastern New Mexico, or coastal areas and the Everglades of Florida, to study areas of various biodiversity. Over the past few years, the empirical science class has evolved into an interdisciplinary nexus of courses that allow students to receive credit for Field Biology, English/Nature Readings, and Art/Journal as Art. The students register for two of the three classes, but all participate in work that incorporates all disciplines, e.g., all students are assigned and must respond to readings chosen for the sites or regions specifically visited.

The class typically spends a week on campus in morning sessions that focus on the specific locations for the class as well as general Field Biology issues. General readings from various sources, e.g., the Library of Americas American Earth, Abbeys Desert Solitaire, Wilsons The Creation, are discussed as well as a syllabus of readings performed during the trip itself tied specifically to issues relevant to the region, e.g. Native American fishing issues and volcanic recovery for Washington State trip, oceanic pollution for Florida, etc. An art professor gives instruction in observational sketching of both landscape features and flora/fauna as well as in exploring the aesthetic aspect of culture in the given local. The class and faculty from the separate departments then travel together and spend approximately ten days living and studying as a group. Students keep journals for note-taking as the group meets with various professionals, e.g., National Park Service personnel, National Forest rangers, local activists, etc, including observational sketches and reflective written responses over the course of the experience, reinforced by nightly review/preview sessions. After returning to campus, students take a final test that includes responses to the Environmental and Literature aspects, submit journals for evaluation, and write an extended personal essay response.

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A Qualitative Framework for Evaluating Learning Outcomes

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Research Rationale and Purpose:
Authorities responsible for the accreditation of American colleges and universities now require a quality enhancement plan as a new yet significant part of the re-accreditation process. By enacting this requirement, the purview of accountability in education has extended intricately to faculty in an effort to assure quality in instruction and the learning environment. While most instructors have some intuitive process for judging the performance of students, many do not have a fully conceptualized evaluation plan. For most, course evaluation methods rely heavily on traditional forms of assessment and evaluation. These quantitative or psychometric approaches, although shown to be valid and reliable, only measure a limited aspect of student learning. Typically when students perform poorly on formal assessment many instructors feel obligated to offer extra credit or make-up opportunities to students, especially in those institutes where grade distributions or student evaluations are used as components in the promotion and tenure process. This research paper describes a qualitative component for assessing course learning outcomes and a qualitative way to categorize student performance as an additional form of evaluative evidence with regards to assurance of learning. The process used to develop a framework for qualitatively assessing the learning outcomes of an introductory statistics course will be presented.

The process of implementing a Learning Study is an extension of a previous research study on investigating the qualitatively different ways students experience introductory statistics. The findings of the initial study were conceptualized into a framework for the assessment and evaluation process. Through inquiry into how qualitative approaches to assessment may be coupled with traditional quantitative forms to illuminate holistically what students learn and whether or not course learning goals are achieved, the objective of research in this proposal is to describe the development and implementation of a framework for assessing such, in general undergraduate introductory statistics classes.

Foundations:
The assessment and evaluation process is iterative in that the process itself is cyclic, with the intent of refining its components as well as those of the programs for which it is used to evaluate. It requires a tremendous time commitment with regards to preparation, development, research, implementation, and re-calibration. The activity of creating formal boundaries for categories of performance is quite illusive for some instructors. Although this type of academic activity may seem intrusive to some faculty, setting standards for course performance has several benefits. An empirical approach to assessing learning outcomes and setting course standards help ensure that any judgments or decisions made are supported by quality data that are collected in a systemic, reproducible, objective, and defensible context (Cizek & Bunch, 2007). The process of evaluating course teaching and learning also informs the instructor of feasible interventions for

reaching a targeted level of performance and desired goals, as well as aiding in the determination of course modification (Rossi, Lispsey, & Freeman, 2004).

While general conception may lean towards purely quantitative paradigms to evaluate courses, a holistic view of a course can only be analyzed through a variety of lenses. The qualitative stance taken in the study is from the theoretical foundations of phenomenography. Phenomenography aims to explore how people learn and why some people learn particular subjects or domains better than others. Learning is studied by collecting the various ways the learner-phenomenon relationship is experienced. Learning is defined as perceiving, conceptualizing, or understanding something in a new way, by discerning it from and relating it to a context (Marton & Booth, 1997). Two aspects constitute the phenomenographic definition of learning: a) what is to be learned (the object of learning), and b) how one goes about learning (approach) (Uljens, 1996). The teaching model, Learning Study, immersed in the tenants of learning from a phenomenographic perspective, begins with planning a lesson aimed at depicting the critical points of departure in the various ways students understand the object of learning; the lesson is then designed to exploit the patterns of variation to give students multiple ways of experiencing the object of learning (Runesson, 2006). Variation and repeated practice are viewed as effective teaching methods to encourage students to practice varying their perspective. Repeated practice in this context does not mean mundane, rote repetition. Instead, it means to create, invent, adapt, and progress in the light of previous practice where students get numerous opportunities to challenge their perspectives, vary their approaches, and extend or hone the skills they employ (Fazey & Marton, 2002).

Methodology:
The initial study was conducted at a suburban secondary school in the southeastern United States. The nine participants were recent graduates from the school who had taken an introductory statistics course or advance placement statistics course during either their junior or senior year.

Data collection efforts focused on methods that got students to reflect upon and explicitly describe their experience of learning statistics. A questionnaire was disseminated to collect demographic information. A sixty minute semi-structured interview with each participant was audio-recorded and transcribed. A range of questions were asked with regards to perceptions of statistics, perceptions of learning, and reflections on the experience of learning statistics. The participants also kept a two week journal in which they were asked to solve and reflect upon tasks completed in the class they took that covered data display and analysis, probability, and inference. The interviews and reflection journals represent information rich cases, in which selective quotes meeting the criteria of relevance were coded using processes adapted from phenomenography (Bowden, 1996; Marton & Booth, 1997). This iterative process continued through the deduction of meaning about the phenomenon, and was concluded when the narrowed categories of description were deemed relatively stable (Creswell, 2003). Trustworthiness of data was achieved using Lincoln & Gubas (1985) four criteria: credibility, transferability, dependability, and confirmability. To ensure credibility, triangulation in data collection, prolonged engagement with participants and member checking were used. Thick, rich description was used to convey findings, ensuring transferability. An audit trail and securing records from the study ensured dependability and confirmability.

For the current study, the framework that emerged prior to it was deemed applicable, in that an undergraduate introductory statistics course is considered equivalent to an advanced placement statistics course. The student conceptions of statistics, the capabilities sought by learning statistics, and the approaches to learning from the initial study were utilized to formulate observable indicators for student categorization.

For the current study, the course design was introduced as a Learning Study, and students completed a questionnaire which was used to determine which conception of learning best characterized her or him. The iterative process described in the initial study was used to categorize student conceptions specifically data analysis. These conceptions were matched to lesson tasks and either presented by the instructor or assigned to students. Student responses and work were used to inform instructional adaptations. To investigate the students' collective conception of statistics, the statistics conceptions framework was used at midterm, and will subsequently be used at the end of the semester.

Results and Discussion:
The components of the framework are definitions of students' conceptions of learning statistics, descriptions of the capabilities sought when learning, and lists of observable indicators that a student falls within the categorized conception.
Student Conception (1): Statistics as Fact or Algorithms
Definition - statistics is a class in which one states terms, evaluates expressions, solves equations, and makes graphs.
Indicators: Recognizes key formulas, recalls definitions, lists steps for procedures, uses a calculator to arrive at answers (after a long period of time).
Capabilities sought: (When statistics is learned, one should be able to&) recite information and mimic procedures perceived likely to appear on a test.

Student Conception (2): Concepts About and Procedures for Handling Data
Definition - statistics is the study of contextualized techniques for collecting, representing, and analyzing data.
Indicators interpret graphs, numerical and technological summaries in the context of the task, execute procedures for data analysis, relates contextual knowledge to statistical concepts.
Capabilities sought relate concepts to prior knowledge or experiences to construct meaning, to develop an understanding of how and why certain statistical procedures are performed.

Student Conception (3): Inference/Prediction
Definition statistics is the study of processes used to make estimates for the purposes of generalizing or predicting attributes of populations.
Indicators implements multiple approaches to collect, organize, and analyze data for the purpose of differentiating or discovering attributes, recognizes the need to collect data, differentiates appropriate methods of sampling, evaluates the reliability of results, makes an inference or prediction based on data analysis, utilizes technology as an integral part of data analysis.
Capabilities sought communicate or disseminate interpretations of analysis, teach or explain results of a task or how conclusions were drawn, appreciate the practicality of statistics.

Student Conception (4): Restructuring/Changing Viewpoint
Definition statistics is a way to acquire knowledge about a population and illuminate trends to improve the quality of life, inform decisions, change ones outlook, and monitor ethical practices.
Indicators Recognizes the need to conduct a study to evaluate a claim or make a prediction, plans a study, monitors or can address the ethical treatment of subjects, disseminates results to illuminate attributes and inform decisions
Capabilities sought - refine existing structure for understanding statistics, adapt or re-structure conceptions of the population studied, formulate theories.

As this investigation is ongoing, all of the data have not been collected and analyzed. When the semester concludes, data collection will be complete and analysis will continue. The researcher will remain open to the potential emergence of new categories of description, as well as observe the migration of students among the established conceptions. Also of interest is investigating if students with higher conception of statistics consistently outperform the class in the various forms of assessment.

What has been observed thus far in discussion board topics is an increased awareness of learning experiences whereby students openly reflect on recognizing areas in which they are deficient and share their plan to shore up the gaps in their foundational understanding. Students have also been observed taking more initiative when it comes to collaborative opportunities for learning, requesting more opportunities to work in groups and present group papers. They overwhelmingly express an awareness of how they begin to see concepts unfold when they talk, teach, or explain their procedures for doing a task to their peers. Some students have expressed enthusiasm for the Learning Study design, because they are developing strategies that help them conquer challenging content and they are building confidence.

Conclusion:
In conclusion, some of the intended affects of the framework have been observed. Students express increased interest in learner ownership, and they pay closer attention to the approaches they utilize to acquire knowledge. Studentsperformance on assessment indicate the lesson objectives and course learning outcomes are better articulated, and higher percentages of students are meeting performance expectations. Using the framework throughout the course has helped students learn content and understand expectations because they are repeated and practiced more frequently than what they traditionally experience. How the framework will inform the effectiveness of instruction in meeting course learning outcomes, and what modifications the framework will indicate remain a focus of the data analysis to come. It is anticipated, however, that some assignments will be modified to reflect the input of students regarding their perception of the assignments effectiveness in helping them achieve acceptable levels of performance on learning outcomes.

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Experience with a student-written wiki textbook supplement

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Student-authored wiki textbooks get students to take responsibility for their own learning by requiring students to read the primary literature and synthesize it. Co-authoring a textbook has been shown to improve learning. But suppose a suitable textbook is already available; is it helpful to have students extend it? We report on a semester-long project where students wrote and peer-reviewed chapter supplements for a text on parallel computer architecture. This experiment was part of a project to develop software to automate the administrative overhead of assigning work, peer-reviewing it, and pre-computing grades that the instructor could either accept or override.

Our goals in this experiment were (1) to give students the experience of reading the primary literature in the field they were studying and synthesizing it into a single narrative; (2) to extend our new textbook, which is more readable and up-to-date than the old textbook, but goes into much less depth; (3) to compare the process of writing a wiki textbook supplement with the process of writing a wiki textbook; and (4) to gain experience with software designed to automate the daunting administrative hurdle of managing dozens of deadlines throughout the semester, getting feedback to students, allowing authors to communicate blindly with reviewers, and collecting all of the assessment information in a format suitable for presentation to the instructor.

One wiki textbook project took place at several Israeli universities. Ravid, Kalman, and Rafaeli [1] report that wiki technology was applied to the development of an introductory academic textbook on information systems. After initial development by faculty and students, students continued to contribute to the wiki textbook, leading to a collaborative writing project spanning three universities, and twenty academic courses. Researchers compared students who elected to work on the wiki-based textbook develop¼ment project with those who did not in terms of their final exam achievement. Statistically significant differences between the wiki and non-wiki students were identified in two of the four iterations of the testboth times in favor of the students who chose to work on the wiki project.

Our project is still in progress as of this writing. Thus far, we have found that the process of synthesizing technical material is still a significant hurdle for students. They tend to write from sources they can locate easily, not sources that extend the development of a particular chapter.

Another challenge has been motivating students to write sufficiently detailed formative reviews of their classmates work. We will compare the current class to previous classes in terms of performance on exams. Thus far, performance on midterm exams has been quite good, equal to the performance of the best classes in the last ten years. We will administer a survey to students at the end of the semester asking about their effort and learning on the project. We will also compare the reviews done by students to peer reviews of writing obtained in the authors previous classes.

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What do you LACK in your teaching? Engaging your students using the LACK lens.

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In the proposed session we would not only discuss examples of how we have implemented these four pillars in our School, but also brainstorm with and demonstrate to audience how these four pillars can be adopted across diverse fields of higher education. In addition to these practical applications we will also discuss the theory and research that supports this learning framework.

Below is a brief discussion of each pillar accompanied by a sampling of ideas for practical implementation in the college environment. Each of these will be addressed during our session.

Creating Learning-centered Environments involves incorporating the knowledge, skills, attitudes, and beliefs that learners bring to educational settings (Bransford, 2000, p. 133). Teachers who embody this principal are culturally responsive to the needs of their students and also provide safe environments for students to discover and challenge existing misconceptions. One practice which has been implemented by STEL faculty to promote Learning-centered Environments is to have students create an educational biography where they examine their experiences related to learning up to this point. Another practice is examining the hidden curriculum in schools and how this influences both the teachers and the students.

Bransford (2000) points out a key to creating Knowledge-centered Environments is progressive formalization. This involves teachers building on the informal prior knowledge that students bring with them to the classroom. Teachers can take advantage of this prior knowledge at the beginning of the semester by having students do autobiographies where they write about their experiences in a field. For example, in geography, students could write about the different landforms that they have experienced when traveling. Another core principle to Knowledge-centered Environments is responsibility of the teacher to help learners construct an integrated understanding of a discipline. One practical way to do this is to teach students to review for quizzes and tests by using graphic organizers called FRAMES, which are visual ways to show the relationships and organization of key concepts.

A third principle is creating an Assessment-centered Environment. Good assessments involve making students' thinking visible. This can take many forms. One example would be having students self-assess themselves. With the growth and availability of technology it is easier for students to videotape and self-assess themselves as they practice new skills (e.g., oral

presentations or teaching lesson plans). There are also benefits to having students work collaboratively in groups where they can give immediate feedback that result in online revisions (Bransford, 2000). An example of one practice used by a STEL colleague is to have students take a 5-10 question quiz a day before their class meeting using an online survey tool. She then uses this information to prepare for class. Besides helping this professor plan for class, she uses it as a model for her teacher education students, demonstrating how assessment can aid in teaching.

The final principle, Community-centered Environments, requires teachers to create classrooms where it is safe to make mistakes and to try on new ways of thinking. Relatedly, teachers must create communities of inquiry, where questions are welcomed. A practical application of this is requiring students to know each others names. There are many activities which can be easily incorporated into class time to encourage this learning. Finally, creating community-centered environments involve making connections to the larger community (Bransford, 2000). This requires teachers to connect what is going on in the classroom to the larger world. Teachers can provide assignment opportunities that involve working in practical settings in the surrounding community. Similarly, teachers can bring relevant community members or professional leaders in the community to speak to students. With the availability of the internet and blogging, students can even reach to the wider community of the world.

Goals and objectives for the teaching session:
Participants will develop a clear understanding of how the LACK framework can be used in their courses to assist their teaching and their students' learning by:
1. Learning several practical activities they can implement in their courses related to the LACK framework.
2. Take what they are already implementing in their courses and apply them to the LACK framework.

Description of the practice to be exemplified:
Participants will fill out a graphic organizer to help them self-reflect on their current instruction and goal-setting for the future. This graphic organizer will be divided into the four areas of LACK, Learning-centered, Assessment-centered, Community-centered, and Knowledge-centered. Within each of these areas, participants will describe existing teaching practices that fulfill each of these areas. They will also brainstorm goals, or ways that they can build their instruction in each of these four principles. We have used this graphic organizer in the School of Teacher Education and Leadership at Radford University with great success. It helps the educator step back from daily instruction to see the larger educational picture and set realistic goals for achieving it.

Reference

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Teaching from the Inside Out: Creating a natural climate for practicing social justice

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By the year 2050, racial/ethnic groups will make up 48% of the total U.S. population. Because of this demographic change, educational institutions must change or adapt to meet the needs of a ever changing student population. In an environment of increasing accountability and attention to the quality of education, programs and curriculum, are mandating serious changes and challenges to education traditions and cultures in and out of the classroom. Azusa Pacific University Ventura Regional Center has been challenged in the last few years to address the issues of embracing institutional diversity goals and address changes to shift toward a more just community. In California, students of Hispanic origin have one of the highest dropout rates, scoring 147 points lower than white students in standardized test scores. Additionally, more than five million students are classified as ELL in the U.S., and 80% are Spanish speaking. Those entering the profession must become competent and compassionate mentors to the growing ELL population in our schools. Understanding the dynamics of differences serves as a way for transforming students lives through a continued increase in their awareness of the culturally positive attributes in a diverse society (Lee, Singletary, Singletary, & Metcalfe, 2007).
In order to create a natural climate for practicing social justice, it is important to engage cultural diversity in the classroom, and offering community intervention for at-risk schools. Banks (2005) once suggests that a school reform can be effectively achieved when trying to implement a set of multicultural dimensions including (1) content integration; (2) the knowledge construction process; (3) prejudice reduction; (4) an equity pedagogy; and (5) an empowering school culture and social structure. This presentation will demonstrate our efforts and present strategies that encourage awareness for social justice in the classroom.

The objectives of this session are:
- Participants are able to develop skills in creating an environment that demonstrates develops respect for human diversity.
- Participants will gain an understanding of the needs and services of diverse populations in the community; and
- Participants understand that education is an essential intervention to transform the school as well as the community to bring about educational equality and social justice.

This presentation will consist of two parts: presenting our best practice and asking participants to share their experiences and applicable ideas. First, we will present our cases in which we practice

social justice in the educational and community setting. The application/experiential session is designed to help participants bridge the gap between ideas and reality through discussions and sharing the best practices.

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Design Thinking, Critical Writing, Teaching and Learning

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This interactive teaching session is based on the premise that the purpose of a first semester freshman critical thinking and critical writing class is help students establish a set of foundational skills, supportive relationships, habits of mind, and the confidence necessary to make the transition to college a successful one.
As Richard Light discovered through his interviews with Harvard undergraduates, students not only are open to working through the acts of invention, organization, revision, and editing but in fact desire the opportunity to do so. As I read Lights findings in the study entitled Making the Most of College: Students Speak Their Minds, I reflected upon my own experiences with undergraduates. I have encountered repeatedly the fact that student desire the freedom to make mistakes in their expository writing classes. They actively voice a hunger to take risks, receive constructive peer feedback, and analyze the text they might use as models.

This challenge is very similar to the space I provide for such risk-taking in courses I teach in Entrepreneurial Leadership with the Entrepreneurship for the Public Good Program at Berea College. The risk-taking, peer feedback, and lessons learned along the innovation journey are very similar to the process discussed by Tom Kelly in Prototyping is the Shorthand for Innovation. It has occurred to me that mastering critical thinking and effective writing is quite similar to the contributions of design thinking within the innovation process. The prototyping process and the thinking-writing process might be re-conceptualized as an inevitable process of working through errors and mistakes. The errors and mistakes occur because the innovator is taking action. Malcolm Gladwell, journalist for the New Yorker, and author of The Tipping Point, Blink, Outliers, and What the Dog Saw, told a Stanford University audience that a writers inclination is to err. Journalists write a lot, Gladwell reports, so sometimes you are just wrong.

Permitting and even encouraging our students to embrace experiments and errors as integral parts of the thinking, researching, and writing process empowers them as writers; it also provide the teachers the opportunity to take risks in our facilitation of writing exercises and in the types of assignments we create. Our task is to foster and inspire critical thinking about errors and what can be learned from them. When applying design thinking methods we can invite students to develop an ability to analyze the rhetorical situations in context, visual, and multimedia world around them and to transform their engagement into effective writing that contributes to new innovations.

Course Goals

This course aims to provide first-year college students with a set of foundational skills, supportive relationships, habits of mind, and the confidence necessary to make the transition to college a successful one. In this course students will learn to:

- Become a more effective and engaged learner, developing habits of mind that promote participation and success in college and beyond;
- Develop and complete better college-level essays that engage various kinds of texts using reasons, evidence, and support for a clearly stated thesis;
- Identify and use some common modes of reasoning and critical thinking concepts;
- Research, read, and evaluate a variety of sources;
- Assemble an appropriately diverse bibliography;
- Appreciate how different types of sources can work together;
- Understand how preparation, engaged attentiveness, reflection, and thinking lead to learning from experiences beyond the formal classroom;
- Give effective feedback on the writing of others at every stage of the writing process;
- Use the Hutchins library and its resources, including the library catalog and databases;
- Use quotation, paraphrasing, summary, and primary texts appropriately in your writing;
- Develop your documentation skills, learning not only the proper mechanics of citation for various kinds of sources, but also sound judgment about when citations are necessary and why.

The faculty member selected the theme and set of assumptions for the course cited below:
1. Berea College freshmen are new travelers into their destination of the Berea Community. As travelers they have a very unique opportunity to view this new destination with fresh eyes. In this course student will examine how travelers and tourists perceive new destinations as explored via films, field trips, readings, guest speakers and engagements in actual experiential travel situations. Students will learn the importance of capturing new images, and how to create new images and a sense of place in the minds of travelers through writing.
2. Our focus will be on Nature-based, Ecotourism and Adventure Tourism [NEAT] trends and issues in the Appalachian region. For most people, Appalachia conjures up images of majestic mountains, old-time music and crafts, and a simpler way of life. But it is so much more! From artisan centers and historic hotels, to hiking and biking trails and scenic drives, Appalachia is alive with hundreds of family-friendly destinations that appeal to history and culture buffs embedded within the core characteristics of adventure, nature based lovers, and ecological advocates.
3. Tourism is a powerful force in the Appalachian region with complicated, even contradictory, effects. Without a doubt, policy makers see tourism looming within Appalachias postindustrial economy. International travel agents are marketing the region around the world stimulating new thinking about sustainable forms, cultural assets, conservation and aesthetic harmony that preserves the regional destinations unique identity, character and democratic multicounty community-member decision making.
4. What role has and does tourism play in an economic, cultural and environmental development in the Appalachian region? Our class journey should expose the double-edged sword, cutting both ways in terms of impact on the regions economy, cultural identity and landscape. Tourism can simultaneously produce change and continuity as well as positive and negative consequences. Tourism is a transformative force that accelerates the modernization of the region in so many ways, yet also provides a main economic rationale for the regions cultural, historic, and environmental preservation movements. The tensions underscore the deliberate balance and the decisions we will make between economic development, cultural image, and the land as a natural resource and asset.

While tourism, the study of Appalachia or even effective writing may appeal to only a small number of conference participants, all participants desire to discover innovative models and integrative teaching-learning approaches for developing new habits of the mind.

To accomplish these required course goals a design thinking iterative processwas executed over 15 week semester. In Phase 1 - Over 12 weeks class members experienced adventure and cultural tourism assets in three rural counties, wrote six cell phone self-guided tours scripts, prototyped five multi-media walking tours, and have demonstrated the conceptual and prototyped models. In Phase 2 Over the last three weeks community partner reviews of the cell phone scripts and five multi-media prototypes were gained from economics researchers, a rural tourism commission, a chamber of commerce, an iphone development company and the Appalachian WIFI business development manager covering the 29 target market counties in eastern Kentucky. In Phase 3 After the course was completed four freshmen students summarized their smart phone prototypes and entered the Appalachian IDEAS Network contest, winning Most Potential to Positively Impact an Appalachian Community and $1,000 award.

Interactive Teaching Sessions Outcomes:

1. This Interactive Teaching Session by faculty and (now Sophomore) three students will illustrate the design thinking iterative process exercises that have application across disciplines for classes intended for freshmen to seniors.

2. The Interaction Teaching Session will illustrate how the art and craft of writing is disassembled into separate elements of identifying each students reading strategies (working out difficult words and phrases, defining purposes for reading, getting your head around a topic, using the text and checking the authorspurpose, using headings and sub-headings, reading selectively, highlighting main topics, using labels, and note-taking strategies). Conference participants will be provided samples assignments and exercises.

3. This Interactive Teaching Session will illustrate and provide an active learning exercise to demonstrate how participants reflective writing based upon [NEAT tourism] field experiences can be turned into valuable expository writing.

4. This Interactive Teaching Session will illustrate the importance and actively engage participants in prototyping feedback session with community partners as critical steps along the design thinking process.

5. This Interactive Teaching Session will illustrate and demonstrate to the participants how new accountability methods for project teamwork reduces free-riding and social loafing.

Solving Ill-Structured Problems: A Survival Skill for the 21st Century

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Objectives:

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

Audience:
Higher Education Faculty

Activities:

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

Sinnott (1989) has pointed out that if we question ourselves, about what is the most interesting or important thing humans do with their thinking skills, the answer usually is They solve problems(p. 1). Thus, we see references to the importance of solving problems and seeking solutions across multiple disciplines throughout history, from Socrates' focus on truth-seeking & development of critical thinking (Elder, retrieved March 20, 2010, from http://www.timeshighereducation.co.uk/story.asp?sectioncode=21&storycode=410303&c=1) to opportunities for learners to construct knowledge (Danielson, 1996). In fact, Sinnott (1989) has underscored the critical nature of problem solving: a means to survival where the learner is considered a living system among other systems.

Problem-solving is an essential element of critical thinking: All intellectual inquiry starts with a good question(Wade, 1995, p. 25). Moreover, problem-solvers may even generate their own questions as part of their critical thinking. When we review the problem-solving literature, we find shared essential concepts across domains. For example, the definition of a problem generally includes an initial state, a goal state, and an unspecified process to get from the former to the latter (Mayer, 1992). In addition, problems are often classified as ill-structured or well-structured. An ill-structured problem generally refers to one where the route to the goal is not

obvious; and in fact, the goal itself may vary from learner to learner (Sternberg & Williams, 2001). Interestingly, the question (or problem) as the solver defines or perceives it may influence the method(s) he/she uses to solve the problem.

A variety of problem-solving approaches for ill-structured problems exist (e.g., Bransford & Stein, 1984; Flower, 1994; Mayer, 1992; Sinnott, 1989); and we see commonalities among them. For example, solving problems is generally considered a process with several key elements: (a) identification of the problem to be solved: in other words a description of a desired goal state (e.g., Bransford & Stein, 1984); (b) a demand for higher-order thinking skills or strategies, including cognitive, to make cognitive progress, [and] metacognitive strategies to monitor it (Flavell, Miller, & Miller, 1993, p. 154); (c) identifiable differences between expert and novice problem-solvers (Mayer, 2008); (d) the notion of the problem space, (e.g., Mayer 1992; Sinnott, 1989); and (e) problem-solving strategies that can be learned/taught (e.g., Bransford, Sherwood, Vye, & Rieser, 1986; Mayer, 1992).

We as instructors should provide our students with learning opportunities to solve varied-problems across multiple domains--opportunities to find or identify problems, define problems so as to make individual meanings for themselves, conceptualize problems and problem states, consider methods or procedures to visualize and construct goal states, and opportunities to consciously reflect about their own thinking (e.g., Bransford & Stein, 1984; Bransford et al., 1986; Mayer, 2008). We must recognize and understand that individuals use complex mental processes to survive and adapt in a problematic world (Sinnott, 1989, p. 1).

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Star Tech The Next Generation: Collect and Reflect via Live Text

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Objectives:
By the end of today's session, participants will be better able to:

- Describe how professors collaboratively create common course assignments and analytical rubrics.
- Discuss the purposes and procedures for implementing undergraduate and graduate electronic portfolios.
- Identify two ways common course assignments and assessments could enhance their instructional delivery and program assessment.

Audience:
This interactive session is designed for college professors who are interested in using common assignments, assessments and electronic portfolios to improve their academic programs and instructional delivery.

Session Description & Activities

- Opening (5 minutes)

Presenters will invite participants to seek new techno-venues they have never encountered before. During a quickthink/quickwhip activity, participants will identify one way they measure their students' progress towards becoming professionals. This discussion will encourage participants to apply today's session activities to their specific disciplines.

- Concurrent mini-presentations (15 minutes)

Presenters will divide participants into three groups. Each group will attend a simultaneous mini-presentation on different topics. Participants will receive color-coded handouts and note-taking devices unique to each mini-presentation.

Cadet Corps: Dr. Hansen and Dr. Patterson

To develop future teachers who are reflective decision-makers (COE Framework, 2008), undergraduate students create and post multiple artifacts and reflections in their electronic working portfolios and student teacher electronic eligibility portfolios. This mini-presentation will focus upon how university-level professional learning communities (DuFour & DuFour, 2010) cooperatively create common assessments and analytical rubrics to collect undergraduate student data. They use this formative and summative data (Stiggins, 2010) to inform instruction and to enhance program delivery.

Officer Training School: Dr. Musselman and Dr. Riley

Improving reflective practice, engaging in inquiry, and collaborating with colleagues are key factors as teachers develop their leadership skills (Lambert, 2003). This mini-presentation will demonstrate how professors design common assignments based on reflection, inquiry, and collaboration for students in a teacher leadership graduate program and how the students use LiveText to develop their showcase portfolios.

Techie Trekkies: Dr. Patmor and Ms. OConnor

Presenters will discuss how LiveText evolved from an alien entity to an integral part of the professorsassessment practices. They will share how student information is collected, stored, and shared with professors and accreditation agencies as part of the colleges continuous assessment process. Presenters will also address how they have trained professors and students at five campus sites to embrace LiveText as a star techno-tool.

- Professorial Ponderings (10 minutes)

Participants will form groups representing each of the three mini-presentation topics. Each participant will receive a full set of handouts. After sharing key points, each group will have three minutes to generate three questions or comments.

- Q and A session (10 minutes)

Presenters will respond to as many questions as possible.

