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Sharing the "Gold" in Online Teaching Practices

Lynne E Anderson
National University
11255 North Torrey Pines Road
LaJolla , CA 92037
landerso@nu.edu

John Cartafalsa
National University
11255 North Torrey Pines Road
LaJolla, CA 92130
jcartafa@nu.edu

Technology has enveloped teaching and learning strategies...not all of them and perhaps not the best of the lot of them. How educators embrace the tools afforded by technology has been determined largely by an educators personal preference or teaching style. Decades ago teaching styles arose as teachers studied the learning styles of their students and found perspectives varied by the nature of teaching strategies incorporated. Teachers became students of learning and teaching. Close relationships between teaching and learning were revealed. Styles of teaching were found to affect and to relate to learning styles. (Grasha, as reported by Richlin, 2006). Teaching and learning were realized to be more complex.

Astute educators began to study their own teaching and the learning of their students. And, online delivery of instruction brought to bear even greater complexity in teaching and learning. Comparing online and on site deliveries of instruction revealed that students found more satisfaction with their on site learning while learning more with online learning. (Anderson and Cartafalsa, 2002; Woods and Baker 2004). Effectiveness of teaching, whether online or on site, had similar qualities: responsiveness, supportiveness, and relevance of teaching were valued in both venues (Anderson and Cartafalsa, 2010, 2010; Swan, 2001).

Recent research in online learning has linked student performance to teacher presence in the online course and to matching teaching and learning online styles (Ehlers, 2006). Standards of quality were set for online teaching and learning with less than complete research to support those standards. Checklists of online teaching performance standards have been many and, for lack of other measures, superficial in evaluating online teaching performance (Chico State, 2010; CAST.org, 2010; Sloan-C.com, 2010; Design for Learning.html, 2010; iNACOL, 2010). Student satisfaction told educators the most important information about effective teaching practice. (Bolliger and Martindale, 2010) Educators shared those best instructional practices which improved online teaching and led to deepening research about e-Learning and e-Teaching. This study of e-Learning clearly moved beyond student satisfaction and the perception of greater student learning online to a differentiation of effectiveness of student learning through an increase in complexity of instructional delivery, that is, complexity based upon the same complexities researched of onsite teaching and of learning (Glass and Sue, 2008; Swan, 2001). Assessment has become the tool through which learning preferences most effectively merge with teaching strategies.

What about the learner? How does the learner learn the most and the best? Assessing the learner in the development of learning profile clusters was the resounding conclusion of Ehlers' comprehensive study of e-Learning (2003, 2006). Ehlers found four major clusters of e-Learning quality preferences for online learners (all similar to clusters of onsite learners). As a teacher is a learner, too, learning activities could be tailored to meet the four major e-Learning quality preferences. Teaching quality preferences exist along the same dimension as do learning quality preferences. Effectiveness of teaching and learning could increase by a better matching process or by the quality learning preferences most closely aligned with their individual quality teaching preferences. The sophisticated teaching design would adapt to the clusters of teaching and learning quality preferences by increasing the dimensionality of each e-Teaching practice: minimally, a 4x4 teaching and learning matrix could result. Or, as a starting point, course designers could offer an initial assessment of learning quality preferences. Thereafter, within the e-Learning experience, activities would offer choices among the four e-Learning quality preferences for each lesson. Students select their quality preferences, or be encouraged to venture outside of their comfort zones into other quality learner preferences so as to broaden their learning perspectives. As teachers might do the same, or perhaps, if teachers were most closely linked to students with similar quality preferences, heightened student and teacher performance might be the inevitable.

In this workshop, the concept of quality teaching and learning preferences for e-Learning will be explained with a brief sharing of the model of the four quality preferences for e-Learning and e-Teaching. Within groups, participants will chart, according to quality e-Preferences, the best e-Teaching practices represented at the workshop. Participants will assess the resultant chart&and, thus assess their individual quality e-Teaching preferences, sharing the Gold,so to speak. To conclude, participants will offer new options for adding quality e-Learning preferences to their e-Teaching.

Who might attend? Online instructors

[Individual] Objective One: Assess e-Teaching and e-Learning quality preferences
[Group] Objective Two: Chart e-Teaching and e-Learning quality preferences
[Group] Objective Three: Assess Chart
[Group] Objective Four: additional e-Learning quality preferences

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Experiential Learning as a Form of Professional Development for Pedagogical Innovation

Angel Anorga
University of Cincinnati, Blue Ash College
9555 Plainfield Rd
Blue Ash, Ohio 45236
Angel.anorga@uc.edu

Heather Moore
University of Cincinnati, Blue Ash College
9555 Plainfield Rd
Blue Ash, Ohio 45236
Heather.moore@uc.edu

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

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

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

- describe how experiential learning is used as a form of teaching innovation
- apply the principles of experiential learning to personal experiences
- reflect on the experience as a way to inform their teaching
- evaluate their current teaching practices in the light of this reflection
- adapt their teaching strategies in accordance with this evaluation

Audience:
All faculty (particularly mid- and late-career faculty), faculty developers, administration

Activities:
Teaching reflection on pedagogical concerns
Identification of teaching concerns
Experiential learning activity
Learning reflection
Experiential learning plan

This interactive teaching session will present the relevance of experiential learning for faculty development and its beneficial applications in supporting classroom pedagogy innovation to

promote student learning. The practice of experiential learning is a method of inquiry of observation and experimentation in the scholarship of teaching and learning. Experiential learning, from a qualitative perspective, facilitates a way to gain insight into teaching and learning. Presenters discuss case studies from faculty who have practiced this technique and consider theoretical perspectives from communities of practice, ethnography, and reflective practice. Experiential learning is typically presented as a student learning technique where faculty create authentic experiences for students to become engaged in the course content. However, this session offers faculty the opportunity to adopt this technique for professional development. This insight is discussed and evaluated as a reflective practice that seeks to support the enhancement of teaching practices in the classroom. It is clear that novices and experts have different strategies for negotiating problems, thus, it is insightful for faculty to become novices and re-visit novice strategies that experts may have forgotten. Experiential learning puts the expert into a novice position and an unfamiliar situation which can result in insights that may not be available from the perspective of an expert in his or her field.

First, panelists will address pedagogical concerns encountered during their dual roles played as novice-students and as expert faculty members in an ongoing experiential learning activity. Second, the case studies will demonstrate how faculty can take advantage of taking on the role of the novice student, and through structured reflection, use this experience to refine his or her own teaching strategies. Third, presenters will present individual case studies and the specific teaching innovations that resulted from this reflective practice. Fourth, participants will be invited to reflect on their own pedagogical concerns, followed by an interactive experiential learning exercise to explore those concerns. The fifth activity will be a structured reflection on the experience and how it informs teaching practice. Participants will leave this session with a strategy for structuring their own experiential learning plan.

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Creating significant learning experiences in my classroom---seriously?

Michele Atkins
Union University
1050 Union University Drive
Jackson, TN 38305
matkins@uu.edu

Ken Newman
Union University
1050 Union University Drive
Jackson, TN 38305
knewman@uu.edu

Ann Singleton
Union University
1050 Union University Drive
Jackson, TN 38305
asinglet@uu.edu

Objectives:
1. The participant will obtain an understanding of planning for creating significant learning experiences.
2. The participant will investigate Dee Finks (2003) taxonomy of significant learning experiences demonstrated in the case studies as it relates to his or her discipline.
3. The participant will engage in small group discussion of video vignettes and interviews.
4. The participant will reflect upon his or her courses by responding to discussion questions.
5. The participant will interact in large group discussion by sharing ideas.
6. The participant will investigate how current courses may be redesigned with Finks taxonomy to create significant learning experiences.

Audience:
This presentation will be beneficial for faculty and administration in all discipline areas who are seeking ways to improve student learning and who are willing to change current practices to do so.

Activities:
The following activities will be used in order to meet the presentation objectives:
1. Video case studies of classroom situations and faculty interviews will be used to show how Finks (2003) taxonomy of significant learning experiences is used to redesign courses from a variety of disciplines.
2. Questioning will be used to allow participants to reflect upon current practices and strategies for change.
3. Large and small group discussion will be used to share individual reflection.

4. Interactive handouts will be used to allow participants to investigate the taxonomy of significant learning experiences and obtain an understanding of planning for creating significant learning experiences.
5. Facilitator presentation will be used to explain the processes that the university and individual professors used for course redesign and evaluation of the redesign.

Description:
If you walk into most college classrooms today, you are likely to find a professor standing in front of the room delivering content to a large group of students. A few students tend to track with the competent lecturer but many disengage or struggle to follow along. Nobel laureate Carl Wieman (2007) stated that traditional lecture alone is ineffective in facilitating student mastery of content. Moreover, this type of instruction promotes novice beliefs, rather than expert beliefs, about the content area. Wieman argued that individuals learn deeply by creating their understanding with the assistance of an effective instructor or guide.

Likewise, Rosebrough and Leverett (2011) noted that teachers must move from informational teaching to transformational teaching in order to create learning for lasting change. Teaching for information alone is inadequate because there is no way we can teach the amount of information available or keep up with continuous changes in content. As Sternberg (2007) put it, When we teach only for facts, we teach students how to get out of date(p. 21). Rather, we should create a learning environment that promotes the development of critical intellectual tools in students such as framing meaningful questions, thinking critically about othersideas, solving problems in creative ways, executing their ideas, persuading others about the value of their ideas, curiosity for lifelong learning, and using their knowledge wisely for good (Bransford et al., 2000; Sternberg, 2007).

Fink (2005) asserted that we engage in two activities when we teach: course design and teacher-student interaction. Course design involves information gathering and decision making concerning how the course will be taught. Teacher-student interaction involves all transactions between the teacher and student during the course. Fink explained that we must perform both activities well to be an effective teacher. After years of research, Fink (2003) outlined a taxonomy of significant learning which consists of six major types experiences with several subcategories of each. Fink then described a systematic process of course design to facilitate significant learning experiences.

Recently, our university began an emphasis on transforming the teaching and learning environment that is centered on the ideas of Dee Fink. In response to a university faculty development series involving colloquium, book reviews, and a professional development session with Dee Fink, many faculty members redesigned their courses. This interactive session will highlight the course redesign process of several faculty members at the university. Participants will interact with the techniques and reflect upon ways in which they can incorporate Finks taxonomy to create significant learning experiences in their courses.

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Silo-Jumping for Critical and Creative Thinking:
Fostering Interdisciplinary Collaboration

Liesl Baum
Virginia Tech
208 East Eggleston, MC 0302
Blacksburg, VA 24060
lmbaum@vt.edu

Phyllis Leary Newbill
Virginia Tech
208 East Eggleston, MC 0302
Blacksburg, VA 25040
pnewbill@vt.edu

Teri Finn
Virginia Tech
208 East Eggleston, MC 0302
Blacksburg, VA 24060
tfinn@vt.edu

Objectives:
Following this session, participants will be able to discuss and identify some of the obstacles that prevent interdisciplinary collaboration in the higher education environment. Participants will learn from the authors and other participants about ways to overcome these obstacles and develop guidelines for working in interdisciplinary environments.

Audience:
The session is designed for higher education professionals who want to collaborate across disciplines or who work in interdisciplinary centers.

Activities:
The session includes an information presentation, role-play activities, and a brainstorming session.

Description:
The bureaucracy of higher education institutions tends to reward professors and students who are focused in a single discipline and work within existing structures. Many promotion and tenure advancements are made based on quality work which is often defined by publications in specific journals or presentations at reputable conferences, focused within a specific discipline (Borrego & Newswander, 2008). Professors are hired on the tenure-track and work through a pre-approved process to achieve tenure.

The promotion and tenure process is one of several hindrances to the kind of creativity and interdisciplinary research required for academic leaders to make exciting and innovative discoveries and solve the problems of society (Godemann, 2008). Students, also, are

shortchanged in their preparation for real lifeif they are trained to work in a single discipline. Interdisciplinary work requires the integration of epistemologies, frameworks, and resources of two or more disciplines, and it is essential to promoting the kind of critical thinking that we and our students will need to solve big problems (Gunawarden, Weber, & Agosto, 2010).

Our teams work is at the intersection of the arts, creative uses of technology, and education, and we are developing strategies for fostering interdisciplinary collaboration among university faculty, students, and public school teachers. In the past four years, we have collaborated with faculty and students in such diverse academic departments as visual arts, architecture, computer science, education, history, human development, engineering, music, and building construction. We provided mini-grants to teams who developed projects that combined the arts, creative technologies, and education. In addition, we facilitated working relationships between the development teams and PK-12 teachers through workshops where those teams worked to develop instructional materials for PK-12 classrooms. Finally, we are in the process of developing and teaching a course, for undergraduate and graduate students, focused on the critical and creative thinking process and which is cross-listed in education, music, architecture, and visual arts.

Our work in interdisciplinary collaboration includes lessons learned about building trust, learning and understanding the multiple dialects of various disciplines, how the definition of quality work and success varies across disciplines, and how copyright and intellectual property figure in to interdisciplinary work, especially involving those in the arts disciplines. Ongoing issues we are exploring include ways to award tenure credit for interdisciplinary work and ways to work around or through studentsdegree requirements.

In this session we will explore the roadblocks to interdisciplinary research, both from the literature and from our own experience. We will also draw on the experience and knowledge of participants to brainstorm ways to work around existing systems and pave the way for seamless work among multiple disciplines.

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"A Christian, a Jew, and a Muslim walk into a Classroom . . .":
Interfaith Teaching in a Rancorous World

Wayne-Daniel Berard
Nichols College
Center Road
Dudley, MA, USA 01571
peacechaplain@aol.com

Joseph Shea
Nichols College
Center Road
Dudley, MA, USA 01571
Joseph.Shea@nichols.edu

Ezat Parnia
Nichols College
Center Road
Dudley, MA 01571
Ezat.Parnia@nichols.edu

In our current climate, does one need to point out a rationale for interfaith studies? The problems often encountered with such efforts (which speak to the need) are legion, among them: explosive sensitivities joined to the desire for honest inquiry; the dealing with presuppositions and stereotypes (on the part of students and faculty), and facilitating the examination of religion as an area of study and as a lived experience. We believe this session will benefit faculty contemplating (or currently teaching) such courses, as well as faculty developers looking to tap-into their own faculties' diversity, and administrators facing an increasingly interfaith population or wishing to provide their students with a better interfaith understanding.

In terms of the presentation itself, after a very concise introduction, those present would join in a key component to the success of our course, a brief opening meditation. Following this, each of the three presenters will offer one basic aspect of his tradition, leading those attending in a specific learning activity illustrating and deepening the understanding of that aspect, both in and of itself and as compared to the other two faiths.

Time will be kept open for Q & A.

Enhancing students' capacity for problem-solving
by utilizing a combination of interactive teaching strategies and i-Lectures

Susan Bolt
Curtin University
Kent Street
Bentley, Western Australia 6102
susan.bolt@cbs.curtin.edu.au

Colleen Mortimer
Curtin University
Kent Street
Bentley, Western Australia 6009
C.Mortimer@curtin.edu.au

Objectives:
The presenter will describe her experiences of teaching in this particular unit and explain how and why the decision to change the teaching methodology was made. The presentation will provide an overview of the steps taken in ensuring students obtained sufficient knowledge to participate in the interactive teaching sessions. Following this, the results of the survey taken by the students who participated in the unit taught in this way will be presented. Participants will have the opportunity to engage in debate about innovative ways in which teachers can ensure transfer of discipline knowledge whilst enhancing students' capacity to apply discipline knowledge and solve relevant real world industry-related problems. Also, during this presentation the audience will be asked to consider the application of this method of teaching to their own units and asked to brainstorm ways in which they could adopt such an approach.

Audience:
This presentation is intended for teaching practitioners and faculty developers. It is suitable for a general ISETL audience who may be interested in investigating ways of engaging higher education students in interactive problem-solving learning activities in response to industry specific needs.

Activities:
The presenter will begin by conducting a brief survey of the audience to determine established practices and beliefs about using i-lectures, and student engagement in higher education. The presenter will debrief the results of the audience survey by linking their responses to findings from the literature. Following this, there will be a brief presentation about the presenters' experiences and the results of the relevant survey research. Then the presenter will facilitate a group discussion with participants in which they will be asked to comment on their experiences in response to the question, How can teaching strategies such as the use of i-lecture be used effectively to ensure transfer of discipline knowledge whilst enhancing students' capacity to apply discipline knowledge and solve relevant real world industry-related problems? Finally, participants will be asked to identify take home messages from this presentation and suggest an action they might adopt to help achieve their goal; a think pair share strategy will be used to generate and communicate ideas.

Summary:
The use of web-based lecture technology invites students and teachers to adopt new ways of teaching and learning. However, Australian academics have been slow to take up this invitation to adopt different teaching strategies. Research has shown that 75% of Australian academics who used web-based lecture technologies, such as i-lecture, did not change the structure of their unit (Gosper et al., 2008). Even though the majority of students claimed they learned just as well using web-based lecture technologies as in the face-to-face teaching situation, Australian academics were concerned that use of such technologies would impede their communication with students and limit their capacity to inspire and motivate students to learn (Gosper et al., 2008). Contrary to these findings, Lowe (2010) indicated that teaching online may lead to changes in classroom practices as teachers migrated between the online and face-to-face teaching contexts. Interestingly, in Lowes (2010) research the most frequent changes made by teachers who migrated between online and face-to-face teaching situations were in relation to redesigning the course. The second most frequent changes related to communication issues such as the giving of more detailed instructions, requiring class contributions from all students, providing more timely feedback, using class time more efficiently, changing how groups were organized, and providing additional ways to communicate with students (Lowes, 2010, p.31). Thus the two most frequent types of changes identified by Lowes (2010) were identified as areas of concern in the research of Gosper et al. (2008). It must be noted that the research of Gosper et al. (2008) was conducted in Australian higher education contexts whereas the research of Lowes (2010) was conducted with teachers in the Virtual High School (VHS) which was affiliated with the United States Distance Learning Association (http://www.govhs.org/). Notably, in this study, the presenter was a higher education distance education teacher who also taught students in the face-to-face mode of teaching. Evidence from the current study links the findings of Lowes (2010) with the vastly different context of teaching in a face to face context.

The research was conducted in relation to teaching in higher education in Australia and investigated students' reactions to utilizing a combination of interactive teaching strategies and i-lectures during timetables class and personal study time. The case described in this presentation is unique because the 50 students enrolled in this class were a subset of a much larger number of students enrolled in the unit; students taught by other tutors had access to the i-lectures but were not required to watch them in their own time prior to class nor did they participate in the same type of interactive classroom experience. Prior to class students in this case were advised to listen to an iLecture which the teacher had recorded in a studio prior to the commencement of the semester. Students were also provided with 4 or 5 short questions which they answered in their own time prior to attending class and submitted to the lecturer for marking; as a result students received formative rather than summative feedback. In class, students were given a brief overview of the subject material covered in the i-Lecture and were also given the opportunity to clarify of any areas of concern. Students were then required to complete a number of questions in class which applied the concepts covered in the i-Lecture. At the end of the semester students were asked to complete a survey investigating their experiences with this method of teaching. The results of the survey indicated students found this a challenging method of studying. This approach increased the amount of time students spent on the unit. Students noted that it gave them a greater understanding of the material covered and a better ability to solve problems and apply their knowledge. It is concluded that this approach demonstrates effective teaching

practices that are useful in the higher education context, particularly increasing students time on task and communication between faculty and students (Chang 2007; Chickering & Ehrmann 1996; Chickering & Gamson, 1987; Fardon 2003; Grant & Thornton 2007; Preston et al. 2010). The purpose of this presentation is to describe a teaching strategy and present the research findings. It is hoped that the findings will be useful in communicating the benefits of blended learning approaches to other academics who may also be able to derive some benefit from the presenters experiences and develop ideas that could be transferred to their own teaching situations.

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Virtual High School Global Consortium at http://www.govhs.org/

Focus-Group Design for Assessment: Civic and Community Engagement

Susan Brozek Scott
AFTERSCHOOL BUDDY INC
susan@afterschoolbuddy.com.