- Exit slips (5 minutes)

Before leaving, participants will complete exit slips noting three STARtling or intriguing ideas, two ways to apply the new knowledge to their professional settings, and one concept they would like to explore further.

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Academic Exploration: Transformational Learning Beyond the Classroom

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Many educators seek to promote transformational learning a deep, structural shift in basic premises of thought, feelings, and actions in their classrooms (Transformative Learning Center, 2004). This is often accomplished with the use of different classroom demonstrations, activities, and assessments. However, this poster will discuss how general academic exploration (i.e., taking courses not related to a major, studying different cultures, asking questions in classes, and being eager to attend classes), and not solely specific course work, promotes these deep, structural shifts in thinking, feeling, and acting.

Early theories of transformational learning focused on perspective transformation, which occurs when students change their meaning schemes, or their beliefs, attitudes, and emotional reactions. More importantly, this process involves a structural change in the way individuals see themselves and their relationships with others (Mezirow, 1978). These changes can occur through four types of learning: elaborating existing frames of reference, learning new frames of reference, transforming habits of mind, and transforming points of view (Mezirow, 2000). It is hypothesized that exposure to different courses, examination of cultures and theories, and critical inquiry of course material will promote perspective transformation.

This proposed poster will present findings from a study examining college students' academic exploratory behaviors. Approximately 200 participants completed the 10-item academic exploration subscale of the Daily Experiences measure (Adapted from Green & Campbell, 2000; Aspelmeier & Kerns, 2003; e.g., I have taken a class that was unrelated to my major just because it interested me). In addition, participants completed two measures of perspective taking abilities including the 7-item perspective taking subscale of the Interpersonal Reactivity Index (Davis, 1983; e.g., I sometimes try to understand my friends better by imagining how things look from their perspective) and the 11-item Epistemic Doubt Questionnaire (EDQ; Hallett, 2000, adapted from Krettenauer, Hallet, & Chandler, 1999) examining participants' appreciation of diverging viewpoints in the epistemic domain. The EDQ assesses the participants' commitment to certain knowledge constructions or epistemic stances, such as objectivism, skepticism, and rationalism. The poster will first present student characteristics (e.g., GPA, major, honors status) and their relationship to academic exploration. Second, it will discuss results investigating the relationship between academic exploration and perspective taking abilities.

This work is important to emphasize that in addition to classroom learning techniques, academic exploration of diverse courses and ideas is also important to transforming college student' sperspectives. These results provide academic advisors with information emphasizing the importance of academic exploration as well as knowledge to help identify which students may need extra encouragement to explore their academic environment and transform their lives. This establishes the role of the academic advisor as another key player, alongside the teacher and the student, in the transformational learning process, as well as emphasizes the importance of decisions made outside of the classroom in the transformational experience.

Twist and Shout: Engaging Your Baby-Boomer Students

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Objectives:
1. Help instructors become aware of the interests, learning styles, and needs of older nontraditional students.
2. Give instructors tips for engaging those learners.
3. Have instructors collaborate with one another to construct plans for incorporating all learners into their teaching.
4. Learn about the popular culture that Baby Boomers grew up in and how that culture impacts their lives.
5. Reminisce about or discover the enjoyment of memory lane!

Audience:
Anyone who teaches adults.

Activities:
The Twist, the Mashed Potato, a hula hoop; and, group activity to design lessons that will interest older as well as younger students.

Description:
Respecting the interests, learning styles, and needs of all of our students is a primary goal for instructors in higher education. We concentrate on meeting the needs of our technologically adept younger students, but what about the needs of our older students? We must not forget them in our quest to understand that younger group, as older students bring a world of experience and knowledge to the table of learning. In this session, you will explore how to tap into that knowledge in ways that have meaning for all.

Foxfire Goes to College

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Objective:
To introduce participants to the Core Practices of the Foxfire Approach

Audience:
Any college instructor

Activities:
The Core Practices are designed holistically and based on pragmatic principles. Each Core Practice will be discussed and examples will be shared for each. Because Foxfire is an interactive process, participants will be invited to share their own practices that are consistent with the Approach.

Description:
Most folks recognize the name Foxfire but few recognize the strength of the Approach for the college classroom. If nothing else, we all know about the books particularly the ones that explain how to make a still! Over its forty-plus years however, what is important for educators is that "Foxfire" is a method of classroom instruction, not a step-by-step checklist, but an over-arching approach that incorporates the original Foxfire classroom's building blocks of giving students the opportunity to make decisions about how they learn required material, using the community around them as a resource to aid that learning, and giving the students an audience for their work beyond the classroom.
The Approach is neither a teaching method nor a recipe for success. Each educator must be willing to rethink his or her own teaching methods and adapt the Approach to their particular subject areas, students, and curriculum requirements. At the base of the Approach is the philosophy of John Dewey and the Core Practices. K-university faculty can take courses that help teachers identify their existing perceptions of the relationships between teachers, learners, and the curriculum. Those perceptions are examined and challenged, and the teachers begin to redefine their own teaching philosophies to include the Core Practices and merge them back into their own teaching practices.

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First-Person Education aimed at Reorganizing Learners' Own Intuitive Knowledge Base: A Different Teaching Session on Piaget and Vygotsky

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Today's educational objectives are designed to instill 2nd/3rd-Person knowledge in learners and use testing to make them accountable for someone else's knowledge (Anderson, 1996; Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). By contrast, our research and teaching practices in the past two decades have focused on 1st-person education in which learning is defined as whole- theme reorganization of the learners' own intuitive knowledge base. This interactive teaching session will illustrate 1st-person education in a different kind of lesson on teaching Piaget and Vygotsky to college students. The goal is to change the starting dispositions of lesson participants by reaching their deeper intuitions thereby enabling them make up their own minds differently about the two researchers.

Presentation Objectives:
1. Outline 1st-person education and how it is different from 2nd/3rd-person education.
2. Illustrate 1st-person education using an interactive PowerPoint presentation on Piaget and Vygotsky.
3. Use a hypothetical cultural scenario to discuss the realms of application of the two theories from the perspectives of 1st-person education as compared to 2nd/3rd-person education.

Presentation Audience:
The intended audience for this presentation includes faculty and graduate students in education who are interested in learning about a different kind of education aimed at unusual educational objectives, and a different theory on the nature of knowledge acquisition and understanding, and their relationship.

Presentation Activities:
The presentation will be an interactive teaching session using an interactive PowerPoint and a hypothetical teaching scenario.

Presentation Summary:
Tradition education is defined as the transfer of the existing body of knowledge from one generation to the next. This definition, of course, requires the learner to view learning as internalization of someone else's knowledge. This view is meaningful if educators take the

expert/novice perspective on the sources and processes of education. Then, learning, educational goals, the expert adult, the novice learner, and testing are seen through the lens of 2nd/3rd-person education, in which 2nd-person represents teacher-learner interaction and 3rd-person represents other sources external to the learner. However, 2nd/3rd-person education is not the only approach. An obvious possibility, overlooked by traditional education, is 1st-person education, in which the learner and the institution of education view the learners own embodied understanding to be the direct source of learning. For the past two decades, we have dedicated our research and college teaching efforts to this possibility. The purpose of this interactive teaching session is to share with the audience our insights about the merits and challenges of taking this perspective and illustrate these in an interactive lesson on Piaget and Vygotskys theories and their educational imports.

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Learner and Instructor Perceptions Regarding the Role of the Instructor in Collaborative Group Learning

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Introduction

Collaborative group learning has become a popular method of instruction in higher education because it emphasizes discourse and negotiation in a loosely structured context (Crook, 1995) that actively engages learners in the process of inquiry through which they develop a shared understanding and work toward a common goal (Brown & Duguid, 1991). It is in the collaborative interactions among learners that thinking critically can flourish and a participatory building of knowledge can be found (Koschmann, 1996; Scardamalia & Bereiter, 1994; Wenger 1998). The success of the group in achieving its goal affectively influences the learners perception of the collaborative activity and, subsequently, his/her willingness to participate in future situations of the same nature (Chapman & Auken, 2001; Napier & Johnson, 2007). The effect of perception on participation points to a seemingly reciprocal and interactive phenomenon between attitudes and satisfaction at work in collaborative group learning. For example, the effect of a negative experience (satisfaction) in a collaborative group learning activity spawns a negative belief about its benefit (attitude) that produces a negative expectation for future situations. This example underscores the need to create positive collaborative experiences and highlights pedagogical concerns given that group learning in higher education is often a collaborative exercise among small groups of students working on an ill-structured problem outside of the classroom (Volet & Mansfield, 2006).

One of the most commented upon aspects of collaborative group learning is teaching practice and learners perceive that proactive instructors have a positive impact on successful and satisfying collaborative experiences (Chapman & Auken, 2001; King & Behnke, 2005; Volet & Mansfield, 2006). Chapman and Auken (2001) find that the instructor role directly and positively influenced learner attitudes toward working in groups and helped minimize anxiety toward work and grade inequality. These results seem to indicate that as the instructor takes a more proactive role in the collaborative activity then learner attitudes become more positive and perceived benefit increases. The overriding question for this study concerned how college-level learners and instructors perceived collaborative group work in a learning context. This includes the following questions: (a) what perceived value do college-level learners and instructors hold of collaborative learning groups, (b) what expectations of accountability to successful collaborative learning groups do college-level learners and instructors assign to each other, and (c) what instructor functions do college-level learners and instructors believe contribute to successful collaborative learning groups?

The design used for this study was non-experimental with the purpose of exploring perceptions of the instructor role in collaborative group learning through descriptive data, correlational

statistics, and qualitative analysis. Two closely related multi-part, online surveys consisting of closed- and open-ended questions were used in this study: one for college-level learners and one for instructors. The target population for this study was college-level learners and instructors in higher education associated with a variety of Instructional Design and Technology programs from across the United States. Bivariate correlation was used to investigate if there were relationships among the instructor role variables. Qualitative data analysis used a grounded theory approach to identify emerging themes in participant open-ended responses. The qualitative analysis of responses involved a process of iterative coding, memoing, and interpretive writing.

Learner Participant Results

Of the 45 learners who participated in the survey, nearly two-thirds were female (61.4%, n=27) with a mean age in the 30 to 39 year range (M=2.42, SD=.988). Although 46.7% (n=21) of learner participants indicated that they had 11 or more years of professional experience, the mean score for professional experience fell in the 6 to 10 years range (M=3.24, SD=.802). For years of experience in instructional design and technology (IDT), scores in the 1 to 5 years range represented the largest number of responses at 42.2% (n=19) as was reflected in the mean score of 2.56 (SD = .867). Learner participants reported to often work in groups (M=3.82, SD=.834) in their professional experience with 60% (n=27) giving this response.

To investigate the perceived value of collaborative group learning held by college-level learners, three value variables were used asking if collaborative group learning: (1) supported learning goals, (2) had pedagogical value, and (3) would be of professional benefit. While learner participants slightly agreed that collaborative group learning supported their learning goals (M = 4.49, SD = 1.325) and was an effective method of learning (M=4.38, SD = 1.512), they felt more strongly about its benefit to their professional career with the mean score in the agree range (M = 4.82, SD = 1.402).

Learner participants responses regarding the factors believed to affect the value and benefit of collaborative group learning, four themes emerged: (1) collaborative characteristics, (2) learner attributes, (3) instructional effectiveness, and (4) professional requirement. From an analysis of learner participant responses, it was suggested that one benefit of collaborative group learning is the increased problem solving potential through sharing diverse knowledge, experience, and skills. Some learners reported shared responsibility as a drawback because it meant a reliance on others. Learner participants mentioned that learner attributes, such as the preference to work-alone and issues of having control over the learning situation, have a profound effect upon their perception of the value of collaborative group learning. Inequities in work load and grade assignment highlighted many of the mentions regarding instructional effectiveness. An interesting perspective of work load disparity concerned learners feeling unsatisfied with the learning experience because they were limited in what was learned when collaboration degenerated into a piece-work strategy. Learners also stated that the focus of collaborative group learning activities should be on learning to work in groups effectively and the achievement of specific instructional objectives supported by content, guidance, and relevance. Responses coded for professional requirement found that the value of collaborative group learning was associated

with the perception that collaborative activities were a way for learners to develop the group skills and experiences necessary to be better prepared for their professional careers.

To investigate college-level learners' perceived expectations of accountability for success in collaborative group learning, four variables were used: (1) leave students alone, (2) active instructor, (3) group process accountability, and (4) learning process accountability. Learner participants reported a mean score for leave students alone in the slightly agree range at 3.52 (SD = 1.455), even with 55.6% (n=25) disagreeing on some level that students should be left alone to work out group issues. For active instructor scores, 75.6% (n=34) of respondents agreed on some level that instructors should play an active role in collaborative group activities, with the mean score (M=4.20, SD=1.254) falling in the slightly agree range. In regard to group process accountability, the mean score of 3.80 (SD = .815) and the majority of scores (51.1%, n= 23) fell in the 25% instructor and 75% students range of responsibility. For learning process accountability, the mean score (M=2.56, SD=.943) was in the 50% instructor and 50% students range of responsibility, the option which also garnered 40% (n=18) of the responses.

Inter-correlation results found that there were significant, positive correlations for leave students alone and active instructor, $r(45) = .314$, $p<.05$, and group process accountability and learning process accountability, $r(45) = .355$, $p<.05$. The first positive correlation, while seemingly contradictory, indicated that learners who wanted to be left alone to resolve group issues still wanted the instructor to play an active role in the collaborative group learning activity. The nature of this relationship seemed to be further defined in the second correlation that suggested that when learners were more willing to take responsibility for group processes they were likely to assign instructors more responsibility for the learning process.
A significant, negative correlation was found for leave students alone and group process accountability, $r(45) = -.330$, $p<.05$. This result implied that learners who assigned more of the responsibility for group processes to themselves did not want to be left alone, while students who took less responsibility for group process were more willing to be left alone. Another significant, negative correlation was found for active instructor and group process accountability, $r(45) = -.516$, $p<.001$; this suggested that learners who believed instructors should take an active role in collaborative group learning were more likely to assign more responsibility to the instructor for ensuring that the group works effectively. Finally, a significant, negative correlation was found for leave students alone and social and group skills self-efficacy, $r(45) = -.296$, $p<.05$. This association suggested that learners who wanted to be left alone to work out issues that arose in the group were less likely to perceive themselves as having the social and groups skills needed to work effectively in a group.

Learner participants' responses reflected the functional themes of mentor, facilitator, and monitor. For learner responses coded as mentor, learners mentioned that the instructor should act as a mentor and guide during the collaborative process by offering appropriate directions, suggestions, and insight. Responses claimed that mentoring was not just in relation to learning content but also in relation to learning group process skills without assuming control of the group processes. Other learner responses revealed that the mentor type of instructor involvement was too overbearing and in these learners' view the instructor should be more of a facilitator of the process whose main concern is to create the structure and context of the collaborative activity, and then support the process through providing responsive technical and tactical assistance.

Another role that some learners assigned to the instructor was that of monitoring to ensure that the learning process is effective, suggesting that processes be established to monitor individual and group progress. The purpose of the monitoring process being primarily to alert the instructor when a group was not functioning well and help determine if intervention was necessary and help balance the tension between too little and too much instructor intervention.

Instructor Participant Results

For the instructor participants, the demographic data revealed that a little over half of respondents were male (56.8%, n=25) with a mean age between 50 and 59 years (M=3.70, SD=1.206). For years of experience as an instructor, the mean score for years of experience as an instructor fell in the 6 to 10 year range (M=3.36, SD = 8.10) even though over half of the scores were for the 11 or more years range (56.8%, n=25). The mean score for years of experience working as a professional was in the 11 or more years range (M=3.77, SD=.565) as reported by 84.1% (n=37) of respondents. Scores for years of experience in IDT found that 72.7% (n=32) reported having at least 11 years of experience and the mean score also fell in this range (M=3.59, SD=.726). For frequency of group work as a professional, the mean score of 4.02 (SD=.505) corresponded to the 75% (n=33) of respondents scoring in the often range.

To investigate the perceived value of collaborative group learning held by instructors, three value variables were used asking if collaborative group learning: (1) supported learning goals, (2) had pedagogical value, and (3) would be of professional benefit. Instructor participants were positive about the value of collaborative group work with the agree range being the mean score for supporting their students learning goals (M=5.18, SD = .786) as well as being an effective method of learning for their students (M=5.14, SD = .966). Instructor participants were more positive about the professional benefit of collaborative group learning with the mean score falling in the strongly agree range (M = 5.64, SD = .685).

When asked to provide additional comments about factors believed to affect the perceived value and benefit of collaborative group learning, instructor participants gave comments that were themed as: (1) learning goals and outcomes, (2) implementation strategies, and (3) individual learner attributes. Instructor participants mentioned that a major driver for inclusion of collaborative group learning activities in instruction was to prepare learners for a professional career in which they would need to interact with others to achieve a common goal. While the benefits of collaboration were acknowledged, it was suggested that measuring the actual achievement gains associated with collaborative group learning was difficult to measure. Responses indicated that implementation strategies can make a difference in the effectiveness of the collaborative experience and it was recommended that a major consideration should be the appropriateness of the collaborative activity in relation to the overall conditions of learning and instructional criteria. In particular, an implementation strategy should consider the level of effort required to facilitate effective collaboration and the role the instructor takes in the group process and time needed to develop structure and mechanisms of support. Instructor participants reported that learners tend to feel strongly one way or another about collaborative group learning and that individual attributes cause some learners to be uncomfortable with the activity because of apprehensive about losing control of the learning situation or being challenged by the individual regulation and skills required.

To investigate instructors' perceived expectations of accountability for success in collaborative group learning, four variables were used: (1) leave students alone, (2) active instructor, (3) group process accountability, and (4) learning process accountability. For instructor participants, the mean score for leave students alone was in the slightly agree range at 3.84 (SD = 1.180) with 63.6% (n=28) agreeing on some level that students should be left alone to work out group issues. Scores for active instructor showed that 81.8% (n=36) were in some form of agreement that instructors should play an active role in collaborative group learning and the mean score (M = 4.34, SD = .987) fell in the slightly agree range. In regard to group process accountability, the mean score (M=3.45, SD=.697) was in the 50% instructor and 50% students responsibility range but the responsibility range of 25% instructor and 75% student received the most responses at 47.7% (n= 21). Of the scores for learning process accountability, 54.5% (n=24) fell in the 75% instructor and 25% students responsibility range, as did the mean score (M = 2.27, SD = .727).

The results of the bivariate correlation among the instructor role variables found a significant, negative correlation for active instructor and leave students alone, $r(44) = -.392$, $p<.001$. This result indicated that instructors who believed that students should be left alone to resolve group issues also believed that the instructor should not play an active role in collaborative group learning activities. Active instructor and group process accountability also had a significant, negative correlation, $r(44) = -.366$, $p<.001$. This association suggested that instructor respondents who believed instructors should play an active role in collaborative group activities were more likely to assign instructors greater responsibility to ensure that a group works effectively.

The bivariate correlation results found a significant, positive correlation for leave students alone and group process accountability, $r(44) = .316$, $p<.05$; as well as for leave students alone and learning process accountability, $r(44) = .323$, $p<.05$. The first association indicated that instructors who believed students should be left alone to resolve group issues assigned students greater responsibility to ensure that a group works effectively. Similarly, the association between leave students alone and learning process accountability implied that instructors who believed that students should be left alone to resolve group issues were more likely to assign more of the responsibility for ensuring that the learning process is supported to the learner. A significant, positive correlation was found for group process accountability and learning process accountability, $r(44) = -.438$, $p<.05$. This result implied that instructors who assign students more responsibility for resolving group issues are more likely to also assign students more responsibility for ensuring that the learning process is supported. A significant, positive correlation was found for active instructor and participation preference, $r(44) = .321$, $p<.05$. This result indicated that instructors who preferred to be more proactive also believed that instructors should play an active role in collaborative group activities.

Instructor participants identified four orientation themes for instructor roles and functions: (1) model oriented, (2) process oriented, (3) structure oriented, and (4) support oriented. Model oriented comments portrayed the instructor as a provider of best practice models, examples, and resources. Instructors might even model expert thinking, and thereby help learners become aware of strategies for successfully handling group issues. Process oriented instructor functions were directed at ensuring effective group work, especially where it involved monitoring the group through observations, progress checks, and feedback loops to be aware of potential issues.

Responses for structure oriented approaches suggested that the instructor should provide a framework of objectives, guidelines, tools, and expectations for the collaborative activity. Thereby, creating an environment that supported the learning process with appropriate academic and technical tools and allow learners to take more responsibility of the own learning. In mentions of the support orientation, the instructor was primarily viewed as a facilitator of the learning process who would provide resources and other necessary supports but the emphasis was on the group driving the process and learning how to resolve issues on their own.

In summary, findings indicated that collaborative group learning was valued by both learners and instructors because it supported the achievement of learning goals, was an effective method of learning, and held professional benefit. Findings related to the instructors role showed that students acknowledged and accepted ownership of group processes; however, they also indicated that they would like the instructor to play an active role in the collaborative activity to support the learning process. Instructor participants seemed to be more divided in their beliefs of the instructor role. Results indicated that instructors either assigned students the responsibility for group and learning processes with less instructor participation or believed that the instructor should play an active role and be responsible for ensuring that learning processes were supported as students worked out group issues. These and other instructor role findings indicated the complexity of balancing instructor functions, as highlighted in results that showed some learners and instructors preferred a hands-off approach on the part of the instructor, while other learners and instructors felt that instructor involvement was a necessity.

Conclusions

The primary conclusion from the findings is that a tension seems to exist both between learner and instructor perceptions of the instructor role, as well as between the beliefs of instructors. One implication for research is to identify what methods of monitoring and intervention are used and what affects they have on group processes and learning outcomes. In addition, the findings seem to indicate that instructors take a hands-off approach because they believe that learners must deal with the complexities of group work on their own because this relates to professional practice. The concern is whether the approach can be taken too far. The implication for research is to explore the motivations behind using a sink or swim strategy and the academic and professional justifications for such an approach.

The current study findings have important implications for instructors because it identifies the perceptions of the instructor role and its impact upon collaborative group learning that can be used to inform strategies for implementation. One implication for instructors is to know when intervention is needed and to what degree and the findings suggest that being more actively engaged without taking over the group has the benefit of providing insight into group progress, while also providing opportunities for mentoring and guiding. A concern that has emerged from the findings is to what extent the decision to include collaborative activities as part of instruction is based on accessing the benefits of collaboration. The implication is that there are many approaches to group learning and the question for instructors seems to be whether collaboration is necessary or if another type of group work might suffice?

The findings and implications of this study will be delivered in digital format while seeking to engage the audience in discussion about the findings and implications for teachers and researchers through collaborative participation. As a way to stimulate discussion, the presenter will use interactive response systems to poll the audience about their perceptions of collaborative group learning as real-time comparative data to the study findings. In addition, the presenter will ask the audience to work in collaborative groups to develop ideas on intervention techniques that instructors can use when implementing collaborative group learning in their instruction.

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Strategies to Implement a Motivation Model and Increase Student Engagement

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Objectives and Audience

The MUSIC model of academic motivation (Jones, 2009) specifies five components that are critical to engaging students in the classroom: eMpowerment, Usefulness, Success, Interest, and Caring. The model was developed based on research and theory to be used by instructors in all disciplines. The purpose of this interactive teaching session will be to briefly explain the model, but more importantly, to demonstrate how instructors in any discipline can use this motivation model to make changes in their courses that will lead to increased student engagement. My hope is that through an understanding of strategies that can be used to integrate the MUSIC model components into their teaching, that audience members will be more likely to use these strategies in their own teaching. This session will be appropriate for instructors who teach all types of courses, regardless of size or location (i.e., face-to-face or online).

Activities and Description

For the first 30 minutes of the session, I will explain the components of the MUSIC model by providing descriptions and examples, using plenty of visuals. I will answer any questions related to the components of the model to ensure that they are understood. Then, I will model strategies for how the MUSIC model can be implemented in an activity, assignment, or assessment to increase student engagement.

The last part of the session will be more interactive. During this time, I will provide audience members with plenty of time to discuss (in small groups) how they might incorporate the MUSIC components into their own instruction. I will offer my suggestions and guidance only as needed to ensure that the audience participants understand how the model can be used to engage students in learning.

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Teaching Conceptually Through Online Learning Modules

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This session provides participants an instruction design process to create a learning community using learning modules to restructure course content and engage students in higher level learning. Palmer defines a learning community as one that embodies both rigor and involvement will elude us until we establish a plumbline that measures teacher and students alike as great things [subject content] can do (Palmer, 2007, p. 119). Reconfiguring content conceptually is challenging work for both teaching and learning.

Teaching and the condition of teaching are being critically re-imagined and transformed in higher education (Levin & Greenwood, 2008). Despite this work it is not uncommon to find knowledge transmission as a dominant pedagogical approach for faculty teaching and student learning. Faculty in higher education find few opportunities to experience transformative teaching and opportunities to engage in meaningful learning experiences to support their own development and transform their pedagogical practice. The Scholarship of Teaching and Learning (SoTL) encourages systematic inquiry into the teaching and learning process to make explicit student learning

Faculty often teach content in a linear fashion, but reconfiguring content conceptually opens more opportunities for students to participate in a richer fashion. Students are then able to explicitly make connections and applications. Ramsden conveys that learning should be seen as a qualitative change in a person's way of seeing, experiencing, understanding, and conceptualizing something in the real world rather than as a quantitative change in the amount of knowledge someone possesses (19889, p. 271). We will model using course management systems (CMS) to create learning modules as a vehicle to promote equal access to content for faculty and students. Weimer states that the aim is to not cover content but to uncover it (2002, p. 46). She challenges the notion that the volume of content is directly related to the rigor of the course. She suggests that too much content reinforces low level learning skills. Our goal in teaching conceptually is to create spaces for modeling to students how to think like a biologist, doctor, or social scientist. Through this modeling instructors convey their passion for the content and students can enter into that conversation from where they are in their content understanding (Baxter-Magolda, 1999). Students can now be active learners, develop an understanding of how they learn and create connections between content and learning.

We have found the using CMS allows faculty to create learning modules that are dynamic. As students offer new web-links, articles, and podcasts the learning space is a co-created. Learning modules move past the traditional books on reserve but rather towards habits of mind. We would even challenge the notion that not all students must participate in modules in a linear fashion. It is our experience that if left open-ended and to the students discretion, students will choose areas of high interest first and supplement key knowledge where needed from other modules. Teaching conceptually is not for all disciplines or every course. However, it is a dynamic way to invigorate students learning and teaching. Students may show resistance to learning modules because they prefer the ease of direct instruction initially. However, in the end the construction understandings creates relationships and learning opportunities that transfer long after the course has ended.

SoTL unites theory and praxis into an integrated knowledge construction process supporting faculty development and student learning. The purpose of our approach in teaching content through a conceptual framework suggests inviting students as learners and teachers and defining learning as mutually constructing knowledge.

The Value of Peer-review Opportunities for Students in Writing-Intensive Classes

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Previous literature has suggested that giving and receiving feedback is valuable, at least when the student uses that feedback (Higgins, Hartley & Skelton, 2002). Although feedback is typically given by the instructor (Higgins et al., 2002), students may reap additional benefits by providing feedback to their fellow students. Peers appear to be a valuable, albeit untapped, resource. Ertmer et al. (2007) have suggested that both receiving and giving feedback can be beneficial to students.

Performance in two courses (Learning & Memory and Cognition) was compared across Winter 2008 and Winter 2009 semesters. Instructors were held consistent across semesters. All classes were instructed on APA-styling in two 2-hour lectures: the first session focused on formatting and the second on section-specific content. Instructors provided feedback on homework assignments and an earlier paper during both semesters. Winter 2009 classes received peer-review feedback on the final paper of the semester (a research proposal). Course credit was allocated based on the quality of feedback given.

Omnibus quantitative evaluations showed that marks on the peer-reviewed papers differed by semester ($F(3) = 5.83$, $p < .05$). Post-hoc Tukeys HSD revealed that the marks did not differ by class across semester (Learning and Memory: $p = .681$; Cognition: $p = .734$). Collapsing across courses to compare the effects of peer feedback directly did not show significant differences ($t(43) = .707$, $p = .483$). Although quantitative analyses revealed no differences in performance, unsolicited student feedback revealed that they valued the experience, saying that it was a helpful assignment. For example, one student said he felt more comfortable with APA writing and formatting style.

Although the experiment began as a means to examine the benefits peer-review feedback on quantitative outcomes (grades), the results suggest that students may benefit from this in an entirely different way: increasing intrinsic feelings of competence and perhaps leading to better motivation in future writing. Whatever the source, students appear to appreciate good feedback (Ertmer et al, 2007), but may also benefit from receiving feedback from another point of view. Further, teaching another student, by way of providing feedback on an assignment, should be beneficial for students' learning (Weimer, 2009), though the benefits may not be evident

immediately. Improving students' confidence in their abilities may lead to better learning outcomes in the future. Experimental manipulation should confirm this subjective evidence.

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An Action Research Project: Using Lesson Experiments to Build Students' Conceptual Understanding in Introductory Statistics

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Presentation Objectives:
At the end of this session, participants will be able to:
1. Describe and discuss the benefits lesson experiments in action research as a methods to evaluate their own instruction
2. Evaluate and discuss opportunities wherein lesson experiments in action research may be applied

Presentation Audience:
- Faculty from all disciplines interested in assisting instructors and graduate students their teaching
- Faculty from all disciplines interested reflecting and improving their own teaching
- Faculty interested in statistics education

Presentation Activities:
In this presentation, we will spend 20 minutes in a brief presentation utilizing PowerPoint to highlight the process and benefits of using lesson experiment in an action research project. The PowerPoint will incorporate elements of my own action research project in an introductory statistics course to demonstrate an example of the use of lesson experiments within an action research project. As the audience gains an understanding of lesson experiment, we will provide materials for 15 minute small group discussions in which willing participants will be randomly divided into groups to design a lesson experiment. Each group will brainstorm ways they could use lesson experiment in their own courses and outline a lesson experiment of their own. Each group will report to the rest of the attendees the ideas that they generated for using lesson experiment to help improve their teaching and student learning outcomes during the next 10 minutes. Following the group reports, we close the last 5 minutes with a brief summary of the group discussion, highlighting the ideas and key points discovered from the groups' brainstorming sessions.

Description:
In order to facilitate change in my introductory statistics classroom, I conducted action research in which I assessed student conceptual understanding using three lesson experiments. Action research allowed me to participate in a self-directed professional development course in which I reflected upon my teaching to determine the extent to which I align with my values as I planned and evaluated my teaching (Mills, 2003; Lewin, 1946). In this action research project, I studied how my teaching changed in order to facilitate meaningful small group discussions in the classroom, and I assessed how these changes affected my students. I examined my teaching globally across the semester and locally across three specific lesson experiments.

Acton research is a self-reflective, systematic, spiral process of planning, acting, and evaluating action (Mills, 2003; Lewin, 1946; Masters, 1995). Action research is intended to empower participants, facilitate collaboration, acquisition of knowledge, and social change typically in a broad research model (Mills, 2003; Lewin, 1946; Masters, 1995). The use of the lesson experiment within the context of action research project is not documented, but aligns well with the goal of action research.

Hiebert, Morris and Glass (2003) defined lesson experiments as a process of treating lessons as experiments to explicate the intentional, rigorous, and systematic process of learning to teach through studying ones own practice. Lesson experiments include planning so others can learn from ones experiences; designing lessons with clear goals in mind, monitoring implementation, collect feedback, and interpreting the feedback in order to revise and improve future practice (Hiebert, Morris & Glass, 2003). Researchers cycle through planning, enactment, analysis, and revision, and hypotheses about connections between teaching and learning to drive each cycle (Hiebert, Morris & Glass, 2003). Learning goals for students are precise and explicitly articulated; hypotheses are formulated and tested for how the instructional activities will help students achieve the learning goals (Hiebert, Morris & Glass, 2003).

In this action research project, I studied how my teaching changed in order to facilitate meaningful small group discussions in the classroom, and I assessed how these changes affected my students through three lesson experiments. The goal of my action research project was to incorporate active learning into my classroom, so I began to lecture less and provide more active learning opportunities. I began class by briefly introducing the new concept or equation, followed by an active learning group activity. For example, the key point of one of my lesson experiments was to help students plan and conduct their own investigations using the statistical enquiry cycle to display and analyze the results. Students worked in groups and I visited the groups, asking and answering questions. At the end of the class, I collected the labs, and analyzed student learning to direct the next days class.

The results from my action research and lesson experiments indicated improvements in student achievement across the active lesson experiments, and showed that students demonstrated significantly more conceptual understanding when lessons fostered active learning over the use of a traditional lecture. Although other factors could contribute to achievement, the author argues the process of using action research and lesson experiment were significant contributing factors.

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A Comparison of Two Modes of Asynchronous Communication Used in On-Line Courses

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The purpose of this quantitative study is to identify which of two on-line, asynchronous communication modes is preferred by study participants. Quality of the learning experience, interactions with peers, and ease of use will be examined.

Online communication tools provide a way for instructors to enhance the quality of their classes, whether classes are fully online, hybrid, or face-to-face (Warrick, 2007). Through computer mediated instruction, two modes of text based discussions are available: synchronous (real time) and asynchronous (delayed time). According to Johnson (2008), both types of communication contribute to student cognitive and affective outcomes (p. 166). The variety of web-based tools available provide educators with many options. Instructors must be knowledgeable of these in order to select and use the communication mode that provides optimal learning experiences for students.

The proposed poster presentation will show the results of a comparison study using asynchronous discussion functions in online courses. An anonymous survey will be used to determine the quality of the learning experiences, interactions with peers, and ease of use for two communication modes: threaded discussions and Voice Threads in three online classes.

Examples of each of the communication modes will be shared along with results of this quantitative study. Participants will be able to determine the most relevant and useful mode for their specific discipline and instructional needs. The innovations highlighted in this poster session can be duplicated and applied to courses in any discipline that utilizes distance learning formats.

The Journey Continues: Developing a Personal College Experience Narrative.

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This session presents sample final projects for paired courses designed for at-risk first year students at Saint Cloud State University in Minnesota. The twenty-five students were enrolled in a College Transitions course that emphasized developmental theory and an Introduction to Literature course centered on the theme of emerging adulthood. Students created and presented a final project based on their personal college experience. This served as a capstone experience, helping to highlight the ongoing collaboration between the two courses, while providing surprising and quite wonderful results.

Objectives:
1. Share results of a final project in paired courses designed for at-risk first year students.
2. Discuss ways in which the personal journey echoes course themes and underscores collaboration
3. Discuss what we learned about student interest in their transition to college and its relation to engagement and student success

Audience:
College Course Instructors, particularly those who teach at-risk students, first year students or who do collaborative teaching

Description:
We will present the basic structure of our paired class and focus on the final project and presentations using actual samples of student work and how that work connected to course themes and content.

Activities:
Audience members will be asked to create a (very) brief narrative about their own college transition experience, discuss that in groups and identify common themes.

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Moving Beyond Initial Perspectives: Academic Service-Learning in High Poverty Schools

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Research purpose

College professors planning academic service-learning experiences in high poverty schools could be providing white middle-class college students with their first exposure to such schools. Some students may have stereotypes or misunderstandings about the diverse children that attend these schools and their families (Bennett, 2008; Darby, Knight-McKenna, Spingler, & Price, 2008; Delpit, 2006; Gonzalez and Ayala-Alcantar, 2008). This research study was conducted with teacher candidates and involves the introduction of three instructional practices designed to help the candidates analyze their perspectives about high poverty schools and move beyond stereotypes. Statistical analysis of the candidates' responses to the instructional practices is presented along with analysis of open ended questions about work in high poverty schools.

Literature Foundation

Many teacher candidates enter a high poverty school for the first time during a field experience or an academic service-learning experience in their pre-service training. As they begin this new undertaking, they make comparisons between their past schooling experiences and those they see in the high poverty schools. The candidates' own schooling experiences become the filter through which they perceive the high poverty schools (Darby, et al., 2008). Their expectations of what happens in schools, how children behave in schools, how teachers interact with children, and how families are involved in school are derived from their own life experiences in middle class schools. When these expectations are not met in ways prescribed by their backgrounds, negative generalizations surface about the high poverty schools, the students, the teachers in the schools, and the families of the students. According to Rushton (2000, 2003) when candidates enter high poverty schools they can experience culture shock and cognitive dissonance due to the discrepancy between their expectations and the actual situations they encounter.

Teacher candidates often have apprehension about entering a high poverty school and may even express concerns about their personal safety (Baldwin, Buchanan, & Rudisill, 2007). Some discuss the lack of motivation and negative behavior they see in students in high poverty schools (Darby et al., 2008; Rushton 2000, 2003). They expect families of students to behave in particular ways, such as checking their children's folders sent home each afternoon. When

family members did not behave in ways prescribed by middle class norms, many teacher candidates quickly concluded that parents did not care about their children's education (Darby et al., 2008; Baldwin, Buchanan, & Rudisill, 2007).

Even with preparation for and analysis of the academic service-learning experience in the college classroom, a few middle-class college students may retain their initial perspectives of children in high poverty schools and the children's families (Baldwin, Buchanan, & Rudisill, 2007). Instructors who plan to place white middle-class college students in high-poverty schools need to design instructional practices that help as many students as possible to analyze their perceptions of the children in these school and the children's families so that the college students can move beyond their stereotypes.

Methods

Forty-one undergraduate students attending a private liberal arts university enrolled in an educational psychology course were the participants for this study. Of the 41 students, 15 were seniors and 26 were juniors. The racial breakdown of participants was 38 Caucasian, 2 Asian and 1 Hispanic. The participants were involved in 20 hours of academic service-learning experience over the course of the semester at a local high poverty elementary school with a diverse student population. Their academic service-learning experience involved working one-on-one or in small groups with students on math or reading, and/or supporting everyday classroom activities. Three new instructional exercises were designed for the candidates to help prepare them for the academic service-learning experience high poverty schools and to guide them to move beyond stereotypes and initial impressions of the children in these schools and their families. After each instructional exercise, teacher candidates were asked to complete a 3-item questionnaire inquiring about its effectiveness in meeting the class objective, increasing their awareness of the influence of their background, and expanding their thinking. The teacher candidates responded on a Likert scale from 1 to 4 (with 1 being not at all to 4 being significant) for the three items. The first item was This activity was effective in illustrating todays objective; the second item stated, This activity made me aware of the influence of my own experiences on my thinking; the third item was, This activity expanded my thinking on this topic.For each instructional exercise teacher candidates ratings were entered into SPSS where the data was analyzed for mean, median and standard deviations. Additionally, open ended questions about work in high poverty schools were asked of the candidates and responses were analyzed. These findings are discussed below along with a description of each instructional exercise.

Results and Discussion/Conclusions

According to statistical analysis, the teacher candidates found all three instructional strategies to be moderately or highly effective in meeting the class objectives, increasing awareness of their experiences on their thinking, and expanding their thinking. Quotes from several of the college students' responses to open ended questions confirmed that their thinking moved beyond initial impressions and stereotypical thinking. Discussion during the conference presentation will focus on the need to prepare and support middle-class college students as they enter diverse high-poverty schools through the use of instructional practices. Applications of the instructional practices to other majors beside education will be explored.

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Lights, Camera, Action! Benefits of Game Show Review

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Research Purpose:
The purpose of this classroom based research study is to determine the effect of game-oriented review on student performance, study habits, and interest. This research specifically addresses methods and timing of study, performance on final exam, and developing deeper interest in course material.

Literature Foundation:
As the perspective of higher education has shifted to universities being institutes for learning as opposed to instruction, active learning has become well developed area of research. Active learning pedagogies include problem-based learning, discovery learning, simulations and games. The use of game-based review encourages active learning and better study habits.

Active learning, through which students become active participants in the learning process is an important means for the development of student skills. It also emphasizes the exploration of their own attitudes and values (Bonwell and Eison, 1991) by requiring students to reflect on how they study, when they study and the effectiveness of their study strategies. The basic elements of active learning are talking and listening, writing and reflecting. These four elements involve cognitive activities that allow students to clarify, question, consolidate and appropriate new knowledge (Meyers and Jones, 1993). Game show review enables students to employ all four elements and build a framework to integrate previous knowledge with new material while being invested in the outcome of the game. Using the game-based review as a guided discovery addresses key criteria for active learning. The literature regarding active learning states that guided active learning provides deeper understanding and longer reaching results (Mayer 2004). Games and simulations in particular provide a complex and diverse approach to the learning process and outcomes. They allow for peer feedback in collaborative learning, address affective learning issues and foster active learning (Ruben, 1999).

Methods (Qualitative and Quantitative):
This study involves several sections of General Chemistry I for non-majors over a two year period (to be concluded August 2010). The design incorporated a diverse approach to the learning process and outcomes. Students in the intervention sections receive a game-based review for the final examination as part of their regular coursework; students in the control

sections participate in a traditional lecture-based review as part of the regular coursework. Data included in the study consists of final exam scores and pre- and post- surveys regarding interest in subject matter, effectiveness of review, and methods/timing of preparation for final exams.

Results/Conclusions:
Data collected thus far supports the hypothesis that game show review is an effective way to engage and prepare students. The average of the final exam scores in the game show sections is significantly higher than for the traditional lecture review sections. While student interest in subject matter has not changed significantly, the game show review has motivated students to prepare for the final exam sooner than in the traditional lecture review sections.

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Gaining Involvement in Student Learning Outcomes Assessment

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Objectives:
During this presentation, participants will:

- Learn about and discuss different strategies to engage faculty in assessment,
- Engage in activities designed to help faculty begin to see the assessment process as part of what they do, not in addition to it.

Audience:
This presentation will be of interest anyone who is involved with assessing student learning outcomes for accreditation.

Session Outline:
This session will be interact and designed to give participants the opportunity to apply different techniques we are using at Clayton State University on their own campuses.
1. Discussion of strategies we are using at Clayton State
2. Activity to elicit successful strategies from other participants
3. Participants will engage in sample activities from the sessions that are part of Clayton States Assessment Series Workshops
4. Discussion of how the strategies & activities can be used at participants' campuses

Summary:
If you are charged with leading the assessment and accreditation efforts at your institution, you know what a challenge it can be to engage faculty in the process. The mere nature of the academy and how faculty members view ownership of the courses they teach can be a large hurdle to overcome. While faculty members assess their students on a regular basis, they are often resistant to engaging in a formalized process.

At Clayton State University, we are successfully engaging faculty members by helping them realize that they are empowered to make decisions about their program outcomes, the curricula that they teach, the evidence they collect, and the changes they make as a result of the process (Suskie, 2004). This engagement begins with a series of workshops designed to help faculty navigate the process of clarifying outcomes, mapping outcomes and courses, and finding and selecting student learning evidence. However, an essential secondary outcome occurred faculty communication within and across disciplines increased. Because communication and sharing of ideas is an important part of the change process and increases the chances of sustainability (Maki, 2004), we are currently working to facilitate disciplinary meetings where faculty can continue these conversations. Additionally, we are intentionally promoting the notion that making program outcomes and assessment plans publically available could have a positive impact on the number of students who matriculate into degree granting programs.

Overall, the main focus of our efforts has been on helping faculty members understand that assessment is part of what they do, not an add-on (Walvoord, 2004). Direct and indirect evidence is already embedded in their courses and data collection processes such as rubric, test blueprints, and student surveys can help them make decisions about how to improve student learning in their courses (Middle States Commission on Higher Education, 2007; Huber & Freed, 2000). In this session, you will learn more specifics about our approach, have the chance to try some of the activities we use with our faculty members, and answer some of the questions you might have concerning the challenges of engaging faculty.

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You Want it When??! Using Real-World Consulting Experiences to Teach Instructional Design Skills

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The difficulty of transferring instructional design skills and other ill-structured problem solving skills from the classroom to the field of practice is well documented in the literature (Dunlap, 2008; Jonassen & Hernandez-Serrano, 2002). Just as prominent is the recommendation to provide students with real-world experiences such as consulting with outside clients to provide practice in this type of problem-solving (Dunlap, 2008; Hartt & Rossett, 2000; Macpherson, Elliot, Harris & Homan, 2004; Trevisan, 2004). However, less common in the literature are the nitty-gritty details on how to provide these consulting experiences for students.

This interactive teaching session will provide participants with strategies for securing and implementing consulting experiences designed to teach their students methods and skills that must typically be learned on the job. Such methods and skills include a consideration of the real-world trade-offs between development time, budget, and quality; the interpersonal skills required for successful client relations; successful teamwork strategies; and the benefits and pitfalls of technology use for consulting projects (Dolezalek, 2006; Roytek, 2010; Van Tiem, 2004). The presentation will be of value to teaching professionals in a wide variety of disciplines and levels.

Participants will listen to a brief description of the two-course sequence taught by the author and the consulting experience that served as a learning vehicle to instantiate course content. In the courses, teams of novice instructional designers were charged with revising an established instructional unit on leadership development for a government agency that competes as a business in the marketplace. Following the description of the courses, small groups will then consider the specific methods and learning experiences used in the courses, the challenges encountered, and the learning outcomes realized. Finally, participants will use the planning forms to design their own ideal consulting experience and to identify potential learning outcomes and experiences for their students.

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Seeing the Rabbit: Against a Newtonian conception of Service Learning

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In this research session, the psychological insights of philosopher Ludwig Wittgenstein, particularly his work in aspect-seeing, are applied to seminal presentations of Service-Learning (Jacoby, 1996; Astin, 1999) in order to suggest the benefits of alternate, non-mechanistic paradigms for ongoing application and research into pedagogies of engagement. Wittgenstein's philosophical investigations suggest that a robust understanding of engagement requires an appreciation of the extent to which many of its dynamics simply cannot be explained.

"Engagement"--Service-Learning, place-based pedagogy, civic outreach, etc.--has exploded in higher education over the last decade. But the occasion of this fad presents challenges to the successful application of these approaches. Service-Learning has been adopted, often in a piecemeal fashion without broad institutional foundations, as a kind of cure-all for the troubles of the contemporary college campus, from its enormous potential for enhancing the learning process (Astin, 1999) to its potential for "addressing depression or substance abuse on the college campus" (Swaner, 2007).

The rush to develop Service-Learning programs and the pressure to aggressively market them, has encouraged the hasty adoption of a kind of Newtonian paradigm according to which a variety of unrealistic outcomes are seen as following naturally from formulaic service "inputs." While several efforts (e.g. The Carnegie Foundation for the Advancement of Teaching's Elective Classification in Community Engagement) exist to address this hastiness, they do not generally strike at the heart of the problem--the problematic paradigm informing Service-Learning practice.

This presentation--modified from one given at the 2009 Lily-West Conference in Pomona, CA--aims to stimulate further research into the psychological dynamics and best-practices of Service-Learning by challenging this paradigm itself. The philosophy of psychology of Ludwig Wittgenstein (1889-1951) suggests the dangers of mistaking description of psychological phenomena for their explanations, and suggests an alternate paradigm for exploring engaged learning techniques, one similar to the approach of eastern philosophies (in particular, Buddhism).

Starting with an exploration of aspect-seeing in the abstract, and moving onto the parallel case of Forgiveness detailed by Rupert Read (2007), the presentation suggests the value of applying this Wittgensteinian paradigm in further research into Service-Learning as well as some best-practices derived from it for practitioners, most particularly PREflection, as opposed to REflection, as an inlet into the experiential learning cycle.

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Teaching Online With Ease and Grace: The Claroline Online Learning System

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Objectives:
To introduce and demonstrate a successful online learning platform;

To dialogue about the advantages and challenges of online learning; and

To explore possible solutions to common misconceptions and perceived disadvantages.

Audience:
Individuals interested in teaching online courses using a learning platform that includes a partnership of IT support and course development

Activities:
Demonstration: of an effective online course management system

Demonstration: of online teaching methods

Collaboration: time to interact with the Claroline system via the presenters computers

Description:
On June 29, 2009 a meta-analysis was released by the Department of Education stating students who took all of part of their instruction online performed better, on average, than those taking the same course through face-to-face instruction(http://www.insidehighered.com/news/2009/06/29/online). This meta-analysis also provides information on what teaching strategies students report as enhancing their learning and contribute to their spending additional time on task in a course.

This teaching session will introduce individuals to the Claroline system and the various courses being taught at multiple levels. Presenters and attendees will dialogue about the advantages, challenges, and disadvantages of online learning. With the facilitators guidance, the participants will experience a hands-on opportunity with courses loaded on the Claroline system.

The teaching session will include demonstration of teaching strategies such as Wikis as advocated by West (2009) who stated collaborative writing tolls, such as wikis, are well suited to supporting meaningful learning in online courses(preface). In addition, the use of games and simulations as advocated by Aldrich (2009) will be part of the demonstration and discussion.

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Communicating Across the Curriculum:
Building Communication Activities into the Classroom

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Objectives

Participants will:
1. examine their own conceptions about teaching communication skills.
2. evaluate the different expectations of various disciplines.
3. determine possible ways to incorporate communication activities into their classrooms.

Audience

College faculty members from all disciplines who are interested in incorporating communication activities into their classrooms should attend.

Activities

1. Quick polls (Participants will be asked a variety of questions regarding their opinions, disciplines, and institutional characteristics to generate thought)
2. Group discussion: Whose job is it to teach communication skills?
3. Brief presentation about teaching communication across the curriculum
4. Self-reflection regarding self-efficacy about teaching communication
5. Game: Name that Discipline! Expectations from different fields
6. Brief presentation: Different activities to foster communication skills in non-communication classrooms
7. Break into groups. Each group will be given a course syllabus to brainstorm possible communication activities for. Groups will share their ideas afterwards.

Description

Despite complaints that students have poor communication skills, many faculty still leave the teaching of communication skills to the experts (i.e., instructors in communication-based disciplines). These skills oral, written, and visual communication are often viewed as the purview of general education courses (Downs & Wardle, 2007). For example, first-year composition courses, which are a staple at institutions of higher learning, are considered a means to educate students about the writing skills they will need in the university setting. However, there is no standard discourse that unifies all disciplines (Ackerman, 1991; Downs & Wardle, 2007) as each discipline has its own expectations for academic discourse. Furthermore, students often have trouble transferring knowledge between settings and transfer should never be assumed (Berkenkotter & Huckin, 1995; Carter, 1993; Mayer & Wittrock, 1996). Even within disciplines,

writing expectations are different from course to course as purpose and audience change (Melzer, 2009). In spite of this, many faculty still view teaching writing skills as the job of the English department, yet complain that these courses do not prepare students to write effectively in the disciplines(Warner, 2008, p. 27).

Therefore, it should not be expected that students will be able to master the communication skills they will need as they move into and through their disciplinary courses via core curriculum courses (Downs & Wardle, 2007). It is not the job of just communication experts to teach these skills, but it should be expected that all faculty teach communication as an essential skill in their courses. Communication must be emphasized as a vital professional skill that crosses course boundaries.

There are a multitude of activities and teaching methods that faculty can use to teach communication. Researchers from different disciplines have studied various techniques for incorporating communication into the classroom. For example, classroom discussion has been found to be an effective means of encouraging written and oral communication skills (Dallimore, Hersenstein, & Platt, 2008). Another method, portfolios, while commonly used and effective, has its pitfalls if student support is not provided (Elliot, Daily, Fredicks, & Graham, 2008). Journaling and creative writing have also been utilized in science courses to emphasize content with some success (Waldvogel, 2006). The key idea is that despite whatever discipline one may be from, there is some way to incorporate communication into the classroom.

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Learn to Teach to Learn: Empowering Students to Learn by Teaching Them to Teach

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Instructional Objectives:
Participants will be able to:
a. identify the usefulness and implications of the learn to teach model;
b. experience an example of the teaching strategy Story-telling
c. process salient elements of the session via whole group discussion with colleagues

Audience:
Teaching faculty at any level of teaching, graduate teaching assistants, trainers and developmental staff educators interested in learner-centered, experiential education. Those interested in increasing developmental professional knowledge, skills and abilities will find this session helpful. This first pilot uses the D2L online format to support face-to-face classroom interaction. The class is currently being adapted to an asynchronous online format.

Activities:
A brief introduction to the SERV model and The University of Arizona's general education curriculum will be followed by a hands-on example of the deconstructed teaching strategy: Storytelling. Participants will be invited to participate as if they are students in the course. Participants will listen to a short segment of a story. The story will be deconstructed first by the individual in a brief written statement then in small groups followed by a whole group discussion of the salient elements embedded in the activity.

Description and References:
As a Faculty Development Specialist, the area of most concern voiced to me by faculty and other teaching professionals is that the learner rarely realizes the connections between teaching and learning. They rarely transfer knowledge used in one class and/or context to a different class or concept. From the literature, we know that transfer of knowledge must be taught and that it is essential in all areas of life, not least of which is critical thinking and career related activities (Bloom, 1969, Haskell, 2001, Paul, 1993). Further, we know that students will make meaning based on their background knowledge and experience and that interest can be generated by choosing content related to what they already know and believe (Caine & Caine, 1994; Weimer, 2002; Huba, 2000).

What happens in many classrooms is that the teacher lectures interpreting the content for students handing it to them already digested, a process Richard Paul (1993) refers to as teaching like a Mother Robin. It is the intention of The Learn to Teach to Learn curriculum to make explicit what has traditionally been implicit in the classroom. That is to say, strategies and techniques, content and assessment measures and in and out-of-class activities are selected, deconstructed and intention made known via discussions between students and the teaching

professional. Relevance and the desired learning outcomes are jointly discussed, processed and evaluated for effectiveness (Angelo & Cross, 1993).

The results have been gratifying; class time is active, engaging and has a rich multicultural flavor as academic and personal lives are in process first individually and then in the collective setting. From the standpoint of critical pedagogy (Wink, 2000), this curriculum supports the notion that context matters and interaction with friends and colleagues in context along with written words and ideas in context forms the basis of socio-cultural learning (Vygotsky, 1978).

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How Adding Debates to a Traditional Lecture/Discussion College Class Positively Impacted Students' Critical Thinking, Communication, and Research Skills

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Using debates in the classroom is a way to actively involve students in the learning process; in fact, there are very few subjects where it would not be applicable. Allowing the students to choose their topics gives them ownership of the project and results in eagerness to engage in the process. There is a sense of friendly competition that motivates them to do their best, especially because their classmates will be assessing them according to a rubric and assigning points for a nominal prize to be awarded.

This project was conducted in conjunction with a Quality Enhancement Plan (QEP) grant administered by the University. The Plan is a five-year University initiative to enhance the quality of student learning by improving students' critical thinking/real-world problem solving, using active learning strategies. QEP grants are part of the TTU Strategic Plan and a component of the SACS Reaffirmation of Accreditation Process.

The skills targeted by the QEP for this class included: (1) analyzing and critically evaluating information, conclusions, theories or others points of view; (2) learning how to find and use resources for answering questions or solving problems; (3) developing skill in expressing oneself orally or in writing; and (4) acquiring skills in working with others as a member of a team.

The class was an Adolescent Psychology class (taught every semester) that consisted of upper-level undergraduate students from a variety of majors, and graduate students who were majoring in Counseling and Educational Psychology. Students were required to use 10 resources, seven of which were peer-reviewed journal articles, and to present valid research studies to support their arguments.

There were four debates with approximately eight students per debate (four on each side), and one 80-minute class period, sixty minutes of which was devoted to a debate, with 20 minutes at the end of class being opened to the entire class to ask questions and add comments. The debate required every student to participate actively, something that cannot be assured in a lecture-style classroom, where participation is often uneven, with some students monopolizing the discussion, while others are passive. The audience (classmates) used a rubric provided to them and evaluated aspects of critical thinking exhibited by the teams during the debate. They were also asked to take notes supporting their evaluation and to choose a winner. The two teams with the highest overall scores were awarded a small monetary amount ($15 per person) at the end of the semester. On the last regular day of class, awards were presented and the class was treated to a pizza party, using money allotted by the QEP Grant.

The first semester, students were allowed to choose topics of interest. Some of the topics chosen did not lend themselves to a debate. For example, it was difficult to find research to support the yes arguments for Should the drinking age be lowered to 18? and Should corporal punishment be allowed in school? For the second semester, the professor gave the students a variety of topics for which research was available on both sides and the debates were much more productive.

The QEP Director administered a short survey at the beginning and end of the semester to ascertain the amount of progress students believed they made on goals pertaining to the project. Pre- and post-test results indicated significant progress on critical thinking, analyzing and critically evaluating others' perspectives, working effectively with others as a member of a team, the ability to separate factual information from inferences, and the ability to identify new information that is needed to draw conclusions.

Tenured and Tired? Rekindling the Love of Teaching in Mid-Career

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Objective:

At the end of this presentation participants will be able to:

1) Identify common challenges in mid-career teaching

2) Identify strategies to help overcome these challenges

3) identify strategies to build a social network around teaching

Audience:

This session is open to all instructors

Activities:

1) Explanation: Who are mid-career faculty and want do they need/want.

2) Demonstration: Use of technology to engage both instructor and students.

3) Participation: Participants will break into groups to brainstorm how they to redefine and reappraise their courses.

4) Discussion: A brief discussion addressing some of the roadblocks to using these strategies and how to overcome them.

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Maximizing Brain Power in the College Classroom:
Applying Brain Rules and Strategies for Improved Teaching

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This informative and interactive presentation will address brain research enumerate in Medina's text *Brain Rules*. Several of the brain principles will be explained. Such principles include the importance of exercise toward the learning process; the recent understanding that every brain is wired differently; and the role of attention, sleep, and stress in the learning process.

Following a brief presentation of the critical factors related to the recent brain research findings, the presenters will facilitate the participants in small and large group discussion on the primary implications of each of the primary brain principles. Participants will be engaged in the process of deciphering how their current teaching practices relate to the recent findings, as well as how their practices should evolve in relation to current brain research.

Finally, participants will be encouraged to "think outside the box" as they collectively redesign their 21st Century classrooms. Participants will share ideas as to how classrooms could look extremely different, if funding was not a factor, and an increased focus was placed upon current brain research as new classrooms are designed and created.

Augmented Reality: An Introduction and the Implications for Education

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Augmented Reality, the blending of real and virtual worlds, has the potential to transform the world around us, including the higher education environment. This session will introduce the concept of Augmented Reality and provide opportunities for participants to experience Augmented Reality technology. A focus will be placed on the impact these new forms of technology will have on society within the next few years. The presenters will also elaborate on how Augmented Reality could impact the higher education classroom. Attendees will be encouraged to contemplate the implications of Augmented Reality for their particular content and educational setting.
The objectives for this session will include the following, as session participants will be able to:

- Define Augmented Reality.
- Communicate about recent developments related to Augmented Reality.
- Summarize the impact of Augmented Reality on society.
- Evaluate the implications of Augmented Reality for education.

The session is designed to meet the educational interests of educators at all levels. However, the session is particularly focused on meeting the educational interests of those interested in emerging technology.

Activities designed to meet the objectives of this session will include the following:

- Opportunities for participants to experience Augmented Reality technology.
- Discussion on the implications of Augmented Reality for their particular content and educational setting.

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Plugged In: Crossing the Curriculum Divide
Through Virtual Service Learning Media Projects

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Objectives:
1. Audience will gain knowledge of Y generation students and need to wire in as instructors.
2. Audience will gain understanding of how student media projects support media literacy.
3. Audience will gain knowledge of how student projects support inter-disciplinary goals.
4. Audience will design a basic template for a media project for a future course.
5. Audience will brainstorm ideas of how media projects may serve as virtual service learning tools at their institutions.
6. Audience will evaluate the merit of media projects as instructional supports in their own classrooms.

Audience:

Any college level instructor or administrator who may be interested in media literacy and virtual service learning.

Activities:
1. Presenter introduction of generation y attributes.
2. Presenter presentation of media project pedagogy.
3. Presenter/audience discussion of two student media projects.
4. Presenter demonstration of media project development.
5. Audience concurrently designing media project draft.
6. Presenter/audience discussion of virtual service learning.
7. Small group peer review of audience designed media project drafts.