Kathleen Brown
Pennsylvania State University
4000 University Drive
McKeesport, PA 15132-7698
ktb2@psu.edu

Fritz and Roberts report service learning has roots in John Deweys educational philosophy, but has typically grown inductively, from experience and implementation of best practices (2006, p.1). One of the most popular tools for gathering inductive evidence of student learning is the focus group. University faculty often consider using this assessment tool and indeed put the focus group into practice -- but structured focus group designs for civic and community engagement with real world projects are few and far between. In this paper we discuss the available rubrics for designing focus groups, and we consider the unique facets of civic and community engagement learning that can (or cannot) be assessed through student focus groups. We offer a focus group design where students record the focus group with an iPod touch and blog with iPad2. The rubrics are created by the communication News and Journalism Ethics class, for their peer groups with assistance from a community partner: Afterschool Buddy Inc, Susan Brozek Scott, Multimedia Productions. In the same course, exploring the multiple levels of assessment that can occur when instructors strive for synergy when using technology, focus groups, in Civic and Community Engagement learning environment.

Additionally, the discussion will review the work of Sarah L. Ash and Patti H. Clayton, "The Articulated Learning: An Approach to Guided Reflection and Assessment" (2004). We argue that "The DEAL Model of Critical Reflection" applies to instructors, regardless of their discipline, and is useful for formative and summative assessment of student learning

Objectives:
During the presentation participants will
A) Engage in self-reflection
B) Learn pedagogical tools for using technology with focus groups
C) Discover different ways to create assessment tools - Rubrics

Audience:
The presentation will be beneficial for faculty who teach with technology and are willing to learn more about how to use iPod Touch and iPad2 to match their assessment goals in active learning.

Activities:
D) Self-reflection activities as they relate to focus groups
E) Designed to help faculty to apply formative assessment of student learning
F) Active learning tools to be useful with focus groups

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Warm-ups, Widgets, and Webquests

Christie H. Burton
Clayton State University
2000 Clayton State Blvd
Morrow, GA 30260

Warm-ups:
Faculty struggle with getting students engaged during the first few moments of class. It is as if students show up in "sleep mode" and need 30 minutes to get focused. This is particularly problematic in the 50-minute class where instructors struggle to stay ahead of the clock and cover course material. The "warm-up" is precisely what it sounds like. Just as stretching before exercising prepares your muscles for the increased work ahead and helps to protect them from injury, warm-up activities alert the brain to search for connections to stored knowledge and prime students' brains for more complex processing. The result is accelerated engagement at the beginning of class.

This idea of warming up the brain is supported by cognitive learning theory, where memory and prior knowledge are key components of the learning process. Ausubel suggests that learning is only meaningful when it can be related to concepts that already exist in a person's cognitive structure (1967, 1968). Instructional design that uses warm-up activities promotes learning because it provides motivation, direction, feedback and reinforcement (Gagne, 1992).

Internal knowledge structure or schema; reinforcement; structuring the introduction of concepts from simple to more complex

Webquests: Introduction and Theoretical Framework
Instructors also struggle with how to manage their classes when they go out of town for conferences or have emergencies that prevent them from attending class. Using Webquests is the perfect contingency for this problem and this activity is also an effective tool to enrich and supplement course content when built into the course as a planned project that is done outside of class.

A Webquest is a research activity created by an instructor where students are directed to solve a specific problem using web links provided by the instructor. Originated by Bernie Dodge in 1995, the Webquest can be short- or long-term in duration, lasting anywhere from a few class periods to many weeks if assigned as a major project for the semester. Webquests can be modified for use in face-to-face formats, as well as hybrid and 100% online courses where the goal is to create a learning community for virtual teams.

Although Webquests can be used as an individual-level activity, the benefits of using them as group projects are substantial, including that cooperative learning and collaborative problem-solving are fostered. Given that instructors identify the resources to be used during the design process and include them in the assignment instructions, students engaged in the quest are able to devote more time to learning and less time to aimless Internet searches. Because students work independently from the instructor and at their own pace, Webquests also foster "learning how to

learn," a skill that is essential in higher education and applicable to other areas of life. Webquests promote the act of discovery, where new information is rearranged and transformed successively thereby generating new insights and self-efficacy (Hergenhahn, 1988; Smith, 1982).

Depending upon the design and focus of the inquiry, Webquests allow students to tackle real-world problems, which may serve to increase curiosity and motivation for course content and develop future workplace competencies. This is especially important given that tomorrow's workers will need to be able to work in teams and leverage multiple resources. As society's problems become more complex and the amount of information accelerates, graduates that have learned persistence in wrestling with ambiguity will be particularly valuable to their employers (Concept to Classroom, retrieved April 15, 2011).

The Webquest is an effective instructional tool because it is supported by four underlying constructs: critical thinking, knowledge application, scaffolded learning and social skills (Dodge, 1995; 2001; Zheng, Perez, Williamson and Flygares, 2008). Critical thinking is the crux of Webquests because they require learners to analyze, synthesize and evaluate the information they collect with the purpose of proposing solutions. Students go beyond simply retelling factual information in order to apply what they have learned to a new scenario created by the instructor. The instructor optimizes the learning experience by thoughtfully sequencing and positioning tasks so that new learning builds on prior concepts. By working together, students learn the important team skills of interdependence and group accountability.

Webquests: Attributes and Design

The resources employed in the Webquest are limited only by the instructor's imagination, which can range from very simple text-based instructions using links to journal articles or research reports to more elaborate offerings such as audio clips of radio interviews, speeches or music, archived photos, video podcasts and documentaries. Whether simple or complex, short- or long-term, the most effective Webquests use the following clearly defined 6-step model: introduction, task, information resources, description of process, performance evaluation, and conclusion (Dodge, 1995, 2001; Concept to Classroom, retrieved April 15, 2011).

Webquest Six-Step Model

1. Introduction. The introduction sets the stage, provides background information and motivational scenarios like giving students roles to play such as "You are the city manager for a township planning several green initiatives," or "You are the CEO of a pharmaceutical company that produces expensive, life-extending drugs." The goal of the introduction is to make the activity desirable and foster student interest.

2. Task. The task is a formal description of what students will have accomplished by the end of the Webquest. The instructor finds various Internet resources and then devises an activity for students that incorporates the information from the selected websites. Some deliverables for students might include developing a website that publishes their findings to their research question or creating a multimedia presentation.

3. Information Sources. These are the resources needed to accomplish the task. Many of the resources are embedded in the Webquest document itself as anchors to sources that the instructor has placed at key points in the sequence of instructions. This step requires considerable time and ultimately prevents the danger of aimless wandering through webspace.

4. Process. The instructor provides a structured approach to learning by listing and describing each step that the students should follow to accomplish the tasks. The links to the resources identified in step 3 above are embedded in each step of the learning process.

5. Evaluation. Every Webquest should have a rubric that is clear and specific to the tasks displayed in the instructions. The rubric will help give students additional direction, particularly if the instructor is able to provide examples that illustrate various levels of performance ranging from unacceptable to excellent.

6. Conclusion. This step allows for reflection by the learners, which can be aided when students are given the opportunity to review the finished products of their peers. The conclusion phase also allows the instructor to summarize and reinforce key learning objectives to ensure that the students' experience is brought to a positive culmination. By soliciting feedback on the project, instructors can also improve future Webquests by incorporating students' suggestions and lessons learned.

Marzano's Dimensions of Thinking model (Marzano et al, 1990), particularly the third dimension, provides a framework that is useful in the development of the long-term Webquest. Marzano's third principle, thinking to extend and refine knowledge, states that once knowledge is acquired, it is processed and transformed in such a way as to create new knowledge. This extension occurs via eight operations that instructors can build into their Webquests at the process stage.

Thinking Skills for Webquest Projects

1. Comparing: Identifying and articulating similarities and differences between things.
2. Classifying: Grouping things into definable categories on the basis of their attributes.
3. Inducing: Inferring unknown generalizations or principles from observations or analysis.
4. Deducing: Inferring unstated consequences and conditions from given principles and generalizations.
5. Analyzing errors: Identifying and articulating errors in one's own or others' thinking.
6. Constructing support: Constructing a system of support or proof for an assertion.
7. Abstraction: Identifying and articulating the underlying theme or general pattern of information.
8. Analyzing perspectives: Identifying and articulating personal perspectives about issues.

Widgets

Widgets also enhance course content by connecting students to a regular feed of updates on the topic of choice. It's like having your own teaching assistant that researches current events and provides handouts to the class. In short, a widget is a stand-alone application that is embedded

into third party sites, like a course homepage in Blackboard, where a link provides access to continually updated information.

In addition to being used as a source of class discussion in face-to-face courses, widget topics can be used throughout the semester as discussion board topics or opportunities for chat room discussions between small groups and the instructor. Widgets can serve as a vehicle for increased interaction between the student and peers as well as between the student and the instructor , the lack of which is cited as a leading cause of attrition in online courses (Distance Education Report, November 2009).

As of the time of this publication, Widgetbox (http://www.widgetbox.com/) provides myriad free widgets that can be used by instructors for educational purposes. The site walks users through simple instructions that explain how to copy and paste either JavaScript or Flash code into a webpage or blog. Examples of instructional uses of different widgets follow.

A"This Day in History" widget from History.com could be used as a reflection activity in a face-to-face classroom format where students write for two minutes in response to a question posed by the instructor at the start of class. A National Geographic News widget could be used as a starter for chat room conversations on ethical issues around the globe. A widget displaying a gallery of revolving fine art allows students to identify and discuss how the artist illustrates concepts from literature. Instructors can find many more educational uses by searching the topical widget database. Used in combination or as separate techniques, warm-ups, widgets and Webquests are effective methods in creating relevant and meaningful learning experiences that engage students.

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Combating the Ignorance of Plagiarism through Simulation Activities

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

Objectives:
Participants will
" Review the literature on college plagiarism
" Take part in three learner-centered activities
" Engage in a group discussion and reflection

Audience:
This teaching session is appropriate for instructors of all levels and all disciplines who utilize writing assignments in their courses.

Activities:
After discussing literature findings on plagiarism in college students' writing assignments, participants will take part in three activities. One activity helps students discern between obvious and subtle types of plagiarism and correct citations, while the other two activities simulate personal and professional consequences of such dishonesty. The presenter will conclude with a discussion of the effectiveness of such activities.

Description:
Recent attention in the popular press and empirical sources had been paid to issues of plagiarism in the college classroom (e.g., McGrath, 2007; Scanlon & Neumann, 2002; Young, 2001). Research indicates that plagiarism is increasing (Dee & Jacob, 2010; McCabe & Trevino, 1997) with contextual variables playing a strong role in student cheating (McCabe, Trevino, & Butterfield, 2001). Two contextual variables of interest to the current presentation include student perceptions of the understanding and acceptance of academic integrity and student perceptions of the severity of penalties associated with plagiarism (McCabe et al., 2001).

Scanlon and Neumann's (2002) study of undergraduate students found that 16.5% self-reported using the Internet to copy and paste text without citation sometimes, 8.0% reported doing so often/ very frequently, and 75.5% reported never/rarely doing so. Two problems arise from this data: 1) the collapse of data into the category of never/rarely does not present a clear picture of the incidence of online plagiarism since those who rarely plagiarize still do so, and 2) students are self-reporting which relies not only on their honesty, but also (and perhaps more importantly) on their understanding of proper citations.

In terms of this second point, many have postulated that our Internet culture has changed the way we view plagiarism (Gabriel, 2010; Why college students don't understand plagiarism, 2010). Some argue that content in today's world is often collaborative (remixing songs in music, for example) thus altering ideas about authorship and the singularity of a text or image while others

say the Internet has merely made it easier (Dee & Jacob, 2010; Gabriel, 2010). Evidence seems to suggest that college students do not have a clear understanding of what constitutes plagiarism and how it can be avoided (Dee & Jacob, 2010, p.1)

Thus, this session will simulate three activities that can be utilized in the college classroom to address potential plagiarism in writing assignments. Activities will help participants identify plagiarism and correct citations, and address personal and professional consequences of plagiarism. The presenter will conclude with a discussion of the effectiveness of such activities.

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"Winning": An Entertaining Education from Charlie Sheen

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

Margaret Levicoff
Delaware Valley College
700 East Butler Avenue
Doylestown, PA 18901
levicoffmr3828@delval.edu

Objectives:
Participants will

- Discuss why college students are attracted to celebrities
- Review activities & assignments focusing on actor Charlie Sheen
- Engage in a group discussion and reflection on applicability including psychology (e.g., personality analysis, identification of disorders), English (e.g., sentence structure, literary analysis), chemistry (e.g., processing of alcohol and drugs), history (e.g., public figures over time), and education (e.g., role models).
- View examples of one assignment utilizing this approach

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

Activities:
After discussing literature findings on interest in celebrities, participants will review activities and assignments focused on actor Charlie Sheen. Participants will have the opportunity to simulate a sample of activities during this session. The presenters will conclude with a discussion of the applicability of such activities/ assignments.

Description:
Principles on learner-centered education (set forth by the Presidential Task Force on Psychology and Education, 1992; Work Group of the American Association Board of Educational Affairs, 1995, 1997) highlight the active, personal nature of learning and learners. Of interest to this session, are motivational and social factors including intrinsic motivation to learn, effects of motivation on effort, and social influences on learning (Presidential Task Force on Psychology and Education, 1992; Work Group of the American Association Board of Educational Affairs, 1995, 1997).

The idea that education and entertainment may work collaboratively is not a new one; it is one best exemplified by the television program Sesame Street (Lesser, 1972). Key attentional techniques utilized by this program, including catching the childs attention, directing it, and sustaining it (Santrock, 2011), may be applicable to the higher educational audience as well. In

this session, incorporating celebrities into class assignments will be examined as a way of capitalizing on these attentional techniques to increase students' intrinsic motivation and connect to the broader social world.

Research on intrinsic motivation demonstrates that students perform better when they are internally motivated to learn (e.g., Lepper, Corpus, & Iyengar, 2005; Ryan & Deci, 2009). In conjunction with this belief is the idea that self-determination, studentsbelief that they are doing something because of their own free will (Vansteenkiste et al., 2009), impacts the learning process as well.

American society has become increasingly captivated by the lives of celebrities (Morton, 1997). In fact, today's news programs often resemble celebrity gossip with newscasters using a warm, conversational approach (McCutcheon, Lange, & Houran, 2002). Audiences come to know celebrities through these channels forming parasocial relationships with them (Alperstein, 1991), which are a quite normal part of identity development (McCutchen et al., 2002).

Thus, this session will address how a popular celebrity, Charlie Sheen, can be used to capture students' attention, direct it, and sustain it in an educationally-appropriate manner. We will review activities and assignments designed around aspects of his life, focusing on how they can facilitate learner-centered education.

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Unleashing The Power of Google

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

Tisha Duncan
Meredith College
004 Ledford
Raleigh, NC 27607
duncanti@meredith.edu

Objectives:

- To introduce participants to features of Google
- To increase comfort in using these tools
- To share examples of classroom use
- To provide an opportunity for participants to use their laptops to practice skills

Audience:
Anyone interested in increasing level of understanding of online resources.

Activities:
Participants will explore tools together with presenters. A Google Site will be used and available after conference for continued reference.

Description:
Today's college students have grown-up in technology-infused world that includes (but is not limited to) use of the Internet (Leu, 2000), wikis (Thomas, in press), blogs (Mortensen, in press; Zawilinski, 2009), search engines (Henry, 2006), instant messaging (Jacobs, in press), email (Tao & Reinking, 2000), and online gaming worlds (Steinkuehler, in press). Unfortunately, few of these technologies have been incorporated into the classroom (Cuban, 2001; Madden, Ford, Miller, & Levy, 2005), possibly because educators may not be as comfortable with them as the students they teach (Chandler-Olcott & Mahar; 2003).

Understanding how to use these technologies is central to full civic, economic, and personal participation in a globalized community.(Casek, Coiro, Hartman, Henry, Leu, & Zawilinski, 2005, p. 12) Close to 2 billion people are now classified as Internet users, with over 50% of the population in the Americas belonging to that figure (Internet World Statistics: Usage and Population Statistics, n.d.) In this session, we will demonstrate how technology available on the Internet can be used to enhance learner-centered education in an engaging manner.

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Using Multimedia to Create Excellence in Online Courses

Melinda Campbell
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
mcampbell@nu.edu

Constance Rothmund
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
crothmund@nu.edu

Objectives:
During this presentation, participants will:

- Engage in and develop multimedia presentations to meet teaching goals and objectives;
- Discover different methods of assessment that can be tied to learning outcomes through the use of multimedia;
- Learn how to boost teaching evaluations.

Audience:
This presentation will benefit all online faculty (or those who wish to become online faculty) who are interested in creating interactive multimedia activities in the online classroom.

Activities:
This presentation will include the following activities:

- Hands-on activities designed to teach and help faculty develop multimedia in their classroom
- Simulation of various multimedia in use in online classrooms
- Discussion with all participants regarding success stories using multimedia
- Helpful descriptive handouts

Description:
Moving from the bricks-and-mortar classroom to the online learning environment has been, for some, a quantum leap; teaching online presents numerous challenges, even for those who see themselves tech-savvy. The good news is that specific techniques and strategies for creating excellence in the online classroom are available and relatively easy to implement. Although the switch from real-time to virtual presence in the classroom brings with it important changes in modes of communication and interaction, the content of learning activities and goals remains fundamentally the same (Xu & Morris, 2007). Quality does not have to be sacrificed in the online classroom; student learning outcomes and teaching effectiveness can still be achieved and student interaction can remain robust.

At the beginning of an online course instructors should warmly welcome students to the course and encourage them to be active participants. Using multimedia learning tools such as video

lectures, narrated PowerPoint slide shows, and visually enhanced learning objects in the online classroom facilitates this invitation to engagement and interaction, which is so vital for effective online learning (Koszalka and Ganesan, 2004). Instructors can use multimedia to describe and explain assignments and assessments clearly and concisely, while creating a sense of interpersonal contact and immediacy (Fabry, D. L. (2009).

Discover how to create interesting, aesthetically appealing, and effective learning objects in your online classroom and find out how easy it is to make your online courses vibrant, engaging, and successful. What you learn in this session has the potential to not only significantly increase student participation and improve student performance in your online classes, but also to positively affect your teaching evaluations.

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Establishing a community of practice through experiential learning activities

Carrie Coaplen
Morehead State University
Combs Building 221
Morehead, Kentucky 40351
c.coaplen@moreheadstate.edu

James Chisholm
Morehead State University
Combs Building 106
Morehead, Kentucky 40351
j.chisholm@moreheadstate.edu

Objectives:
To introduce an experiential learning activity as a tool for promoting community, critical thinking, and productive discussions in post-secondary classrooms.

Audience:
Although this activity was designed for use in an introductory writing course for first-year college students, the experiential learning activity can be adapted to promote instruction in any number of classrooms for which community, critical thinking, and productive discussions are valued learning outcomes.

Activities:
Experiential Learning Activity
Metacognitive Writing Prompt
Participant-Centered Discussion Based on the Principles of the Full Value Contract (FVC)

Description:
The capacity to write effectively for diverse audiences and purposes is a skill that exists at the heart of being college and career ready(CCSSI, 2010). While college professors estimate that 50% of their students are not ready to write at the post-secondary level, American businesses spend over $3.1 billion annually to remediate their employeeswriting practices (Graham & Perin, 2007). Recently, researchers have found almost no improvement whatsoever among college students critical thinking, analytical reasoning, and writing skills after two years of post-secondary education (Arum & Roksa, 2011). The relationship between student writing and success in both academics and professional life has reached, arguably, its zenith point.

The demands of an introductory writing course can present a number of challenges to promoting a culture of success for first-year college students. Nevertheless, the ability to write with cohesion and maintain a focus on a single topic while supporting ideas with evidence and examples is a prerequisite skill for college-level courses across the disciplines. In order to address the challenges that college-level writing presents for first-year students, recent literacy scholarship has described the characteristics of successful writing classrooms, effective writing teachers, and prolific student writers. This research converges around the following three

concepts: (a) a learning community of practice (Lave & Wenger, 1991), (b) authentic classroom discourse, and (c) critical thinking and reasoning in the discipline.

Despite a rich body of literature surrounding effective first-year college writing instruction, we know relatively little about the day-to-day instructional activities that promote students' development as effective members of a community of writers. Working from a community of practice perspective (Lave & Wenger, 1991), we view learning as a situated phenomenon in which learners participate, to varying levels of degree, in the practices that constitute a discipline. Our presentation models how an experiential learning activity can promote the development of a community of practice, critical thinking, and productive classroom discussion.