Summary:
As Prensky 2008 summarizes, the world of students is a fast-paced, visually stimulating world of light in which they are connected to multiple forms of media simultaneously through their media and myriad personal devices, both electronic (such as TV) and digital [such as the Internet and cell phone] (41). As college instructors these facts mean we are no longer viewed as the window to life out there as many of us felt in the 60s and 70s. No longer do students hang onto our every word as we attempt to engage them through auditory means. Now the world out thereis available to young people from childhood on--in a visual, auditory, real-life, up-close manner that can surpass instructors second-hand accounts in the classroom; in students eyes, they can learn anything they want by themselves or with their peers as guides.

So how do we reach them and support their learning in a classroom setting, when their cultural tools are so different than our own? The answer is obvious; we must reach across the textbook and enter their digital world, incorporating some of their media into our instructional design. But then we must go even further, to create learning vehicles that teach media literacy while simultaneously engaging the student in community. Daley (2003) suggests that those who are truly literate in the twenty-first century will be those who learn to both read and write the multimedia language of the screen. Media Literacy is a vital competency that is easily coupled with virtual service learning. Students seem willing to embrace service to community that is culturally relevant to generation Y and convenient to their hectic schedules. Robinson (2000) reports that 97 percent of students agreed that academically-based service learning helped them see how course subject matter can be used in everyday life. This program will provide the guideposts to generation Y, media literacy and virtual service learning that will prepare the participant to organize a successful project upon return to their home institution.

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Teaching as Enculturation: How to engage graduate students in an enculturationist learning environment

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Presentation Objectives:

1. To discuss how to take an equal role with students for the instructor when co-participating in the enculturationist learning environment
2. To demonstrate and discuss the changes of the syllabus based on students opinions and availability
3. To discuss the differences between Enculturation teaching and the other types of student-centered teaching and learning (e.g., problem-based learning, discovery teaching, inquiry-based teaching)

Presentation Audience:

- Faculty from all disciplines who are interested in teaching graduate students to take responsibility for their own learning
- Faculty whose current teaching interests are student-centered learning or cooperative learning

Presentation Activities:

In this fifty-minute presentation, we will spend 20 minutes on introducing the ideas of Enculturation metaphor, and how to use this metaphor in higher education teaching. As our audience gains basic understandings of this teaching method, we will provide materials for a 20-30 minute discussion. The materials include the course syllabus, and one published article that was used in this course for students' in-class discussion. The audience will discuss the advantages and disadvantages of the syllabus that is often changed by adopting students'

opinions. After that, we will assign the audience to read the article for discussion, a short teaching scenario in our class. Based on these two activities, we will discuss the differences between the Enculturation teaching and the other types of student-centered teaching and learning.

Description:
During the last five decades, as the behaviorist teaching faded from the educational field, researchers (e.g., Barrow & Tamblyn, 1980; Papert, 1980; Malone & Taylor, 1992; Simon, 1995; Solomon, 1998; Selley, 1999; Kirshner, 2002, 2008; Fosnot, 2005; Gagnon & Collay, 2006; Tobias & Duffy, 2009; Willis, 2009) have developed various teaching and learning models with different philosophical foundations. Although these models were labeled with different names such as constructivist learning and teaching, problem-based learning, and inquiry learning, most of them share a common belief that students are active learners. Indeed, these models suggested that student-centered or cooperative-based learning and teaching format are preferred to be used in the class. In recent years, some researchers and practitioners have successfully adopted some of these models in their teaching (e.g., Ball & Pelco, 2006; Attle & Baker, 2007; Beacham & Shambaugh, 2007). However, the extent an instructor should provide a guidance that can be optimal for learning from instruction is still under the debate (Kirschner, Sweller, & Clark, 2006; Hmelo-Silver, Duncan, & Chinn, 2007). In this presentation, we will explore and discuss the possibilities and effects that the instructor is involved in a graduate-level course as a co-participant based on the teaching model of Enculturation (Kirshner, 2002). We will introduce the principles of the course design and describe the studentsparticipation in this class. In this enculturationist learning environment, we conclude that the minimal guidance may lead to studentsmaximal learning. We also conclude that taking an equal role with students in the class is effective for students learning.

Teaching as Enculturation is one of the three metaphors in Kirshner (2002) Crossdisciplinary Framework. This framework is mainly concerned with three important notions, skills, concepts, and dispositions as explored in various psychological traditions. Three learning metaphors, Habituation, Construction, and Enculturation, have been separately drawn out from our usual integrative discourse. Rooted in social cultural theory and situated cognition, Enculturation learning aims to acquire dispositions through enmeshment in a cultural community. Based on the learning as Enculturation, two pedagogies, student-centered and teacher-centered enculturationist teaching, are categorized in Crossdisciplinary framework. The key components in enculturationist pedagogy are as follows:

The teacher begins by identifying a reference culture and target disposition(s) within that culture. The instructional focus is on the classroom microculture. The enculturationist teacher works to shape the microculture so that it comes to more closely resemble the reference culture with respect to the target dispositions. Students, thus, come to acquire approximations of the target dispositions of the reference culture through their enmeshment in the surrogate culture of the classroom (Kirshner, 2008, p. 18).

This presentation introduces how the Student-Centered Enculturation Pedagogy is adapted to teaching a graduate level course in elementary math education at a mid-sized public university in the mountain region. Nine doctoral students, five males and four females enrolled in this class in

Spring 2010. The enculturation pedagogy requires instructors to identify the reference culture and target dispositions. The reference culture in this course is identified as the research culture in math education. Specifically, we are immersed in research discourse in elementary math education. The teaching goals are to develop the students' following dispositions:

- A tendency to critique articles in referred journals in order to develop alternative perspectives and to reflect unresolved issues in math education
- A tendency to find valuable topics in elementary math education and write a proposal to a conference
- A tendency to use different perspectives to evaluate curriculum designs and lesson studies in elementary math education

To achieve these goals, an enculturationist learning environment should be gradually established. One of the important aspects to establish this learning environment is to minimize the instructors role as a co-participant in the class. And this would be the focus of our conference presentation. To maximize the students' role in the class, the original syllabus was revised based on the students' opinions and availability; students make their own deadline for submitting the assignments; the instructor openly claimed he is not an expert on some domains that are discussed in the class. For instance, the instructor has intentionally brought some articles regarding teachers' pedagogical knowledge (PDK) in the class that he did not well understand before. Students worked in pairs to read these articles, and two students, Tom and Jay, who had research experience on PDK led the class discussion. As one of the participants, the instructor was sitting in the students seat and often asked questions regarding this domain. In this moment, the two students had become true instructors. The instructor also often went to one of the students class to observe her teaching in college statistics. He claimed that this student was his teacher and willing to learn teaching strategies from her. We spend two months on establishing this learning environment, and we believe that the students have already changed their view on who is the instructor.

Now this course is in the midway. We collect some students' opinions regarding the role of the instructor in this course.

I appreciate the role that you are taking in the class. I feel like it's a facilitating role. I like the opportunity to learn from you and my classmates, as well as all have very different experience and perspectives and a lot to offer each other.

There is no clear-cut instructor for this class. You give us materials to learn from, but we learn from each other. Essentially, everyone is the instructor in some shape and form.

I think the role of the teacher is to facilitate learning. I prefer the teacher to help us discover things on our own, not just from teachers, because we are all co-teachers.

We believe that the minimal guidance may lead to students maximal learning in this learning environment. As they take the responsibility for their own learning, the standard of their presentation is much higher than a passive assignment that just asked for a grade. They think about significant questions in the field, and why they should be concerned with these questions.

As well, they have integrated these perspectives as a part of their own professional development. We suggest that faculty who are interested in student-centered learning may try to adopt Enculturation teaching in their classes, specifically, for those who are interested in fostering students' dispositions, not skill acquisitions. The other types of student-centered teaching and learning (e.g., problem-based learning, discovery teaching, and inquiry-based teaching) usually combine the dispositions with concepts and skills together. That means, to some extent, the guidance should be provided for students highly depends on the learning task and teaching goals. For instance, if we ask students to discover a difficult math theorem, it is hard to finish the task without guidance. However, if we ask students to develop their disposition that is willing to cooperate with others, the guidance is not crucial. As enculturation teaching aims to develop target dispositions, researchers and faculty members may gain deeper understandings when comparing this type of learning and teaching with other student-centered teaching pedagogies.

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An Analysis of The Peer-Assisted Study Sessions (PASS) Program for Enhancing Student Academic Success

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Throughout North America and in several countries worldwide, peer-assisted study sessions (PASS) programs and other likeminded forms of student-led supplemental instruction have become increasingly popular in post-secondary education, as institutions aim to increase student retention, improve students' grades and enhance learning quality. However, there is a paucity of data concerning the effectiveness of such programs in producing such goals in Canadian universities and colleges. Moreover, the potential benefits of the PASS program to facilitators and faculty members have, for the most part, gone unexplored.

To this end, we conducted a HEQCO-funded research study wherein the overarching goal was threefold: firstly, to ascertain whether PASS significantly improved student academic success (i.e., quantitative analyses) and to corroborate these findings with subjective student-participant impressions of the PASS program (i.e., qualitative analyses); secondly, to evaluate the influence of PASS on qualitative measures of facilitator academic and career development; and thirdly, to determine faculty reaction to and acceptance of Carleton's PASS program as currently implemented, as well as peer-assisted learning practices in general.

The PASS program was first piloted at Carleton University in 2000, when support was provided through the Centre for Initiatives in Education (CIE) for one first-year Psychology course. Currently administered by the Student Academic Success Centre (SASC), Carleton's PASS program has since expanded greatly, with PASS support being provided for over 50 courses in a number of different faculties. As with most forms of supplemental instruction, the PASS program at Carleton University is a peer-led form of academic assistance for students registered in traditionally difficult or high-attrition courses with Ds, Fail or Withdrawal (DFW) rates in excess of 30%.

It was observed in the present investigation that PASS significantly improved student academic success at Carleton University during the two academic years for which data was collected (2006-2007 and 2007-2008). Specifically, students who attended PASS achieved higher final course grades, on average, than those students who did not attend PASS, and this effect varied as a function of the number of PASS sessions/hours attended. Moreover, the beneficial effect of PASS on final course grades remained significant even after the influence of prior academic

performance (i.e., overall admission average of PASS participants and non-participants alike) was controlled for using correlational methods and analysis of covariance. Likewise, in most courses surveyed across both academic years (45 of the 53 PASS-supported courses during that span), the Ds, Fail or Withdrawal (DFW) rates were significantly lower among PASS participants than non-participants; and, again, the higher the attendance, the lower the DFW rates tended to be.

Findings from our qualitative analysis of students' survey responses indicate that students generally perceive PASS as offering many benefits, including higher course grades and better understanding of the course content, as well as increased self confidence and social support. However, student turnout to the PASS workshops was relatively poor; and those students not attending PASS indicated they often had a class or an outside conflict (e.g., job, family, illness) that made attending the workshops untenable. Interestingly, PASS facilitators reported many benefits to themselves, including improved leadership skills, mastery of course content, enhanced communication skills and increased motivation to attend graduate or professional school. Perhaps not surprisingly then, facilitators also reported benefits to their professional development.

Our findings also suggest that a majority of faculty members believe that PASS sessions are beneficial to students who choose to participate. However, faculty members tended to indicate that low student attendance of the PASS sessions was a significant problem. Faculty also identified other challenges facing Carleton's PASS program, such as limited resources (i.e., an insufficient number of PASS-supported courses or too few PASS workshops), a lack of faculty awareness and knowledge of the program, and the perception of at least some faculty members that instructors/faculty do not have enough control over what transpires in the PASS workshops (i.e., the course content that is emphasized).

Thus, it appears that Carleton's PASS program is, indeed, effective in enhancing student academic success for those students who attend the PASS workshops. Accordingly, we recommended that comprehensive efforts be made to increase student attendance of the PASS workshops; and it is suggested that further research is warranted to ascertain the most appropriate ways, as indicated by students, facilitators and faculty, of attaining this goal.

The Power of One: Benefits to Self, Community, World

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Objectives:
By the end of this interactive workshop, participants will have the following knowledge and skills:
1. Understanding of the topic and its importance (introduction)
2. Ability to teach and use the behavior modification approach to effect individual behavioral and attendant attitudinal change that also has a positive impact on the community as well as the world (detailed handout, interactive discussion)
3. Practice generating pedagogical applications across disciplines and concrete examples for participants' respective courses (interactive discussion, brainstorming, pair and share)

Appropriate for all audiences

1. The authors will introduce the topic and its importance and outline an example of the behavior modification discovery learning approach used in a health psychology class (learning objectives 1 and 2). Power point slides and a handout with a grading rubric will facilitate the presentation.
2. Interactive discussion and brainstorming will assist the attainment of learning objective 3.

Summary
Self-interest, individual or group, is a powerful human influence on behavior, and may be indelibly ingrained in our genes (Buss, 2008; Dawkins, 1976; Myers, 2010). This is increasingly problematic as our international world shifts toward greater interdependence. Add the challenge of sustainability (i.e., humans' annual consumption of natural resources outpaces the Earths replenishment rate) and the result is escalating competition for scarce resources (Gore, 2006; Schmuck & Schultz, 2002). The combination of self-interest, interdependence, and ecological stress leads to a dilemma. As Shakespeare might have said, to change or not to change, that is the question. This interactive session presents a flexible pedagogical method for individual behavior change that benefits self, community, and the world, and is applicable across disciplines.

An immediate goal of post-secondary education is the student's ability to apply course content to the outside world, as inner contemplation and personal growth are supplanted by pragmatically driven students who increasingly view degree attainment as a means to an end. Experiential

learning can be effective and generate many positive outcomes for students, faculty, administrators, and the broader community (Cantor, 2003). Furthermore, individualistic countries, such as the United States, socialize children to believe that legally sanctioned individual behavioral choices are an entirely personal matter that don't affect others. Many current problems can be traced to this erroneous thinking that is couched as freedom of choice.

Socially responsible experiential learning, such as the embellished behavior modification method presented, is a way to resolve the dilemma created by seemingly conflicting forces of self-interest, global interdependence, and pressures on sustainability. Behavior modification is a standard technique used to effect behavior change in an individual (Miltenberger, 2008), but its ripple effect is limitless. Its-all-about-me is more accurately framed as it's-all-about-us, and students are provided a way to discovery these connections.

Each student chooses an aspect of her or his behavior to change in order to improve personal health. Health is loosely defined to include physical, emotional, stress reduction, spiritual, financial, and so on, and may directly target the individual or a group (e.g., family, business, nation). Each records a baseline week and four weeks of active change, keeps a reflective journal, graphs the results, and considers specific benefits to self, community, and world. This culminates in a submitted project and an in-class presentation with interactive discussion. Students learn a technique they can use, transferable skills, new ways of thinking, interconnections of which they were formerly unaware, and discover the power of one. For an educator, it doesn't get much better than this!

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ISETL 2009 Distinguished Fellows Presentation Award Winner:
Narcissus Goes to College: Dispositional Narcissism as a Heuristic for the Design of Effective Teaching and Learning Environments

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We know in advance, if we are psychologists, that certain methods will be wrong, so our psychology saves us from mistakes. It makes us, moreover, more clear as to what we are about. We gain confidence in respect to any method which we are using as soon as we believe that it has theory as well as practice at its back.
(James, 1899/1958, p. 25)

According to Eysenck (1978), personality more than IQ is a significant variable in determining optimal learning environments and processes for students, and it becomes neglect or discrimination to be aware of the learning needs of certain personality types and to fail to alter classroom instruction to meet those needs (p. 153). Further, Pintrich (1994) suggests that the goal of educational research is not only to better understand the constructs of learning, thinking, and motivation, but also actually to improve learning(p. 141). This sentiment echoes Eysenck's call for psychological technologists whose task it would be to translate the fundamental findings [of research psychologists]&and to work out practical ways of using this knowledge in educating pupils better(1978, p. 135). A more substantial recognition of the role that student personality plays as a variable for learning will lead educators to better understand how individuals acquire and use various motivational goals and, consequently, enable them to construct proactive instructional models and pedagogies that facilitate learning among those students whose personality proclivities and goal orientations may present them with cognitive challenges.

Despite the fact that nearly all the empirical literature about narcissism samples university undergraduate populations for its empirical and anecdotal evidence of narcissistic manifestations, there is little to no applied research and discussion into the implications for teaching and learning with respect to the reciprocal interactions between narcissistic students and traditional undergraduate education (Twenge & Campbell, 2009). While Greenberger, Lessard, Chen, and Farruggia (2008) and Robins and Beer (2001) considered entitled attitudes and self-enhancing beliefs, respectively, with regard to undergraduate students in the academic domain, their research does not concern itself with issues touching acts of academic cognitive development. Recognizing this paucity in the literature, this presentation and its supporting research seek to draw theoretical connections between narcissism and learning, highlighting those motivational goal orientations that may predictably be expected of students who exhibit characteristically narcissistic traits and behaviors. To this end, a triarchic model is proposed that illustrates the known relationship between narcissism and broader personality traits (e.g., the Big Five Trait Taxonomy), the known relationship between personality traits and goal orientation, and the theorized relationship between the construct of narcissism and goal orientation.

In this presentation, participants will interact with the construct of narcissism, reflecting on their own anecdotal experiences, and will ultimately reach conclusions regarding best practices for teaching and learning amid a psychologically diverse student body.

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Use of Learning/Lesson Plans and Assessment Tasks to Target Performance-based Learning

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This presentation demonstrates application of learner-centered Academic Learning/Lesson Plans in very different courses, Workplace Principles (a technical support course) and Observation and Assessment (a technical program course). The Academic Learning Plans target performance-based learning according to the Worldwide Instructional Design System (WTCS Foundation, Inc., 2009). An Assessment Rubric accompanies Learning/Lesson Plans.

Workplace Principles (WPP 200) provides an example of the practical use of a basic assessment task in a technical support course. The course provides instruction in essential soft skills, which are repeatedly stressed by employers. It is also a course which can easily be delivered online, in-person, or as a hybrid course.

Observation and Assessment (IECE 170) provides an example of a technical core course in the Interdisciplinary Early Childhood Education Program, targeting critical thinking at the level of Evaluation in Blooms Taxonomy (Bloom et al., 1956). It demonstrates how higher level objectives can be addressed in technical programs.

This Poster session is applicable to a wide variety of disciplines taught at the community college and four-year university levels.

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Creating "AHA" Moments - How to Give It So They Get It

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Techniques: Games, Role Plays, Projection Activities, Illustrations, and Props

The presentation will include handouts that illustrate the broad applications for engaging students. The session will explore creating a classroom environment that supports learning. The session demonstrates adult learning techniques that foster critical thinking. The activities enable students to process key concepts and make links to workplace or life situations. The session will include demonstrations of all activities listed in the handout with possible applications for different disciplines. Participants will be allowed a brief amount of time at the end of the session to offer reflections and suggestions for additional applications.

The exercises in this session offer broad applications for use in many teaching disciplines. This workshop has been presented at six national, regional, and state early childhood conferences. In the broader context it was also presented at the Kentucky New Horizons Conference for community college faculty and NISOD International Conference on Teaching & Leadership Excellence. After each of these presentations, new examples have been added especially related to other disciplines outside of my field of early childhood education to offer additional ways of using the material.

I serve as one of five Master Trainers for the Kentucky Department of Early Childhood Development. I teach the following modules: Adult Learners, Needs Assessment, Transfer of Training, Interactive Lectures and Demonstrations, Games and Icebreakers, Training Aids, and Training Design and Facilitating Group Discussions for credentialed early childhood trainers. Many of the techniques used in this session have been adapted from these modules.

Additional References

More Activities That Teach (1995) by Tom Jackson

The Art of Teaching Adults (1993) by Peter Renner

Teaching with Style: A Comprehensive System for Teaching Adults (2001) by Jim Teeters

Training Teachers: A Harvest of Theory and Practice (1994) by Margie Carter and Deb Curtis

Defining and Teaching Critical and Creative Thinking Skills

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We will begin by examining a conceptual model of critical and creative thinking that serves as an advance organizer for the comprehensive list of teachable skills. The model is the product of a comprehensive literature review of teachable critical and creative thinking skills. The research laid the foundation for the development of instructional materials in our university's instructional design studio. In addition to content-specific knowledge, critical and creative thinking involves four groups of characteristics or processes. The iterative processes of idea generation and reflective judgment occur simultaneously with learners' self-regulation. Learners involved in critical and creative thinking also maintain certain attitudes and dispositions that are necessary for productive work. Each of the components of the model is broken down into a number of skills and activities, each of which has associated general learning objectives and references.

Participants will use the jigsaw method to further explore the comprehensive list. With a solid understanding of the depth and breadth of the model, participants will use the models general objectives to construct their own specific learning objectives that they can take back to their teaching environments. Using the table that will be distributed during the session, participants can defend their objectives with academic references.

At the end of this interactive teaching session participants will be able to construct subject-specific learning objectives that incorporate critical and creative thinking skills. Participants will also be able to back up their objectives with academically rigorous research. The presentation is designed for teaching professionals in any subject and at any level.

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The use of discussions to promote critical thinking skills in diverse collegiate classrooms

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Purpose:
Students enroll in college with different abilities, levels of competence, and cultural backgrounds. I will discuss how I have found success in teaching diverse student populations through discussions and the use of stories using an open authoritative style. This approach has aided in the control of the classroom while enhancing and increasing students' critical thinking and communication skills that are needed in a diverse society. Moreover, this method decreases the sense of intimidation that many students feel toward the instructor. The use of these skills allows students to question with confidence, withhold judgments and to learn from every situation.

Rationale:
As the world becomes more diverse, so do higher learning institutions around the country and world. Sue (2010) explains the increasing diversity in the United States is perhaps reflected most in our classrooms where students of all colors represent a microcosm of race relations in our society. Sue (2010) reported that researchers found that these interactions often polarized students and teachers rather than contribute to mutual respect and understanding about race and race relations, among other issues. Since students enroll in college with different expectations, aptitudes, and cultural backgrounds, it is important for instructors on all levels to be cognizant of diversity and its influence on students. Being knowledgeable of diversity issues can have a significant and constructive impact on the educational experiences of all students, as well as the instructor. Most of all, instructors should increase their awareness in the need to control the process and not the content in the discussions so that all students should feel heard and respected.

Objectives:
- To provide the audience with methods of increasing class participation in diverse classroom settings while increasing students critical thinking and communication skills through discussions
- Participants are able to develop skills in creating an environment that demonstrates respect for diversity.
- Participants will gain an understanding of the needs of diverse populations within the classroom setting

Audience:
Open to instructors of any discipline

Description:
The presentation will consist of a brief presentation and small group activities that will lead to an overall discussion to assist instructors comfort levels with classroom discussions.

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Enhancing Learning with Music:
Strategies for Promoting Critical and Higher Order Thinking

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Objectives:

- Participants will gain an understanding of the nature of affective response to music in relation to pedagogical practice in teaching.
- Participants will discriminate good uses of music from poor uses of music in higher education classrooms
- Participants will recognize music listening strategies appropriate for enhancing higher order and critical thinking
- Participants will experience high quality music listening activities as they are modeled
- Participants will engage in creating effective teaching strategies using music listening for their own classes with the assistance of the instructor in this learner-centered session
- Participants will be encouraged to develop a cross-discipline approach to gain further benefits

Audience:
This presentation is most appropriate for college faculty who teach in classrooms with students in small and large groups. Administrators may also find this presentation rewarding as they can share the musical strategies with their faculty at their own institutions.

Activities:
This presentation will focus on interactive role play, where participants will experience and use examples whereby music can increase understanding and higher order thinking such as evaluating, appraising, and creating, as modeled by the presenter. Participants will be given listening maps and guides which they may alter to suit their content, while keeping the strategies intact. This will allow them to understand, demonstrate, and recognize music listening strategies and apply how they may be useful in their own learning settings.

Description:
Music has been accepted as a language, a language that everyone can speak or create within their familiar culture, and certainly music is embedded with symbols and syntax. However, it lacks semantic and referential meaning; that is, in any cultural setting, it cannot instruct one how to bake a cake and therefore should not be seen as a universal language (Merriam, 1964). However, researchers agree (Juslin, 2001; Myer 1956; Radocy & Boyle, 2003), that it does convey affective and emotional meaning, not only in songs with words but in the music itself. Humans respond to music because it is a stimulus (Abeles & Chung, 1996; Demorest, 2010, Krawthwohl, Bloom, and Masia, 1964; McMullen 1996; Radocy & Boyle, 2003, p. 320) and it creates a response in mood or character as well as evoking emotional associations with music that has been experienced before. Most educational research shows that when mood is enhanced, learning

is also improved and as Thompson articulates, several mechanisms are implicated in emotional experiences to music, and a number of them involve a cognitive component (Thompson, 2009, p. 125)

Bilhartz et al (2000) suggest that enhancement of language achievement may be the result of sophisticated and integrative teaching and learning using music in young learners and the same tenets may be applied to higher education when asking students to write in undergraduate coursework. Hallam (2000) also cautions against merely playing music in the background as it has been shown to negatively impact cognitive tasks. The media furor over the so-called Mozart Effect misrepresented the gains found in a study of spatial reasoning tasks in college students after listening to music by Mozart (Rauscher, Shaw, and Ky, 1993). More current thought on the matter (Duke, 2000) observes that it has only been observed in a small number of published articles, has not been observed in other attempts to replicate these studies, and when observed, is very narrowly defined and very small in magnitude. The premise of this interactive session is not to promote the concept that by listening to music, college students will gain more intelligence.

The purpose of this session is to illustrate the ways in which can be used inter-disciplinarily to enhance learning in pedagogically relevant ways and these techniques will be utilized by participants. This presentation will share some of the important current research to provide an overview of successful musical listening strategies. It will also give a brief overview of the affective, aesthetic and utilitarian approaches to bring deeper understanding of using music education learning theories, and then will move into a series of activities for participants to experience learning with music. The delivery method for this presentation will be firstly be a short open lecturewith time for questions and a shared discussion. The session will then focus on participant-centered listening activities where the strategies will be modeled by the presenter and responded to by the participants, with the scaffolding use of lyrics, listening maps, vocabulary, and task prompts. Participants will also have the opportunity to craft music strategies of their own, specific to their individual contexts with the aim of increasing higher order thinking in their own students.

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Reflective Practice 2.0

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Objectives:

- Participants will gain an understanding of the ways web 2.0 tools support distinct reflective practices.
- Participants will discriminate high-level reflective practice from other types of reflective practice in exemplars of student work.
- Participants will examine evaluative rubrics appropriate for examining reflective practice.
- Participants will see high quality reflective prompts modeled.
- Participants will engage in creating effective rubrics for reflective practice.
- Participants will use model rubrics to evaluate cases of student reflection.
- Participants will be encouraged to develop a cross-discipline approach to learning further benefits for using reflective practice.

Audience:
This presentation is most appropriate for college faculty who teach in classrooms with students in small and large groups. Administrators may also find this presentation rewarding as they can share the reflective practice strategies with their faculty at their own institutions.

Activities:
Participants will experience multiple web 2.0 tools (including but not limited to blogging and vlogging) which foster reflective thinking. They will participate in discussions regarding how best to elicit, support, and evaluate reflection within electronic portfolios. In addition, participants will be given prompt material which they may alter to suit their own teaching needs, while keeping the evaluative strategies intact. This will allow them to understand, demonstrate, and recognize appropriate self-evaluative strategies about their students reflective practice and how this may be useful in their own teaching and learning settings. Participants will have the chance to play and use model rubrics to evaluate several modalities of examplars housing students' reflection within electronic portfolios.

Description:
Examining the support for reflective practice in both undergraduate and graduate students, assists in illuminating potential for use with all faculty in an important way: namely, that faculty can incorporate reflective practice for their own students in fields and utilize e-Portfolio as the

vehicle for housing reflective practice across several modalities. The initial focus of this session will be on teacher education literature but connections will be made across different disciplines for the participants. The literature in the field of teacher education has previously emphasized the importance of reflective practice in leading preservice teachers to restructure prior understandings and refine pedagogical thinking (Schon, 1987; Calandra, Gurvitch, & Lund, 2008). This is especially critical during the semester in which students complete their student teaching placement, while compiling a culminating electronic portfolio (and accompanying defense/hearing/oral presentation). Fenstermacher (1994) is useful here in terms of understanding what it means to reflect on ones practice in a deliberate manner: "Yet another way to justify that we know something is to offer good reasons for doing or believing it... the reasoning of the teacher takes place in folk or commonsense language... Reasoning of the sort I am referring to here is what Aristotle called phronesis: deliberative reflection of the relationship between means and ends". (p 44-45)

Building on this understanding, Posner (2005) argues, if preservice teachers do field experience without thinking deeply about it, if [they] merely allow [their] experiences to wash over [them] without savoring and examining them for their significance, then [their] growth will be greatly limited(p. 3). Preservice teachers' accounts of well remembered events / critical incidents can serve as important ways to provide good reasons for their actions and understandings within the context of their program and thus serve as a way for them to begin to articulate their knowledge.

In summary, much of this literature and theoretical framework can support college students in other content areas, not simply teacher education. The tenets of teacher education are salient for improving teaching skills in faculty also and the nature of reflective practice is suitable for faculty to use in their own classrooms. Participants in this session will learn to synthesize the use of reflective practice for their students, in addition to learning the skills appropriate for evaluating reflective practice material. This session focuses on the role of 2.0 technology in facilitating reflective practice and the subsequent assessment of reflective practice. The role of the e-Portfolio as a vehicle for assessing student reflective practice will be briefly illustrated. Reflective practice has been established as a critical tool for developing teacher identity in, and on, their teaching practice. This presentation will focus firstly on seating the approach with a brief review of salient literature about reflective practice and a rubric for assessing levels of reflective practice housed in electronic portfolios will be shared and explored with participants during this session. E-Portfolios as used, within the teaching platform of Scholar, by the two authors will be demonstrated and modeled. Participants will be encouraged to participate in activities that will facilitate their own development of rubrics.
After the initial scope of the concepts is delivered, this presentation will focus on learner-centered experiences for the participants, as prompts will be used and participants will be given materials which they may alter to suit their own teaching needs, while keeping the evaluative strategies intact for reflective practice. This will allow them to understand, demonstrate, and recognize appropriate self-evaluative strategies about their students' reflective practice and how this may be useful in their own teaching and learning settings.