The activities that post-secondary instructors design to scaffold students' writing ought to provide students with the opportunity to practice and/or develop their critical-thinking skills. Such activities may require students to participate in novel instructional tasks and reflect on the intellectual processes involved. Our interactive teaching presentation will demonstrate one such approach to promoting students' writing, thinking, and community-building skills and describe some of the findings that have emerged from our systematic investigation of experiential learning activities in our introductory writing classrooms. The innovative nature of the instructional activities discussed, coupled with the transferability of these activities across multiple disciplines make our presentation especially attractive to the ISETL audience.

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The World at Your Fingertips: Integrating the Internet in a Classroom Based Curriculum

Matthew Cornick
Clayton State University
2000 Clayton State Boulevard
Morrow, GA 30260
mattcornick@clayton.edu

Objectives:
During this presentation, attendees will:
a) Discuss how the resources available on the Internet may be incorporated into any course
b) Learn different ways to incorporate these references in a way that engages students
c) Discover a variety of specific websites and search techniques

Audience:
This presentation will be beneficial to instructors who want to learn how to use the Internet to add video, sound, and text resources to a traditional classroom based course.

Activities:
This presentation will include the following activities:
a) An interactive discussion of how the Internet may incorporated into effectively any course
b) Demonstrations of various specific classroom applications of Internet resources
c) Practice developing search terms and techniques designed to find new Internet resources

Students today are no strangers to the information super-highway. They surround themselves with a variety of images (moving and still), sounds and textual information. Online classes now easily integrate many of these media into the curriculum. Traditional classroom-based courses can also easily offer the same opportunities for learning and exploring. Using the Internet to find and use new materials can be an effective method of improving student engagement. (Bulger, Mayer, Almeroth & Blau, 2008.) All that is required is a) willingness on the part of the instructor to try something new, b) thoughtful analysis of the course to see how these tools may help students learn and c) knowing where to find these resources. This presentation will go beyond the obvious uses of the Internet and show how to think outside the box and find new uses for the array of resources available on the Internet. For example, in an American History class, you can show students Civil War battle recreations and find recipes of meals that the soldiers would eat. A Spanish class can watch a Madrid news broadcast, read a Barcelona newspaper and listen to Spanish pop music. A math class can watch a math lesson from the Khan Academy or a video on the life of Pythagoras. Music classes can watch musical instruments being constructed. Psychology classes can watch a psychology experiment instead of just reading the results. An economics class can listen to a conference call as a Fortune 500 CEO details the companys most recent quarter. A class can take a virtual tour of the Louvre or Mount Vernon. The only limit is our imagination.

We will explore the resources available through more established sources such as museums, universities and the Library of Congress, and learn how to determine the reliability of less established resources. We shall also discuss how this process can help students become lifelong

learners as students discover that they can learn about subjects outside the classroom, even if that material is not going to be on the test. Lifelong learners read and learn about subjects that interest them. (Crow, 2006.)

We will discuss how the Internet can be used to provide instructors with a virtually endless supply of resources and how it can be used to teach students to find their own resources for lifelong learning. Please be prepared to discuss your specific classes and we will design specific exercises for your class. Sample exercises from a range of disciplines will also be provided.

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The Impact of Technology Use on Emotional Intelligence:
A Student's First Hand Experience of Designing A Research Project

Kyla Dannelke
Delaware Valley College
700 East Butler Avenue
Doylestown, PA 18901
DannelkeKR2813@delval.edu

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

Rapidly changing technology touches virtually every aspect of society and plays an ever-increasing and evolving role in education. This fact underscores the importance of examining what impact this use of technology has on the emotional intelligence of the students. As defined by Salovey & Mayer (1990) emotional intelligence can be defined as a set of skills hypothesized to contribute to the accurate appraisal, expression, regulation, and use of motivation of feelings. Educators are now exploring the use of technology in many different areas, and are able to involve a wide population of students in the educational process. With the aid of technology, many educators have allowed the classroom to become more learner-centered and have given the students more control. However, this can affect the learner's emotional intelligence due to the change in face-to-face interactions, having to read and understand the emotions of other individuals, and respond appropriately. The impact of this shift begs a closer look: Could this be doing more harm than good? With greater student control and a more work-at-your-own-pace attitude in online settings, is the structure of tradition classrooms lacking and what is the impact of this change? It is also important to take into consideration that although technology can unlock many doors in the educational system, it may also isolate and narrow rather than broaden the students' experiences.

As a student in the area of Psychology one of the most important stepping-stones in the educational process is learning to conduct research and process of collecting and reviewing the data. However, there is a very real difference between learning about conducting research and collecting data and actually doing it. This presentation will review various forms of technology currently used in physical and digital classrooms, in addition to the examining the impact of technology use on the emotional intelligence of the user, as well as exploring the process of designing of a research project and the steps needed to make data collection possible. Some of the scales considered for use in this study were the Emotional Quotient-Inventory (EQ-i) and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). The EQ-i which allows individuals to rate themselves in 15 different areas of emotional skill sets used in day-to-day living as well as in planning and organization where as the MSCEIT is considered to be a is an ability based assessment that can be used to measure a person's capacity to reason with emotional information. Four key areas of emotional information that the MSCEIT is able to

measure are: Perceiving Emotions, Facilitating Thought, Managing Emotions & Understanding Emotions. Presenters will discuss advantages and disadvantages of technology use in terms of preparing our students to be socially successful citizens.

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Using Your University's Academic Dishonesty Policy to Teach Students How to Prevent Plagiarism and How to Paraphrase

Miriam Diaz-Gilbert
University of the Sciences
600 South 43rd St
Philadelphia, PA 18104
m.gilber@usp.edu

Objectives:
Participants will learn how to: 1) create learning activities to help students become familiar with their university's plagiarism policy; 2) help students understand the consequences of plagiarism; 3) help students recognize the importance of avoiding plagiarism through reflection; 4) engage students in fun paraphrasing activities; and 5) prevent and detect plagiarism in student work.

The session will be a classroom simulation consisting of 5 parts: 1) motivation and rationale for using the University's plagiarism policy; 2) guidelines for integrating your Universitys plagiarism policy in your courses the first week of the semester; 3) sample plagiarism activity using the University's plagiarism policy; 4) fun paraphrasing exercises the first week of the semester; 5) samples of student reflections; and 6) guidelines for preventing and detecting plagiarism in student work

Activities:
In this very interactive session classroom simulation, participants take on the role of students in my class and will complete a plagiarism activity, write a reflection and engage in a fun paraphrasing activity.

Audience:
All who need a fun and engaging method to bring home to students the perils of plagiarism and how to avoid it

Many students will commit plagiarism, whether intentional or unintentional. It is not enough to simply state in a course syllabus that plagiarism is not tolerated or to include the link to the University's academic dishonesty policy and the Student Handbook as the majority of students do not read either. Only when a plagiarism charge is filed with the University's Student Conduct Board does the student become aware of the policy, and the consequences of plagiarism which range from probation to expulsion. There are many reasons students plagiarize: laziness, procrastination, being overwhelmed, the pressure to do well and I didn't mean to plagiarize. Often students simply do not know how to approach text or published work, and how to paraphrase and cite published work. A great way to help students avoid plagiarism and to get students a bit excited about how to do it right is to meaningfully engage students in the University's academic dishonesty policy in a non-threatening manner in the classroom the first week of the semester to help students understand the importance of avoiding plagiarism. Purposeful and meaningful inclusion of the University's academic dishonesty policy and relevant learning activities/exercises will motivate students to recognize the value of good paraphrasing and citation skills to maintain academic integrity in all of their work.

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Microblogging to foster connections and create community in a weekly seminar

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

Social constructivism emphasizes the role of society and culture on learning (Vygotsky 1978), claiming that we make meaning and construct knowledge socially through our interactions with others (McMahon 1997; Derry 1999). While some of this can happen inside the classroom, much learning happens outside the classroom.

The challenge with many college classes is finding a way for students to have more immediate ways to reflect, report on, share, and discuss their experiences with each other when they are not physically together. As evidenced by the high use of Facebook and other social networking sites, students seem to enjoy staying connected to each other and sharing their thoughts and ideas (Higher Education Research Institute 2009). Twitter is one means to facilitate this, offering users the opportunity to share brief blasts of information&to friends and followers from multiple sources including web sites, third-party applications, or mobile devices." (DeVoe 2009, p. 212). It is the immediacy and anytime, anywhereof Twitterwith desktop and mobile appsthat make it so appealing.

The sixteen graduate students in this advanced, multi-disciplinary pedagogy course met once a week. Comments from previous semesters indicated that students often felt disconnected from the content, and from each other, because they only met once a week. With this in mind, the purpose of this assignment was to explore Twitter as a tool to bridge the gap between weekly meetings by enabling interactions between students and the instructor outside of class to 1) encourage students to look for and report on connections between the class content and their experiences as graduate students and graduate teaching assistants, and 2) foster personal and professional connections between the students.

The research questions were:
RQ1: Can Twitter be used to foster connections to content and to other students in an advanced graduate pedagogy class?
RQ2: How do the students feel about using Twitter?

Data were collected in the form of 1) initial reaction minute paper, collected immediately after students were informed of the Twitter assignment on the first day of class, 2) end of semester open-ended survey to find out if and how their attitudes about using Twitter had changed over the course of the semester, and 3) content of students' Twitter posts, which consisted of a total of 577 "tweets." Constant comparison analysis was used to analyze the content of the students' Twitter posts and survey responses, looking for themes and categories across cases. Additional data include frequency of posts and mean number of posts per student.

Results indicate that most students felt Twitter was useful in fostering connections between students and content. Analysis of the tweets showed 269 instances of students using Twitter to connect to the content of the course, and 340 instances of students connecting to each other or the instructor. Majority of opinions of Twitter either remained positive or changed for the better. The most frequent types of Tweets were coded as: Extending Twitter conversation, extending class conversation, grad student related conversation, class-related procedural comment or question, and social tweets. While students admitted that Twitter was useful and fostered a type of conversation different than discussion boards, there was still some hesitancy for some to embrace its use based on public perceptions of Twitter.

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Making Science Relevant: It's a Pre-Req for a Reason

Nancy Donaldson
Rockhust University
Dept. of Math and Physics
Kansas City, MO 64110
nancy.donaldson@rockhurst.edu

Objectives:
1) To illustrate in a learner-centered environment the importance of eliciting prior beliefs and alternate conceptions in order to help students reconstruct their knowledge.
2) To model the constructivist pedagogy through an interactive class demonstration
3) To discuss the application of the constructivist pedagogy and its use in developing critical thinking skills
4) To reflect upon the application of physics principles to students' real-world interests and career paths in order to emphasize the relevance of the pre-requisite course and improve attitudes toward taking science.

Audience:
1) Faculty in any discipline
2) Those especially interested in learning cycles, the constructivist pedagogy, or active learning techniques

Activities:
1) Participants will be presented with an eliciting question or interesting activity designed to promote cognitive disequilibrium and draw out any alternate conceptions
2) Participants will observe, test and record results of demonstrations using Bernoullis Principle
3) Participants will discuss their observations with their small group to try to connect their results and reconstruct their knowledge
4) Presenter will address alternate conceptions and tie up activities with correct conceptual principles
5) Presenter will relate activities completed to a model of the constructivist pedagogy
6) Participants will discuss students' alternate conceptions in their disciplines and brainstorm ways in which to use the constructivist pedagogy to address those alternate conceptions
7) Presenter will discuss ways in which the application of this pedagogy has increased interest in physics classes at our university
8) Presenter will outline a description of the final class project of a pre-requisite physics course that requires students to develop a presentation that relates physics course principles to students' major and career interests.

Summary:
The modeling of the constructivist method of teaching, as presented in this interactive demonstration of common physics alternate conceptions, is designed to encourage educators to use this pedagogy in their classrooms. As a field of study, physics education has been a leader in the study of the effect of alternate conceptions - or prior beliefs - on studentslearning of correct physical principles. Research indicates that studentsyears of personal experience with the natural

world create naïve beliefs or alternate conceptions about the world that often interfere with their ability to construct accepted scientific views.

A review of physics education literature reveals that over the past 25 years, physics educators have sought to implement constructivist and conceptual change models of learning in order to aid their students understanding of introductory physics. Conceptual change research for introductory physics falls in the areas of alternate conception or commonsense beliefstudies, schema theory, the necessity of cognitive dissonance, and the constructivist model of learning. Guided by seminal research on teaching and learning that reflects advances of how studentsbest learn physics (Goldberg, 1997; Goldberg and Bendall, 1995; Goldberg and Heller, 2000; Hake, 1998; Hestenes et al., 1992; Hestenes and Swackhammer, 1995; Hewson & Hewson, 2003; Knight, 2002; Laws, 1991; McDermott, 1991, 1998; Redish & Steinberg, 1997; Thornton and Sokoloff, 1990, 1998; Welzel, 1997), the author has combined efforts in Physics Education Research (PER) with interdisciplinary work in graduate and undergraduate healthcare programs to implement introductory courses that emphasize the relevance of physics to students career interests through a reform, inquiry-based pedagogy.

Constructivist modeled instruction acknowledges students prior beliefs and alternate conceptions and encourages the student to construct, through an active learning student-centered pedagogy, the development of new conceptual physics models. The constructivist pedagogy is a social learning model which includes three steps: 1) Elicitation - an initial prediction step which elicits students alternate conceptions through presentation of a question or activity that promotes a cognitive disequilibrium in the student with previously held beliefs; 2) Development - a series of activities designed to help students work through new knowledge and to construct or reconstruct their thinking on the topic; and 3) Application - extension of the development activities to a wider conceptual view. Research has shown that this conceptual change model produces significant gains over traditional instruction in students' conceptual knowledge of physics principles (Halloun and Hestenes, 1985; Hestenes, 1987; Hestenes et al., 1992; Wells et al. 1995; Thornton & Sokoloff, 1990, 1998; Hake, 1998).

Current research on the dynamics of transfer of learning has been utilized in our introductory physics program to provide insight into how students apply and reconstruct knowledge and experiences gained elsewhere (Bransford & Schwartz, 1999; Greeno et al, 1993; Lobato, 1996, 2003; Rebello et al, 2005). Common themes provided by the contemporary perspectives on the transfer of knowledge are: 1) transfer should be examined from the students' perspective rather than from a pre-defined researchers perspective; 2) transfer is a dynamic phenomenon in which learners construct their knowledge in the target scenario rather than by applying previously learned knowledge; 3) transfer must be assessed by whether students can learn in the new situation; and 4) socio-cultural factors are important in the transfer of learning (Rebello et al., 2005). Rebello (2009) describes efficiency as the ability to apply prior knowledge to new situations quickly and accurately and innovation as the ability to question assumptions, release prior knowledge and generate new ideas. Bransford et al. (2000) found that students who engaged in innovation before being exposed to new material learn the material better.

A variety of constructivist curriculum programs that employ teaching methods and strategies designed to encourage students to actively reflect and evaluate their prior beliefs have been

developed in order to support conceptual change learning in physics. The use of a combination of these programs has proven to increase interest in the introductory physics courses at our university. Students have learned that they can understand physics and are letting go of the very common fear of physics. As minds open and learning occurs, students are discovering the application of this wonderful subject to their major area of study or career focus.

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Learner-Centered Teaching in Large and Ultra-Large Classes

John Boyer
Virginia Tech
125 Major Williams Hall
Blacksburg, VA 24061
joboyer@vt.edu

Katie Pritchard
Virginia Tech
125 Major Williams Hall
Blacksburg, VA 24061
kpritcha@vt.edu

Noel Byrd
Virginia Tech
110 Hillcrest Hall
Blacksburg, VA 24060
cnbyrd@vt.edu

Peter Doolittle
Virginia Tech
111 Hillcrest Hall
Blacksburg, VA 24061
pdoo@vt.edu

Introduction

The national and state economies are under severe stress and as a result universities and colleges are under constant pressure to do more, with less. One place where this stress is evidenced is class size - class size has been rising (Mulryan-Kyne, 2010). This rising class size necessitates a renewed interest and focus on developing learner-centered pedagogies for larger classes that are effective in fostering student learning and development. Moulding (2010) has stated, research into the effects of large classes demonstrate that students are disadvantaged in terms of higher order learning because interaction between teachers and students occur at lower cognitive levels(p. 151). In light of the growing class size and the growing research in teaching large classes, a session addressing both technology applications and professional develop provides an excellent form of modeling that can be applied beyond the boundaries of the conference itself. Large classes are not going away and faculty, professional developers, and administrators need to come to terms with the effective teaching of large classes. This presentation has three foci, (a) an examination of essential learning principles necessary to foster learning in large and ultra-large classes, (b) a delineation of teaching strategies demonstrated to be effective by teachers of large and ultra-large classes, and (c) an in-depth examination of a case study of one teachers use of Twitter in an ultra-large class.

Essential Learning Principles

A careful examination of evidence-based practice in higher education must be grounded in a thorough understanding of student learning. Indeed, a proactive teaching approach, where teachers consciously construct instructional environments sculpted to foster deep and meaningful student learning, requires teachers to have a clear vision of the foundation of student learning in order to align the teaching and learning experiences. This approach to teaching that is grounded in an understanding of student learning lies at the nexus of active learning and proactive teaching (Southerland & Bonwell, 1996; Weimer, 2002); that is, proactive teaching focuses on the cognitive and social processing necessary for students to engage deeply, integrate meaningfully, think critically, and apply authentically. This proactive approach to teaching addresses Finks (2003) concern that, although faculty members want their students to achieve higher kinds of learning, they continue to use a form of teaching that is not effective at promoting such learning(p. 3). In response to the development of student learning that does promote higher learning and deep comprehension, a series of essential learning principles was developed to guide the design and development of effective instruction:

- Accounting for Context is Essential in the Learning Process
- Constructing and Extending Prior Knowledge
- Processing Information into Knowledge
- Developing, Applying and Assessing Strategic Thinking
- Providing the Scaffolding Necessary for Complex Learning
- Engaging in the Social Mediation of Knowledge Construction
- Using Reflection to Develop Self-Regulated Learning
- Fostering the Transfer of Learning
- Objectifying Social Reality: How Knowledge Becomes Fact

These essential learning principles will be addressed in the session in significant detail.

Large Class Teaching Strategies

In 2010, 123 faculty members (73 male, 60 female) who teach large classes (100+ students) at a large, research focused university responded to a survey addressing faculty members interest and efficacy in teaching large classes, strategies used in teaching large classes, and guidance to new faculty teaching large classes. Results from the survey addressing teachers' interest motivation in teaching large classes indicated that most of the teachers enjoyed teaching large classes (76%), were interested in teaching large classes (71%), and wanted to teach large classes in the future (71%). In addition, related to their efficacy in teaching large classes, the majority of faculty were confident in their abilities to teach large classes (93%), could make adjustments on the fly in large classes (92%), and are confident that they can solve instructional problems as they arise (91%). When asked what strategies they typically used in teaching their classes, faculty memberstop 5 responses where lecture with PowerPoint/Keynote/Presi, discussion/question and answer, problem solving/worked examples, videos/movies, and worked examples. Finally, the teachers were asked to provide strategic guidance to newer faculty in teaching large classes. This guidance ranged from strategies addressing time management, to student interaction, to syllabus design, to being real.These strategies will be developed in greater depth during the session.

Technology-based (Twitter) Teaching Case Study

In 2010, 36 students (19 males, 17 females) attending a large class at a large, research-focused university responded to a survey addressing their perceptions regarding a semester long, technology-based (Twitter) activity focused on engaging students in analyzing world leaders' responsibilities, actions, and motivations. The activity required each student to acquire the persona of a world leader and provide tweets regarding the leaders' activities and motivation each day during the semester. Student world leaders also were encouraged to comment on other world leaders' posts; thus, establishing cross-talk between leaders. The survey focused on four areas, students' interest motivation regarding the activity, students' efficacy in understanding world leaders and international relations, students' perceptions regarding the effectiveness of the pedagogical approach, and students' self-assessment of their learning. Results of the survey indicated that all students enjoyed the activity (100%) and was interesting (100%). Most students also indicated, with regard to their efficacy, that the activity increased their ability to see how international relations influence a world region and/or the unfolding of a world event (100%), and that the activity increased their ability to examine world regions and/or events critically and from multiple perspectives (96%). Ultimately, in relation to their own learning, students indicated that as a result of participating in the activity they have a better understanding of the reality that different World Leaders have different priorities (100%), and they have a better understanding of the interconnected nature of modern world events (97%). [Additional results from the survey will be shared and discussed in the session.] Students were also asked what they liked the most and least regarding the activity. Positively, students indicated that the activity kept them involved in the class and involved in the world: "This is a great activity that keeps me engaged in events which interest me, but I would normally not get around to reading about. It is great to have 2,500 followers who are interested in what I am posting, even if they are confusing me with President Gul's [Turkey] actual Twitter account. I am very excited with how easily this opportunity was presented to me; even with a large class I am still able to participate in a very awesome way." Negatively, students indicated that it was sometimes challenging to locate information regarding their leader: "Sometimes it is hard to find good information to twitter about every day since I am twittering for a leader of a smaller country."