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The Lack of Male Teachers in Elementary Education:
The Male Teacher's Perspective on the Contributing Factors

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Objectives:
1) Focus on specific reasons and factors that contribute to the lack of male elementary teachers in classrooms.

2) Address ways in which colleges and universities might provide solutions to the shortage.

3) Address the failure of higher education in preparing prospective administrators for their responsibilities in elementary schools.

Methodology:
Survey Research

Description:
The current rate of male teachers in elementary education has fallen to an all time low, according to recent NEA statistics (2004). This research project interviewed 231 male teachers who were employed in K-12 schools during 2008-2009. These teachers provided answers regarding their feelings towards elementary education and to those men who teach elementary school. Two overwhelming themes were discovered during this study: the age of students was the number one factor deterring male teachers from choosing elementary education and money was the number one factor that could persuade more males into elementary education.

It should be noted that the study revealed that although 177 males stated that they would not consider elementary education, almost that same number admitted to never having a collegiate course in elementary education. In fact, many principals in elementary schools admitted to never having completed a university level course in elementary education, and yet they are now responsible for the operation of those schools.

Currently there are only a handful of colleges and universities who offer scholarship assistance for potential male elementary teachers. According to this survey, scholarship assistance and loan-forgiveness programs are the two major factors that could increase the number of college male elementary education majors.

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Bridging Gaps and Raising Expectations: A Portable Architecture for Teaching

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Objectives:
1. Identify common classroom complications which can be minimized by strategic structuring of interactions.
2. Discuss theory and research regarding effective instruction of adult and younger students. Highlight findings that are counterintuitive to traditional approaches.
3. Introduce metaphors to visualize the interactions of decisions and influences on classroom effectiveness.
4. Demonstrate construction of models that aid planning and reflection; participants produce models.
5. Invite participants to troubleshoot instructional scenarios and contribute anecdotes.

Audience:
1. University level instructors.
2. Teacher educators.
3. Professional development specialists.

Activities:
1. Interactive lecture: Introduce concepts with enlightening and entertaining examples, supported by current theory and research regarding adult learners.
2. Hands-on demonstration and participant construction of foldable 3-D model.
3. Small and large group analysis of scenarios provided and suggested by participants.
4. Personal planning for strategically organizing classrooms and workshops.

Description:
In this interactive, hands-on workshop, we consider the metaphoric value of structures to improve perspectives and skills for effective leadership at any level. The university classroom will be the primary example. Key components (such as student characteristics , course goals, and measures of success) will be discussed as participants troubleshoot the challenges of integrating decisions into a cohesive community of learnersmodel. Handouts and materials for foldable 3-D models and easily sketched icons will be provided. While concepts are well-grounded in theory and research, anecdotal illustrations and audience participation will provide more immediately meaningful application.

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The Dance of Change: Higher Education and School-Based Community Service-Learning

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Goal:
To help teachers in P-12 schools and institutions of higher education to recognize that service-learning is an exciting, hands-on approach to education that is community based.

Objectives:
Participants will:
1. define service-learning and discuss it implications for education.
2. examine designs that elementary, secondary, and higher education faculty, students, and community-partner teams can use as frameworks for service-learning projects that involve the key elements of collaborative service-learning.

Audience Participation:
The session offers elementary, middle/junior high school and high school teachers and faculty in higher education to view a PowerPoint show of several P-12 projects completed by undergraduate and graduate level students at Western Kentucky University. It will be an interactive session which will allow participants to be involved in large group and small group discussion of the 5 models of service-learning, and to work in small groups to design an appropriate service-learning project.

Description:
Service-learning directly relates to the organization's title, "Exploring Teaching and Learning" because it is a teaching and learning approach that integrates community service with academic studies to enrich learning, teach civic responsibility, and strengthen communities. It engages students in addressing real unmet needs or issues in a community and actively involves them in decision-making at all levels of the process.

Service-learning has the potential to increase students' capabilities for thought because it is a form of constructivist learning. Students who engage in collaborative problem-solving have opportunities to construct understanding from their experiences, and according to lead theorists of intellectual development, Jean Piaget, Lev Vygotsky, and Jerome Bruner, this process of constructing understanding results in the elaborate and strengthening of the mental structures that

make thought possible. Service-learning engages students in interacting with the world and helps them build new cognitive structures.

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Active Classroom Peer Reviews

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Students in the Senior Studio, and Advanced Pattern Making and Pattern Grading courses participated in active peer reviews of classmate project proposals. Sitting roundtable fashion, the assignment was reviewed, and each student presented their ideas and plans to meet the assignment, much as they are likely to do in industry team meetings. As each project proposal was presented, peers questioned and critiqued in a positive, constructive manner as they sought to make certain their fellow classmate's proposed strategies and plans would appropriately meet, and ultimately improve, the proposed project. Suggestions were welcomed, innovative ideas for reconfiguring projects, and on occasion, students called for voting if they were in disagreement.

Open exchange of ideas, questioning techniques, and positive critiques ultimately resulted in improved and more innovative projects. Students learned to work together for the benefit of each other, and ultimately their own work improved. In a larger class section, smaller groups appear to work fairly well, though not as challenging to each other, seeming to come to quicker, easier agreement.

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Homework Management Systems: Immediate Feedback Is Great for Active Learning

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Objectives:
1. Audience will gain knowledge of the advanced technology tool of Homework Management sites.
2. Audience will gain knowledge of how such sites function as a memory support in learning.
3. Audience will develop skill in using these tools in assigning homework, classroom reinforcement, during class time, and how they help student review key concepts.
4. Audience will evaluate the merit of these tools as instructional supports in their own classrooms.
5. Audience will gain understanding of ways to integrate homework management systems into their courses.

Audience:
Any instructor teaching at any level who is interested in using state of the art homework management web sites as an instructional tool to imprint information and increase retention.

Activities:
1. Short clip from YouTube on instruction and today's students and brief discussion of the Y generation
2. Short power point presentation on benefits of active learning and homework managers
3. Short on-line tours of the various homework manager sites.
4. Small group examination of the various homework management systems.
5. Whole group discussion of findings, including merits and pitfalls
6. Whole group discussion of the use of these sites as an instructional tool
7. Summary of ways to enhance instruction using homework management systems.

Summary:
College students often have less motivation and more constraints on their time than in previous generations and many are not autonomous, responsible learners. As a result, many professors take on too much responsibility for the students' learning. The consequence of a professor assuming too much responsibility for student learning is that students remain passive and lack confidence in their abilities to learn on their own (Weimer, 2002). Today, because we do not explicitly teach college students the skills to become lifelong learners, such as determining a personal need to know more, many college graduates are not self-directed learners (Candy, 1991). Becoming a lifelong learner is an essential skill for success in ones career and personal life and it is becoming more essential in today's fast-changing, globally connected world.

Many students fail to develop the responsibility for learning skills on their own. When the responsibility for learning shifts from the professor to the students, the instructor supports

students in their taking responsibility for their own learning and helps them acquire skills they can use to learn in the future. These learning-to-learn skills include time management and how to read and critically evaluate literate. Students become proficient in independent learning and self-assessment of their own abilities to learn and of their strengths and weaknesses only when they have numerous opportunities to practice these skills and consistently receive formative feedback to help them to improve.

As Prensky (2008) summarizes, the world of students is a fast-paced, visually stimulating world of light in which they are connected to multiple forms of media simultaneously through their media and myriad personal devices, both electronic (such as TV) and digital [such as the Internet and cell phone] (41). As college instructors these facts mean we are no longer viewed as the window to life out there as many of us felt in the 60s and 70s. No longer do students hang onto our every word as we attempt to engage them through auditory means. Now the world out there is available to young people from childhood on--in a visual, auditory, real-life, up-close manner that can surpass instructors' second-hand accounts in the classroom; in students eyes, they can learn anything they want by themselves or with their peers as guides.

So how do we reach them and support their learning outside of the classroom setting, when their cultural tools are so different than our own? The answer is obvious; we must reach across the textbook and enter their digital world, incorporating some of their media into our powered down instruction. Among other means, I have found the homework management sites to be a viable bridge to the culture of college students as well as a valuable learning tool that reinforces memory by incorporating active learning, immediate feedback and reinforcement of classroom material and they use an interface that is current.

So what exactly is included in homework management systems? After a brief introduction to the websites, the presenters will afford participants the opportunity to explore each site. Participants will break into groups and will review the sites and screen shot samples provided. During this small group discussion, audience members will focus on an evaluation of these sites, along with an exchange of possible ways this medium may be incorporated into instruction. Small groups will then reconvene into a whole, and presenters will record the exchange of ideas on flip charts.

At the end of the session, I will discuss assignments that I have used or plan to used in my own classroom, along with others that colleagues have utilized. Throughout this exchange, a discussion of the merits and pitfalls of such homework management sites in their college courses will be deliberated audience members.

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Interventions that Work! Improving Students' Critical Thinking about Information Literacy

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Purpose:
This presentation will describe research on teaching interventions we developed to improve students critical thinking about information literacy that faculty can apply in a variety of disciplines. As composition professors and a librarian at a two-year open access branch campus of the University of Cincinnati, we have often observed that students have varied skills in critical thinking ranging from good to poor in analyzing and evaluating sources to be used in their writing. Given the importance of critical thinking in student learning (Schamber and Mahoney, 2006), it follows that an overt focus on improvement of critical thinking (Willingham, 2008) is an essential part of general education (Schamber and Mahoney, 2006) including the instruction of college-level writing (Condon and Kelly-Riley, 2004). Thus, we see the use of interventions in classroom instruction as a viable means for investigating the teaching and improvement of student critical thinking skills. The hypothesis for our research project was that the use of teaching interventions in the form of concept mapping, information literacy instruction, research logs, and primary-trait assessment rubrics can lead to increased quality in student critical thinking.

Mode of Presentation:
We will use Power Point slides to share the findings of our study. Additionally, participants will develop concept maps to understand how they can be used in the classroom to assess students' critical thinking. Participants will also use a simple PTA to evaluate the concept maps.

Literature Review
Given the prevalence of technology and its use by today's first year students, it might seem that students would easily be able to access, analyze, and evaluate information sources. However, researchers have found that students do not analyze or evaluate these sources (Van Scoyoc & Cason, 2006; Morrison, Kim, & Kydd, 1998; Flanagin and Metzger, 2000). In order to teach students how to find, analyze and evaluate information sources, library faculty need to be involved in the process of designing and implementing instruction and assessing student progress towards these goals (Albitz, 2007). In 2000 the Association of College and Research Libraries (ACRL), the professional organization of academic librarians, published a document defining information literacy as having the abilities to recognize when information is needed and to locate, evaluate, and use effectively the needed information(Association of College and Research Libraries). This document specifies the following five standards an information literate student will be able to demonstrate:
1. Determine the nature and extent of information needed;
2. Access needed information effectively and efficiently;
3. Evaluate information and its sources critically and incorporate effectively into the students knowledge base and value system;
4. Use information effectively to accomplish a specific purpose;
5. Understand the ethical, legal and socio-economic issues surrounding the use of information and access and use information ethically and legally. (Association of College and Research Libraries)

Gremmels and Lehman (2007) found in a survey of students after library instruction that students were able to connect the library instruction to the course content. Their survey demonstrated the importance of an expanded role for the library faculty in developing information literacy skills. Many studies (Holliday & Fagerheim, 2006; Condon & Kelly-Riley; 2004; Deitering & Jameson, 2008) have shown that the first year composition course is an excellent place for library and composition faculty to collaborate to improve students critical thinking about sources. Deitering & Jameson (2008, p. 59) explain the necessity of helping student develop critical thinking, Clearly, the disposition to think critically is a necessity for student to make the shift from thinking about research as a way to find supporting quotes, to thinking about research as a way to expose themselves to new ideas so they can build new knowledge. Holliday & Fagerheim, 2006 surveyed first and second year composition faculty on the types of information literacy outcomes they thought were most important to be covered by the library faculty. The library faculty collaborated with the composition faculty to develop library instruction models around the five ACRL standards. Library instruction for the second year course was able to be more carefully tailored to meet the various needs of the composition faculty.

In English, it's key to students writing that they have the capability of managing and effectively utilizing the quantities of information they confront (Todd, 1998, Key Challenge section, para. 1). One way to determine knowledge, concept mapping can be used by students because self-

evaluation of individual knowledge may be done on a map-based representation of ones own knowledge to help students evaluate knowledge available or not available for coping effectively with a particular task situation(Tergan, GrΣber, & Neumann, 2006, p. 331).

On the surface, it seems the Google generation should already possess the ability to find and evaluate information; however, like the other researchers, we find that our students struggle with these activities for academic purposes. We also agree that information literacy instruction must be a collaborative process between library and content faculty. Although such collaborative efforts have been described in the literature, none of these studies focus on the unique needs of open-access students at a two-year institution.

Methods:
Our study consisted of 12 sections of research section of Freshman Composition. Class sizes are around twenty students each with approximately 15 students from each section participating in the study. Students in the study ranged in age from 18-40 and were a mix of males and females. We used a simple pre-posttest design to learn if the information literacy instruction improved students' critical thinking about information literacy. Before instruction we asked students to develop a concept map and to complete a research log detailing their search strategy and results. Students brainstormed pre- and post-intervention concept maps to represent their pre- and post-topical knowledge. For the pre-intervention maps, students were asked to brainstorm what they knew about a topic by drawing basic topic concepts on a map and briefly describing on the map the relationships between those concepts. Following these activities, the librarian led three sessions of information literacy instruction covering the research process, how to search online databases, and how to evaluate resources. Following the intervention and their own research, students again brainstormed via concept maps and relationship descriptors what they knew about their specific topics. The English composition instructors developed and applied a rubric to assess these pre- and post-intervention maps on two characteristics: the number of concepts shown on a map and the number of concept relationship descriptors. Students also completed a second research log. We developed a primary trait rubric to assess students' critical thinking development as demonstrated in their research log entries both pre- and post- library instruction. We used the Association of College and Research Libraries criteria for information literacy as the basis of our rubric and chose the first three standards: determine the nature and extent of the information needed; access needed information effectively and efficiently; evaluate information and its sources critically and incorporate effectively into the students' knowledge base and value system. Both the concept maps and research logs served as evaluative tools for the faculty and librarian to determine the information literacy skills of students' pre and post library instruction.

Results:
Preliminary review of this data has shown just a slight improvement in critical thinking following library research instruction. In one of the three composition classes, this may have been due to topics students used to develop pre- and post-intervention concept maps during the first quarter of gathering data for this study. At that time in one of the three initial classes in this study, all students constructed pre-instruction maps using a general group topic; following instruction they used self-selected research topics.

Discussion/Conclusion:
Future interventions could target student-selected topics for both pre- and post-measurements to allow for better comparison or could employ more detailed methods. Alpert and Gruenenberg have noted that the primary instructional employment of concept mapping for current knowledge assessment may be too narrow (as cited in Tergan et al., 2006, p. 329); limiting maps simply to concepts may leave out knowledge about contents and relationships to which the conceptual structure refers(Tergan et al., 2006, p. 329). Thus, to develop a more detailed picture of student critical thinking and understanding about a topic, we continue to emphasize both the listing of concepts and the description of their relationships when students in the study construct their concept maps. We are in the process of reviewing this data in addition to the research log entries both pre- and post- library instruction to determine the extent of students' critical thinking.

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Using Assessment FOR learning: Building a foundation for life-long learners.

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Assessment is an attempt to determine a students status with respect to an educational variable of interest (Popham, 2010). In higher education, it is usually used as a formal tool to assign grades and assess students' understanding of the content presented during a series of lectures. It is used as assessment of learning. It is mainly the responsibility of the student to memorize information and pass a series of written tests (in some cases, this may only be a midterm and final exam). A small shift in thinking about assessment can change the use of assessment of learning to assessment for learning, or assessment as learning, and extend student learning beyond rote memorization or preparation for mid terms and finals.

Stiggins (2002) noted that when educators assess for learning, they use the assessment process and the continuous flow of information about student achievement that it provides in order to advance, not merely check on, student learning. There are a number of tactics that can be used that require educators to include students in the process of both learning and assessment. Students must know the learning goals and take some responsibility for reaching those goals. In return, the educator must use assessment as a formative and summative method of determining student achievement, building students' confidence in their abilities and requiring students to take responsibility for their own learning. The effect of assessment for learning is that students keep learning and remain confident that they can continue to learn at productive levels if they keep trying to learn. In other words, students don't give up in frustration or hopelessness, they become life-long learners.

However, with limited class time and preparation time, it may be difficult to develop effective assessments that show learning is happening. As learning vs. proving you have learned are two different objectives, and in some cases students may not be invested in learning but merely passing the course to move forward. It is important that educators and students see assessment as more than a series of tests that will result in a final grade. It must be developed into a tool that is less formal, cohesive with the curriculum, and is not an end to itself (Tomlinson, 2008). By assessing throughout the course or program, in a variety of ways, both students and teachers can meet both objectives, learning and showing that learning is happening. The challenge is developing assessment that provides meaning data and a teacher that is flexible enough to respond to the information collected. Meeting this challenge can result in measurable learning that goes beyond what can be determined on a multiple- choice bubble test.

This presentation will explore the many ways of assessing student achievement to check for understanding and extend student learning. These methods may include short essays to more complex projects, or short scenarios for discussion to more in depth assignments such as written reports or an annotated bibliography. The students may show competency and understanding

while using the assessment for learning and not simply a restatement of the lectures and textbooks.

Participants will review assessments currently in use and discuss ways they can implement assessment for learning in their own classrooms. In addition, participants will review a list of tools that can be used to guide them in the assessment process and overcome challenges.

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Strategies to help the Net Gen make the transition to the college classroom.

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The Internet Generation, or Net Gen is forcing change in the educational model, from a teacher-focused approach based on instruction, to a student-focused model based on collaboration (Bingham, 2009). To really learn in college, students must be prepared to collaborate with professors and peers. To make the transition to college, students must be open to change and find ways to manage new challenges. Using a variety of strategies that include collaborative learning techniques and supportive technology, instructors can help the Net Gen make a successful transition. Chickering and Gamson (1999) composed the now frequently cited list of Seven Principles of Good Practice in Undergraduate Education. The list includes suggestions about communication, contact, and cooperation. Additionally, students report higher levels of engagement and learning at institutions where faculty members use active and collaborative learning techniques and engage students (Umbach & Wawrzynski, 2005). Tinto (2000) notes that studentsperception of university and faculty support can directly influence student learning, performance, and overall retention. Yet, faculty who teach freshmen courses often struggle to deal with a number of issues that go far beyond the text books and PowerPoint presentations.

From ringing cell phones, spotty attendance, and incongruent expectations, professors are often struggling to support students. Young (2005) found incoming students, the Net Gen, are close to their parents, busy with extracurricular activities, savvy in technology, and value collaboration. While some faculty are struggling to keep up with technology, they fail to provide a secure and cooperative learning environment, and provide little direction for students beyond a lecture and an on-line syllabus. They believe that just using technology is sufficient, however, increased technology use does not preclude the need for strong pedagogy.

Social networking, blogging, texting, and instant messages have become a familiar and comfortable way for students to communicate. Email is often too slow for college freshmen. Instant feedback is received through My Space and Facebook, Almost every first year student, 94 percent, spent at least some time on social networking websites in a typical week(HERI, 2007, p.1). Those students who spent time on social networking sites did not report spending less time going to class and doing homework, however, they did report having more difficulty managing their time and developing effective study skills (HERI, 2007).

It is imperative that instructors who teach freshmen level classes use strong pedagogical skills to meet the changing technological environment of the Net Gen. In addition, understanding the profile of the student and ways to effectively teach them about the college culture, time management, study skills, and communication etiquette must be integrated into the classroom and assignments. By better understanding the needs of this new technologically savvy generation, we can better adjust our teaching methods, tools, and styles to improve student learning and enhance the college classroom experience.

Research

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Assessments that increase class participation and improve deeper thinking about course material

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Purpose:
This presentation discusses the evolution of assessment materials in the life of a former evaluator who became a professor in experimental psychology. At first, the grade for the course was comprised of quantitative examinations (e.g. multiple choice and short answer tests). As a result of qualitative feedback from students, and an intentional integration of educational research with teaching practice, these examinations were discarded in favor of assessments which require an intense engagement with the textbook. These new assessments, the use of which have enlivened class discussions, improved comprehension of the course material, and provided students with a real-life model of how memory and understanding can be improved, are described, and discussed as an embodiment of current learning theory and assessment models.

Objective:
To offer attendees an example of an assessment which requires students to use higher order thinking, and avoids a reliance on factual material only.

Audience:
Faculty in higher education

Activities:
After the evolution of my assessments is described, an assessment framework that I currently use is reviewed, and participants are given time to create analogous assessments that match the goals and subject area of their courses.

References:
The research upon which this assessment is based relies heavily on constructivist theories of education (e.g. Piaget, Moshmann), Blooms taxonomy, and my own research on improving academic performance through the creation of relevant educational material.

Flaneurs and Frontiers: Promoting Civic Engagement through Dynamic (Digital) Mapping

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Objectives:
To introduce participants to the concept and practice of dynamic (digital) mapping (DDM) and to explore ways in which this activity can be undertaken by students of communication, writing, rhetoric, cultural studies, and a range of other humanities-based disciplines to enhance their understanding of and engagement with local communities.

Audience:
Teachers of the humanities who wish to expand their repertoire of community-based assignment and digitally enhanced teaching methods and who are interested in the material realities and imaginative possibilities of universities as institutions. This presentation will also appeal to faculty interested in developing or enhancing campus-community collaborations.

Activities:
Attendees will be introduced to the concept of and to the online and offline uses of DDM (10 minutes); will share ways in which they have used mapping alone or in conjunction with digitally networked writing in their own courses (5 minutes); will contribute to the creation of a dynamic offline Utopian map shared by all participants (20 minutes); will brainstorm methods of using dynamic maps in future activities in their respective fields (15 minutes); and will be offered suggestions for integrating maps and digital technology into their classrooms (handout).

Description:
"Certainly," writes Karen Halttunen in her Presidential Address at the 2005 American Studies Association, "space and place have never been more analytically important than they have recently become in the humanities and social sciences, demonstrating that globalization with its acceleration of border crossings has actually made place more important, not less" (2). We propose an interactive teaching session that will focus on place as a metaphor for both community and subjectivity and that will be based on the technology of DDM.

Christopher Condit, a geographer with the University of Massachusetts-Amherst, is a leading scholar of DDM. The goal of his recent NSF-funded research has been to make it possible for anyone to publish high quality color maps and associated images and analytical data in a

universal format (Condit, n.d), without needing to purchase additional software. Although his emphasis has been on the use of DDM in the geosciences, we find that not only is the concept behind DDM relevant to our own writing teaching but that DDM is indeed usable by nonexperts. As Condit points out, DDM is not synonymous with GIS but instead provides a means to publish a geologic map and associated information in a way that maximizes its dissemination in a digital format to a wide audience ranging from the research specialist to the earth-science student or interested layman [sic] (Condit, n.d.). The technology he has created allows users to overlay standard maps (like those universities such as ours have of their own campuses) with photographs, video, and extensive text.

We envision, for instance, an assignment in which students employ a map of their campus community to explore that space together, create a variety of multimedia responses to what they encounter at specific locations mapped or unmapped, and post these responses on an extended and annotated class map (virtual or real). Subsequently, students might create a dynamic Utopian map on which they posted ideas for making the campus community a friendlier, more habitable, and more just place.

Students who undertake dynamic digital mapping can be expected to

- practice collaborative and interdisciplinary inquiry;
- improve knowledge of local and regional surroundings, e.g., suburban campuses;
- strengthen their own networks;
- recognize local and global connections and issues;
- develop appreciation for diverse ways of experiencing and shaping the environment;
- improve their visual literacy, critical thinking, and ability to reflect; and
- identify potential for community action or civic engagement.

In this interactive teaching session, participants will be introduced to ways of using maps in order to bring students together and to allow them to express their multiple and at times conflicting perspectives on the locations they share. Teachers will also take part in activities that shed light on how dynamic mapping can be used to generate ideas for bringing about social change and justice. Although dynamic mapping need not be undertaken in a digital environment, teachers will be presented with a handout that will provide the information necessary to begin importing projects such as dynamic Utopian mapping into an online environment.

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Dancing with the Millenials: What Professors Need to Know to Navigate the Generational Divide

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Objectives:
1. Increase awareness of the characteristics of Millenials, Baby Boomers, and Generation X students.

2. Share teaching strategies that keep all students engaged--especially the Millenials.

3. Discuss what universities can do to reach and satisfy the expectations of the new kind of student currently entering colleges.

Audience: College and university instructors in all disciplines.

Activities:
After a presentation describing the characteristics and needs of our newer students (primarily the Millenials), participants will be encouraged to share their own stories on how they have successfully engaged a variety of learners in their classes. Such understanding is critical because most professors are Baby Boomers--while we have an increasing number of students who are Millenials (who are generally far more comfortable with technology than are their professors!)

Description:
This interactive presentation is based on research findings from the National Center for Education Statistics (NCES)as well as reports from current scholars in a variety of educational fields.

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Computer-Base Simulation as an Intervention in STEM Education

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Introduction

A focus of any Aeronautical Science Department is the education and training for a pilot's career. Concepts taught in any given course may make the difference in survival for graduates and their passengers. Long-term retention is important so that they may recall the material and use it later in their career. However, for retention to take place, the students must first learn the material. Individual learning objectives performance is crucial to the process of learning, and, ultimately, the application of the content at a later time.

Theoretical Framework

This study replicated two studies, integrating the methodology from each study. The parts of the study replicating Campbell, Bourne, Mosterman, and Broadersons (2002) work examined the efficacy of software simulations. Using Rodgers and Withrow-Thortons (2005) work, the effect of media on student motivation was explored.

Campbell et al. (2002) replaced physical labs with simulated labs. They used two groups, one group that carried out all physical labs and another group that carried out seven virtual and two physical labs. Forty students enrolled in a beginning circuits laboratory took part in the study. The groups were given a pre-test and post-test. Both groups were equivalent on the pre-test, but they found that the group that carried out combined virtual and physical labs performed significantly better on the post-test. They also found that the virtual labs were completed in the same amount of time as the physical labs.

Rodgers and Withrow-Thorton (2005) assigned 96 students to three different groups. Each group was assigned a different media for an instructional session. At the end of the session each student was administered the Instructional Media Motivation Survey (IMMS) developed by Keller (1993) at Florida State University to evaluate overall motivation to learn. The IMMS is used to measure motivation as it relates to instructional materials.

Simulation

Computer-based simulations have become commonly available. They can be purchased commercially and run on a high-end mainframe, or downloaded for free via the Internet and run on a personal computer. A computer-based simulation is a program that embodies some model or an aspect of the world, allows the user to make inputs to the model, runs the model, and displays the results(Laurillard, 2002, p. 127). Simulations are used for various reasons in education and training to include: replacing dangerous situations that may occur such as in fire fighting (Proctor

& Gubler, 2001), to teach Cell Theory in Biology (Wekesa, Kiboss, & Ndrirangu, 2006), to teach the effects of international trade agreements in Economics (Schmidt, 2003), or to replace costly and/or large equipment (Campbell et al., 2002) that may not be available to all institutions, such as a wind tunnel. Simulations provide the opportunity to assess learning in multiple ways. Since it is often impractical or undesirable to assess a student's performance in real-life circumstances, we may wish to simulate those circumstances (Smith & Ragan, 1999, p. 100).

The abundance of computers in the education environment has enabled the use of simulation as a teaching tool; it is becoming a widespread practice in technical courses. Simulations are recognized as an efficient and effective way of teaching and learning complex and dynamic systems for engineering education (Davidovitch, Parush, and Shtub, 2006, p. 289). For example, combined with problem solving and decision making requirements, simulation can offer endless opportunities for exploration in real-time.

Simulation allows for graphical representation of output. Where students lack schema, mental models, and experience for recall (Smith & Ragan, 1999); the computer-based simulation allows the student to make inputs and, at some level, have a direct experience of a simulated world (Laurillard, 2002). By generating experiences that students may lack in recall material, the student is given an advantage over only textbook and blackboard. The generation of experiences is the intervention. Without the generated experience a student might not achieve the learning objective, and if the learning objective is pre-requisite for follow on learning, may fail the course. This intervention makes computer-based simulation an ideal candidate as a learning strategy in a highly theoretical course.

A computer simulation allows for immediate feedback from user inputs. This immediate feedback makes it ideal for students to experience variation in computations which on a limited basis is what a text book does. "Textbooks offer a variety of problem types within each topic area. Instructors typically take advantage of this and assign problems with a variety of configurations. In one sense this is good: students learn to perceive the applicability of fundamentals to various situations. However, with this variety comes lack of repetition" (Steif & Naples, 2003, p. 239).

According to Gagne (1985) increased amounts of practice can be a first order factor in affecting the amount of material retained. This potential for repetition also makes computer-based simulation ideal for use in virtual labs in highly theoretical technical courses.

Simulations allow the students to reflect. Davidovitch et al. (2006) discuss the advantage of a simulation-based teaching environment allowing students to make inputs, acquire experience, and consider the results. We acquire true knowledge through the use of our five senses, followed by reflection(Dunn, 2005, p. 138). Reflection on variation allows students to develop relationships between changes in variables in theoretical systems, allowing mental models to develop which enhance retention and can also be called upon for further learning (Gagne? et al. 1992).

Once learning takes place, assessment of that learning must occur. The performance of the student in terms of show me, tell me, or do it must be evaluated. If the appropriate performance is observed, then the desired learning has taken place (Gagne?, Briggs, and Wager, 1992).

Statement of the Problem

The complexities of aerodynamics cause difficulties for many students because of the abstractness of the material versus that of the more concrete courses. Much of the material focuses on jet aircraft which students have yet to experience flight-wise. Given cues for retrieval (Gagne?, 1985), students lack real world experiences in the situation that allows them to form concepts and relate to the material, and perform in the class. The use of simulation may enhance student performance by providing simulated experiences in aerodynamics and propulsion systems, such as found in AS 309.

To perform well in the course, it is important for students to master each learning objective because the material in the course continually builds upon itself for the duration of the course. Therefore, an intervention that uses computer-based simulation as an instructional strategy is proposed to reinforce the material learned during lecture so that students may achieve specific learning objectives and improve the student performance in AS 309 Aerodynamics.

Method

The research design used in this study was a pre-test post-test quasi-experimental method. The study was performed during two sections of AS 309 at Embry-Riddle Aeronautical University, Daytona Beach Campus. One section served as the control group and one section received the treatment. The control group received standard lecture followed by a paper-based lab. The treatment group received the standard lecture followed by a computer-based simulation.

The experiment spanned two classes in which pre-test, lecture, lab, post-test, and the Instructional Materials Motivation Survey (IMMS) was administered. An ANCOVA was used to test for a difference in the means of the two groups post-test.

The IMMS was administered to evaluate student motivation as it related to the use instructional media during the study. The IMMS was evaluated using the total score method in accord with Kellers (1993) instructions for the administration of the IMMS.

Results

ANCOVA was used to test for a difference in the means of the two groups, and the results indicated an improvement in post-test performance for the group that used simulation. The instructional media motivation survey (IMMS) was used to examine post session motivation. An ANCOVA indicated that there was no difference in the means of the two groups, and results indicated that there was no influence of the use of simulation on motivation. A Pearson correlation was conducted on the data, and results indicated that there was no relationship between performance and motivation.

Significance of the Study

It is important for the students to perform in AS 309 at Embry-Riddle, but the implications of this study also reach to any face-to-face technical course and the distance learning community and contribute to the body of knowledge on the use of computer-based simulation in the classroom. This study is significant in the fact that it provides research data on the use of simulation in a technical course, and, more specifically, aerodynamics which contributes to the common body of knowledge in this area, which may be used to develop instructional interventions that can be used in these highly theoretical courses, and, ultimately, improve student success.

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Startin' Somethin': Utilizing Pedagogical Tools to Access Students' Sociocultural Selves

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Objectives:
This presentation intends to introduce practitioners to two methods they can use to help students access their sociocultural selves, develop a more communal classroom climate, and think deeply about the influence of culture in education.

Participants will:
Learn about two pedagogical tools that will help college students access their sociocultural selves and better understand those of "others".

Utilize tools that will help participants access their sociocultural selves and better understand those of "others".

Share the knowledge they have gained through the process of using the tools with one another.

Audience:
Anyone who teaches anybody anything! K-12 practitioners, higher education practitioners. Teacher educators.

Activities:
Participants will spend the first part of the session learning about two specific pedagogical tools that I utilize with my pre-service teachers, Culture Quilts and My Educational Self/The Educational "Other" Poems. I will discuss them, provide student examples of them and talk a bit about the influence of their use.

The second part of the session will be spent in actual activity as participants use these tools - constructing a group culture quilt, or doing their own interviews with someone of another culture and summarizing what they have learned of their interviewees through group verse.

The final part of the session will involve both groups sharing their work with the large group.

Description:
One of the goals of culturally responsive pedagogy is increased academic outcomes for all students. As teacher educators we attempt to teach and model ways to be culturally responsive. We do this with the hope and expectation that when pre-service teachers enter their own classroom and engage with students, these practices will come forth. There are several salient philosophical and theoretical underpinnings of culturally responsive pedagogy (e.g.; Gay, 2000; Irvine, 1990, Irvine & Armento; 2001; Ladson Billings, 1994). For example, Villegas and Lucas

(2002) propose curriculum that builds on principles of social justice and advances the culturally responsive teacher(p. xiv). They argue that culturally responsive teachers are those who have sociocultural consciousness, value students' prior knowledge and beliefs, and design instruction that builds on the familiar while stretching even further beyond.

As we acknowledge the present homogeneous US pre-service teaching population, which I also see represented in my own classes even at a majority African American university, a main purpose of teacher education emerges. We must help our students recognize that the ways people perceive the world, interact with one another, and approach learning are deeply influenced by factors such as race/ethnicity, social class, language, family, and prior experience. In developing these understandings, it is imperative that prospective teachers develop consciousness surrounding who they are as learners and their beliefs about working with cultural others. These types of understandings enable teachers to bridge cultural boundaries that separate them from their students and thus, better address students' needs.

As Howard (2003) argues, teachers must be able to construct pedagogical practices that have relevance and meaning to students' social and cultural realities(p. 196). As a professor of multicultural education, in order to access this knowledge and in turn, help my students do the same; I use several pedagogical tools to help preservice/inservice teachers think more deeply about their own sociocultural realities.

I use two particular tools during the course of my multicultural education course that help my students to get to know each other on a personal level, develop a space that is open to academic rigor, and create more honest and open discussions surrounding diversity. Additionally, these exercises construct classroom spaces that encourage students to create a climate of openness and intellectual rigor(hooks, 1994). These two tools are the creation of culture quilts and educational self/other poems.

Participants in this interactive teaching session will break into two groups and create a group culture quilt and group educational self/other poem. The culture quilt project consists of a four by four grid with 16 distinct squares where participants think about who they are under the following headings: cultural self family, cultural other, cultural self personal and cultural self educational. Participants will use magazines, brochures, scissors, glue, tape, words and symbols to create various squares of the quilt in ways that represent their own cultures.

To create the educational self/other poem, participants will be asked to reflect on specific personal educational experiences, interview someone of another culture unfamiliar to the participant, about those same experiences, then represent themselves and the "other" in a guided writing activity.

Participants will be split into two groups to make either the culture quilts or educational self/other poems and will come together to debrief the meanings and implications of their experiences. My hope is that participants will be able to reflect on the sociocultural self, how these tools can be utilized in the post-secondary classroom, and how cultural implications influence teaching and learning in schools that are becoming more and more diverse. bell hooks (2003) tells us that Education is always a vocation rooted in hopefulness. I hope to be startin'

something with my students: the beginning of community, the exploration of teaching and learning through multicultural understanding, and the beginning of understanding the sociocultural self.

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Promoting Interaction in Distance Education Courses through the Use of Constructivist Strategies

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Objectives:
At the conclusion of this poster session, participants will be able to:
1. differentiate between symmetrical and asymmetrical interaction;
2. describe key components of constructivism; and
3. explain strategies for promoting constructivism through symmetrical interactions in distance education courses.

Audience:
This session will be grounded in the context of an on-line, asynchronous undergraduate mathematics education methods course, taught from a constructivist perspective. University or community college faculty members who teach on-line courses and other distance education instructional designers should find this session useful.

Activities:
The poster will contain generic examples of symmetrical and asymmetrical interactions used in asynchronous on-line learning environments, the key components of constructivism, and specific examples of instructional activities and strategies used in an on-line, asynchronous course to promote symmetrical interactions. Participants will engage in discussions with the presenters concerning the implementation of symmetrical and asymmetrical interactions in asynchronous, distance education courses, as well as the effective use of strategies promoting constructivism in such an on-line environment. Participants will be invited to share their own instructional strategies used to promote interaction.

Description:
According to the U.S. Distance Learning Association, distance education refers specifically to learning activities within a K-12, higher education, or professional continuing education environment where interaction is an integral component(Holden & Westfall, 2006, p. 9). Wagner (1994) broadly defines interaction to be reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events mutually influence one another (p. 8). In the context of distance education (DE), the goal of interaction is to increase understanding of the course content or mastery of the defined goals(Thurmond & Wombach, 2004, p. 4). Three

forms of interaction have been identified in DE: Student-Student interactions, Student-Teacher interactions, and Student-Content interactions (Moore, 1989). Additionally, interactions have been dichotomized as asymmetrical and symmetrical (Holden & Westfall, 2006). Asymmetrical interactions involve one-way communication, like watching a video-taped lecture. Symmetrical interactions are equally balanced between the two participants involved, like participating in an e-mail discussion (Bernard, et al., 2009). According to Bernard, et al. (2009), Student-Student interactions are advantageous for both cognitive purposes and motivational purposes. Such interaction is at the heart of notions about constructivist learning environments in DE(Bernard, et al., 2009, p 1248). Thus, it seems evident that using constructivist approaches in asynchronous DE that facilitate symmetrical interaction would enhance both the understanding of the content being presented, as well as, support the motivational needs of DE students.

The contents of the poster will address the three objectives of the session. First, the poster will contain the definitions and generic examples of symmetrical and asymmetrical interactions so that participants will be able to differentiate between the two. Next, the poster will address the second session objective through the inclusion of the definition of constructivism and the key components of a constructivist classroom. Finally, the third session objective will be addressed within the contents of the poster through the use of specific examples of instructional activities and strategies used in an on-line, asynchronous course which promote symmetrical interactions.

According to the constructivist theory of learning, people construct new knowledge by actively reflecting on and connecting new knowledge to previously assimilated knowledge. Thus, the formation of new knowledge is closely connected to experience; and, new knowledge is not acquired passively. In the context of a classroom, a constructivist teacher is only one of many resources through which a student creates knowledge, rather than the sole resource. The constructivist teacher engages students in learning experiences that connect to existing knowledge. A constructivist classroom is student-centered; e.g. students are encouraged to question, discuss, and openly communicate their understanding (Brooks & Brooks, 1993). Given the student-centered nature of DE courses, these courses are by definition appropriate for constructivist teaching since the teacher serves as a facilitator for students construction of their own new knowledge. According to Maidment (2006), constructivism provides a framework to develop curriculum and inform the process of student learning on-line (Maidment, 2006, p. 48).

In order to facilitate symmetrical interaction in an on-line, asynchronous course, several constructivist instructional strategies and activities are employed. First, the instructor asks for and uses student questions and needs to guide lessons (Yager, 1991). Specifically, at the start of the semester, students complete a survey which allows them to pose questions regarding specific topics on the course syllabus and which asks them to rate their current understanding of the major course topics using a Likert-type scale. Results of these self-report ratings are used to determine student needs. Secondly, asynchronistic discussion is used to promote collaborative, reflective, and meaningful learning (Maidment, 2006). Each week, students are required to engage in discussion board communication with each other and with the instructor regarding specific course topics. Next, the instructor uses students' thinking, experiences, and interests to plan relevant lessons (Yager, 1991). For example, student responses on open-ended test items are used to generate discussion prompts in subsequent lessons; students' experiences in the field experience component of the course are used as spring boards for content-specific lessons that

address the learning issues that students observe; and due to students interest in their own cultures and school, all problems posed to the students are in the context of the local culture and/or school events. Students are encouraged to use multiple sources of information (Yager, 1991) through assignments requiring them to complete on-line library research, assigned course readings, and field experience requirements involving their assigned mentor teachers. The instructor promotes student autonomy and makes students responsible for their own learning by using a textbook which does not provide answers. Thus, students must rely on their own problem solving skills or work collaboratively with other students to successively solve problems. In doing this, students become more confident in their own problem solving ability and less dependent on the instructor for problem solving suggestions. The instructor also provides adequate time for students to reflect on and analyze their learning experiences (Yager, 1991). Through weekly reflection prompts, students are encouraged to metacognitively think about how what they are learning fits into their existing schemas of what it means to teach. Finally, the instructor allows the students to identify learning problems that they observe during the field experience (Yager, 1991). These learning problems become focal points of subsequent lessons. The teacher uses authentic video-tape segments highlighting solutions to these student identified problems.

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Information in the palm of your hand!

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Purpose:
The purpose of the study was to explore the role of e-books for clinical instruction of nursing students, for use at the bedside during student nursing care, and in academic library services.

Literature Review:
A review of the literature was conducted using the keyword search terms - computers, handheld computers and PDA for the years ranging from 2001 through 2006. It was found that Medical schools were early adapters of PDA. The use grew from 15% in 1999 to 26% in 2001(Harris, 2001.)During the same time, PDA usage in Nurses reported 1% (Rosenthal 2003)to 18%(Stolworthy, 2003).

Theoretical Framework:
Roger's Diffusion of Innovations Change Theory was the theoretical model for this study. According to Rogers (2003) "Diffusion is the process by which an innovation is communicated through certain channels over time among the members of a social System." The study of the diffusion of innovation is the study of how, why, and at what rate new ideas and technology spread through cultures. It applies to the acceptance of new technological products like the PDA. Rogers Innovation Decision Process theory states that innovation diffusion is a process that occurs over time through five stages: Knowledge, Persuasion, Decision, Implementation and Confirmation. Accordingly, the innovation-decision process is the process through which an individual or other decision-making unit passes 1. from first knowledge of an innovation, 2. to forming an attitude toward the innovation, 3. to a decision to adopt or reject, 4. to implementation of the new idea, and 5. to confirmation of this decision. (Rogers, 2003, p. 161).

Methods:
A Quasi-experimental design with test and control group with pre and post tests was employed. Sixty-three junior and senior BSN students in clinical courses located in a rural Midwest medical center campus served as the study group. Five clinical groups (seven students each) and their clinical instructor used PDAs for patient preparation and patient care and the five control groups used the standard preparation and care methods. The project clinical group was trained on PDA usage and applications and given the PDAs for eight weeks. The study time covered 5 semesters. The PDA held important phone numbers, a calendar, Davis's Drug Guide for Nurses, RNLabs (Nurse's Manual of Laboratory and Diagnostic Tests), and RNDiseases (Diseases and Disorders: A Nursing Therapeutics Manual) and other pertinent software. Student and instructor use of the PDAs was monitored throughout the project. Pretest and posttests were given to both groups. The test group also completed weekly surveys regarding their PDA usage.

Results:
The results indicated that the e-books were used primarily for drug information. The students were disappointed with the RNDiseases software. The students wanted the PDA for a longer period. The students thought PDAs would be more useful earlier in curriculum. The students thought PDAs and e-books were good products for nursing.

Discussion/Conclusions
Recommendations from this study include: Role model newer information retrieval methods with students and nurses in earlier clinical experiences; Explore use at bedside for patient education; and Explore use for community practice.

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Promoting student well-being and success through a formal mentoring program

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Purpose:
The purpose of the study was to explore the impact of a mentoring program on student's well-being and retention.

Literature Foundation:
Wilson, et al. (2006) purports that despite attempts taken at the local, state, and national levels to diversify the nursing workforce, there has been little change in the racial and ethnic composition of practicing nurses. One of the reasons may be related to these students' happiness and fit in their selected nursing program. For the struggling student mentoring is the greatest gift that faculty can give the student (Smith, McAllister & Crawford, 2001).
Even, Florence Nightingale was mentored by the British Secretary of War Sir Sidney Herbert (Fields, 1991; Stachura & Hoff, 1990).Holtz & Wilson (1992,)encouraged faculty to develop a rapport with students to assist them in feeling more valued, independent, and successful in the nursing program. Mertz (2001) stated that central to mentoring is the high degree of trust and involvement that must be established between the mentor and mentee for it to be effective.

Methods:
Through a federally funded Nursing Workforce Diversity Grant, the Preparing the Next Generation of Nurses mentoring program was developed. The goal of the grant was to increase the number of minority and disadvantaged students able to enroll in and complete a baccalaureate nursing program. One approach to promoting minority and disadvantaged students' success and well-being was the development of the Faculty/Student mentoring program. Over a three year period, focus group methodology was conducted on each group independently to identify their perceptions of the mentoring program at the completion of each academic year. After receiving IRB approval from the university, the researchers audio-taped and transcribed verbatim the focus groups.

Discussion:
Content analysis of the transcribed interviews revealed several themes that supported the success of the mentoring program and its impact on students' happiness and well-being in the nursing program. The implication for other nursing programs is that the mentoring program may be easily duplicated.

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Good Teaching: Peer-Identified Across Multiple Disciplines

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Rationale:
The hypothesis is that teaching is teaching regardless of discipline. While there may be differing techniques, the basics of teaching remain the same. This study is based on five categories of teaching excellence as identified by Lowman. Questions were developed to allow faculty to cover a broad range of teaching concerns. The study revealed that the same categories were identified as important to teachers from across multiple disciplines. The 5 categories and the responses from faculty are addressed in this presentation. For new faculty, being aware of these issues early on will assist in becoming an excellent teacher ahead of the normal learning curve. This presentation will report the results of this study and will involve attendees culling through their personal issues before presenting the study results. Faculty members from across the country have contributed to these results, and many feel that their success comes from addressing these issues as they learn to teach.

Interactive Academic Research Session:
This session will be divided into several parts. The topic will be opened with a presentation of the hypothesis and the general categories that have been studied. Attendees will be asked to contribute their thoughts about teaching as applied to these categories. This discussion will be open and notes will be taken to present to the attendees before the end of the conference. After a summary of the discussion, the results of the study will be presented for each category. Additional information will be provided about some of the other subjects that arose as a result of feedback from teachers surveyed. This will be an exciting time for both new faculty and faculty who may be mentors or are looking for ways to resolve individual personal teaching issues.

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The Ethics of Teaching: Exploring our Professional Responsibilities as Teachers

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Objectives:
a. Review the 9 Ethical Principles described in the STLHE Principles
b. Infer interactively the essential responsibilities inherent in each principle
c. Promote an individual sense of ethical responsibility to those in the professoriate

Audience:
Appropriate for all full-time faculty, part-time faculty, and graduate students

Activities:
a. PPT Presentation of the STLHE Principles
b. Group Discussion of Responsibilities Inherent in Each Principle
c. Small Group Construction of Examples of Each Principle

Description:
College and University Professing is a very influential profession, but there are almost no requirements for entry to the field except the willingness of an institution to hire someone. In response to the need for professional standards, the Society for Teaching and Learning in Higher Education (STLHE) developed (1996) Ethical Principles for University Teaching for adoption by Canadian universities.

The code is founded on the belief that Implementation of an ethical code similar to that developed by STLHE will be advantageous to university teachers (e.g., in removing ambiguity concerning teaching responsibilities); and will contribute significantly to improving teaching and learning.

The code posits that college and university teachers should have (1) content competence, (2) pedagogical competence, (3) be able to deal with sensitive topics,(4) understand and contribute to student development, (5) avoid inappropriate relationships with students, (6) maintain confidentiality, (7) have respect for their colleagues, (8) provide valid assessment of students, and (9) have respect for the universities at which they teach.

The ethical principles are conceptualized as general guidelines, ideals, or expectations that need to be taken into account, along with other relevant conditions and circumstances, in the design and analysis of university teaching. The intent of the document is not to provide a list of ironclad rules, or a systematic code of conduct, along with prescribed penalties for infractions, that will automatically apply in all situations and govern all eventualities. Similarly, the intent is not to contradict the concept of academic freedom, but rather to describe ways in which academic freedom can be exercised in a responsible manner.

Finally, the code was intended only as a first approximation, not necessarily as a final product ready for adoption in the absence of discussion and consideration of local needs. This session is intended as part of that ongoing and evolving discussion.

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Student Engagement Activities for General Physics Courses

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Objectives:

- Briefly present the challenges of effectively teaching physics concepts.
- Have participants make connections between intuitive physical models and real-world scenarios.
- Participate in classroom engagement activities designed to enforce conceptual understanding.
- Consider and discuss how engagement activities can be applied to other disciplines.

Audience:
Anyone who uses classroom engagement techniques in small classes, especially in the physical sciences.

Activities:
The session will include a brief description of the challenges of teaching conceptual physics and addressing student preconceptions that may work against effective learning. Participants will engage in active learning techniques designed to develop and enhance student conceptual understanding. Subsequent discussions will check to reinforce the correct conceptual interpretation of events and scenarios. Participants will consider and discuss how they can implement similar activities.

Description:
Newtonian mechanics is the most powerful set of ideas we have for explaining the phenomena of everyday life: walking, dancing, running, flying, driving a car, riding a bike, pushing a grocery cart (Zimbra). Studies focusing on student understanding of Newtonian force show that conventional physics instruction produces marginal gains in conceptual understanding (Hestenes, Wells, and Swackhamer, Crouch and Mazur). Even students who have completed general physics courses with an A continue to view motion as Aristotelian rather than Newtonian (Halloun and Hestenes). Students interpret forces and motion in terms of the intuitive framework they have developed prior to taking the class. Pre-existing mental models can cause an understanding that is different from what is presented in the course (Bain). In addition, students are often unable to link knowledge from a class to real-world situations or problem-solving contexts.

Most introductory physics courses favor problem solving over conceptual understanding. Students learn how to apply equations but may not appreciate the implications of the concepts and laws. Studies in the past two decades have examined how student conceptual understanding is enhanced by classroom engagement activities (Crouch and Mazur). Many recent studies and

books point out the necessity of supplementing exposition with exercises that engage the student and extract explanation and interpretation (Arons, Mazur, Crouch and Mazur). Incorporating active learning in classes keeps students engaged and yields significantly better exam scores than conventional instruction (Van Heuvelen, Crouch and Mazur). Active learning in large classes usually involves student collaboration and activities such as problem-solving, answering conceptual questions, drawing vector diagrams, making graphs of motion, and writing appropriate equations (Mazur). In this talk I will present three classroom engagement activities designed to develop and enhance student understanding of Newtonian mechanics. The activities will include supplemental articles, conceptual questions, and cartoons. Because of instructor involvement and feedback, the activities are most appropriate for class sizes smaller than 30. The activities require students to make connections between their intuitive model of the physical world and real scenarios. Students must discuss and defend their reasoning and rationale to their peers. Subsequent discussion and explanation are used to check the validity of the connections. The activities are also designed to give students practice applying physics concepts to any scenario.

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Engaging Students in the Conversation

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Objectives
Participants will:

- Examine the concept of student engagement
- Participate in 3 different strategies designed to enhance student engagement
- Consider how the strategies could be used in their classes

Audience:
Faculty

Presentation Activities:
After an examination of the various factors identified as contributing to student engagement, the presenters will facilitate three different strategies they use to enhance student engagement. One strategy is designed to develop community and a safe environment, one is designed to encourage students to express thoughts and opinions related to course content, and the final strategy addresses how to engage students in discussions of course readings in a meaningful way.

The theoretical premise for this session is based on constructivism. Constructivism asserts that learning is an adaptive process in which learners construct new ideas or concepts based upon their current knowledge. We learn by actively connecting new understandings together with what we already understand, and the cognitive web is modified (Byrnes, 2001). Constructivists also stress the importance of social construction in knowledge acquisition. According to Vygotsky (1962), higher cognitive functions occur first at an interpsychological level before the individual internalizes knowledge. It is the principles of constructivism that leads professors to want to establish a high level of engagement in their college classrooms.

There is much evidence that class participation benefits students. Students who are actively engaged in learning are more motivated and understand the material more thoroughly. They engage in higher levels of thinking such as interpretation, analysis, and synthesis (Junn, 1994; Kuech, 2004; & Smith, 1977). However, there are a variety of reasons students do not participate in class. Fritschner (2000) suggests that on a basic level, students and instructors have different definitions of class participation and do not come to class with the same expectations; and that both verbal and nonverbal communications from instructors can

discourage students from verbal participation. In addition Rocca (2008) concluded that instructors who communicate in a more positive manner encourage student learning.

Instructors have used a variety of methods to hold students accountable for class participation. One common method is including participation in the course grade. While grading something sends the message to students that the professor values it, grading participation can be fraught with complications. How do you consistently and fairly grade participation? If students are required to speak to answer questions to earn a participation grade, then how many students will be able to speak or share ideas? In order to give all students a chance to speak, a large number of questions may be required in a short period of time, which lends itself to low-level recall-type questions (Jones, 2008).

In this session, participants will consider the different variables that have been identified to contribute to student engagement. The presenters will model strategies beyond grading class participation that they have implemented in classes to engage students in active learning.

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Magic Tricks for Increasing Student Engagement in Your Online Course

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Objectives:
Session will provide participants with the opportunity to:

- Consider the research related to the importance of interactivity and communication in online education classes
- Reflect on current best practices for implementing innovative online instructional strategies
- Exchange ideas on "what works" with fellow educators
- Gain information and resources related to implementing innovative ideas and suggestions for increasing online communication and interactivity.

Audience:
Higher Education Faculty and Administrators

Activities:
Session opens with a brief review of the research related to the need for, and importance of, interactivity and communication in online teaching. Participants will receive a self assessment describing their current involvement in online instruction and their level of expertise with developing and implementing interactive learning activities. Presenters will share a series of what worked for meexperiences pertaining to increasing communication and interactivity and will encourage group discussion among participants. All participants will receive a packet of information containing innovative ideas, suggestions and resources for increasing online interactivity.

Description:
Current research underscores the importance of interactivity and communication in online classes. Best practices focus on building learning communities and using technology to enhance the learning experience. Make it fun! Make it interactive! Keep it interesting! Three Teacher Education professors demonstrate proven, easy to use, games, activities, projects, assignments, online tools and internet resources that can work magic to perk up your online class while increasing student learning and satisfaction. Session handout packet provides step-by-step guidelines, detailed instructions and valuable resources for implementing session suggestions. Interactive discussion format and self assessment encourages participants to share suggestions and exchange ideas on what works.

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Training for transfer: Teaching creativity to future innovators

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Objectives:
1. Share activities designed to engage undergraduate college students from a variety of disciplines in creativity training
2. Engage participants through the use of assessment tools used with students to evaluate transfer of training

Audience:
College professors/instructors

Activities:
Activities will be lifted from Cameron & Whetton (1993)Developing Management Skills Series entitled Solving Problems Creatively. Cameron & Whetton suggest that blocks inhibit creative problem solving and innovative thinking. These are constancy, commitment, compression, and complacency. These blocks range from defining a problem in only one way without considering alternative views to a bias toward activity in the place of mental work. We will work on particpant blocks then review the stages of creative problem solving (Haefle, 1962) before solving a problem. We will time permitting assess the groups new ability level.

Smart Phones 7, Professor 0: Winning the Battle for Your Students' Attention

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Objectives:
1. Participants will establish their prior knowledge regarding the use of technology in their classroom.
2. Participants will determine the necessary core skills/ knowledge for their discipline.
3. Participants will design course activities/methods which draw upon a variety of traditional and contemporary methods in order to increase attentiveness and reduce students' desire for independent cellular telephone use.

Audience:
Classroom Practitioners

Activities:
1. Accounting of students' use of wireless devices in the classroom: written survey.
2. Determination of instructors' beliefs and policies: whole group discussion.
3. Creating the engaging class: use of presented material to design course activities/methods which reduce the desire for cellular telephone use by students.

Description:
You have seen it. You have borne witness. The battlefield is your classroom. Heads drop, revealing neatly parted hair. An ever so slight tapping and the whine of vibration can be heard. You are losing the battle. Smart Phones 7, Professor 0. For many in the field of higher education, cellular telephone usage in the classroom sneaked upon us. It might have seemed like just yesterday when you created a policy that phones had to be turned off in class. And that wireless device, it looked like the tool of a studious learner when it was the size of a computer. Now that the technology can be conveniently kept on ones lap,or in a pocket, it has become a distraction to learning.

Without a doubt, wireless devices provide most of our students with a tool that they will only reluctantly put down. Four out of five teenagers possess a wireless device. Most indicate they feel more secure with their cellular telephones, and the majority believe it is the key to their social life. According to the Neilson Company (2009) the average teenager sends and gets about

34,800 text messages per year. One billion texts enter cyber space a day. The use of wireless devices clearly plays a prominent role in every college students' life.

In the teaching and learning environment, texting and talking during class time poses a problem. Approximately 47% of students claim they can text without looking at a keyboard, indicating the ability to multitask. While this skill may save valuable time, all too often it places too many demands on working memory (Baddeley, 2001; G.A. Miller, 1956; Simon, 1974). In the most critical of situations it has lead to vehicular accidents and in the case of the classroom, inattentiveness (Alexander, Kulikowich & Schulze, 1994). Wireless devices have been linked to cheating during tests. Particular services, such as ChaCha, can connect cheating students to a network of individuals to have their inquiries answered within minutes. Cellular telephone use in the classroom reduces participation, infringes upon others privacy when cameras or videos are used, and distracts classroom momentum with various notification signals.

Why not ban them? Wireless devices can play a legitimate role in the classroom. Many universities and colleges use cellular telephones to warn students of threatening situations. Students may have family members with medical conditions or young children who need to stay in contact. Wireless devices can provide a wealth of information genuinely relevant to classroom subject matter at a moments notice.

In preparing for the war against smart phones, professors first need to determine their personal threshold for cellular telephone use in the classroom and share those expectations with students, along with the reasoning behind those beliefs. Opportunities for legitimate use should be collaboratively explored so as to incorporate students into the course routine. As instructors, we can create the engagement and secure feelings students receive from using their technology by meeting students' basic motivational needs and designing instruction which capitalizes on students attention span (Ormrod, 2009).

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Faculty Helping Faculty: Academy of Fellows for Teaching and Learning (AFTL)

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Rationale:
This presentation will familiarize participants on how to establish a professional organization within their institutions that honors and rewards their most accomplished faculty. Creating an Academy of Fellows for Teaching and Learning provides a formal organizational mechanism whereby the most accomplished teaching faculty at an institution can share their pedagogical expertise with other faculty with the goal of improving student learning, retention and program completion. Establishing an Academy can benefit faculty and administrators who are interested in a cost-effective internal venue for improving the abilities of their academic professionals. Discussion topics include the benefits to faculty and administration, membership qualifications, goals appropriate for participants' institutions, how to initiate, develop and sustain such an organization, and financial incentives for faculty.

Making the most of class time: A no-lecture approach to teaching an introductory course

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Description:
This session is based on an approach to teaching that is strongly influenced by Walvoord and Andersons Effective Grading, in which they challenge faculty to carefully consider what roles students most need faculty to perform, and to use class time for that purpose. Motivated by this challenge, a mathematics instructor developed a no-lecture approach to teaching a first-year mathematics course using this process:

- Students are introduced to new material through at-home reading of textbook.
- In class, students take brief quizzes on the reading, and then do problems sets with their learning teams. The faculty member uses class time to give students feedback on their learning as they perform the difficult tasks of applying new knowledge.
- Regular assessment of learning includes team and individual quizzes, problem sets, and exams.

The approach has evolved over the years and has been used with honors students as well as with students whose SAT math scores do not predict successful learning in math.

The instructor believed the approach to be successful, but chose to partner with a colleague outside the discipline in order to examine the teaching and learning processes she had been using, make changes for the next the time the course was taught, and analyze the products of student learning with a peer who could provide a more objective assessment.

Objectives:
Participants will experience a micro version of the no-lecture process as learners, and then will discuss its potential application to a course they teach.