Can large classes be constructed that result in effective student learning? Yes, when they are based on the essential learning principles, implemented by motivated and confident faculty members, and engage students in activities focused on deep comprehension. Large classes need not be the pariah of higher education; we can utilize them effectively: it's time.

Objectives for the workshop include:

- Participants' ability to apply essential learning principles to instruction to foster student learning.
- Participants' development of a cache of strategies that can be used in large classes to foster student engagement, cognitive and social processing, and deep comprehension.

(a) Rationale for the topic

The national and state economies are under severe stress and as a result universities and colleges are under constant pressure to do more, with less. One place where this stress is evidenced is class size - class size has been rising (Mulryan-Kyne, 2010). This rising class size necessitates a renewed interest and focus on developing learner-centered pedagogies for larger classes that are effective in fostering student learning and development. Moulding (2010) has stated, research into the effects of large classes demonstrate that students are disadvantaged in terms of higher order learning because interaction between teachers and students occur at lower cognitive levels(p. 151). As a result, several strategies have been developed to create a learner-centered pedagogy for larger classes, including peer assessment (Bouzidi & Jaillet, 2009), collaborative learning (Allen, Crosky, McAlpine, Hoffman, & Munroe, 2009), team-based learning (Carmichael, 2009), social presence (Greyling & Wentzel, 2007), cooperative learning (Armstrong, Chang, & Brickman, 2007), independent projects (Oliver, 2006), immediate feedback assessment (DiBattista, Mitterer, & Gosse, 2004), peer instruction (Nicol & Boyle, 2003), and problem solving (Jones, 2000). In light of the growing class size and the growing research in teaching large classes, a session addressing both technology applications and professional develop provides an excellent form of modeling that can be applied beyond the boundaries of the conference itself. Large classes are not going away and faculty, professional developers, and administrators need to come to terms with the effective teaching of large classes.

(b) Expected outcomes

- Participants will be able to summarize the essential theoretical and empirical literature addressing the teaching of large classes.
- Participants will be able to apply several essential learning principles to the teaching of large classes.
- Participants will be able to explain faculty perceptions of teaching large classes.
- Participants will be able to apply several specific large-class teaching strategies.
- Participants will be able to explain and implement an active learning, technology-based (Twitter) activity in a large class.

(c) Active learning strategies or ways in which participants will be engaged

Active learning strategies will include, but not be limited to:

- An Anticipation Guide to focus participants' attention on large classes, pique their interest in research addressing the teaching of large classes, and provide an opportunity to activate participants' prior knowledge.
- Engagement in three experiments spaced throughout the session and designed to illuminate the (a) constructive nature of human memory, (b) role of prior knowledge in meaning construction, and (c) need for active cognitive and social processing for the development of deep comprehension.
- Completion of the large-class survey that will then be discussed in light of the to-be-reported research findings.

- Engagement in several large-class strategies, spaced throughout the session, as the strategies are modeled and explained.
- A problem-solving approach to using Twitter to motivate students to engage in analyzing world leaders' responsibilities, actions, and motivations.

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Using Inductive Teaching Techniques to Improve Student Performance

Erica Dotson
Clayton State University
Department of Teacher Education
Morroq, GA 30260
ericadotson@clayton.edu

Deductive, rule-based teaching techniques prevail in many disciplines (Shrum & Glisan, 2005). Though time-tested and familiar, deductive instructional formats are being challenged by discovery-based, or inductive means of instruction in many subjects such as foreign language, science and math (Dekeyser, 1997, Norris & Ortega, 2000). This session will review the results of an empirical research study that compared the performance of students who learned inductively to those who learned deductively. These results,coupled with examples of inductive teaching in other disciplines, will be used as a springboard to inspire faculty to consider inductive teaching in their own courses.

The objective of this session is to provide participants with an overview of an inductive approach to instruction that is both engaging and effective (Adair-Hauck, Donato, and Cumo-Johanssen, 2005; Haight 2008, and Piot, Herron, Cole and York 2008). The presenter will provide examples of the application of inductive teaching techniques in many disciplines using a multimedia presentation. Session participants will develop a plan to include inductive teaching methodologies in their courses.

Audience: all teaching faculty; all disciplines

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Connecting with your digital natives: A review of Web 2.0 tools for the hurried professor

Thomas Drazdowski
King's College
133 North River Street
Wilkes-Barre, PA 18711
tadrazdo@kings.edu

Objectives:
During this presentation, participants will:
a) Discuss the concepts of Web 2.0 technologies, digital natives, and digital immigrants.
b) Learn about a variety of free Web 2.0 technologies that can be used with students to create, collaborate, and share information.
c) Discuss and share ideas about how these digital tools can be integrated into any content area of the college curriculum.

Audience:
This presentation will be beneficial for faculty from any discipline who are interested in learning about free Web 2.0 technologies that have the potential to increase learning and collaboration in the college classroom.

Activities:
This presentation will include the following activities:
a) A discussion of the concept of Web 2.0 and the iGeneration of learners.
b) A demonstration of various free Web 2.0 technologies including blogs, wikis, podcasts, animation and video generators, social education networks, and web-based presentation tools.
c) A discussion with participants about how these various Web 2.0 tools might be successfully integrated into the teaching pedagogy of the various academic areas represented at the conference.

Description:
For years, colleges and universities have debated the issue of how to effectively infuse new learning technologies into their programs (Drazdowski, Scappaticci, & Holodick, 1998; Mishra, & Koehler, 2006; Strudler & Wetzel, 1999). Often programs have been criticized for delivering new graduates into the workplace who lack many of the tech-based skills employers demand today (Gordon, 2011; Isseks, 2011). As the report Maximizing the Impact: The Pivotal Role of Technology in a 21st Century Education System(2008) points out, In a digital world, no organization can achieve results without incorporating technology into every aspect of its everyday practices. Its time for schools to maximize the impact of technology as well(p.4).

Many college faculty would like to include more technology use in their courses, but are often juggling too many balls already and are at a loss as to where to begin. This session will provide demonstrations and examples of a variety of free Web 2.0 tools that are available that can assist faculty and their students to create, collaborate, and communicate (Richardson, 2006; Rosen, 2011) more effectively and offer some guidance as to how to get started.

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Goal Setting: A Factor in Educational Success

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

Objectives:

- Session participants will have an understanding of goal setting, establishing objectives, and generating benchmarks
- Session participants will discuss the benefits of realistic goal setting in the educational paradigm
- Participants will examine methods of writing effective goals

Audience:
This session is most appropriate for faculty and advisors who work with students across all levels of the academy. This session is designed to discuss goal setting across disciplines.

Activities:

- Participants will engage in a variety of goal setting activities designed to identify effective goals
- Participants will examine specific techniques that have been utilized for accomplishing goals
- Participants will engage in small group discussion to determine goal setting techniques suitable for their disciplines
- Strategies for developing successful educational goals will be discussed

Description:
Effective goals should be attainable, feasible, measurable, realistic, and specific. The first step in accomplishing ones goals is to clearly define them (Cheong, 2006), this gives direction and form to your aspirations. Writing down ones goals makes recognizing the steps to attainment more plausible. Goals should be unique and not conflict with other goals (Donohue, n.d.). Once goals have been identified, immediate strategies should be articulated. Although there may be a number of tasks needed to achieve ones goals, it is not possible to work on all of them at the same time, being specific avoids confusion (Cheong, 2006). Sufficient time needs to be set aside to complete tasks and work towards ones goals (Cheong, 2006). Allocating adequate time to finish tasks can be a deterrent to procrastination. Setting appropriate benchmarks will provide consistent monitoring and help minimize wasting time on unrealistic goals (Eisenberg & Goodall, 2001). It is important to assess, revise if necessary, and continue to monitor ones goals (Cheong, 2006). Setting realistic and attainable educational goals is a factor in academic success.

Summary:
One of the avenues to achieve academic success is to set realistic educational goals. The purpose of this session is to discuss strategies for realistic and attainable goal setting. Discussion and activities will provide participants with the opportunity to identify effective goals and techniques

for accomplishing them. Strategies to assist students with developing successful pedagogic goals will be discussed.

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Relinquishing Control: Allowing Students to Design their Learning

Tisha Duncan
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607
duncanti@meredith.edu

Objectives:

- To introduce participants to learner-centered instruction
- To increase comfort in allowing students to participate in the creation of the course
- To share examples of classroom use
- To share student feedback
- To introduce the Principles of Engagement (Cambourne, 2002) framework:
    a. Learners are more likely to engage deeply with demonstrations if they believe that they are capable of ultimately learning or doing whatever is being demonstrated.
    b. Learners are more likely to engage deeply with demonstrations if they believe that learning whatever is being demonstrated has some potential value, purpose, and use for them.
    c. Learners are more likely to engage with demonstrations if they are free from anxiety.
    d. Learners are more likely to engage with demonstrations given by someone they like, respect, admire, trust, and would like to emulate (p.28).

Audience:
Anyone interested in creating a learner-centered classroom

Activities/Description:
For many years in education, the focus has been on content with experts (i.e., teachers) delivering the content to novices (i.e., learners). In contrast to this passive, teacher-centered approach, a constructivist approach, influenced by the theories of Vygotsky (1986) and Piaget (1977), relies on active exploration by students with professors providing guidance as needed. Constructivist theorists contend that students do not have to have mastery of a subject, but instead are "encouraged to explore it, handle it, relate it to their own experience, and challenge it whatever their level of expertise" (Weimer, 2002, p.13). 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, participants will hear background, rationale, and process for changing a traditional undergraduate course to a learner-centered course. 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). The presenter will share ideas for syllabus creation, students reaction and feedback, and tips on how to serve as a facilitator of learning. Participants will have the opportunity to share ideas on how to change an existing course and what strategies are needed to support success.

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The Journey to Integrate Assessment into a Culture of Teaching And Learning

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

Suzanne Evans
National University
11255 North Torrey Pines
La Jolla,, CA 92037
sevans@nu.edu

Objectives:
Participants will:
1. Explore the Rogers Diffusion of Innovation (1995) and the Collaborative Assessment (2009) models as tools for developing a culture of assessment.
2. Collaboratively address the strengths of assessment when driven by faculty and a passion for student learning
3. Explore proven strategies for developing a culture of assessment.
4. Discuss challenges of motivating and moving faculty to embracing assessment.
5. Examine ideas for constructing a manageable and collaborative assessment system.

Audience:
College and University faculty in all disciplines.

Activities:
The session will share an overview of the Diffusion of Innovation and Collaboration models used to generalize assessment theory into practical applications. Motivations for adopting assessment will be discussed and the presenters will guide participants through proven strategies, techniques, and resources designed to help faculty navigate through developing a culture of assessment. Participants will be encouraged to discuss implementation of these strategies and share personal experiences.

Description:
In today's dynamic world, resistance to change is an issue of great concern to any institution of higher education. Facilitating changes in assessment so that faculty members base course and program changes on evidence is critical to improvement. This session provides a process to facilitate the movement of faculty from using assessment because it is a requirement, to valuing and embracing assessment as a tool for increasing student learning. Creating a culture of assessment requires a multidimensional effort that does not happen quickly and requires making collaborative and sustained effort over several years.

This demonstration applies the Diffusion of Innovations and Collaboration models, into a process that facilitates the acquisition of new assessment knowledge and skills for practicing

faculty. Specific strengths of these models include scaffolding where faculty enter the process in order to move them at their own pace towards valuing assessment, positively harnessing facultys attitudes and behaviors about assessment, and fostering collaboration and faculty ownership in the assessment process. The challenges of utilizing these models including patience, extra time, and the need for resources and administrative support will be shared.

A case study of two programs in two different schools in the university and how they utilized the diffusion and collaboration models to implement a required assessment directive will be shared. We will show how each school moved through the stages from compliance to integration. One school with the early adopters, embraced the concept of using assessment to inform faculty on what and how students learn, and then used an evidence-based approach to apply the data to the improvement of both courses and programs. The second school, with resistors to change, is still struggling to adopt full implementation of the processes.

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Using Active Reflection to Increase Teaching Effectiveness

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

Objectives:
During this interactive teaching session, participants will:
a) know that active reflection is a process of deliberate thinking or thoughtful pondering that generates intelligent action
b) complete a section of a self-assessment teaching effectiveness instrument
c) create an action plan to actively reflect on and improve his/her pedagogy
Audience: This presentation will be beneficial for faculty who want to assess and improve their own pedagogy in order to increase student centered learning.

Activities:
This presentation will include the following activities:
a) discussion of the active reflection process the presenter designed, developed, and implemented during the 2010 academic year
b) completion of a section of the self-assessment of effective teaching characteristics instrument
c) creation of an action plan for an active reflection self-study to increase teaching effectiveness
d) sharing of ideas about active reflection to improve pedagogy
This interactive session is designed for participants to identify areas of strength and need in their own teaching practice and to develop an action plan for increasing their teaching effectiveness. The presenters practice research included: the development of a self-assessment instrument derived from the research-based checklist developed by Stronge (2002); completion of this as a pre-assessment of teaching tool; identification of areas to target for growth; journaling and self-reflection during on line teaching; discussion of the strategies implemented and student reaction to them; and a final analysis and reflection to inform ongoing improvements in pedagogy.
The presenter will share the self-assessment instrument, discuss the active reflection process and questions that guided it, and present the student End-of-Course evaluations that supported this practice for improving online pedagogy. Participants will create plans for improving their own teaching practice, whether online, onsite, or hybrid.

Description:
Research Supporting Active Reflection and Effective Teaching
Active reflection is a process of deliberate thinking or thoughtful pondering that generates intelligent action (Dewey, 1933 p. 17). The ability to think about past, current, and future actions is commonly known as reflective practice. While the term reflective practicehas become a buzzword, the purposes of reflective practice in education are: to enhance personal growth and development, to increase the understanding of how students learn, and to help teachers assess which teaching strategies are more effective under which circumstances (Hubball, Collins, & Pratt, 2005). Reflection is a dynamic process in which professional educators use multiple sources of knowledge to shape actions that lead to accomplishing specific outcomes (Sch÷n,

1987). For example, reflective practice means that decisions are well informed by experience and knowledge, actions are carefully considered in terms of their outcomes, and subsequent decisions are refined by further reflection.

Effective Teaching Practices

In his book, Qualities of Effective Teachers, Stronge presents the research findings and recommended practices focusing specifically on the teacher (Stronge, 2002). He presents how background, professional preparation, interpersonal skills, attitude, reflective practice, management and organizational skills, communication, instructional knowledge and skills, and pedagogy all combine to create a portrait of an effective teacher.

Putting it Together

Teaching and scholarship are two of the three areas that comprise the Faculty Development Plan for professors. A specific question that is asked in this annual plan is: how do you plan on improving your teaching during this academic year? Traditional responses to this inquiry include peer and supervisor observations and self-reflection. A new element for me this past year was to add active reflection through journaling based on research guidelines. I believe that this process can be utilized by any instructor teaching in any delivery modality to increase teaching skills. Come to this session and get started on your own active reflection for improving pedagogy.

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Improving Teaching and Learning through Adjunct Faculty Engagement

Janan Fallon
Georgia Perimeter College
2101 Womack Road
Dunwoody, GA 30338
Janan.Fallon@gpc.edu

Rick Robinson
Georgia Perimeter College
2101 Womack Road
Dunwoody, GA 30338
Rick.Robinson@gpc.edu

Objectives:
During this presentation, participants will:
a) Analyze the quality of programs and services offered to and engaged in by adjunct faculty at their institutions
b) Learn ways to enhance the overall effectiveness of adjunct faculty at their institutions
c) Discuss best practices related to adjunct faculty issues

Audience:
This presentation is beneficial for faculty members and administrators interested in improving working conditions, status and opportunities for adjunct faculty at their institutions.

Activities:
This presentation will include the following activities:
a) Reflection on the number of classes taught (and students impacted) by adjunct faculty at their institutions, thus gaining a better understanding of why adjunct faculty issues is an important consideration.
b) Discussion with other participants about actual practices as well as ideas for addressing adjunct faculty issues at their institutions.

Description:
While the term adjunct conjures up images of full-time professionals who have a love of teaching and spend a few hours each week at the local college sharing knowledge from their profession with aspiring students, this is not the life of many part-timers. In reality, these faculty who teach a large number (if not a majority) of class sections at their institutions are at the bottom of the totem pole, many struggling to survive financially in a culture where their status is the dirty secret of higher education.

Some institutions have well defined training and mentoring programs for adjuncts. At some colleges and universities adjuncts have a mechanism for making their voices heard among their fellow faculty members. These are the exceptions. Most adjuncts are left to fend for themselves literally and figuratively from the locked copy room door to course content changes of which

they were never informed. These valuable teachers must often take on a scavenger mentality to piece together the academic and logistical jigsaw puzzle that is called a job.

Colleges and universities can do better by their adjuncts, especially when considering how many students are impacted by the success or failure or even mediocrity of part-time faculty. If the administration does not have a plan of action, then individual departments can take the lead. If not departments, then cohorts of concerned full-time faculty can be agents of change. This session will focus on four low-demand/high-yield areas of engagement that can significantly influence working conditions, status and opportunities for adjunct faculty.

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Teaching Digital Citizenship

Lesley Farmer
Calif. St. Univ. Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840-2201
lfarmer@csulb.edu

Introduction

The world is changing faster than ever because of socio-economic factors, which have been significantly impacted by technology. As the world seems to grow smaller, due to increased communication and population transience, the global scene reflects a more interactive mode relative to information. Economic and social activities rely on information and communication technologies. Knowledge is ever-flowing, and social interactions seem web-like (Daniel, 2009). Therefore, the need for critical use of information is more important than ever. In a digital world where the amount of information doubles every two years, individuals need to evaluate resources carefully and determine how to use relevant information to solve problems and make wise decisions. It is no longer principally an issue of getting information: it's getting the right information at the right time to do things right and to do the right things. This changing informational environment affects education, and also emphasizes the need for lifelong education to prepare today's workforce to deal with an uncertain tomorrow. Moreover, Since 85 percent of twenty-first century jobs will involve technology, it makes sense to incorporate technology throughout instruction. Nonetheless, 22 percept of Americans lack digital literacy skills (Federal Communications Commission, 2010). But teaching about information and technology is not enough. It is imperative to teach learners how to be responsible and ethical users of them. They need to be digital citizens.

The Information Society

This information society impacts existing institutions and cultures. The speed and globalization of information leads to constant change, which can be hard to digest and manage. The majority of jobs now involve technology and other related new skills, so that the idea of a terminal degree or a static skill set is becoming an outdated paradigm. Rather, adults often need to retool themselves throughout their work lives. Particularly for adults who are largely digital immigrants, this new world of information, especially in electronic form, can be puzzling and overwhelming. Do they have enough background information to understand and use the new information?

What then do today's learners need to know and be able to do?

- Be information literate: access, evaluate, use
- Be lifelong learners: pursue interests, read, generate knowledge
- Be socially responsible: uphold democracy, be ethical, cooperate.

These skills, knowledge, and dispositions are digital citizenship.

Technology Use

In 2010 400 million people had Facebook accounts, 126 million blogs exist, 50 million tweets are created daily, and 91 percent of mobile web users access social networking sites. Additionally, 44 percent of online videos viewed are done at the workplace (Kennedy, 2010). What are people doing online that is positive and negative? In short, individuals build and impact their digital reputation every time they go online, especially when doing social networking. Particularly because the workplace can monitor online activity, individuals need to be aware of their technology behavior at all times. While protective actions can be put in place such as Internet filtering software and spyware, people need education more than protection. Indeed, today people need to develop their digital footprint and online reputation.

Instruction

Education has as its goals, among others, to prepare students to become effective life-long learners, responsible citizens, and positive contributors to society. Digital citizenship crosses curricular lines. On a systemic level, the entire learning community can examine digital citizenship competency alongside subject matter standards in an effort to develop an interdependent matrix of learning activities that can insure learner competent. Just as each training session builds on the prior knowledge set, so to can digital citizenship skills build upon prior experience that is contextualized to optimize meaningful engagement.