Participants will learn about a process of faculty peer feedback.

Audience:
This session is appropriate for both faculty and faculty development professionals. The approach will be modeled with introductory mathematics content, but is applicable to any discipline.

Activities:
1. Participants will experience a micro version of this approach as learners: reading, reading quiz, in-class exercise.
2. Small group discussion of potential ways to adapt the approach to participantscourses.
3. Brief description of peer-action-research approach to assessing this no-lecture method during one summer session and overview of findings.
4. Whole group discussion of benefits and obstacles to this kind of peer collaboration and practical tips for making it work. Participants will consider ways to adapt this peer-action research approach to their own settings.
5. Q&A

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Standardizing Standards: A Comparative Analysis of Quality Assurance Standards in Distance Education and a Proposal for a Consistent Framework

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Distance education is a structured educational process in which a significant portion of instruction, including interaction between students and instructors and among students, occurs when the parties are not physically present in the same room (Commission on Colleges, Southern Association of Colleges and Schools, 2006). The rate of online learning is growing at a fast pace, with virtually every university within the United States of America offering some type of online educational programming. A 2008 study for the Sloan Consortium found that online learning grew over 100% between 2002 and 2007 (Allen & Seaman, 2008). The Sloan study also found that one-fifth of all higher education students in our country are now enrolled in at least one online course. This growth trend is expected to continue. First, traditional geographic boundaries are circumvented, which increases student access to degree programs. Second, online courses foster convenience and flexibility in students schedules. Third, with limited resources and budgetary constraints, the traditional seated model of education is more expensive to sustain.

In light of the anticipated growth of distance education, quality assessment is particularly important because the current generation of faculty members were educated in the traditional, bricks and mortar format. Hence, those that elect to teach partial or pure online courses instruct in a medium in which they have little or no student experiential knowledge. Studies have shown that students learn significantly more in online courses that are well-designed and well-implemented (Tallent, et al., 2006). Institutions, administrators and faculty rely upon quality assurance standards for distance education to achieve this goal. (U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, 2009; Seok, S. 2007).

The authors researched the current standards, criteria, guidelines, and benchmarks for distance learning in higher education. These guidelines were created by accrediting bodies, institutes, consortiums, and trade associations at the national, regional and state levels. For instance, Quality on the Line prepared by the Institute for Higher Education Policy contains 45 benchmarks in 7 domains; Guidelines for Good Practice prepared by Higher Education Program and Policy Council for the American Federation of Teachers contains 14 standards; Best Practices for Electronically Offered Degree and Certificate Programs prepared by the Western Cooperative for Educational Telecommunications contains 29 best practices within 4 areas; and

the Five Pillars of Quality Online Education prepared by the Sloan Consortium. The wide variety of standards, benchmarks, guidelines, and best practices is potentially confusing and misleading to administrators and faculty seeking to support and achieve quality online instruction. A universal framework that encompasses the relevant standards would facilitate the development of more useful and specific criteria.

Although these and other standards were developed for the common purpose of ensuring quality, variations exist in the scope, pedagogical emphasis, and review components. Clear and consistent direction should be developed to enable University administration and faculty to establish guidelines to meet the specific goals and characteristics of their institution. This study analyzes the plethora of existing standards, examines their effectiveness, places them in context and proposes a consistent framework for online assessment.

We collected well-established guidelines created by accrediting bodies, institutes, consortiums, and trade associations at the national, regional and state levels. The standards were deconstructed into their essential components. Reoccurring standards were collapsed, synthesized and catalogued as the degree of consensus of their value supported their inclusion. Non-reoccurring standards were categorized separately to allow users the option to independently determine their applicability and relevance.

The resulting uniform framework emerged as a bifurcated set of standards based upon the user categories of administrators and instructors. The institutions decision makers must first establish an environment conducive to quality distance education. Only then can instructors design and deliver online courses that lead to effective learning in the virtual classroom. The first quality assurance category, specific to the University's administrators, is institutional commitment and support. These guidelines were synthesized and sub-divided into the categories of technological and human infrastructure, online curriculum policies, faculty support, and student support. The applicable standards were then integrated into their respective categories.

The second quality assurance category of learning effectiveness is specific to instructors. This section was sub-divided into two essential components: course design and course delivery. The instructor must first develop an online course to achieve maximum results and then deliver the instruction in such a way as to accomplish the learning objectives. Again, the applicable standards were then integrated into their respective categories. The resulting framework clarifies context and creates scope. It is more elucidating and universal than of its predecessors.

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Improving Student Engagement in the Asynchronous Online Environment

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Objectives:
At the end of this presentation, participants will be able to:
1) Recognize the obstacles to student engagement in online instruction;
2) Establish a user-friendly learning environment to support student success;
3) Implement innovative strategies to connect students with the course and content; and
4) Develop and access engaging instructional materials

Audience:
Faculty members that desire to promote student engagement in partial or pure online courses.

Activities:
Part I: Discussion of engagement strategies
Part II: Group activity to develop student-content exercises to stimulate topic interest
Part III: Participants will exchange ideas that foster student engagement in their classroom

Description:
The number of online course offerings in higher education is growing at a rapid pace. According to a 2008 study conducted for the Sloan Consortium, 3.94 million online students were enrolled in courses in the Fall of 2007 (Allen & Seaman, 2008). This figure represents more than twice as many online students that were enrolled in 2002. The continued increase in the demand for online instruction compels more and more faculty to learn to change from the traditional face-to-face instruction format to the online medium (Durrington, Berryhill and Swafford, 2006).

Fifty-seven percent of the institutions that offer distance education options use the asynchronous mode to deliver the course (Talent-Runnels, et al., 2006). In this format, the students log into the learning management system and work on the course at the time and place of their convenience. Student engagement is particularly important in this environment because the students may rarely or never see the professor to receive direction, instruction and motivation. The physical separation of the students in these courses can lead to feelings of disconnection, which can cause lower retention (Rovai, 2002). The instructor plays an instrumental role in creating a dynamic learning environment to combat these potential obstacles (Muirhead, 2004).

To address this challenge, quality assurance guidelines underscore the value of employing strategies to promote meaningful learner engagement (Moore, 2005). Prior to engaging students with the course content, they must first become engaged in the course. This entails preparing them for the virtual classroom experience. Measures to prepare students include informing them of the self-directed nature of online education (Muirhead, 2001); providing clear directions on how to begin; and navigating them through the essential course components (Quality Matters

Rubric, 2008-2010). Students may be tempted to jump in without reading the instructions similar to the purchaser of the latest technology gadget that seeks to bypass the tedious instruction manual. These students can then become disorientated or discouraged if they do not understand how to proceed.

The instructor should provide sufficient introductory materials to orient students in such a way that students are motivated to review them. Interactive aids, tutorials, assessments, exercises, syllabus content, web-links, and other materials prepare students for the course. Such measures are particularly important for students that are inexperienced or uncomfortable with the distance learning environment as they can reduce student anxiety with taking an online course (Hess, et al., 2010). Moreover, the instructor should anticipate potential technological problems from the students perspective and take proactive measures to guard against them (Southern Regional Education Board, 2006).

After students are engaged and acclimated with the course, the instructor can then endeavor to engage them with the content. According to the Quality Matters 2008-2010 Rubric, learner engagement is fostered through instructor-student and content-student interaction, and if appropriate student-student interaction. The remainder of this paper addresses the first two components of interactivity as they are required in all online courses, irrespective of discipline.

The instructors integration and support of high degrees of presence in the classroom promotes instructor-student interaction. This bridges the potential physical and psychological gap associated with distance learning (Durrington, et al., 2006). The amount of interactivity with the instructor is significant to student retention in distance education (Bajjaly, 2005). Higher levels of interactivity tend to lead to positive student attitudes and increased performance in the virtual classroom (Durrington, et al., 2006).

This interaction can be accomplished with one-on-one communication with the students via email and through prompt and regular feedback (Southern Regional Education Board, 2006). It can also be accomplished in a global fashion, with weekly or bi-weekly updates with upcoming deadlines, matters of import and progress reports. This continual form of communication creates an environment conducive to student interaction with the professor.

Content-student interaction is accomplished through the use of a variety of modes to deliver course content that go beyond a primarily text-based web environment to ensure that the learners stay connected and motivated to return to the course each session. It goes without saying that the more interesting the course, the more students will learn. Purely text-based instructional materials can be monotonous to students in the virtual classroom. The use of audio stimulation is particularly useful (Tallent-Runnels et al. 2006) and naturally, the use videos, animations and simulations have even greater impact.

The use of lecture videos developed by the instructor can promote engagement and strengthen the instructor's presence in the virtual classroom. These videos can be produced with footage of the professor or narrated PowerPoint slides for instructors less fond of the camera. A plethora of engaging instructional material can also be located at numerous online resources. Conventional websites such as Google Video, Blinx, and YouTube feature information that can be adapted for

online instructional use. In addition, specialized educational online repositories exist that contain a wide variety of learning objects, such as videos, simulations, and demonstrations indexed by the subject matter. Many of them were prepared by instructors and hence they contain ancillary instructional materials, such as exams and assignments. MERLOT.org, and DiscoveryEducation.com are two such resources. If an instructor is unable to locate specific materials appropriate for the course, these resources provide the user with inspiration for ideas that can be adapted to meet the users needs (McGreal, 2010).

This engaging presentation showcases practical techniques and strategies to enhance student engagement in the virtual environment, such as methods to illustrate course content, innovative animations and simulations to demonstrate key concepts, and interesting activities to cultivate active learning. Attendees will leave with new ideas and resources to engage students in the online classroom and the available resources to accomplish this task.

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Counterfactuals, Critical Thinking, and Open Mindedness in History Education

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Objectives:
1. Discuss the relevance of counterfactual historical scenarios for promoting student critical thinking and open mindedness
2. Discuss the implications for educational goals of presenting counterfactual historical scenarios
3. Use a counterfactual historical scenario as a possible model for history instruction

Audience:
The intended audience for this presentation includes faculty and graduate students in education who are interested in history, teaching history, and the goals of education.

Activities:
The presentation will be an interactive teaching session using an interactive PowerPoint and a counterfactual historical scenario.

Presentation Summary:
History instruction is traditionally assumed to be valuable because studying history enables people to learn lessons from past events (Santayana, 1968). However, this process is far from simple and the lessons to be learned are themselves unclear (Tetlock & Lebow, 2001; Tetlock, Lebow, & Parker, 2006; VanSledright, 1997). Alternatively, the goal of history instruction has been conceptualized as developing in students expert-like critical thinking, a view that ignores students' interests. This proposal assumes that critical thinking can be taught in learners if the goal of education should be the promotion of personal growth, rather than internalizing expert-determined facts. One way to do this is to focus on helping students to develop their own critical thinking skill instead of forcing them to internalize the products of someone elses critical thinking, namely, experts. Therefore, this presentation focuses on engaging learners in counterfactual thinking as a way of teaching them critical thinking. Counterfactual thinking is assumed to lead to students' personal growth because engaging students in such thinking requires them to consider possibilities that are contrary to their current beliefs. Belief change is controversial as an educational goal. Therefore, the specific focus of this presentation will be on how presenting counterfactual historical scenarios might foster students' critical self-understanding and openness to understanding others.

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Playing with the Content

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Objectives:
Our objectives are to provide a few good strategies for play and content that participants can use Monday morning in class. The second is to provide a direction for individual investigation into finding a framework for enhancing a learner-centered pedagogy without losing valuable content coverage.

Activities:
The activities start with a spider-web activity to begin the creation of a learning community or a community of practice (Wenger, 2000). The second will be a discussion of how play in children enhances learning and how university students learn in similar fashion (Sutton-Smith, 1979). The third activity will model for participants how to create a framework for a SeTL research question. We will begin with looking at research data in a playful and artistic way with paper triangle (Swanson, in press).

The outcomes we project are for participants to laugh, move and engage in our content. Play is purposeful for brain development. We also expect to promote a new community of practice among our colleagues and back in our classrooms. As faculty we use learner-centered in our education courses to model strategies for theory to practice.

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Promoting graduate teaching assistant efficacy through effective assessment practices.

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Rationale:
The purpose of this session is to highlight the transformation of novice graduate teaching assistants' assessment practices while improving these individuals' sense of efficacy teaching in higher education. A review of the literature indicates that many instructors in higher education are often hired with little or no previous teaching experience or even formal pedagogical knowledge (Rieg & Wilson, 2009). Additionally, it is mistakenly assumed that new instructors know how to teach because they used to be students (Drummond, 1995). Professors and graduate teaching assistants are rarely provided with professional development in pedagogy (Rieg & Wilson, 2009) and find themselves struggling in the classroom. Moreover, these individuals knowledge of sound assessment strategies can compound the situation because the link between assessment and student learning indicates that the former impacts the latter (Boud & Falchikov, 2007).

Foreign language teaching has a signature pedagogy, Communicative Language Teaching (CLT), which places significant emphasis on creating meaning, communicating through interaction in the target language, and helping students use the target language in a variety of authentic contexts. CLT attempts to link classroom learning with language activities outside the classroom. Instructors using CLT implement opportunities for pair and group work requiring negotiation and cooperation between learners, role-plays in which students practice and develop skills to use the language in real life scenarios, and activities that promote the linguistic accuracy. CLT is assessed in terms of communicative competence, which focuses on organizational and pragmatic use the target language (Bachman, 1990). However, many foreign language instructors tend to favor the same approach to teaching and assessment that their teachers used with them, the Grammar-Translation method. As indicated by its name, this method focuses on translating and memorizing long vocabulary lists as well as grammatical rules, which does not necessarily lead to communicative competence.

The transition from a focus on grammar and translation to a more communicative approach to language instruction expands the goal of creating communicative competence compared to earlier methods that professed the same objective.

Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning

among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential (Brown, 1994, p. 77)

Research Questions

The research questions for this study are (1) Can graduate teaching assistants' perceptions about foreign language teaching using the Grammar-Translation method be changed to the signature pedagogy by examining goals for student language learning?, (2) What effect does the conceptual change of teaching methods have on graduate teaching assistants' perceptions of efficacy teaching foreign languages?

Conceptual Framework

This research is framed using two distinct lenses: the Conceptual Change Model (Posner, Strike, Hewson, & Gertzog, 1982) and teachers' sense of efficacy (Tschannen-Moran & Woolfolk Hoy, 2001). Teacher efficacy, a conceptual strand of social cognitive theory, is a judgment of ones capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Tschannen-Moran & Woolfolk Hoy, 2001). Research suggests that teachers with a higher sense of efficacy persist with struggling students and criticize less after incorrect student answers (Gibson & Dembo, 1984), tend to experiment with methods of instruction, seek improved teaching methods, and experiment with instructional materials (Guskey, 1988; Stein & Wang, 1988). Additionally, research indicates that ones professional commitment is directly related to ones efficacy beliefs for those who are already teaching and those studying to become teacher (Coladarci, 1992). Bandura (1997) suggests that positive changes in self-efficacy only emerge through compelling feedback that forcefully disrupts the preexisting disbelief in ones capabilities(p.82) and research indicates that efficacy is most malleable during the early stages of teacher preparation (Housego, 1990; Hoy & Woolfolk, 1990).

To effect such change in graduate teaching assistantsassessment practices, Posner, Strike, Hewson, & Gertzogs (1982) Conceptual Change Model (CCM) was used. Based on Piagets notions of assimilation, accommodation, and disequilibrium, CCM is a method that seeks to restructure meaning by replacing existing conceptions with new ones. In order for conceptual change to take place, students must reevaluate their existing knowledge and restructure existing concepts. CCM proposes that if someone is to change their ideas, four conditions must occur: (1) dissatisfaction with existing conceptions, (2) the new conception must be intelligible, (3) the new conception must appear initially plausible, and (4) the new concept must lead to new insights and have the potential for new discoveries (Posner et al., 1982). Further, CCM places students in a setting that encourages them to confront their own preconceptions and those of their peers, and then work toward resolution and conceptual change through a six-stage process (Stepans, 1996).

1. Students become aware of their own preconceptions about a concept by pondering it before any activity begins.
2. Students explain their beliefs by sharing them, initially in small groups and then with the entire class.
3. Students then confront their beliefs by testing and discussing them in small groups.

4. Students work toward resolving conflicts (if any) between their ideas (based on the revealed misconceptions and discussion) and their observations, thereby accommodating the new concept.
5. Students extend the concept by trying to make connections between the concepts learned and other situations, including their daily lives.
6. Students are encouraged to go beyond, pursuing additional questions and problems of their choice related to the concept.

Methods

Graduate teaching assistants (N = 28) at a southern urban research university served as participants in this study. Females (75%) outnumbered males and the majority of the sample were under 30 years of age (M = 26.7 years). The graduate teaching assistants taught only one of four languages (French, German, Italian, and Spanish) and 44% of the sample were native speakers of the language they were assigned to teach and were born and raised in Bosnia, Germany, Italy, the Ivory Coast, and Venezuela. The remaining participants were lifetime citizens of the United States.

As part of the requirements for graduate teaching assistants, these individuals enrolled in a mandatory foreign language pedagogy course. During the first class meeting, students were asked to write their teaching philosophy about teaching languages and how they would approach the teaching of their assigned courses. Additionally, students were asked to take the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) and the Foreign Language Efficacy Scale (Author, in press) at the beginning of the course and the end of the course. After examining students' philosophies of teaching and their approach to language instruction, the researcher discovered that most of the graduate teaching assistants were going to use the same approach to teaching and assessment that their former language teachers used with them, the Grammar-Translation method. Over the course of the semester, students were asked to think about their goals for student learning, to examine the goals for foreign language learning as set forth by the American Council on the Teaching of Foreign Languages (National Standards in Foreign Language Education Project, 1999), and to evaluate best practices for teaching and assessing foreign language learning, and to develop more communicative language learning strategies with their students.

Results suggest this research has manifold benefits for graduate student instructors, their students, and program coordinators. First, graduate teaching assistants' sense of efficacy teaching languages improved in the areas of instructional strategy and student engagement on the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001). Second, data taken from graduate student-created assessments showed marked improvement in the creation of more reliable and valid assessments. Lastly, results from the study documented conceptual change in pedagogy and assessment as the graduate teaching assistants began to confront their own second language learning experiences, examined a different strategy of language learning (CLT), explored how CLT could be used effectively to teach and assess language learning in the foreign language classroom, and ultimately transformed their instructional practice. Additionally, the data point to the value of including the national standards for foreign language learning as a guide to create and assess learning opportunities.

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Educational Technology Landscape: Visions of the Possible

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Objectives:
1. Participants will be able to identify several current and emerging instructional technologies,
2. Participants will be able to explain a criteria for evaluating the effectiveness of these technologies for education.
3. Participants will be able to explain benefits and challenges to using these technologies.
4. Participants will be able to apply several of these technologies to the classroom or distance learning environments.

Audience:
Anyone who teaches in higher education.

Activities:
1. The presentation will begin with an anticipation guide focused on educational technologies.
2. The presentation will include explanations and demonstrations of an emerging criterion for assessing the efficacy of an educational technology.
3. The presentation will include demonstrations of examples of current and emerging technologies.
4. Participants will participate in the evaluation of several current and emerging technologies based on the emerging criteria.

Description:
Educational technologies have long had a promise of positively influencing the teaching and learning area, from filmstrips to instructional TV to video lessons to video conferencing to educational web sites to interactive Flash modules to reusable learning objects to tweeting to immersive instructional environments. Unfortunately, the impact of these technologies has been inconsistent and dependent more on the instructors and students than the technologies

(McKinzie, 2007, 2008). With this in mind, it makes sense to step back and take a look at some of the standard technologies (e.g., PowerPoint, listservs, web pages), current educational technologies (e.g., blogs, wikis, microblogging, tablet PCs), and emerging educational technologies (e.g., cloud computing, gesture-based computing, place-based mobile computing) to critically evaluate their educational usefulness.

This examination is part of surveying the landscape of educational technologies, defined narrowly within this presentation as computer/digital based technologies, categorizing the landscape, and then evaluating the effectiveness of these categories based on a learner-centered pedagogy (Fink, 2003; Weimer, 2002). For example, mobile learning, or m-learning, is typically defined as learning with mobile technologies (see Laouris & Eteokleous, 2005). This type of definition generally emphasizes the ability to move beyond place-bound teaching and learning environments (Goh & Kinshuk, 2006; Seppala & Alamaki, 2003) based on the application of wireless educational technologies (e.g., mobile phones, personal digital assistants, laptop computers, portable digital media players). Educational research into the efficacy of mobile learning and mobile technologies tends to focus on their use embedded in classroom practice, or as part of a learning experience outside the classroom(Naismith, Lonsdale, Vavoula, & Sharples, 2006, p. 11). One arena in which this is especially the case is the use of portable digital media players (e.g., iPods, Zunes, MP3 players). In recent years, educators across the globe have begun to employ portable digital media players, especially iPods, as educational platforms (see Belanger, 2005; Cebeci & Tekdal, 2006; Trelease, 2006). Unfortunately, while the iPod grows in favor as a mobile multimedia learning environment, relatively little is known about its educational impact.

This presentation will discuss criteria for evaluating the efficacy of educational technologies, address several technologies with these criteria, demonstrate their use, and then challenge participants to apply the criteria to several additional technologies.

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Are recreation majors engaged in their academic success more than the general student population at Ferris State University?

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Rationale:
The purpose of this research was to compare the self described levels of engagement between the student population in general and recreation majors specifically at Ferris State University. The National Assessment of Student Engagement (NSSE) is a long running institutional survey developed at Indiana University that has been effective in measuring (in general terms) the level of student engagement (both in terms of actions, and assessment of what is and what is not important to their academic success). The Classroom Survey of Student Engagement (CLASSE) is a survey developed at Indiana University that is in the pilot stages of development. The CLASSE is designed to measure levels of student engagement for a specific population. In this research the CLASSE instrument was used to measure levels of engagement of Recreation Leadership and Management students. The purpose of this research was twofold. First, the researcher was interested to understand the disconnect (if any) between what students believe is important for their own academic success (including open communication, the importance of contributing to class discussions, and making multiple revisions of papers and projects, among others) and what the instructor believes is important for them to do to be successful. Second, the researcher was interested in understanding if there were any differences between recreation majors and the general student population. Results showed that recreation majors were different on a number of measured dimensions. Results support anecdotal evidence that, although of great institutional value, the NSSE instrument should be supplemented with information gathered at the classroom level through the use of the CLASSE instrument. As this research was part of a pilot study concerning the CLASSE instrument, further research is warranted.

Exorcising and Exercising Pedagogical Poltergeists at Hogwarts:
Making Magic with James, Dewey, and Vygotsky

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Rationale:
When considering the ongoing discourse of best (and worst) classroom practice, it is impossible to ignore the contributions of popular culture. The film industry in particular provides us as consumers with no shortage of educator and institution archetypes upon which we set expectations, create metaphors, and shape/reshape our own realities. For better or for worse, students, teachers, and administrators alike are cinematically crafted and categorized, brought forth as exemplars and models, as foundations upon which we might build our perceptions.

J.K. Rowlings' *Harry Potter* series, made popular in print before becoming a consistent box office phenomenon with the appearance of each new film over the past several years, contributes widely to a popular consciousness of schooling. While we might all identify the cast of teaching characters as possessing those traits belonging to some beloved or most hated teacher in our personal past, what we might be less inclined to recognize are the significant historical ideologies, those underlying philosophies and psychologies that make the Hogwarts School of Witchcraft and Wizardry a magical place, indeed. Were critical viewers to listen closely, they would hear the whisperings of the forefathers of educational psychology; they would recognize that these shapes and shades haunt the various pedagogical practices of the faculty at Hogwarts. The specters of William James, John Dewey, and Lev Vygotsky permeate the instruction at Hogwarts and reveal themselves through the best practices of Rowlings' professors.

This entertaining and interactive session, appropriate for all educators, seeks to conjure the educational psychologies that serve as foundations to popular pedagogies. Drawing from the traditions of James, Dewey, and Vygotsky, and viewing clips from the *Harry Potter* film series, the presenters will engage the participants in a lively discussion of those lasting and ageless contributions that have the potency to turn even the most mundane classroom into a magical teaching and learning space. Wands and robes are optional for this session.

The use of online discussion tools to promote student development and content rigor in a community of practice.

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Objectives:
This session will model four blackboard community formats and the use of self-assessment to promote independent learners and content knowledge development.

Audience:
Higher education faculty of any discipline interested in using course management system discussion tools.

Activities:
We will give participants explore sample discussion threads; review the role of self-assessment within their pedagogical framework and content.

Proposal Description:
We began this project with the belief that we would foster students becoming independent learners if we created discussions among them that focused on their areas of expertise from their classroom practice. The behaviors we were looking for in students were that they set a professional agenda in their discussions, that they make connections between their classroom practice and readings in the program, and that they give and receive critical feedback in ways that improved classroom practice. In part, these beliefs derive from Dewey's (1916) notion of knowledge construction as a social process. In the context of our program in which we have intermittent face-to-face class meetings, we wanted the discussions to be online. Dabbagh and Bannan-Ritland (2005) suggest online learning is an open and distributed learning environment that uses pedagogical tools, enabled by Internet and Web-based technologies, to facilitate learning and knowledge building through meaningful action and interaction (p.15).

Therefore, we were highly conscious of the process of creating an effective, supportive learning community around our online discussions. Odin (2002) states, in an effective learning community, the instructional tasks are contextualized in authentic situations and students are given opportunities to construct knowledge as they test their ideas on others and evaluate other perspectives (p. 2). For the purpose of this study communities of practice (CoP) is defined as a

group of people bound together by shared expertise and passion or a joint enterprise(Wenger & Snyder, 2000, p. 139). Communities of practice are specialized learning communities defined by the knowledge, not the task. The domain of the CoP is the shared understanding of purpose and value to members that allows members to decide what is worth sharing, how to present their ideas and which activities to pursue, to include complex and long-standing issues that require sustained learning (Wenger, McDermott & Snyder, 2002).

The Work Group of the American Psychological Association's Board of Educational Affairs (BEA) states learning and self-esteem are heightened when individuals are in respectful and caring relationships with others who see their potential, genuinely appreciate their unique talents, and accept them as individuals(1993, p. 8). Online discussion groups provided a space for purposeful dialogue, supporting the development of a dynamic learning community. Dialogue enhanced and enriched students' understandings of the content. Wink (2000) defines dialogue as a change-agent which changes us and our context. She states that dialogue creates and recreates multiple understandings (p. 47). In particular, we were committed to helping the students develop higher level thinking and processing skills so that their online postings went beyond storytelling to comparative analysis, evaluations, and applications of alternatives positions and strategies.

For the purpose of this paper we will share our pedagogy and ways in which we have integrated a computer management system (Blackboard) to facilitate the development of independent learners, foster dialogue, provide a self-assessment opportunity for students through online discussion groups for the purpose of social construction of knowledge. We made the deliberate decision not to participate in these discussions and we monitored them only loosely. On the other hand the discussions played an important role for our class and curriculum. On-line discussions potentially provide the glue, along with team meetings, that hold the program together between our class meetings. What we needed was for students to buy into the process and become independent learners. Our research question that guided this study was how can we develop self monitoring and buy in for online discussions so students become independent learners?

Blackboard Overview and Implementation:

Within a learner-centered (Weimer, 2002) and critical pedagogy framework (Wink, 2000) we organized course content and instructional opportunities using a variety of pedagogical strategies to address diverse learning styles. Our students grappled with constructing meaning from course content and educational theory. We asked them to use the content and theory as they sought to make meaning of their personal and professional experiences, perceptions and work in schools.

As with any technology-supported program, the class was composed of students with a wide range of abilities which we challenged them to expand. We worked to scaffold and support students' online skills by providing technology assistance and training during several class days. Individual members of school teams also provided technology support to one another and to other school teams. Peer collaboration assisted those with less technological skills enhancing a sense of community and providing needed support.

The Blackboard online discussion groups were a tool we used as an extension of our classroom to network individuals and school teams beyond classroom experiences. We configured discussion groups of approximately 8-10 members. Vygotsky's (1978) social development theory is based on the idea that social interaction is vital to cognitive development. A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends on the zone of proximal development(ZPD): a level of development attained when learners engage in social behaviors with others slightly ahead of them developmentally. The range of skill that can be developed with guidance or peer collaboration exceeds what can be attained alone.

Situated learning is a theory of knowledge acquisition. Lave and Wenger (1991) suggest that learning requires social interaction and collaboration. Learning occurs as a function of activity, context and culture in which it occurs. Knowledge needs to be presented in authentic settings with applications that would normally require that knowledge. Learning must take place in a real setting, a setting meaningful to the learner; one that is not contrived. Social interaction is a key component of situated learning. Students posted weekly discussion entries and read the entries of others in the discussion group. Timely postings were considered to be a necessary component in building a community of practice. Online discussions, classroom experiences, and readings provided the raw materials for class exercises, teacher classroom research papers and other course requirements. Students were encouraged to integrate these components within their postings. Discussion groups served as a forum for students to be reflective about themselves and others' experiences. Students were expected to give a critical analysis of others ideas in a constructive, professional manner.

The goal for dialogue is to refine the manner and level for which the students engage as professionals and develop as independent learners. Students were provided a space to discuss and grapple with the complexities of teaching and learning, foster alternative perspectives and apply educational theory to practice. Students engaged in dialogue around issues of culture, classroom research, and course texts and regulated their learning as a way to promote accountability to their group and to self-assess. As a faculty we chose to monitor but did not participate in these discussions to guard against our voices overpowering the voices students. Weimer (2002) suggests, in the classrooms of critical pedagogues, teacher authority figures do not dispense knowledge(p.9). We viewed online discussions as a distribution of power in our classroom. Our goal was to both build community and to foster discussions beyond school teams promoting the development of independent learners. Online discussion groups were an extension of the classroom, a place for students to share personal experiences and professional expertise, to make sense of curriculum and to participate in communities of practice (Wenger, 2005).

Self-Assessment Process:
One program goal is to allow students multiple opportunities to self-assess based on authentic data. For this study we examined the use of self-assessment and accountability specifically in our online discussions. We provided time and structured a two-step process to allow students an opportunity to reflect on their individual contributions, identify their strengths and areas for improving future discussion participation based on course objectives.