Using this approach, classes can also focus on one digital citizenship skill, such as working cooperatively toward a goal, which can be implemented in a physical education or music class as well as in a science class. Similarly, if students are comfortable evaluating print resources, they can concentrate on evaluating web-based resources for the moment. Having a school-wide scope and sequence across curricular areas provides a venue for meeting specific digital citizenship standards and linking them to the overall intellectual framework.

While technology may sometimes feel ubiquitous in todays society, its use is not ubiquitous in education. Even with well-maintained labs and a solid collection of digital resources, learners will not profit from technology-enhanced activities if educators do not provide such learning opportunities. For the most part, the chief reason that technology is not used to improve learning is lack of knowledge on the part of the educators themselves. Most of them are digital immigrants, and have not experienced a technology-rich academic setting themselves. Many educators use technology on a personal basis, such as communication, but have not had formal training in technology-integrated instructional design. Therefore, many do not feel comfortable in using such educational technology in the classroom or online. Not only should educators learn technology, including web 2.0 tools, but they should also seek opportunities to commingle with technology users. On the other hand, educators have life experiences and a developed moral sense that they can leverage when incorporating digital citizenship.

Furthermore, the educational community needs to model digital citizenship in its infrastructure and actions: providing equitable access to digital information, making provisions to ensure that the educational community is digitally safe, having a plan to secure and protect educational data in case of crime or disaster, maintaining privacy and confidentiality of individual records, creating and enforcing policies that product the digital rights of everyone, and training staff to keep them current in digital citizenship education themselves.

The organization also needs to be realize that learning about technology differs from learning with technology; the former views technology as an end in itself while the latter views technology as a means. With technology as an end, systems and organizational goals are the central concern, and advanced project management skills are needed; the entire enterprise is changing. When technology supports learning, digital citizenship is the focus, and the education controls the process to the large extent; the organization as a whole is not in flux (Maier & Warren, 2000).

Awareness

For learners to deal with digital information, they must first become aware of it. Life is full of information and informational needs: from stop signs to epistemologies, from finding a pencil sharpener to finding ways of dealing with illness. In educational settings, it is usually the teacher who tries to call a learners attention to information or the need for information. Indeed, the existence of the need is, in itself, a piece of information that requires a sense of awareness for it to be acted upon. When educators can draw attention to a learners own digital informational needs, be it as a positive experience or as a response out of fear of the consequences if they ignored the information (such as missing appointments or losing sight), then the information is more likely to be given the attention needed to become engaged with it.

Qualitative assessment can elicit interest, and provide pre- and post-test data. By eliciting learner perceptions via surveys and focus groups, educators can ascertain what needs exist for addressing digital citizenship. The respondents can also give several coping techniques, such as keeping social networking sites private and phone numbers unlisted, stop enabling others to harass, and reporting incidents.

Engagement

While learners are engaged with information, they are accessing it physically and intellectually. Before they can comprehend the information, they need to decode its language, be it verbal, visual, or sound. Only then can they begin to understand the content in terms of associated concepts and societal consequences. If learners do not have the pre-requisite skills (linguistic, technical, experiential), they will not be able to connect; in these cases, educators need to scaffold the learning so students can bridge the intellectual gap. However, just because one understands digital information, does not mean that one will use it. The first consideration is usually the task at hand: what relationship does the information have with the identified task?

Assessment of evaluation seems straightforward: how efficiently and effectively does one evaluate information? What is the basis for their decision? How does one deal with new, contradictory information? Ultimately, the most valid assessment consists of examining the use of the information in deriving the final solution. In the digital world, learners may find it very hard to discern the verity of information because it can be modified so easily and with so much sophistication. Educators need to teach explicit guidelines for evaluating the quality of digital information and its relevance. To check for learner understanding, and to engage them in active examination, debate, and self-reflection, educators can use a variety of technological tools: threaded discussion, online chat, blogs, wikis, and online conferencing.

Learners need to know both their digital rights as well as their digital responsibilities. When engaging with digital information from a legal or ethical standpoint, one of the most effective strategies is case studies. By examining the underlying conditions, the contributing factors, and the possible consequences, learners can form their own moral compass and make reasoned and ethical decisions. . As learners self-identify inappropriate digital behaviors and impacts, they become more aware of the problem. When they are involved in developing ways to solve the problem, they gain more ownership and control, feeling empowered to cope themselves as well as to help their peers.

Manipulating Information

The central question at this point is: what shall I do with the information? Digital information can be transformed into knowledge: through interpretation, organization, synthesis, reformatting, changing, relating, or combining it with other information. Digital information manipulation consists of four major processing skills: 1) extracting the information, 2) deciding how to represent the information, 3) determining the method of manipulating the information, and then 4) knowing how to do the manipulation itself (McCormick 1983).

Application

How does one act on the information? That is often the ultimate real-life goal, particularly as a digital citizen. Not only does it provide concrete evidence of learning, but it also demonstrates the value of interacting with digital information. It can improve oneself and ones surroundings. It offers a sense of empowerment that is important for an informed and engaged citizenry. Some student-empowering activities that enable learner to apply digital citizenship skills include:

- reviewing books, media, Internet sites
- creating products for the community: photos, artwork, videos, displays, posters, newsletters, web pages
- creating position papers and campaigns for communities and organizations
- capture community oral and visual history
- training and mentoring others in responsible technology use.

Instructional Resources

Throughout the instructional design process, educators need to determine which technologies will be used and to what extent. Such decisions need to be addressed in light of intellectual access for learning. At the very minimum, educators need to determine whether technology will be used as a tool to deliver instruction, as a learning aid, or as the outcome itself. Even the instructional focus, whether to emphasize a technology tool or educational task, requires careful consideration to make sure that learners have the prerequisite skills and knowledge in order to learn with technology and consider its responsible and ethical use.

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Effective Soft Teaching Strategies for Quality Learning Experience

Mominka Fileva
Davenport University
27650 Dequindre
Warren, Michigan 48092-3525
mominka.fileva@davenport.edu

Patricia Phillips
Davenport University
27650 Dequindre
Warren, Michigan 48092-3525
patricia.phillips@davenport.edu

Objectives:

- To examine varying definitions of quality teaching
- To illustrate the interactive and holistic nature of quality teaching
- To reflect on key components of quality soft teaching
- To identify effective soft teaching strategies

Description:
Quality of teaching clearly matters, but definitions and perceptions of quality vary. Educators usually focus on content knowledge, pedagogy, academic qualifications, use of technology, and dedication and passion for teaching (Fileva & Phillips, 2010). Students, on the receiving end, tend to focus on the softer side of teaching, sometimes called the art of teaching. Students emphasize the personal (qualitative) traits of memorable teachers rather than academic (quantitative) qualifications(Walker, 2008) They place value on personal teaching styles and elements such as caring for students, providing assistance when needed, being compassionate and forgiving (Walker, 2008).

This presentation aims to bridge the personal and the academic elements of teaching. It explores the nature and the key components of soft teaching, and reflects upon teaching as a holistic exchange between teacher and student in an environment conducive to learning (Dees, Ingram, Kovalik, Allen-Huffman, McClelland, & Justice, 2007).

Audience:
The topic of this session is applicable to all disciplines. All college professors will benefit and administrators will find it useful, too.

Activities:
Participants work in interactive small groups to identify effective soft teaching strategies by analyzing vignettes and by reflecting on their own teaching practices in order to make softteaching congruent with the other academic elements of quality teaching.

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Self-Directed Learning Goes to School: Implications for Motivation and Engagement

Alisha Francis
Northwest Missouri State University
800 University Drive
Maryville, MO 64468
alishaf@nwmissouri.edu

Abraham Flanigan
Northwest Missouri State University
800 University Drive
Maryville, MO 64468
S500377@nwmissouri.edu

More than 30 years ago, Knowles (1975) asserted that self-directed learning (SDL) would become a necessary survival skill. It is not surprising, then, that interest in SDL is spreading beyond its initial application as a specialty within adult education (Hiemstra, 2004). Within the related literature, SDL is characterized by a proactive approach to learning where individuals take responsibility for identifying necessary learning resources and implementing strategies appropriate for their goals (Knowles, 1975; Pilling-Cormick & Garrison, 2007). The increased learner-control associated with SDL is associated with higher levels of curiosity and critical thinking as well as improved understanding and decision making (Candy, 1991).

SDL is positively correlated with academic achievement in traditional classroom settings (Long, 1991; Pao-Nan & Wei-Fan, 2008), though measures of subject matter learning have been less conclusive (Candy, 1991). Similarly, levels of SDL are associated with technology use in online courses (Shinkareva & Benson, 2007), but the relationship between SDL and achievement in those courses is not as definitive (Pao-Nan & Wei-Fan, 2008). Collectively, the empirical findings suggest that SDL should be considered in terms of both the characteristics of individuals who readily engage in this form of learning and the instructional techniques which facilitate the process (Brockett & Hiemstra, 1991; Long, 1990).

The Staged Self-Directed Learning Model (Grow, 1991) emphasizes the alignment between students' levels of SDL abilities and the methods of instruction. The conceptualization underlying Grows model reflects the idea that instructional methods can be placed on a continuum with complete instructor control at one end and complete learner control at the other (Candy, 1991). From this perspective, decreasing instructor control is accompanied by increasing learner responsibility (Candy, 1990). The emphasis on alignment between student characteristics and instructional techniques highlights the variations in the degree to which students are prepared for the increasing responsibility which accompanies decreasing instructor control (Brockett & Hiemstra, 1991).

Similarly, theory and research suggest academic motivation is the product of an interaction the structure of the learning environment and learner characteristics. The characteristics of the setting, including the level of instructor control, will influence the learners perceptions of, and engagement with, the learning endeavor (Candy, 1991; Kember, Hong, & Ho, 2008). Indeed,

research suggests that variations in teaching techniques are associated with variations in academic motivation (Komarraju & Karau, 2008). Individual differences between learners, however, make the relationship between learning environment and academic motivation complex (Dowson, McInerney, & Nelson, 2006; Kasworm, 1992). That complexity is reflected in Ricards (2007) model of SDL which depicts the learning process as a wheel with the learner at the center with the influences of the learning setting, facilitator, and resources all dependent on the learner.

Methods

The study utilized a survey-based methodology. Participants completed the Oddi Continuing Learning Inventory (OCLI) and the Academic Motivations Inventory (AMI) as well as questions about specific preferences and behaviors.

Participants

A convenience sample of 189 participants completed at least a portion of the research instruments. The majority were General Psychology students at a moderately-selective 4 year university in the United States who received course credit for research participation. The remaining participants were recruited via social networking contacts of the research assistants. Participants ranged from 18 to 36 years of age (M = 19.4). The majority were classified as freshman (n = 105, 55.6% of the sample), with 15.3% of participants reporting they had sophomore standing, 13.8% reporting junior standing, and 15.3% reporting senior standing. Females represented 62.8% of the sample (n = 118). The sample was also primarily Caucasian (87.3%, n = 165), with 5.3% (n = 10) reporting they were African American. Participants represented a wide range of academic majors.

Oddi Continuing Learning Inventory. One of two widely used SDL measures, the OCLI is a 24-item instrument designed to measure the degree to which individuals demonstrate motivational, affective, and cognitive characteristics associated with being a self-directed learner (Oddi, 1986; Oddi, Ellis, & Altman Roberrson, 1990; West & Bentley, 1991). The 7-point response scale ranged from strongly agree to strongly disagree. Accompanying instructions indicated the items were designed to collect information about how participants approached learning and provided a brief explanation for each level of the scale (e.g. strongly agree = you would agree most of the time). For the purpose of this research, the items were considered as one general factor (West & Bentley, 1991).

Academic Motivation Inventory. The AMI is designed to measure the factors which influence the degree to which students engaged with curricular activities (Moen & Doyle, 1977). Participants completed the 90-item version of the EMI consisting of 16 sub-scales (R.E. Moen, personal communication, February 23, 2009). In responding, participants were asked to indicate the degree to which the items described their feelings about school. Responses were based on a 5-point scale ranging from not true at all to extremely true.

Questions about preferences and behaviors. A total of 21 questions asked about students preferences for learning activities and their learning behaviors. Preference items, 17 in total, were adapted from Messineo, Gaither, Bott, and Ritcheys (2007) measure of preferences for active learning in large classes. Items were adapted to remove references to large classes and responses were based upon a 7-point scale ranging from strongly agree to strongly disagree.

Behavior measures were developed for this study and included a closed-ended question related to note-taking as well as three open-ended questions asking about reading and note taking.

Results

Self-directed learning was significantly correlated with a number of the academic motivation scales as well as with preferences for learning activities, though the magnitude of those correlations was relatively weak.

Discussion/Implications

Although the relationships are moderate in strength, they are consistent with the premise of Grows (1991) Staged Self-Directed Learning Model,and other theoretical discussions emphasizing the alignment between students levels of SDL and the methods of instruction. In addition, they help illuminate the importance of deliberate pedagogical decision-making.

Collectively, the findings have a number of implications for learning. At the most extreme, the patterns lend support to Longs (1991) assertion that SDL skills are not correlated with years of education because students high in SDL skills withdraw from the formal educational system. From a less dramatic perspective, students high in SDL characteristics may continue in the formal education system, but engage with that system in a manner which circumvents the established learning objectives (Kasworm, 1992).

The proposed session will engage participants in discussion of the ways in which instructors can balance the requirements of formal educational systems and the demands created by students' varying levels of SDL.

How the Introduction of eReaders Generated A Burst of Engagement from My Students and Turned Me into a Cool (somewhat) Instructor: The Introduction of eReaders at Embry-Riddle Aeronautical University

Daniel Friedenzohn
Embry-Riddle Aeronautical University
600 S. Clyde Morris Blvd.
Daytona Beach, FL 32114-3900
friedend@erau.edu

Objective:
This presentation will present an overview of the existing scholarship concerning the effectiveness of e-text and eReaders in improving the manner by which course material is delivered to students. The presentation will cover some of the literature about the pros and cons of eReader technology. The presentation will then discuss a pipeline test program that was use to obtain feedback from students and faculty about experience with various eReaders. The introduction of the iPad and its multifunctional capabilities will also be addressed. Finally, the presenter will invite audience members to share their experience and to provide feedback about the use of e-text and eReader technology.

Audience:
This presentation is intended for administrators, faculty and a general ISETL audience who have an interest (regardless of experience) in e-text and eReader technology.

Activities:
A brief survey about the audiences experience in adapting e-text and eReaders technology will be conducted. Second, a discussion will be used to elicit the audiences response on the merits of fostering a more interactive classroom environment.

Summary:
Today's generations of students are well-honed in what Karen Bromleys calls the chaotic nature of digital literacy (Bromley). The recent survey in OnCampus Electronic Book and E-Reader Device Report revealed that 52% of college students own an eReader (OnCampus Research: E-Books, E-Readers Begin to Catch on with College Crowd). Sixty-seven percent of college students indicated that they desire more technology-based learning tools in the classroom in a survey conducted by Cengage Learning (Cengage Learning Incubator Seesion: The future of education and technology).

In general, eReaders are considered a lightweight high-capacity electronic book replacement (Gupta and Charlene). Today, there are many different devices in the marketplace, but the Apple iPad (and similar new products by Samsung and Motorola) are distinguishing themselves in the marketplace because of their multifunction capabilities including web browsing and video playback.

There are several reasons to consider the adoption of e-text and eReader technology. College textbooks continue to increase in price, thereby putting additional pressure on the cost burden

incurred by many students. The average price of a textbook is $125 and continues to increase about 6% every year (Miller and Baker-Eveleth). Most e-texts are less expensive than hardbound books (Miller and Baker-Eveleth).

Another benefit of introducing e-text into a course curriculum includes the ability for the author and publisher of the book to update the book on a regular basis and for students to tap into external resources (web sites, video etc.) that will reinforce the learning material in the text (Miller and Baker-Eveleth). In addition, some e-Readers allow students to take electronic notes while reading.

This presentation provides an overview of a pipeline study conducted at Embry-Riddle Aeronautical University's Daytona Beach campus during the 2010-2011 academic year. The goal of this project was to get feedback from students in three different types of courses about their experience with e-text and e-Reader technology.

The presentation will discuss some of the work being undertaken to further educate faculty about the benefits of e-text and to encourage faculty to adopt e-text into their courses. In addition, the presentation will discuss how the use of certain eReaders can increase the use of various library databases including ebrary and can enhance the manner by which materials are assigned to students. The presentation will also discuss efforts undertaken in the College of Aviation to utilize E-Readers in the flight training program. The presentation will conclude with an update on the research that will occur during phase 2 of the study during the 2011-2012 academic year.

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Negotiating Obstacles to Innovative Teaching: Design, Implementation, and Assessment

Kent Gallaher
Lipscomb University
1 University Park Drive
Nashville, TN 37204
kent.gallaher@lipscomb.edu

Jen Bready
Mount Saint Marys College
330 Powell Ave.
Newburgh, NY 12550
Jen.Bready@msmc.edu

Matt Hearn
Lipscomb University
1 University Park Dr.
Nashville, TN 37204
matt.hearn@lipscomb.edu

Supharna Bhalla
Mount Saint Marys College
330 Powell Ave.,
Newburgh, NY 12550
Suparna.bhalla@msmc.edu

Integrative, collaborative, and/or interdisciplinary teaching varies widely across the academy. Sometimes it appears as individual courses, often in core curricula, where instructors from different disciplines contribute lectures in a single course focused about a central theme. Elsewhere, instructors create distinctively collaborative learning communities, also theme-based, in which a cohort of students and faculty learn together. Regardless of the model, the same issues persist: how to effectively design, successfully implement, and accurately assess. At this presentation faculty from diverse liberal arts with different integrative models will candidly discuss the challenges, strategies, and opportunities for integrative teaching at their respective institutions.

We propose to provide a forum for college faculty interested in designing, implementing, or assessing an integrative learning system to discuss the challenges, strategies, failures and successes of similar systems implemented at other institutions. This panel presentation should be of interest to faculty and administrators interested in designing, implementing, and assessing a integrative, collaborative, and/or interdisciplinary learning systems; activities will include discussion, Q&A, and audience participation in the discussion.

Despite the evident value of well-designed interdisciplinary courses and their general popularity among university students, they often fail to survive in the curriculum unless faculty and administrators can successfully navigate a host of institutional and pedagogical barriers. What

incentives work best to encourage enrollment? Which ones attract faculty most effectively? What institutional obstacles should be anticipated, and how best overcome? How equitable teaching loads and rates of pay be established, beyond the simple solution of doubling or tripling class sizes? What metrics of value demonstrate most successfully the real value of such courses to institutional administrators?

This panel will examine at least two different models of innovative interdisciplinary course design one emerging, one extinct from at least two different universities, with a view toward mapping out strategies of curriculum and course design that can become self-sustaining in a world of institutional retrenchment.

What They Know Depends on How You Ask:
Including Senior Citizens as Part of a Class Project

Veronica Galvan
University of San Diego
5998 Alcala Park
San Diego, CA 92110
vgalvan@sandiego.edu

Memory researchers are unsure if the level of detail is similar for recent and remote autobiographical memories (memories for personal events). Those researchers who use the Crovitz test (participants are given a list of nouns and asked to recall a memory associated with that noun (Crovitz & Schiffman, 1974)) argue that old memories are detailed (Kirwan, Bayley, Galvßn & Squire, 2008). However, researchers that use the Levine test (which asks participants for a memory associated with different ages) argue that old memories are not very detailed (Levine, Svoboda, Hay, Winocur & Moscovitch, 2002).

Students were randomly assigned to use a shortened version of one of the two assessments and interviewed the participants in groups of three. Afterwards, students wrote an APA style report for class that described the number of details per memory and the relationship to the age of the memory.

A description of the experiment and all questions were e-mailed to the Director of Activities at a local nursing home, Kearney Mesa Convalescent Hospital and Nursing Home. The Director of Activities reviewed all materials and invited residents that she thought would be interested in the experience. A letter of approval from the nursing home was submitted as part of a proposal to the University of San Diego's Institutional Review Board.

The project was introduced to the students on the first day of class, and the students were asked to select and read two empirical journal articles related to the project. The students worked in groups of three and familiarized themselves with the approach (Crovitz or Levine) to which their group was randomly assigned.

On the day of the interviews, one student acted as the interview and the other two recorded the participants answer. Before any experimental questions were asked, the group explained and administered informed consent to the seniors, emphasizing that participation was not required and would not affect the way they were treated at the nursing home.

Students using the Crovitz test asked their participants to provide a memory associated with a set list of nouns (eg., tree). Students using the Levine test asked their participants to provide a memory associated with a particular age range (eg., ages 12-17). In each case, the participant was able to choose which memory to describe.

In their APA style paper, students described the number of details per memory and the relationship to the age of the memory. To protect the participants' identity, the students referred

to the participants by the participants' initials (or a number if the participant preferred). As a class, we then compared the detailed memories elicited by one approach versus the other.

Our assessments were not meant to be a definitive test of the debate, but instead served as the students' introduction to a thought-provoking human memory topic, built upon research fundamentals learned in earlier classes, and provided an opportunity for the students to interact with and learn from seniors who have had interesting life experiences. Both groups (the students and the seniors) seemed to enjoy the experience. One participant interweaved creative stories with his real memories to see if the students could guess which ones were real. The approach of using senior citizen centers and nursing homes could easily be adapted to other areas such as history, philosophy, sociology, anthropology and English.

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Lecture-Induced Mind Paralysis: The Quest for a Cure

Brad Garner
Indiana Wesleyan University
Center for Life Calling and Leadership
Marion, Indiana 46952
brad.garner@indwes.edu

The lecture is a standard feature of most higher education classrooms. It is also arguably the least effective means of engaging students in their own learning. The result is a prevalent malady common to college students around the world: Lecture Induced Mind Paralysis. This action-packed presentation will engage participants in a variety of learning activities that can be easily transported into classrooms across academic disciplines.

Audience:
Faculty and administrators

Learning Outcomes:
1.To identify the challenges and limitations of the lecture as a teaching technique.
2.To think about alternative ways of reconceptualizing lesson design.
3.To learn a variety of teaching and learning strategies that actively engage students in their own learning.
4.To make a commitment to try at least one strategy in their own classroom within the next month.

Description:
I. Understanding Our Audience
- a. The characteristics of today's learners and those in the future
- b. Sifting Through the Available Instructional Content
- c. Designing Lessons for Maximal Benefit
- d. Setting the Tone for Learning (Music as a means to create a learning environment that welcomes the students)
- e. Creating a classroom community

II. Interactive Relationships for Learning
- a. Learning Partners/Linking Strategies
- b. The Construction of Small Group Learning Experiences
- c. Gone in 60 Seconds
- c. 60-60-30-30
- d. Cinquain/Diamante Poetry
- e. Human Sculpture
- f. Poster Museum Art
- g. Jigsaw
- h. Graffiti

III. Applying What We Have Learned

a. The Use and Misuse of Technology (Powerpoint, Tubesock, Polleverywhere, Worldle, Personal Response Clickers)
b. Pictional Literature as a Learning Venue
c. Integrating Films and Other Media
d. Learning Beyond the Classroom

IV. Questions and Conversations

Many of the strategies presented have been published in an electronic newsletter, The Toolbox, written by the presenter, and published by the National Resource Center for the First-Year Experience (www.sc.edu/fye/toolbox)

Listening to Learn: The Serendipitous Benefits of Action Research

Ruth Givens
Azusa Pacific University
901 East Alosta Ave
Azusa , CA 91702-7000
jrgivens@apu.edu

Audience:
This presentation will be beneficial for faculty who teach action or field-based research and want to encourage students to identify meaningful topics, or faculty who hope to create a communicative atmosphere among their students.

Activities:
This presentation will include the following activities:
a. Developing strategies to help students identify meaningful research topics.
b. Discussing the benefits and limitations of action research with other participants.
c. Discovering connections between research and classroom practice.

Description:
For those of us who work with teacher-researchers completing graduate programs through research projects, we often find that these students are motivated by a means-to-an-end mentality: they envision that their efforts will help them obtain a teaching job or a pay raise, instead of realizing that their research will enhance their growth in pedagogy. In other words, their vision of research is often limited by their lack of experience with the benefits of research, both professionally and personally. Once these novice researchers find their research passion, they catch on to the possibilities available to them though the application of the information learned there.

Some of the teacher researchers' projects focused on intervention techniques to help students become autonomous and confident learners. Common themes related to self-confidence and independent learning emerged as they developed their individual studies. Foundational to each of the studies were the social development and learning theories of Bandura (1986), Vygotsky (1962), Pejares (2003), and Erickson(1959). By analyzing the concepts introduced in these theories, the researchers applied indirect instruction strategies with a two-fold purpose of increasing self-determination and raising self esteem among their students.

Hoping to find ways to increase motivation, the teacher researchers sought answers through internal, rather than external methods, and in the process, began to recognize that their students' academic success was inextricably connected to their beliefs about themselves.

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What are they thinking? Best practices for classroom response systems (clickers)

David Goldstein
University of Washington Bothell
18115 Campus Way NE - Box 358565
Bothell, WA 98011-8246
dgoldstein@uwb.edu

Objectives:
In this presentation, participants will:
a) Experience a CRS from a student's perspective
b) Learn effective ways to use a CRS to increase student engagement and improve learning
c) Begin to develop ideas for using a CRS in their own courses

This session will benefit teachers interested in effective methods of ascertaining what, and how much, students have learned in both the short term (a class meeting) or the long term (throughout a course).

Activities:
Participants will:
a) Use a CRS throughout the session
b) Review and discuss in small groups some potential uses of a CRS
c) Discuss with other participants their tips and challenges in using a CRS

Description:
When used well, classroom response systems (or CRS, also known as Student Response Systems, Individual Response Systems, or, informally, clickers), improve student learning outcomes in several ways: They elicit discussion contributions from otherwise reticent students and enhance collaboration, even in large lecture courses (Klein, 2009); they foster more honest responses to discussion prompts (Bruff, 2010); they increase studentsengagement and satisfaction with the classroom environment (Fredericksen & Ames, 2009); and they provide an instantaneous method of formative assessment (Briggs & Keyek-Franssen, 2010).

Using clickers in this session, participants will experience for themselves each of these aspects of student learning improvement with a CRS. We will draw from our collective wisdom to explore best practices for CRS use. Each participant will leave with at least a nascent plan for incorporating a CRS into a course.

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Historians, Please Dont flip your Whigs!:
Its just ROUND THREE in the Interdisciplinary Discourse

Kathryn Gray-White
Georgia Gwinnett College
Building A 1033
Lawrenceville, GA 30043
kgraywhi@ggc.edu

Objectives:
From the perspective the GGC Education School, this presentation will offer the audience an overview of the implementation of a highly innovative education course, a class which dared move toward diminishing the well-known separation between college disciplines. From the history discipline viewpoint, this presentation offers insight into why the development of such a course, a course designed to strengthen education majors in the teaching of history seemed suspect; the major hurdle being that of soliciting faculty members to scale the rugged terrain or grounding education history majors in main stream history research requirements. Lastly, from the history instructors viewpoint, this presentation scrutinizes the discovered benefits and negatives of the History Content Methods course for the GGC history education major. Basically, the primary goal of this ISETL presentation is to solicit advice from the audience or discussion regarding proposed revisions to the History Content Methods course.

Audience:
This presentation should be of interest to administrators, faculty, faculty developers, and the general ISETL audience interested in teaching and learning innovations in the area of pre-service teacher training. Moreover, this presentation offers insight into the unknown difficulties of college-wide interdisciplinary efforts.

Activities:
- For discussion purposes, as the ISETL members enter the room, a brief survey regarding other experiences in implementing interdisciplinary learning will be distributed.
- In order to set the stage for a dynamic discourse, survey results from a questionnaire filled out by the education history students during the adoption stage will be shared with the audience. Survey results from a questionnaire sent to the history faculty regarding their understanding of the interdisciplinary approach or the goals of the Content Methods 3050 course as it related to all history majors in the discipline will be shared. Survey results from the four discipline teachers engaged in the fall 2010 and spring 2011 classes will be shared.
- After the history of the GGC endeavor is presented, a second brief survey will solicit further advice from the audience regarding the history content methods aspect of the course.

Summary:
A brief review of research articles discussing content/subject knowledge and pedagogical knowledge were appraised in preparation for this presentation. Shulman's work (1986, 1987, 1991) provided a framework for understanding k-12 teacher knowledge and post-secondary

faculty teaching. Shulman postulated that teacher knowledge is comprised of several layers of knowledge. Those layers include both (1) subject knowledge and (2) pedagogical knowledge. For example, subject or content knowledge encompasses the theories, principles, and concepts of a particular discipline. On the other hand, general pedagogical knowledge consists of knowledge about teaching itself, such as principles and strategies of classroom management and organization (Shulman, 1987). Most of the research on teacher knowledge, however, has focused on the general pedagogical knowledge. Thus, eventually this study on subject or content knowledge will add to the first somewhat deficient layer of knowledge, more specially, the improvement of history content knowledge.

Consider that Shulman (1986) believed that subject matter knowledge and pedagogical knowledge were inextricably linked (Quinlan 2001; Shulman 1986, 1987, 1991). He wrote of a second kind of content knowledge which he calls pedagogical content knowledge suggesting that it goes beyond knowledge of subject matter per se to the dimension of subject matter knowledge for teaching(9). This study therefore is one phase in a long range plan to investigate the positives and negatives of interdisciplinary efforts at Georgia Gwinnett College directed at strengthening teaching effectiveness (content knowledge) among Georgia Gwinnett Colleges history education candidates. Our goal at GGC is to acknowledge the existence of this dimension of subject knowledge as described by Shulman.

"Pedagogical content knowledge denotes the most regularly taught topics in ones subject area, the most useful forms of representations of those ideas, the most powerful analogies, illustrations, examples, explanations and demonstrations in a work, the ways of representing and formulating the subject (in this case history) that make it comprehensible to others & [it] also includes an understanding of what makes the learning of specific topics easy or difficult" (Shulman, 1986, 9).

It is hoped therefore that this presentation will illuminate the decision-making process that went into implementing a highly innovative yet intricate course at GGC. For the historians, their first task was the scripting of History Content Methods course proposal (2008) by a discipline basically unfamiliar with education school practices. Nevertheless, taking their cue from Shulman's framework for understanding K-12 teacher knowledge, the historians moved forward hand-in-hand with the other disciplines. This presentation therefore highlights the unexpected issues which arose during the execution of the framework for the course in the fall of 2010 and spring of 2011. Strangely, the first separation among the five interdisciplinary faculty members began with the definition of content as espoused by historians versus contentas espoused by other academicians (education faculty). Considering the unexpected twists and turns associated with any education innovation or revolution, the resulting tenacious content war caused a few historians to fliptheir Whigs! In the long run, however, the aspiration of the first five Content Methods faculty to advance their personal development as teachers and transform teaching held. As a result, round three in this interdisciplinary effort is now under way at Georgia Gwinnett College.

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Using Innovative Teaching Aids to Teach Difficult Concepts:
A Study on Faculty and Student Experiences

Adalet Gunersel
Temple University
112 Bell Building
Philadelphia, PA 19122
bgunersel@temple.edu

Steve Fleming
Temple University
1901 N. 13th Street
Philadelphia, PA 19122
steve.fleming@temple.edu

Summary:
Determining exactly how students, as well as instructors, perceive the benefits of a teaching strategy or teaching aid can help us improve them and develop others. Both learners and educators' perceptions regarding teaching and learning experiences are important since they are linked to learning outcomes (Prosser & Trigwell, 1999). Students' perceptions are especially important if educators want to determine the effectiveness of those teaching aids or strategies (Kuhn & Rundle-Thiele, 2009; Pratt, 1997). Research suggests that student experiences are often related to approaches to learning (e.g., Biggs, Kember & Leung, 2001) and performance (Ginns & Ellis, 2009). Student interest influences attention (e.g., Ainley, Hidi, & Berndorff, 2002) and learning (e.g., Koeller, Baumert, & Schnable, 2001); student attitudes and expectations (e.g., Cheung & Huang, 2005), as well as engagement (e.g., Connell, Spencer, & Aber, 1994), directly influence their achievement and performance. In this study, we explored student and faculty perceptions of the educational impact of a specific teaching aid.

The teaching aid which was the focus of this study is a computer simulation software program, Bio-Organic Reaction Animations (BioORA). Computer simulations are crucial teaching aids in fields such as biology, chemistry, and biochemistry, where concepts are often abstract and cannot be directly observed. Research suggests that 3D computer simulations lead to better conceptual understanding of chemistry (e.g., Fleming, Hart, & Savage, 2000; Gelbart, & Brill, & Yarden, 2009; Jose & Williamson, 2008; Venkataramanm, 2009) and molecular visualization tools have been found to be crucial for science education (Cook, Wiebe, & Carter, 2008; Jose & Williamson, 2005; Kali & Linn, 2008).

BioORA (www.ctlbyu.org/bioora) is a simulation software which was initiated in 2003. The goal of BioORA has been to facilitate both teaching and learning of biochemical processes at the molecular level by providing a 3D visualization of biochemical reactions and structures. This study explores faculty and student experiences with BioORA and investigates what features of the program they perceived as educationally beneficial. The research questions were: What are faculty perceptions about BioORAs impact on student learning? What are student perceptions of BioORAs impact on their own learning and understanding? One-on-one interviews with

instructors who have used BioORA and focus group interviews with 30 students who had taken a course with four of the instructors were audiotaped, transcribed, and analyzed. Qualitative research methods, the goals of which include understanding, generating descriptions, discovering meaning, and understanding human experience from a personal point of view (Denzin & Lincoln, 1998; Merriam, 1998), were employed.

The purpose of this session is to share research findings from faculty and student interviews and former research supporting the findings and also to discuss ways in which participants can use or encourage the use of various teaching aids in their teaching and/or the teaching of others in their institution.

Objectives:
In this presentation, participants will
(1) learn about research on the importance of student experiences, interest, and engagement for learning;
(2) discuss findings of a study demonstrating how students and faculty perceived an innovative teaching aid a computer software program, BioORA--that presents 3D simulations of molecular events;
(3) see a demonstration of BioORA;
(4) learn about research and educational theory that support the findings;
(5) discuss their own experiences with various teaching aids that may or may not include computer software programs;
(6) discuss ways in which they can use or encourage the use of various teaching aids in their teaching and/or the teaching of others in their institution.

Presentation Audience:
This presentation is intended for administrators, faculty, and faculty developers who are interested in improving educational outcomes, exploring innovative teaching tools, or using software programs for teaching.

Presentation Activities:
The presentation will start with a brief introduction to research on the importance of student experiences, interest, and engagement for learning. We will then present findings of our study and research supporting the findings. We will demonstrate the computer software program which was the focus of the study. In small groups of three or four, participants will discuss their own experiences with various teaching aids and determine specific ways in which they can use or encourage the use of various teaching aids in their teaching and/or the teaching of others in their institution. Then the whole group will come together and continue discussion.

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I Learn Because I Can: Attribution Beliefs and Self-Regulated Learning

Lynne Hammann
Mansfield University, PA
203C Retan Center
Mansfield, PA 16901
lhammann@mansfield.edu

Objectives:

- Reflect and share approaches for supporting students attribution in content areas
- Brainstorm strategies to support studentsself-reflection in regard to attribution
- Engage in group activities activating and applying attribution strategies
- Engage in critical thinking and problem-solving with colleagues about attribution scenarios
- Apply concepts to own practices
- Share reflections with colleagues

Activities:

- Brainstorm and Think-Pair-Share about attribution beliefs own classrooms
- Engage in attribution beliefs activity
- Share thinking and learning processes with whole group
- Construct/identify an attribution awareness strategy that participants can use/have used successfully to support student learning

"It was an essay test, an easy A for me."
"I'm just not a writer, no matter what I do."
"I made a compare-contrast graphic organizer to study."
"Luck was with me today."
"OMG, an A-, how awful!"
"I had bad luckthe instructor didn't understand my explanation of my work."
"I didn't have time to study."
"The teacher likes (or dislikes) me."

Students can face failure as they engage in many academic and non-academic behaviors (Holschuh, Nist, & Olejnik, 2001). For example, you have just returned an assignment to your students and asked them to judge whether or not their performance was a success or failure, and why. The above comments may be typical responses (Alderman, 1999). You want to foster responsible, active learners, but you don't feel so successful yourself right now.

You decide to do some reviewing, starting with Constructivism. Constructivism suggests that teachers should not attempt to simply pour information into students minds&[but rather]&.learners should be encouraged to explore and discover knowledge, reflect, and think critically(Santrock, 2008, p. 6); to accept responsibility for ones learning (Kuhn & Rundle-Thiele, 2010), to be self-regulated (e.g., Pintrich, 2000).

Self-regulation is an active, goal-directed process (Pintrich, 2000) that integrates motivation components (e.g., causal attributions, self-efficacy judgments); learning behaviors (strategies), and metacognition (e.g., Pintrich, 2000; Pressley, 1995; Schraw, 1998; Schunk & Ertmer, 2000; Winne, 1995). Motivation includes "the processes that energize, direct, and sustain behavior" (Santrock, 2004, p. 414). Motivation is complex (Murphy & Alexander, 2000) and powerful (e.g., Pintrich & Schunk, 1996, with multiple connections to metacognition and learning strategies (e.g., Bransford, 1987).

A critical element of motivation is attribution, the reasons individuals give for the outcomes they get; attribution can be a powerful force in learners' self-regulation behaviors (Pintrich & Schunk, 1996; Weiner, 1986). For example, research about attribution includes multiple connections to motivation concepts as well as to other components in self-regulated learning include strategy choice, task engagement, self-efficacy, help seeking behaviors, effort, and emotions (e.g. Bruning, Schraw, & Noble, 1996; Pintrich & Schunk, 1996).

Much of the attribution literature describes three primary dimensions of motivation, identified by Weiner (e.g., Hareli & Weiner): locus of control (internal, external); stability (unstable, stable); and controllability (can be controlled, cannot be controlled) e.g., Hareli & Weiner, 2002). Within these dimensions and their sub dimensions, learners' combination of beliefs may be complex and emotional (Bruning, Schraw, & Noble, 1996; Pintrich & Schunk, 1996; Soric & Palekcic, 2009).

Students' explanations of their attributional beliefs are both interesting and complex. For example, students have reported to being more proactive about reporting self-enhancing behaviors than offering responsibility for failing ones (Pintrich & Schunk, 1996). Researchers have also described the ubiquitous nature of attribution beliefs, including its influence on cognitive and metacognitive strategies (Soric & Palekcic, 2009), models of self-regulated learning (Bruning, Schraw, & Noble, 1996; Pintrich & Schunk, 1996); and knowledge construction (Soric & Palekcic, 2009).

Attributional beliefs and self-regulation components can affect behaviors before, during, and after learning activities. Learners who attribute their outcomes to effective (or ineffective) strategy use are more likely to persist in tasks and search for more effective strategies to meet their goals (e.g., Zimmerman, 2000). Furthermore, Soric & Palekcic (2009) reported research studies in which students who used appropriate learning strategies not only performed at a higher level but also began to develop an interest in the topic being studied. On the other hand, learners who attribute outcomes to luck or ability, for example, may not even set goals or engage in self-regulating behaviors (Bruning et al., 1996).

As instructors, advisors, and colleagues, we recognize that individuals use complex mental processes to survive and adapt in a problematic world (Sinnott, 1989, p. 1). We want to support students' success in their growth and development. Providing them with opportunities to self-reflect about their attribution s serves a vital function in their making decisions that will support their learning and knowledge construction.

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Learning is the constant (k); goals, learners, and time are the variables: Techniques for aligning learning objectives with activities and evidence for use in multiple settings

Sara Hill
Johns Hopkins Bloomberg School of Public Health
111 Market Place, Ste. 830
Baltimore, MD 21202
sahill@jhsph.edu

Objectives:
During this presentation, participants will:
1. Become familiar with the basic framework of Backward Design to align learning objectives with assessments and activities
2. Identify variables that they have experienced or anticipate in their own teaching
3. Discover how to apply a variety of lenses (Blooms Taxonomy, SOLO Taxonomy, Marton and Saljos conceptions of learning) to learning goals and objectives
4. Understand how applying these lenses can identify chunks that can be readily added or subtracted for different settings

Audience:
This presentation will be beneficial for faculty, instructional designers, and others in academic or training settings who anticipate change in how or to whom their courses are taught.

Activities:
The presentation will include the following activities:
1. Brief exercise in aligning learning objectives using Backward Design
2. Group discovery of key lenses that can by applied to learning goals and objectives
3. Discussion of the effects of the lenses on the learning objectives, assessments, and activities

Description:
You've designed or redesigned your course and just when you think you have ironed out all of the kinks, you learn that you need to offer the course to learners with a background thats different from your typical students, in a different format, and with different overarching goals. How can you preserve what you know works well? How can you maintain quality in settings that seem to undercut your teaching?