After the completion of the first 6-week discussion, students were asked to bring in a copy of all of their postings on a specific class day. The first step had a two-fold purpose; the first was to

give students another opportunity to code and analyze data and identify themes that emerged from their contributions to their discussion group. The second purpose was for students to see how they were transferring theory or processing content in ways in which they were contributing to others understandings.

The next step asked students to evaluate their participation using a scale of 1 5, with one being strongly disagree to five being strongly agree. Students were also asked to provide evidence of their ranking with quotes from their postings or to provide anecdotal notes. Students analyzed their online postings on six areas:

1. My postings included engaging questions which lead to continued dialogue.
2. My postings demonstrated a knowledge and understanding of assigned readings.
3. My response(s) were not limited to I agree or Great Ideabut were supported with personal and professional experiences by using examples.
4. My postings offered different perspectives for the group to consider and encouraged dialogue within my discussion group.
5. I participated in a timely manner by posting weekly.
6. My postings were well-written using proper grammar, spelling and sentence structure.
7. Other Comments

What follows next are three dominant themes that emerged from the data. Three dominant themes emerged. First, Community of Practice: Dialogue Supports Independent Learning captures the components of Wenger's (2005) community of practice that enhance students' learning and development as they grapple with content to shape online discussions; second, Independent Learners: Making Sense of Theory addresses how theory, pedagogy, dialogue and lived experiences support the transformation of practice; third, Self-Assessment Informs Understandings of Self and Group Dynamics conveys the ways in which reflection informs students of their strengths and areas for improvement. Self-assessment supports independent learning along with deepened understandings of participating in online discussion groups.

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Me, a Writing Teacher? Learning From Students about Raising the Quality of Students' Writing

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Objectives:
The objectives of this session are to examine both the role of university faculty in the teaching of writing across the disciplines and ways we can learn from our students how best to fulfill that role. Even in my graduate classes, I am sometimes surprised at the range of my students needs as writers. Some would be considered basic writers who struggle to compose a clear sentence; at the other end of the continuum are those skilled writers who express themselves well and simply need to learn the finer points of academic writing. This session will focus on how faculty members in diverse disciplines address the range of writers' needs in their courses, balancing writing mentorship with their teaching of disciplinary content and processes, and how students' writing can serve as a tool for assessing our effectiveness in meeting those needs.

Audience:
The intended audience for this session are faculty members who teach writing-intensive courses, who are interested in mentoring students into the discourse communities of their disciplines, or who are concerned about raising the quality of their students writing.

Activities:
The session will begin with a brief overview of the research I am doing on the teaching and learning of professional, graduate level writing in my own university classrooms. We will walk through a single teaching-and-learning cycle, beginning with the instructions for a written assignment, initial drafts, peer review, revision, and instructor evaluation accompanied by students' written reflections on their learning at each stage of the process.

Participants in the session will be invited to work in small groups to examine student reflections and consider potential lessons for faculty members as teachers who want to help students write more effectively. The following questions will be offered for groups consideration:

- What is the role of instructors of courses outside the English department in helping to raise the quality of students writing? What do faculty in the various disciplines consider good writing?
- If we do indeed have a role in improving students' writing, what is the appropriate balance between focus on writing and focus on the content and processes of the disciplines in which were teaching? How important is it that we help students learn to write in the tradition of the particular discipline?
- When some students in our classes have significant gaps in their skill as basic writers, how are we to respond?

- At what point have we done enough to provide writing help? Is there a point at which continuing to provide support for writing, when writing is not the intended subject matter of the course, signals a lowering of standards?

The session will conclude with whole-group discussion of issues that surface among the small groups, and a brief report of preliminary findings from my data as to what students' reflections are teaching me.

Description:
As a professor of early childhood literacy courses within a college of education, I teach teachers how to teach writing for children. However, I have been increasingly concerned about the degree to which some of my students struggle as writers themselves. As I have begun searching existing scholarship on this topic, I have discovered that I am not alone. Gleason (2006) notes the growing need for faculty prepared to teach basic writing, as well as a rapidly expanding body of scholarship on basic writing in colleges. Students in college classrooms across campus struggle to understand gain access to the particular discourse communities of their chosen courses of study (Paltridge, 2004).

I am in the beginning stages of a study of the teaching and learning of writing – both basic and advanced – in the graduate classes I teach. Data for the study comprises all written course assignments, instruction as to how to complete those assignments successfully, and all students' written work. Using a modification of Brookfield's (1995) critical incident questionnaire, students report on their experiences of each stage of each assignment. I examine those data along the way, using the reports to shape the next stage of the teaching and learning process.

In these early stages of the research process, I am discovering more questions than answers. Conflicting perspectives within my department, among my students, and within my own thinking create tensions: tension between meeting the needs of students at the most basic levels of writing and those students who are already well beyond that; between faculty whose philosophy is that teaching students how to write is beyond the scope of our role and those who hold that we must do whatever is required to help our students succeed; and between the part of my own mind that says, Yes, I should teach them how to do the kind of writing I want, and the part that replies, But when will I fit that in, and how will I do that without feeling that I'm compromising the rigorous demands of the content I'm trying to teach? Additionally, there are issues surrounding notions of what constitutes good academic writing, which vary from one discipline to another (Currie, 1994). This proposed session is a way to make these tensions public, to share what I am learning, and to learn from faculty members across disciplines about how they view the issues outlined in the discussion questions above.

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Are your students dating? Speed Dating as Method to Enhance Discussion in the Classroom

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Objectives:
Participants will obtain knowledge on the value of discussion as a tool learning in the classroom.

Participants will discuss challenges of getting students interested in talking to one another about course material.

Participants will transform the classroom into a dating scene as students choose who they would like to date, i.e. discuss course content with. Each student must share something new with each person they date. They are not allowed to use any standard lines with each person they date. In other words, they cannot repeat anything learned with a second date. The chaperone/instructor determines the number of minutes for each date and number of dates for the classroom session.

Each student must explain to their date what they have learned, what questions they have about their learning, and what real life experiences they can relate to the learning. Everyone in the classroom is talking to as many people as you set up for the dates.

Participants will discuss alternative methods for integrating the speed dating concept into their classroom settings. Participants will experience speed dating and identify strengths and weaknesses for their classroom environments.

Participants will leave with student dating journal pages they can use or adapt to their course content.

Audience:
Faculty and faculty administrators who want to use creative methods to engage students in discussion of course material in a fun and engaging manner.

Activities:
a. Participants will engage in dialogue with presenter and fellow participants on the value of discussion as a tool for learning in the classroom.
b. Participants will engage in dialogue on the value of discussion when introducing new material or reviewing material prior to assessment activities.
c. Session leader will demonstrate the speed dating process along with a speed dating classroom journal and engage participants in speed dating.
d. Session leader will demonstrate how the speed dating in the classroom works and how to equip students to capture conversation and creative thinking ideas that arise during each date.

e. Participants will identify courses or topics within courses where they might use speed dating and discuss with participants in teams of 2 or 3 and identify strategies for dating in their classrooms.

Presentation Summary:
Speed dating is a fairly new phenomenon among single adults where they spend a predetermined number of minutes with a stranger and determine whether that conversation is worthy of further conversation. In a short time, these individuals are able to talk to a number of people about a variety of topics. Methods of speed dating now vary among different organizations that actually design speed dating events. The focus of such events is the need for an opportunity for conversation.

The same need exists in the classroom. We have traditional methods of getting students to talk with each other using prompts, think pair share events, etc. (Zwiers & Crawford, 2009) and they elicit short bursts of student output. Much more is needed if the discussion is to create a basis for discussion of new or previously taught information being discussed for purposes of preparing for assessment in the form of an examination or a project. This is where speed dating comes in. Students are excited at the very use of the word dating related to talking to classmates about course content. The atmosphere is quickly charged with excitement as students decide who will be their first date. This happens within a matter of moments based on instructor guidance and the learning begins.

This presenters experience was similar to what Bruss said, Classroom discussion, with its focus on active learning, critical thinking, and cooperative inquiry, is attractive in theory but often disappointing in practice. (Bruss, 2009). This dilemma caused the presenter to look for more creative methods of eliciting discussion in the classroom.

Having learned of the speed dating concept and realizing students of all ages have a curious interest in the whole dating concept, I set out on a journey to see how students would react to the idea of dating a classmate. The rationale for incorporating this concept was much like that which inspired Bruss, i.e. designed to take the dread out of discussion(Bruss, 2009).

The dread was indeed eliminated almost instantly. The idea that students were on a timed date with a classmate and were armed with a question about class content set the tone. Date language was used. Students first had to think about their own answer to the question for this series of dates which the faculty member likened to getting their thoughts together before they headed out for their date. Students were heard yelling across the classroom at a classmate asking if they would like to go out on a date.

After a series of a predetermined number of 2 or 3 minute dates, students were then asked to share what they learned on their various dates and to in some instances identify one of the most intriguing facts they learned. For many students it was something that they had forgotten but were reminded of during the date or something they had not fully understood which had been explained by a classmate during the date. Students reported to the class at large using language such as, my date (Jan) reminded me that a certain principle was key to understanding a certain concept.

As the facilitator of the dating experience, it was essential for the faculty member to talk in dating language. In each instance, students did not want the dating to end. They wanted one more date to continue finding out about course content. It has been a delight indeed to see excitement arise in the classroom while students are actually reviewing with one another and refreshing one another's memories on course content.

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Learning as Synchronicity: Teachable Moments in the Classroom

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From the conventional perspective, teachable moments are defined as being an act of a teacher arranging the subject content and designing the learning context in ways to creatively enhance the knowledge construction and the learning process. We have researched and explored a second perspective from which to conceive of a teachable moment. That is, our proposition is that a teachable moment is also a highly subjective-reflective event or learning occurrence that happens during a pedagogical process and learning experience.

Such moments are not planned, developed or contrived through an objective conscious cause and effect plan by the teacher. The first definition is grounded upon rationally predetermined cause and effect pedagogy. The second is an intuitive appreciation by a teacher of the unanticipated moment and their learners' consciousness. These moments present intense teaching opportunities and knowledge construction. It is these concepts of teachable moments that are explored in this study.

The proposition here is that Swiss psychologist Carl Jung's theory of synchronicity can shed new light on teachable moments as described above and the life-world of teaching and learning. In our attempt to understand this teaching and learning phenomenon, we accept the theory of synchronicity which states that meaningful coincidences of a psychic or physical event which have no causal relationship (acausal) relevance to one another do indeed happen. When synchronicity occurs, the teacher is often presented with a teachable moment of intense, insightful, and meaningful learning experience that was not planned but just happened, provided the teacher is intuitive enough to recognize the phenomenon and conscious of its educational significance. We think that all teachers can relate to such moments of synchronicity and that it has empowered their teaching and illuminated the subject being learned.

The focus of this research is a theoretical proposition supported by a survey study of a group of teachers. Thus we will present to the audience the theoretical linkage between our conceptualization of teachable moments in relation to Carl Jung's Theory of Synchronicity augmented by our survey data and research findings of teachers' attitudes and experiences of synchronistic teachable moments in their classroom.

Using Client-Based Pedagogy to Bridge Classroom and Workplace Knowledge: A Team Based Consulting Model

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Objectives:
The purpose of this interactive teaching session is to present a model for bridging classroom and workplace knowledge. Specifically, it is designed to:

(1) Describe the client/team based approaches to learning.
(2) Discuss the applicability of client/team based pedagogy to other academic disciplines.
(3) Provide conference participants with client/team based learning and assessment strategies.

Audience:
Post secondary educators across all disciplines.

Activities:
During this interactive teaching session, the following activities will be conducted:

(1) Presenter will demonstrate the client based/team learning model via PowerPoint presentation.
(2) Participants will engage into group brainstorming to identify potential (discipline specific) client-based course projects.
(3) Presenter will reveal strategies for creating student team (consulting) roles and identifying clients.
(4) Session will conclude with interactive discussions on possible assessment methods.

Description: Client based pedagogy is a form of experiential learning that promotes strategic thinking, applied learning, and team building (Lopez & Lee, 2005; Hansen, 2006). Unlike service learning, which emphasizes social activism, the client based learning approach focuses on helping students to understand and respond effectively to actual clients and their organizational contexts (Kreth, 2005). In addition, it provides students with problem-solving and critical thinking skills necessary to meet organizational challenges in an increasingly complex environment (Miller-Millesen & Mould, 2007). To address problems, students often form team collaborations to arrive at an appropriate solution for the client (Rassuli & Manzer, 2005). Typically used in technical and business courses, the literature reveals gaps in research concerning the applicability of this framework to other academic disciplines (Blakeslee, 2001; Riggert, et al., 2006).

In a nonprofit curriculum, service learning is the traditional approach to classroom and workplace collaborations (Cushman, 2002; Munger, 2002). More recently, immersion service learning, which emphasizes faculty leaders as learners (Warner & Esposita, 2009), also has been adopted in nonprofit related courses. However, client based learning promotes team leadership.

This interactive session will describe the implementation of the client based approach in a nonprofit fundraising course. This elective course was a cross listed course that included undergraduate and graduate students. In light of the state's current budget crisis, students were required to address immediate fiscal issues within a nonprofit agency located in the Los Angeles metropolitan area. The nonprofit agency was selected on the basis of criteria aligned with course learning goals and objectives. The instructor created consulting job descriptions in order to recruit and select students for appropriate leadership roles and mini-team assignments. Using a team learning (consulting) model, students worked collaboratively to develop a fund development plan for the nonprofit agency.

The overall goal of this interactive session is to present the client/team based learning model for bridging classroom and workplace knowledge. Specifically, this session is designed to demonstrate the applicability of client based pedagogy to various academic disciplines. Participants will engage in group brainstorming to identify potential (discipline specific) client-based course projects and the presenter will reveal strategies for creating consulting roles and identifying potential clients. Interactive discussions will conclude with possible assessment methods.

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Back to the Future with Socratic Circles--Adapting Classical Pedagogy to Encourage Student Engagement and Academic Inquiry in 21st Century Classrooms

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Objectives:
In this session participants will be able to
1) examine current research supporting text-based, interactive discussions
2) adapt Socratic principles to suit instructional goals in their own courses
3) apply specific guidelines for scoring a text-based discussion
4) analyze the depth of knowledge and critical thinking demonstrated by college students engaged in a videotaped Socratic Circle
5) evaluate their own individual performance in a Socratic Circle Audience:
This presentation is designed for teachers of all disciplines who wish to make their university classrooms more interactive and inquiry-based. Too often university classroom "conversations" are more like monologues or interrogations with a center-stage professor firing questions to students who must respond with the correct answer. Students themselves sit passively while their professor does the bulk of the thinking and the work in the college classroom.

Activities:
Participants will

- receive data and react to current research on academic benefits of interactive instruction.
- review rationale, directions, and scoring rubrics for a Socratic Circle
- view a brief film clip of university seniors engaged in a Socratic Circle based on the topic of Schweitzer's views and Nobel Prize speech about peacemaking
- engage in a Socratic Circle responding to a short passage from The Things They Carried, an account of the VietNam War

References include Copeland, 2005; Harvey and Daniels, 2008; and a variety of timely journal articles.

Service-Learning: An Experiential Approach to Improving College Students' Critical-Thinking and Problem-Solving Skills

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Literature and Purpose:
As our world becomes more complex and uncertain, colleges and universities are exploring ways to engage students in activities that will enhance students' learning. In the short term, the intent is to keep students interested in the material being taught and make them active participants in the learning process rather than passive recipients of information that they may not retain. The long-term goal is to provide learning opportunities that will give students knowledge and skills that will transfer to their lives after college. Students must be able to apply their education to their professions and be able to solve problems, think critically and creatively, and gather useful information, from a plethora of available information in the digital age, to make decisions in new situations (Aker, 2003; Bransford et al., 1999; OLeary, 2002; Lynott, 1998; Page & Mukherjee, 2007). Some researchers think the continued development of information technology will make it even more necessary to develop students' critical thinking skills (Greengard, 2009).

Successful teachers are exploring new approaches for the higher education classroom, such as active learning (Acker, 2003; Gray, 2005; OLeary, 2002). Bransford et al. (1999) describe active learning as a way to help people take control of their own learning and know whether they know, metacognition, which helps students transfer their learning to new settings and events (p. 12). Active learning strategies not only promote the metacognitive process in most college subjects, but also have been shown to increase retention in the course and in college (Fritz, 2002). Lynott (1998) contends active learning approaches are successful with adult and nontraditional learners in accelerated and distance learning programs because many of these learners have collaborated with coworkers in their careers. Ziegler (2001) contends that active learning is an appropriate response to the problems faced by adult educators who work in a world that is constantly changing, where there are more questions than answers, and where barriers and frustrations continually impact their work(p. 3).

Active learning can be a valuable approach in a number of subjects and settings. Improving students' critical thinking and real-world problem-solving skills is an important component of this type of learning. The concept is not really new. John Dewey (1933) referred to this process as reflective thinking in which learners actively apply information to new situations, testing their knowledge against real-world problems. Many disciplines such as business communication (Lynott, 1998), business management (Page & Mukherjee, 2007), public administration (OLeary, 2002) social sciences (Acker, 2003), education (Bransford et al., 1999), journalism (Anyaegbunam & Ryan, 2003; Brislin, 1999; Gillmor, 2009; Grow, 1991; Huang, 2006; Lloyd, Slater, & Robbs, 2000; Shoemaker, 1993; Strohm & Baukus, 1995; Wilkins, 1998) and others are using this approach in order to prepare college students to function successfully in their careers.

One method for knowledge transfer through active learning is service-learning, which combines active learning with volunteerism. It is an experiential style of learning in which students engage in an activity that provides a service to a community or particular organization and explore an academic topic as well. Service-learning is also a way to engage in action research, a reciprocal process in which practice and research inform each other and focus on problems that occur within the context of everyday life (Ziegler, 2001). According to Ziegler, action research assumes that people learn best when they work together and are focused on real problems that impact their work or community (p. 3).

This quantitative study investigates whether service-learning in the classroom can enhance critical thinking and real-world problem solving for college students. This paper presents an experiential instructional model introducing students to service-learning (and active learning) in order to determine if such activities tend to improve critical thinking or real-world problem solving. The study sought to determine students' perceived value of an instructional model that presents the opportunity for service-learning and their thoughts on whether the model increases their critical thinking and real-world problem-solving skills.
This study was set up to answer two research questions:
Research Question 1: Does a service-learning instructional model increase students' critical-thinking skills?
Research Question 2: Does a service-learning instructional model increase students' real-world problem-solving skills?

Participants:
A total of 40 undergraduate students enrolled in an introduction to public relations course participated in the study during fall semester 2009 in a university in the southeastern region of the United States. Introduction to public relations is a required course for all journalism majors at the university. The study lasted the entire 15-week semester. The participants in this study fit the typical, homogeneous attributes of the general student population at the university. The students were mainly journalism and communication majors with an interest in print or broadcast journalism, public relations and corporate communication, or web design and publishing. Students were selected for study because the introduction course is their first encounter with the formal study of public relations at the college level. The introduction to public relations course also lent itself well to the introduction of active learning through service-learning. Traditionally students enrolled in the course select a nonprofit or campus organization for which to provide basic public relations service. Like media planning (see Strohm & Baukus, 1995; Lloyd, Slater, & Robbs, 2000), the public relations campaign planning process contains a lot of unknowns. It is fertile ground for developing critical-thinking and problem-solving skills.

Procedures:
A pretest/baseline survey was used to determine the students' exposure to classroom activities in previous courses that promote critical thinking and real-world problem solving. They were also asked about their participation in active and service-learning activities in other courses.
The course service-learning activities served as the treatment, and a posttest was given to determine how activities in the course may have promoted critical thinking and problem solving and to determine students' impressions of the course and their performance in it relevant to active and service-learning.

Experimental design: Through traditional lecture and in-class activities, students were taught the principles of public relations and the foundations for public relations campaigns. They studied a four-part public relations process for the first one-third of the semester and decided which nonprofit group they wanted to serve that semester. Unlike previous semesters in which students chose an organization with which to serve individually, for this study students self-selected groups in which to work. For the remaining two-thirds of the semester, groups researched the nonprofit organization, including its publics, developed a program to address its public relations needs, created effective communication messages, decided which media to use for those messages, and developed an evaluation plan to measure the success of the program. For example, some groups created a plan for special events to support the nonprofit's cause, such as a carnival of student organizations raising money. Others proposed an information campaign using traditional campus media, social media and other methods (such as flyers on bulletin boards) to promote the cause. All groups studied the same nonprofit organization and proposed a public relations campaign for the organization in a formal presentation at the end of the semester. Classroom activities transformed the classroom into a set of pseudo public relations agencies. Student groups even gave themselves mock agency names. Representatives of the nonprofit organization judged the final projects to determine which group had the best public relations campaign proposal.

Methods/Materials:
The pretest was a 22-item questionnaire in which 19 statements related to critical thinking and problem solving were applied to a Likert scale measuring students perceived level of progress on specific learning objectives such as learning to identify new information that is needed to draw conclusions, think creatively, or solve real-world problems. Students reported their level of progress ranging from no progress (1) to exceptional progress(5). Three questions asked students' level of agreement with statements on whether the student had engaged in active or service-learning in other courses. Students reported their level of agreement ranging from strongly disagree (1) to strongly agree (6). The posttest was a 25-item questionnaire in which the same 19 items as in the baseline were asked about critical thinking and problem solving, three asked the level of active or service-learning accomplished in this course, and an additional three asked whether the student would recommend the course to other students, the level of work involved in the course compared to a typical course, and whether the student was satisfied with his/her expected grade in the course.

Results:
Of the 40 total participants, there were 25 matched pretest/posttest scores at the end of the study. A matched-pairs t-test was used to test the effects of the instructional model on students(N = 25) perceived progress toward specific critical-thinking and problem-solving outcomes and perceptions of the course compared to a typical course. A test of homogeneity of variance showed no significant difference in pretest scores. With homogeneity of variance assumed, the t-test revealed significant differences for 11 of the 19 critical-thinking and problem-solving items and significant differences for all three of the active and service-learning items. There were significant pre-post test results, at the .05 level or above, for the amount of progress made on items 3, 4, 5, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21, and 22 of the survey instrument. [A table of these results will be included in the presentation.] The highest significance was found for

identify new information that is needed to draw conclusions [$t(24) = 5.018$, $p = .000$], think creatively [$t(24) = 5.250$, $p = .000$], and solve real-world problems[$t(24) = 4.308$, $p = .000$]. These results offer some support to answer research questions 1 and 2, that the service-learning instructional model in the classroom does positively impact some aspects of students' critical-thinking and real-world problem-solving skills.

Also students said the course did not mainly emphasize memorization [$t(24) = -4.797$, $p = .000$], it involved students in active learning rather than solely depending on lectures [$t(24) = 10.115$, $p = .000$], and it encouraged students to get involved in improving their community [$t(24) = 10.151$, $p = .000$]. A high percentage said they would recommend the course to other students (88%) and were happy with the grade they expected to receive (88%). Most (80%) said they worked harder in the course than in a typical course. [A table of these results will be included in the presentation.]

Discussion

This study lends support to the concept that participating in active or service-learning can enhance students' ability to identify new information needed to draw conclusions, to think creatively, to solve real-world problems and to perform other useful professional skills. The service-learning project provided an active learning opportunity and decreased students' reporting of rote memorization of information in the classroom. However, some items related to critical thinking and problem solving were not significantly impacted by the instructional model in this study. The small number of students in the study, and the even smaller final pool of matched pairs of scores, may have contributed to this outcome. More study is needed to better understand whether the instructional model can impact scores on more items related to critical thinking and problem solving.

Another limitation of the study is that it merely measures students' perceived progress on critical thinking and problem solving. It does not specifically measure actual progress on these learning objectives. A follow-up test such as a critical thinking assessment measuring progress on critical thinking and problem solving would add validity to studies such as this. Perhaps future study can add this important element to the body of research.

A beneficial outcome of this study is that it found the strongest significance on measures directly related to key components of active/service-learning, teaching students to find information to draw conclusions, think creatively, and solve real-world problems. Results also support the concept that active and service-learning is a way to avoid rote memorization of information in the classroom and instead apply information or knowledge to solve problems. These results can apply to many academic disciplines and settings for higher education.

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Using Audiocommentary to Provide Authentic Assessment in the Classroom.

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Objectives:
At the completion of the presentation, participants will:

- gain an appreciation of the history of audiocommentary
- understand the pedagogical basis behind the use of audiocommentary.
- recognize different free software that can be used to record audiocommentary
- learn how to use audiocommentary to assess student assignments, improve students' writing, and show how intonation differences can demonstrate content importance.

Audience:
All disciplines and all levels

Activities:

- Participants will be shown examples of audiocommentary.
- Participants with laptops will download freeware that will allow them to complete audiocommentary.
- Participants will reveal sample assessments that would allow the use of audiocommentary.
- Participants will make their own sample audiocommentaries.
- General discussion of the relevance and use of audiocommentary.

The use of recording ones voice to provide assessment is not a new tool and has been used extensively in the field of composition for years. More recently, the use of audiocommentary has crossed disciplines and has showed great promise in providing authentic assessments for students.

Sommers (1989) asserts that audiocommentary is a faster way to give quality feedback on student writing. He continues by saying that audio commentary allows him to give reader response or Elbows movies of the mind comments as he reads students' papers. These kinds of comments leave the responsibility of revision to the student. Mellen and Sommers (2003) describe the benefits of audiocommentary from the students' perspective. They, suggest that being able to listen to the audiocomments in private gives students the distance they need to absorb critiques of their writing more so than what they can in a face to face conference with the instructor. While the initial hearing of the instructor comments might seem too critical, when students are able to listen to the comments again, they are able to see where revisions might improve their writing and come to realize that the instructor probably did not intend to sound hyper-critical of their work.

While the bulk of the use of audiocommentary has been with composition, the richness of this type of assessment can be seen in multiple modes of assessment. This presentation will exam those modes.

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Using Reflection to Promote Critical Thinking in College Classrooms

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Abstract:
The purpose of this presentation is to discuss the results of a research study on the role reflection can play in student learning beyond internalizing textbooks or lecture notes. This study investigated how creative reflection could promote deeper understanding and critical thinking in university students. This PowerPoint presentation will involve the participants in an open discussion regarding the role of reflection in helping students reorganize prior knowledge, integrate concepts, and become critical thinkers in their fields.

Proposal:
As educators, we strive to create a classroom atmosphere conducive to critical thinking. However, we also struggle with time constraints that force the need to break concepts down into bits of one-class-period teaching, which often is not as effective as it needs to be (Iran-Nejad, McKeachie, & Berliner, 1990). Our attraction to theoretical frameworks provided by psychology has led educators to adopt many teaching methodologies that haven't been as promising as psychology made them appear. For example, beginning with Thorndike in the 1920s and continuing with Skinners research, instruction relied heavily on behavioral psychology's view of learning (Bransford & Schwartz, 1999; Dyson, 1999). Incorporating concepts of behaviorism led to the practice of task-analysis described as analyzing and adding specific responses to the learners repertoire (Mayer, 2003); as a result, an assembly-line model of skill acquisition became commonplace (Dole, Duffy, Roehler, & Pearson, 1991, p. 240). However, as psychology became disillusioned with behaviorism, educators also had to reexamine the effectiveness of learning bits and pieces for later assembly. As a result, more encompassing views of education emerged, such as contextualism (see Jenkins, 1974), constructivism (see Fosnot, 1996; Prawat, 1992; Shuell, 1986; von Glasersfeld, 1996), and situated learning (see Clancey, 1997; Lave, 1988; Newell, 1986; Rogoff, 1990). While all these theories have contributed to our current educational practices, often their contributions are treated as separate, if not mutually exclusive, educational territories. This is perhaps because none of them addresses the problem of integration.

While behaviorism confines learners to the role of passive participants under sole control of the classroom teacher, many cognitive learning perspectives also confine learners to the strict internalization of teacher-determined knowledge. It is not surprising, then, that teaching by

constructive elaboration, either on what we teach or on the learners prior knowledge, is popular; however, little is said about the role of reflection for understanding in educational settings (Iran-Nejad & Gregg, 2001). Reflection for understanding should become an integral part of teaching and learning, but how can we include this in the higher education context?

In the present study, we investigated the role of reflection in creating interest, involvement, and motivation in higher education classrooms. The purpose of this research was to explore the role reflection can play in student learning beyond internalizing textbooks or lecture notes. This study investigated how creative reflection could promote deeper understanding in university students. The specific research questions were the following:
1. Can creative reflection assignments help students meet the learning objectives of critical thinking for college students?
2. Did students' reflection assignments change over the semester to demonstrate any cognitive shifts in learning?
We hypothesized that assignments geared toward reflection rather than elaboration would generate more interest and lead to greater learning as measured by percentage of completion of assignments and quality of reflections submitted over a semester.

Fifty-five graduate and undergraduate students participated in the study. They completed weekly reflective assignments based on classroom discussions, reading assignments, and on-line discussions as well as submitted a semester portfolio. Data were analyzed using constant comparative methodology (Glaser & Strauss, 1967) and descriptive statistics.

Results indicated that students completed almost all weekly assignments (92%) and all end of semester portfolios (100%). Qualitative analysis showed that students were initially resistant to these new types of assignments. Later, they showed evidence of understanding through reflection by comments such as, Upon reading chapter 5, I had to take a long look at my life or After reading [this chapter], I could see how it has affected me personally.

Having students reflect on their learning was important, first, because it showed a level of engagement with the ideas presented in class. Second, the classes were methods classes and a class on diversity in education. Both classes involved learning different ways of interacting as teachers with students in a classroom, and both involved challenging presently held concepts and learning more effective ways of teaching and communicating. Change in education is predicated on pre-service and in-service teachers understanding of what they are doing and what needs to be changed. These reflective assignments helped meet the objectives of the classes as well as help students gain a deeper understanding of the issues. Therefore, we concluded that reflective writing assignments help students gain in-depth understanding of the issues so that they can integrate these concepts with their prior knowledge and experience.

This PowerPoint presentation will involve the participants in an open discussion regarding the role of reflection in helping students reorganize prior knowledge, integrate concepts, and become critical thinkers in their fields. Participants will explore reflective writing assignments and how these can be utilized across disciplines.