You can begin at the beginning with what you want your students to understand, know, and be able to do. Using the backward design process, you can identify the desired results (learning objectives), determine acceptable evidence (assessments), and plan learning activities (Wiggins & McTighe, 2005). The first iteration of your course design can be the ideal setting: you have plenty of time, your students are well prepared, and the aim of the course, while high, is achievable.

The key to your revision will be isolating chunks based upon the goals, learners, and the amount of time you have to engage your students. If you prioritize your learning objectives, you can recognize which learning objectives can be omitted due to time constraints. If the goal of the

course transitions from deep discovery in a small cohort of graduate students to understanding, remembering, and applying key information in a workforce setting, you can distinguish levels of learning using Blooms Taxonomy to omit higher level or deeper learning objectives (Anderson & Krathwohl, 2001). In addition to Bloom, you can apply Marton and Saljos conceptions of learning (Marton & Soljo, 1976) and consider the SOLO (Structure of Observed Learning Outcomes) Taxonomy (Biggs & Collis, 1982).

Even if you are not being asked to teach your course with different variables, you can use these strategies to ensure that your course is properly aligned with your goals, the experience of your learners, and the amount of time you have to spend with them.

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Intentionally Growing Independent Thinkers

Angela Humphrey Brown
Piedmont College
595 Prince Avenue
Athens, GA 30601
abrown@piedmont.edu

Stephanie Almagno
Piedmont College
P.O. Box 10
Demorest, GA 30535
salmagno@piedmont.edu

Hope Menzel
Piedmont College
P.O. Box 10
Demorest , GA 30535
hmenzel@piedmont.edu

Teresa Secules
Piedmont College
595 Prince Avenue
Athens, GA 30601
tsecules@piedmont.edu

Objectives:

- Raise teachers' awareness of the need to make thinking visible for their students
- Provide a concrete vocabulary to assist teachers and students in intentions:
- How do you cultivate independent thinkers in your classroom? How do you make thinking visible for your students? How do you teach your students to think intentionally?
- We, a cross-disciplinary group of college professors, will present a rationale for why making thinking visible is important, and we will share habits of mind that are important for college students and intentional teachers (intentionally teaching thinking). We will share classroom strategies that make thinking visible to both students and teachers. And we will involve the audience in considering applications of those and other onal thinking
- Demonstrate intentional thinking strategies to show learners how they can move from novice to critical thinkers
- Engage participants in thoughtful reflection on intentionally implementing practices for making thinking visible

Audience:
All teachers who wish to teach students to become independent thinkers

Activities:
In this interactive workshop:

- We will share methods we use in several disciplines for making student and teacher thinking visible.
- Participants will share methods they use and brainstorm new methods to make their students' thinking visible so it can be further developed.
- We will integrate participants' methods with our own to make all the ideas generated available for use back home.

Description:
Coverage methods so popular in this era of K-12 standardized testing focus on products of other peoples thinking, not the thinking processes themselves. The unfortunate result is that we often see students at the college level less able to think for themselves; we hear, "Just tell me what to do (think)." But the ability to think independently is what adult professionals (or all adults/citizens) need (Paul & Elder, 2008). The gap between professors' expectations and many students' intellectual passivity is the space in which educators operate.

The students who leave our classes should be independent thinkers. To us, these students should be reflective, should question, and see complexity. Imagine if they read a research article and questioned the methodology. They should suspend judgment and consider alternative perspectives. Imagine students who read about a distant culture who do not immediately judge it lacking but look for positive traits. They should look for patterns and exceptions to those patterns and generate variations. Imagine student-teachers who study a student's behavior patterns, determine when it improves, and set about developing a relevant response. They should identify multiple approaches and choose those that are appropriate for examining the problem. Imagine students who read a piece of literature and approach literary analysis through various paradigms. They persist in problem solving, even in face of difficulties. Imagine math students who have systematic methods of analyzing a problem that they can sustain over time? Many researchers have highlighted these and other important habits of mind (Costa, 2001; Paul & Elder, 2006, 2009; Perkins, Tishman, Ritchart, Donis, & Andrade, 2000). These habits of mind have been shunted to the side in the quest for information rather than independent intellectual activity.

Janet Donald (2002) has conducted fascinating research into the types of thinking that different disciplines require at the college level. Apprenticeships, such as the ones graduate students experience in working with their research mentors, provide a setting where expert thinking can be made visible to the novice, and the novices thinking, whether incorrect or creative and novel, made visible to the expert. Once the thinking is made manifest, misconceptions can be addressed, fledgling insights supported, and thinking processes sharpened. In this way, graduate students are trained in the types of thinking necessary for disciplinary modes of inquiry. But what might this look like with a class of undergrad students? Let's take math as an example. The emphasis on teaching mathematical subjects (algebra, calculus, etc.) rather than teaching the underlying processes of mathematics does not lead to the development of mathematical thinking, an essential thinking skill (Burton, 1984). On the other hand, increasing students' awareness of the process of mathematics provides them with a foundation for learning mathematical content and applying mathematical thinking to other subject areas.

If we are to intentionally grow independent thinkers, creating awareness of thinking is essential; this includes students own thinking and expert thinking, with the habits of mind as the tools of thinking. For example, modeling expert thinking processes and the conditions under which they are used helps to improve student learning (Beyer, 2001; Bransford, Brown, & Cocking, 2000; Palincsar & Brown, 1984; Paul & Elder, 2007). Awareness alone is not enough however; students have to be willing to take the metacognitive journey. By making thinking visible, thinking becomes an object for reflection, further contemplation, and manipulation (Ritchart, Church, & Morrison, 2011). To achieve this we as educators establish a learning culture to intentionally develop those habits of mind. Consequently, students leave our classrooms with a foundation they can apply to all facets of their adult lives. In other words, the habits of mind are the tools to build the bridges from intellectual passivity to intellectual activity (Burton, 1984).

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A Potpourri of Course Delivery and Scheduling Approaches: Implications for Teaching, Learning, and Infrastructure

Stephen Hundley
IUPUI
799 W. Michigan Street
Indianapolis, IN 46202
shundley@iupui.edu

Wanda Worley
IUPUI
799 W. Michigan Street
Indianapolis, IN 46202
wworley@iupui.edu

Objectives:
Upon completion of this session, participants should be able to:
1. Identify and define various course delivery approaches
2. Describe strengths and limitations of each approach
3. Analyze the appropriate audiences for and purposes of course types
4. Evaluate the implications related to teaching, learning, and infrastructure

Audience:
The audience for this workshop includes:

- Undergraduate, graduate, and/or professional-level faculty from any discipline
- Administrators with responsibility for teaching, learning, and infrastructure planning
- Instructional technology and/or instructional design consultants
- Faculty development professionals

Activities:

- Brief presentation of various course delivery approaches, informed from the literature and the presenters' experiences; through a brief round-robin approach, we will also elicit examples of additional course delivery approaches from audience members. There will be a PowerPoint presentation (we promise it will not be death-by-PowerPoint) with handouts and guided audience input; the anticipated timeframe is approximately 15 minutes.
- Small-group discussions on the teaching, learning, assessment, and infrastructure implications for various course delivery examples. We will likely assign small groups 1-2 types of course delivery approaches and have group members discuss teaching, learning, assessment, and infrastructure implications (groups will be asked to choose a timekeeper, scribe, and spokesperson); the anticipated timeframe is approximately 15 minutes.
- Report-outs, discussion, and Q&A. We will ask each group to report out and then engage the audience in a broader discussion/Q&A period; the anticipated timeframe is approximately 15 minutes.

- Summary, conclusion, and adjournment. We will summarize the key themes presented in the session, offer concluding thoughts, and adjourn the session on-time; the anticipated timeframe is approximately 5 minutes.

Description:
The introduction of the PC in the late 70s, the creation of the World Wide Web, pressures to reduce budgets, pressures to reach a more diverse student population, pressures to improve quality of content and instruction have all combined to challenge how we deliver instruction in higher education. No longer can we be content with only the traditional semester-long course model. We need to expand educational opportunities available to students; we need to meet the enormously varying course delivery needs of our students in higher education (Diamond, 2006; Gagne, 1965, and Scott, 1996, 2003).

Many of us are familiar with the LeMKE framework (or variations of it) of instructional delivery, which includes these four elements: the Learner, the Mentor/faculty member, the Knowledge, and the Environment (Boettcher, 2003). Whether we are using a traditional face-to-face course model, a hybrid online model, or fully online model, we must factor in these four elements. Many studies report no significant difference in course outcomes when comparing conventional to online classes (Newlin, Lavooy, and Wang, 2005; Papastrergiou, 2006; Shelley, Swartz, and Cole, 2007).

Regardless of the content delivery mode, the primary goals of higher education remain the same: to promote student learning (McKeachie and Svinicki, 2011). According to Arne Duncan (2010), U.S. Secretary of Education, Now it is time for yet another transformation [in higher education] one that will ready all students to succeed in the knowledge economy of the 21st century.

Duncan (2010) goes on to write, To cite one example, more colleges and universities should make better use of technology and cognitive science to boost learning. We should encourage visionaries who develop new technologies and teaching practices that can barely be imagined today--everything from games that instruct students to online courses that quickly identify and address individual learning deficits. These innovators seek a goal we all can share: to transform higher education from a system that weeds people out to one that lifts people up.

So what are the course delivery approaches available to us today? In this session, we will discuss our experience with the following approaches and ask participants to share their experiences:

- Semester-long face-to-face courses, where instruction is classroom-based and typically occurs on-campus.
- Semester-long online courses, where instruction is entirely delivered via a Learning Management System (LMS). In these courses, there is both synchronous and asynchronous content delivery and engagement by the student in the LMS; this approach relies on both self-paced and instructor-paced approaches; some classes have an on-campus orientation and/or on-campus final exam requirement; and for students truly at a distance, arrangements are made to have exams proctored at an appropriate venue.

- Semester-long hybrid courses, where a portion of instruction is face-to-face and a portion is delivered online via LMS. A common model relies on face-to-face instruction for approximately 50% of delivery and online (LMS) delivery (synchronous or asynchronous) for the balance of instruction.
- Late-start (12-, 10-, or 8-weeks in length) courses that permit students to make changes to schedules after the drop/add period and still maintain full-time enrollment (12 hours). The delivery model for these courses can be face-to-face (with extended classroom-based contact hours), online, or hybrid.
- 8-week and 4-week hybrid courses. Some start at the beginning of the semester and conclude at the mid-point; others start in the middle of the semester and conclude at the end of the semester (in this context, the 2nd 8-weekscourses are considered late-start offerings).
- Intensive course offerings, where students complete pre-class assignments via the LMS, participate in 4-5 sequential day-long meetings (8:00am-5:00pm) and complete post-work via the LMS (this offering would be considered hybrid, as learning spans approx. 6-8 weeks. In our context, we use otherwise idle times (the week between Christmas and New Years; the week of Spring Break; and the week between the end of Summer Semester and the beginning of Fall Semester) and week-long periods throughout the summer semester as principal times for these intensive courses.
- Other courses delivery approaches. These include: independent study/independently arranged courses; research experiences for undergraduates; international study abroad courses; service learning courses; and experiential education (e.g., internships, cooperative education) courses.

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Introduction to Practical Applications of the Foxfire Principles in the College Classroom

Wilma Hutcheson-Williams
Piedmont College
595 Prince Avenue
Athens, Georgia 30601
whwilliams@piedmont.edu

Hilton Smith
Piedmont College
P.O. Box 10
Demorest, Georgia 30535
hsmith@piedmont.edu

Objectives:
During this session participants will:
A. Learn about the Foxfire Core practices.
B. Learn how they have been used in college courses.
C. Explore ways in which the practices can be applied to their content areas.
D. Discuss and share ideas with other participants.

Audience:
This presentation will be beneficial for all college faculty who want to learn about how they can use the Foxfire approach to introduce student centered learning in all their courses.

Activities:
A. Brief introduction to the Foxfire approach and the ten core practices.
B. Brief sharing of how these practices have been used in the presenters' course.
C. Small group work to develop ideas or share current practices that utilize the Foxfire approach.
D. Participants share findings which will be recorded and distributed by e-mail to all participants.

Description:
Experiential learning has a long and distinguished history in America. In his seminal work, Experience and Education, Dewey (1938)made the argument for an education based on student interest and student discovery of knowledge. Experiential learning is based on the notion that people learn naturally while trying to solve problems that concern them. They develop an intrinsic interest that guides their quest for knowledge.(Dewey, 2005) Recent studies have confirmed that people learn best when they are given the responsibility to direct their own learning. (Bain, 2004) Foxfire is one experiential approach that college educators can use to empower students in their quest for knowledge.

Foxfire is a student centered approach to learning that is organized around ten core practices. The Foxfire approach is a way to guide educators' development and implementation of classroom strategies. Most importantly, it is a way of thinking rather than a way of doing. As

instructors work with the core practices over time, their understanding of teaching and learning is refined. (Paris, 2003)

This introduction to Foxfire is an opportunity for college instructors to rethink their existing perceptions about teaching, learning, and content and discover some practical ways to engage students in planning and directing their own learning.

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Implementing a Public Service Graduation Requirement for University Undergraduates

Vincent Ilustre
Tulane University
Alcee Fortier Hall, Tulane University
New Orleans, LA 70118
vilustr@tulane.edu

Barbara E. Moely
Tulane University
Alcee Fortier Hall, Tulane University
New Orleans , LA 70118
moely@tulane.edu

Objectives:
This presentation will describe changes in emphases and goals made at Tulane University in 2006 to make it possible for the University community to contribute to rebuilding the city of New Orleans, while enhancing educational experiences for students. One of the new emphases was on students public service, formalized in a substantial graduation requirement. Audience members will be encouraged to consider the challenges and potential rewards of implementing such a requirement on their campuses.

Audience:
This presentation is intended for administrators, faculty, campus leaders of community engagement programs, and others who may be interested in a formal approach to students' community involvement.

Activities :
Audience members will be asked to consider the nature of student community service opportunities on their campuses and to consider how these exemplify the mission and current goals of their institution. The Tulane experience will be described and initiatives supporting the requirement will be described, including faculty development, community partnerships, student leadership opportunities, VISTA participants, and fund-raising. Ongoing research to learn about how students have been affected by the requirement will be summarized. In the final section of the presentation, we will encourage audience members to think and talk about the benefits and challenges of implementing such a requirement in their own settings.

Summary:
Tulane University's Center for Public Service (CPS) was created from the former Office of Service Learning (1997-2005) to administer the undergraduate public service graduation requirement implemented after Hurricane Katrina had devastated the city of New Orleans. Tulane is the first Carnegie 1-ranked research institution to adopt such a requirement. In order to provide opportunities for undergraduates, CPS staff members work with faculty and community partners to offer more than 200 service-learning courses each academic year. Our presentation will describe CPS programs that have been developed to manage the requirement, including

course development and approval procedures, ongoing faculty development efforts, student leadership programs, and the involvement of VISTA participants as liaisons between the campus and community organizations.

CPS has sponsored research to determine incoming students' reactions to the new requirement. Students entering Tulane in 2006, 2007, and 2008 were asked to complete a survey asking them about their reasons for attending Tulane, their views of the graduation requirement, and their civic attitudes, self-assessed knowledge, and skills for community engagement. These students have been asked to complete a follow-up survey after two years of study, and a third survey just before graduation.

From the surveys, we have learned that students who entered the University following Katrina were more likely than those who entered before to emphasize public service as a reason for choosing the university and as something they expected as a student. They were positive about the new requirement, with only about 6% overall viewing it as a bad idea. Students in the three waves entering after Katrina were very similar in their views. Those who had positive experiences with service activities during high school and who scored higher on civic attitude measures were most positive about the requirement. After two years of study (having completed the first requirement, usually a service-learning course), students continued to be positive about the requirement, although they were a little less ambitious about how much time they planned to contribute to public service than they had been when they began their studies. These students showed positive increases from Time 1 to Time 2 in civic attitudes and in self-assessments of knowledge of New Orleans and current events generally.

Students' positive reactions to the requirement are encouraging of the decision made in 2006 to require public service and are supportive of the efforts that CPS has made to implement the requirement. We will encourage open discussion of the desirability of this approach for other colleges and universities.

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Professional Development and Resume Building for Junior Faculty

Tracie Justus
Georgia Perimeter College
555 North Indian Creek Drive
Clarkston, GA 30021
Tracie.Justus@gpc.edu

Eric Kendrick
Georgia Perimeter College
2101 Womack Road
Dunwoody, GA 30338
Eric.Kendrick@gpc.edu

Objectives:
During this presentation, participants will:
a) Analyze the quality of professional development offered to and engaged in by junior faculty at their institutions
b) Learn tips that will help them enhance the quality of professional development for junior faculty at their institutions
c) Broaden their views of scholarship for junior faculty, especially as it relates to teaching institutions where research and publishing is not a requirement

Audience:
This presentation is beneficial for both senior faculty (in order to mentor others) and junior faculty (for their own benefit). It particularly targets faculty from institutions where the focus is on teaching (state colleges and universities, two-year colleges).

Activities:
This presentation will include the following activities:
a) Reflection on the number of classes taught (and students impacted) by junior faculty at their institutions, thus gaining a better understanding of why professional development is essential for junior faculty.
b) Discussion with other participants about approaches their institutions use for professional development of junior faculty.
c) Discussion with other participants about how to improve professional development of junior faculty at their institutions.

Description:
Most senior faculty are aware of the sheer number of classes at their institutions that are taught by non-tenured and non-tenure track faculty, and subsequently, the number of students impacted by these junior faculty.

Of the two categories of junior faculty addressed in this session, new tenure-track faculty obviously warrant the most attention by institutions in terms of mentoring for professional development because their colleges and universities have made a commitment to long-term

investment in them. However, there is often a disconnect between lofty goals and reality, and many new tenure-track faculty must fend for their own toward meeting the high expectations heaped upon them.

Full-time non-tenure track faculty often have higher teaching loads with little or no expectations for service, scholarship or overall professional development. That does not mean they do not want to engage in a well thought out plan of action for improving in all these areas and building a resume that will help secure their professional future. Often they are not given incentive or support to do so, and may even feel that to broach the issue is stepping out of line for what they were primarily hired to do, which is to teach.

Both categories of junior faculty described above need professional development. It should be a combination of structured initiatives from the college and their departments as well as self-initiative on their part. This session will help veteran faculty interested in the professional development of junior faculty to know where and how to begin this mentoring process, and perhaps even shape it into a cultural norm in their departments or intuitions.

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The Power of Interactive Experiential Teaching Strategies

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

Suzanne Evans
National University
3678 Aero Court
San Diego, CA 92123
sevans@nu.edu

Objectives:
1. Introduce the concept of interactive frame activities where any content can be inserted into a dynamic classroom or training activity.

2. Experience a series of three frame activities so participants can experience the power and ease of the use of this approach to designing and delivering learning activities.

3. Learn to rapidly design interactive frame activities that can be adapted to multiple learning environments.

Audience: This workshop is directed toward educators and trainers who are committed to designing and integrating more innovative interactive teaching activities in their classrooms and/or training rooms.

Description: Interactive teaching involves the student more deeply in the learning process (Silberman, 1996). (Thiagi,2002) Improv techniques, games, interactive lectures challenge education faculty and trainers to react quickly to the learning styles of participants yet incorporates the rich theoretical principles that differentiate academic endeavors from random learning exercises (Koppett, 2001). This approach teaching is more student centered and sensitive to the motivational styles of our students- thus making it more humanistic and interdisciplinary (Silberman,1998)(Thiagi, 2005).

The workshop practices what it preaches. It introduces the topic of interactive teaching and uses three interactive approaches to demonstrate how participants can adapt the frame game activities to their teaching environment (Thiagi, 2002). Participants will be engaged in and have the opportunity to experience these selected activities, not just hear about them, thus demonstrating the purpose of the workshop -- the power of interactive experiential learning.

The workshop includes several fast-paced activities introducing interactive frame approaches for the classroom and training environment. A getting-to-know-each-other activity, Stats, starts out the workshop. This activity gets a group highly energized (Thiagi, 2005). Following Stats is a flexible frame game known as Structured sharing. The technique introduces a template that

facilitates mutual learning and teaching among participants. The technique is adaptable to teaching many types of subject matter. The workshop concludes with an interactive activity based on Thiagi's research on the design tips for successful facilitation adaptation.

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Opening up the lecture hall: using writing to tap student intellect, assess student learning, and create class cohesion

Sarah Kegley
Georgia State University
34 Peachtree Street, 12th Floor
Atlanta, GA 30302
skegley@gsu.edu

Objectives:
During this presentation, participants will:
1. Explore the ways that short writing activities can encourage student participation and learning in a wide variety of disciplines.
2. Participate in simulations of writing/thinking activities and share writing
3. Identify ways that short writing activities can be implemented in any classroom.
4. Identify best practices for creating and facilitating shared spaces in learning, with an emphasis on including the nonnative speakers of the class.

Audience:
This presentation would benefit any instructor who seeks to include and explore student ideas and needs in a daily classroom activity; this is a writing activity but it is not discipline-specific.

Activities:
1. The presenter will illustrate the various ways that writing activities can be included in classes at undergraduate and graduate levels of writing and speaking classes.
2. Participants will identify areas of possible topic creation for writing in their disciplines.
3. Participants will be asked to write at various intervals of the session, using writing prompts. As part of the experience of putting themselves in student shoes, participants will be asked to share their writing with the group, with specific guidelines.
4. The presenter will model facilitation of the sharing of personal writing to establish group/classroom cohesion.

Description:
Peter Elbow writes, Maybe you don't like your voice; maybe people have made fun of it. But it's the only voice you've got. It's your only source of power, no matter what you think of it. If you keep writing in it, it may change into something you like better. But if you abandon it, you'll likely never have a voice and never be heard. (Elbow, 1973).

In today's multicultural world, the global element in our classrooms is hard to ignore. Yet, often, students are ignored when they cannot find their voice, or their comfort level, for speaking and/or participating in U.S. classrooms which fully expect their participation. Furthermore, writing teachers often are overheard giving writing for homework, saying there is not enough time in class to actually write. Instead, we tell our students how important writing is to thinking, without ever giving them the chance to practice.

This presentation will focus on bringing to light two elements. First, the presence of nonnative speakers in the U.S. classroom today offers an extraordinary variety in educational perspectives as well as cultural backgrounds of learning that should and can be tapped. Second, writing as thinking, that ubiquitous phrase, will be put to the test as the session simulates a number of short and direct writing assignments, with the participants as students.

Using writing as thinking activities, or short bursts of class-initial writing assignments, the presenter has learned to help students focus on the learning moment, sharpen their critical analysis of ideas even before a lecture or other activity, and use the responses to assess learning needs as well as create class cohesion and belonging which necessarily create a desire to participate at an intellectual level. This presentation will encourage the use of creative process in thought, no matter the discipline, and while it does not seek to change traditional teaching types, it will challenge the participants to open up the lecture hall to creative and unplanned moments, dictated largely by student thought.

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It's not proven unless we can see it:
A strategy for teaching and discussing the scientific method

Grace Keyes
St. Mary's University
1 Camino Santa Maria
San Antonio, TX 78228
gkeyes@stmarytx.edu

Objective:
To actively engage students as they (a) learn the basics of the scientific method and (b) reflect more critically on the taken-for-granted elements of science and scientific knowledge

Audience:
The strategy described in this presentation is most suitable for introductory level or freshmen-level courses that use or touch on the scientific method as an underlying approach (particularly suited for the social sciences).

Description:
Students entering college arrive with some knowledge of the scientific method; most have heard of it and have some general idea of what scientists do. Furthermore, most introductory textbooks in the natural and social sciences define and briefly describe the scientific method before proceeding to the material of the textbook.

I have discovered that the student's prior knowledge of the scientific methods is often shallow among freshmen and sophomores. Their understanding is mechanical and habitual and lacks epistemological curiosity (Freire 2005). Asked what the scientific method entails, students quickly respond with pat words or phrases they have learned in school, such as having a hypothesis and doing experiments). Yet, often they cannot elaborate when asked to explain these concepts.

This poster presentation illustrates a visual strategy for getting students to respond to and think about the scientific process with the two-fold objective of (a) thinking more actively about the scientific method, and (b) encourage active participation and curiosity. Using a marked cube resembling a die, students begin by making observations, asking questions, then progress to formulating a hypothesis, and suggesting evidence. At the point where students are asked to evaluate their conclusion, they become reluctant and highly skeptical. This opens an opportunity for discussing important elements such as skepticism, the importance of inference in science, and other such concepts. This technique allows students to reflect on and improve limited views they possess about science.

The strategy encourages students to actively participate and it gives instructors an opportunity to discuss science as a process. Today strategies that actively engage students are recognized as effective in fostering learning (e.g. Bain 2004; Brookfield & Preskill 2005; Bonwell & Eison (1991). This strategy contributes to the mission of developing techniques that foster active

learning. This poster presentation makes additional suggestions for expanding this technique to improve how students approach textbook reading.

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How to grade class participation while actively engaging students in critical thinking

Thom Keyes
Our Lady of the Lake University
411 S.W. 24th Street
San Antonio, TX 78207
tkeyes@ollusa.edu

Objectives:
During the presentation, participants will:
1. Learn how to get all students to actively participate in the process of thinking critically about course material
2. Reflect on the key standards of critical thinking
3. Discover ways to fairly grade class participation
4. Create ways to apply what they have learned to their own courses
5. Discuss ways to improve the model I present

Audience:
This presentation will benefit those who want to employ techniques that prompt all students to actively participate in class and who want to fairly grade students on class participation.

Activities:
The presentation will include the following activities:
1. Participants will play the role of students listening to and actively participating in a lecture about the key standards of critical thinking.
2. They will discuss ways of improving and implementing the techniques offered.

Description:
If my colleagues are any measure, most professors have class participation as one of their pedagogical strategies. And typically, it is used as an incentive to lure students to class and encourage them to participate in discussions.

However, according to Jacobs and Chase (1992), there are a number of good reasons for not grading class participation: (1) instruction on how to improve participation is often lacking; (2) interpreting student behavior is difficult and subjective; (3) participation often depends on a student's personality, which disadvantages shy or introverted students; (4) keeping track of each students participation is cumbersome and time consuming; and (5) if challenged, the grade is hard to justify.

Yet, as Bean and Peterson point out (1999), there are multiple reasons for keeping and improving the class participation strategy. They believe, and I agree, it can send positive signals to students about the kind of learning and thinking an instructor values, such as growth in critical thinking, active learning, development of listening and speaking skills needed for career success, and the ability to join a disciplines conversation.

But for these benefits to occur, we need to do more than grade on attendance or frequency of volunteer responses; furthermore, we should engage them in the sort of critical thinking that practitioners of our discipline commonly employ.

In my presentation, I will demonstrate various techniques, such as cold-calling (Dallimore and Hertenstein 2004) and what I call the blank sheet method, while explaining key intellectual standards for good critical thinking. I will also outline various ways of assessing class participation that are fair and defensible. Finally, I will ask for ways of improving my model.

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VoiceThread: An Alternative to Threaded Discussions

Karyn Tunks
University of South Alabama
UCOM 3100
Mobile, AL 36688
ktunks@usouthal.edu

Leah Kinniburgh
University of South Alabama
3100 UCOM
Mobile, AL 36688
lkinniburgh@usouthal.edu

Objectives:
During this presentation, participants will:
1) Learn the differences between VoiceThreads and threaded discussions.
2) View a VoiceThread created in an online class.
3) Create a VoiceThread to be used in an online class.

Audience:
Faculty who teach fully online classes and/or hybrid classes will find this presentation beneficial. Those who use threaded discussions for interactive conversations will be especially interested to the option of using VoiceThread.

Activities:
The following activities will be included in this presentation:
1) Interactive discussion regarding creation and purposes of a VoiceThread.
2) Viewing an actual VoiceThread from an online class.
3) Creating a VoiceThread for an online class.

Description:
Studies of online delivery of courses consistently show the need for providing students with opportunities for interaction with the instructor and classmates in order to create a classroom community (Richardson & Swan, 2003). While interaction online has been found to be as effective or more effective than in traditional classroom settings, it remains a challenge due to the fact that delivering quality online instruction is more demanding and time consuming compared to traditional courses (Almala, 2007; Darrington, 2008; Dykman & Davis, 2008; Li & Irby, 2008).

Online course delivery formats, such as E-College, Blackboard and Moodle allow instructors to involve the students in threaded discussions. Threaded discussions are conversations organized by topics (Swan, 2006). Because they are strictly text-based, students have time to think deeply about their writing before posting comments. This creates a culture of reflection among the class

members, and they become much more mindful of their thoughts (Hiltz, 1994; Poole, 2000; Garrison, 2003).

VoiceThread is a web-based application that can be used as an option or in addition to threaded discussions for asynchronous communication in online classes. Using VoiceThread for the purpose of asynchronous discussion in an online class is just one application for this tool. The ability to asynchronously comment using text, voice, or video makes it a viable alternative to threaded discussions (Educause Learning Initiative, 2009).

Instructors and/or students create a shared presentation as a media album on the VoiceThread site (www.voicethread.com). Students add their thoughts to the presentation through asynchronous comments. Comments are collected over a period of time designated by the instructor. The resulting product is a digital presentation with collected comments. Completed VoiceThreads can be viewed at the web site or can be embedded into the class (its@PennState, n.d.).

VoiceThread allows instructors to create presentations that include any form of digital media including images, video, audio, and text. Artifacts such as a PowerPoints documents, and photos can be used for student feedback. Comments are then added to the artifacts through the use of a microphone, webcam, keyboard or telephone. With the exception of the keyboard, students' voices are recorded in the VoiceThread. This may result in richer interactions in the discussion because intonation and voice pattern convey the message rather than written text (Educause Learning Initiative, 2009). Because of the capability to add audio comments, VoiceThread have been referred to as a group audio blog (its@PennState, n.d.).

This session will assist participants in understanding the differences in a threaded discussion and a VoiceThread. VoiceThreads that have been created in an online class will be shared and discussed with the audience. Participants will create their own VoiceThread for use in an online class.

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Utilizing the Hybrid Course Format in a Technical Field (Aviation)

Margaret Klemm
Embry Riddle Aeronautical University
600 S Clyde Morris Blvd
Daytona Beach, FL 32114
klemmm@erau.edu

This poster will present the issues involved in developing and designing a hybrid course for delivery in a technical field (aviation). Traditionally, aviation is a hands on field usually divided into the class portion and the development of skills in the aircraft. University aviation programs provide both. Classroom course content and delivery is mandated by the Federal Aviation Administration (FAA) and, as such, is not amenable to hybrid delivery at this time. Other more advanced subjects such as Crew Resource Management are amendable to hybrid delivery. These are the very courses that assume a certain minimal level of technical expertise (e.g., certificates and ratings), present professional topics (e.g., handling emergencies and decision making), develop soft or notech skills and rely on a less structured format than traditional ground schools. The literature on hybrid development was examined, the University course on hybrid development was completed, and the hybrid course itself developed as part of an internal grant over the Spring and Summer 2011 sessions. The first two sections of the hybrid course will be offered Fall 2011 semester. Preliminary feedback will be available and a paper is to be forthcoming after a full year of delivery and pre and post test student survey results analyzed. Students at ERAU have a mixed reaction to hybrid courses so this enterprise is crucial for the future.

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Strategies Professors of Higher Education Use to Serve as Mentors to Future Professional Educators

Marilyn Koeller
National University
3390 Harbor Blvd.
Costa Mesa, Ca. 92626-1502
mkoeller@nu.edu

Objectives:

- Increase participant use of interactive, learner centered activities in student teaching environments.
- Share proven strategies, techniques and resources focusing on the application of interactive and learner centered instruction.
- Demonstrate specific activities designed to build student motivation, increase creative thinking and add a note of fun to the learning environment.
- Encourage participants to consider and discuss how these strategies could be adapted to their area of study and implemented in their own classrooms.

Audience: Professors of Higher Education who teach and supervise future professional educators.

Activities:
This presentation will include the following activities:

- After a brief overview of research and personal experience related to the need for interesting and engaging learner-centered activities, materials and activities that foster success in the classroom will be shared and discussed.
- Participants will be encouraged to practice and discuss how these suggestions could assist them in serving as mentors to their students as mentees.

Description:
This interactive presentation is based on the research of many theorists and the experience of a professor who has supervised over 100 students leading to their being hired in several Orange County California school districts. Topics and materials to be covered Include the most critical knowledge and strategies needed to promote the most effective teaching and learning for tomorrows professional educators and students.

The diversity of today's students is increasing in all schools in the United States. Understanding these students and how best to promote their learning is essential for success for both the educators and their students (Banks, 1997; Erikson, 1968; Gardner, 1982; Nieto, 1996; & Vygotsky, 1978).

Reflection, critical thinking and working with others are essential skills for students in today's fast paced society (Bloom, et al 1956; Kagan, 1994).

Many future professional educators experience possible failure and frustration, because they are unable to maintain an orderly learning environment in classrooms (Canter, 1976; & Wong, 1998).

Come to this session to learn how to assist you in serving as a mentor to professionals in this most important of all professions -- teaching.

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Personalize Online Instruction to Increase Student Satisfaction and Learning

Marilyn Koeller
National University
3390 Harbor Blvd.
Costa Mesa, Ca. 92626-1502
mkoeller@nu.edu

Objectives:

- Increase participant awareness of the many strategies that can be used in the online venue to personalize instruction and increase student learning and satisfaction.
- Demonstrate specific activities designed to build student motivation, increase creative thinking and add a note of fun to the online learning environment.
- Encourage participants to consider and discuss how these strategies could be adapted to their area of study and implemented in their own online classes.

Audience:
College and University instructors of all disciplines who want to turn their online classes into a personalized fun learning environment.

Activities:

- After a brief overview of research and personal experiences related to the need for interesting and engaging learner-centered activities that address the needs of all generations, especially the Generation Y Millenials, the presenter will introduce and demonstrate innovative and easy-to-use ideas and activities that spark interesting discussions, energize group projects, inspire individual creativity and promote maximum student involvement in both the online teaching environment.
- Participants will be encouraged to practice and discuss how these suggestions could be adapted to their subject area and implemented in their own online classrooms.
- Participants will be asked to share their best ideas of working in the online venue with students; these will be collected and shared with them via their emails.

Description:
This interactive presentation is based on the studies conducted by several researchers of the Generation Y Millenium generation (Wilson & Gerber, 2008). Since this generation is considered to be media savvy, the following focuses on how online teaching can be used effectively with these digital natives (Junco & Mastrodicasa, 2007; Prensky, 2001). Specific examples of how to personalize the online ecollege platform using announcements, emails, discussion boards responses, virtual office, chat rooms, and threaded discussions will be shared and discussed. It is extremely important to have close communication and contact between students and faculty that happens often and is sincerely given and received (Holliday & Li, 2004). Hopefully you will learn strategies that result in this type of feedback from your students:

"I want to say thank you. I have never had a teacher from __ that has been so proactive in the online classroom. It was refreshing. Thank you for your positive instruction. I felt that many

times, you were our classroom CHEERLEADER, prodding us forward and not letting us get down. Thank you!
Carla"

“I thought the teacher was great! She made an extra effort to call each of her students before the start of the class to get to know them for a few minutes. She was responsive in a timely manner to any questions that I had and was available for help when needed.”
(Curriculum and Instruction Foundations Online Classes, 2011)

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Staff Development and its Importance to Teacher Retention and Job Satisfaction

Marilyn Koeller
National University
3390 Harbor Blvd.
Costa Mesa, Ca. 92626-1502
mkoeller@nu.edu

Objectives:

- Increase participant awareness of what teachers view are pros and cons of Induction Programs and Staff Development.
- Share some possible alternatives to improve staff development and teacher Induction.
- Demonstrate specific activities designed to build teacher competencies and improve teacher retention.
- Encourage participants to consider and discuss how staff development could be structured to improve teacher retention.

Audience:
College and University instructors in Teacher Education

Activities:
After a brief overview of research based on a survey of teachers from several Orange County School Districts and current research, the focus of this discussion will be related to these questions:
1. What should be the purpose of a new teacher induction program?
2. What should be the design of an induction program?
3. How are the professional staff participants trained and evaluated?
4. How are new teachers assessed for growth and improvement in the induction program?
5. How is the induction program evaluated for its effectiveness in improving teacher retention and professional development?
The audience will then be asked to share positive experiences they have had with staff development opportunities geared to improve their competencies.

Description:
Teachers made many comments on the survey. Most wanted mentoring from veteran teachers who could serve also as good role models for them to observe and receive assistance from and to have the opportunity to observe in other teachers' classrooms (Black, 2004; Ingersoll & Kralik, 2004). A teacher commented: Observing good teaching is better than just being told what to do. They wanted the school and district to provide more support materials in subject areas and training sessions on how to fill out: Student Study Team or CARE referrals, how to complete the school/district report cards, and to receive help with short and long term planning (Fredricks, 2001). Dealing with parents who are both supportive and difficult was specifically mentioned as an area of need (Gibbs, 2005). A comment made was: What do I do with helicopter parents who like to look in the window of my classroom to see what I am doing and what their child and other students are doing?

High on the list of importance to them was staff development on effective classroom management strategies with regular observations by administrators who had outlined clear expectations and who would give specific feedback for improvement (Stroot, et al, 1998; Wong, 2004)). They wanted specific feedback and not general accolades (Tillman, 2003). One teacher commented: I want to know steps and strategies that I can use to keep students on task and to assess their learning. As always many mentioned they wanted to have more planning time with team members and in general to have a reduction in the amount of paperwork (Davis, 2004; Wang, Tregidgo, & Mifsud, 2002). A student said: I want planning time when I am fresh and not when I am tired at the end of the day and am thinking about what I am going to need to do for the next day (Bobek, 2002).

It was interesting that a few mentioned that they wanted the school district to provide day care for their children and physical fitness programs at schools for teachers. One teachers comment that was representative was: I need reliable day care as my childs welfare is more important than teaching and I do not want to have to miss school because I cannot find day care.Also mentioned was the assistance by the district to help teachers receive National Board Certification. The goal for all these teachers was to become the best possible professional educator. (Britton, Raizen, Paine & Huntley (2003). Come to this session and find out how your experiences and expectations of staff development and induction match with the perceptions and comments of these teachers.

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Self-regulated learning: Turning portfolios into student success tools

Ruth Benander
University of Cincinnati, Raymond Walters College
9555 Plainfield Road
Cincinnati, OH 45236
ruth.benander@uc.edu

Gene Kramer
University of Cincinnati, Raymond Walters College
9555 Plainfield Road
Cincinnati, OH 45236
eugene.f.kramer@uc.edu

Objectives:
At the completion of the presentation, participants will:

- Understand the structure of self-regulated learning activities in the context of course content.
- Reflect on the construction of assignments to be included in a portfolio of SRL activities
- Reflect on the incorporation and timing of various study strategy assignments
- Design an appropriate portfolio of learning strategies appropriate to course content and student course readiness
- Design self-reflective learning activities for a course

Audience: Anyone who teaches in higher education.

Activities:

- Participants will receive information concerning self-regulated learning, student success activities, an alternative portfolio, timing and assessment.
- Participants will use a number of 10-15 minute Quick Bite student success modules covering various student success strategies to create a suite of self-regulated learning exercises appropriate for use in their courses
- Participants will discuss effectiveness and timing of self-reflective learning activities

In a developmental classroom, and in first year courses, students often struggle with not only course material but in discovering and applying successful study strategies. For these students, it is not course material that is the greatest challenge, it is how to be a successful student. Self-regulated learning strategies give these students the meta-cognitive tools to be able to take control of their learning, something they may have not taken responsibility for in past learning (Pintrich & DeGroot, 1991). A principal objection to adding more success strategies to courses is that it takes time away from the course content. However, applying the self-regulated learning strategies in the context of course content can both help students manage their learning more effectively while learning the content required for the course. Although portfolios are not a new tool, an alternative form of a portfolio can provide the opportunity for student reflection of material and strategies, giving them the opportunity to develop successful self regulated learning strategies. In addition, adding self-reflective learning activities to the process of creating

assignments destined for portfolios increases the quality of student work. The types of assignments contained in the self-regulated learning activities, as well as the timing of assignments, are key in providing the most effective learning experience for students.

Even in a math course, a portfolio can be used to encourage students to follow the key steps of self regulated learning; plan, practice and evaluate. Even using small learning modules that can be easily incorporated in ten minutes of classroom time students become active participants in the their learning process. The basic elements of active learning, talking and listening, writing and reflecting, involve cognitive activities that allow students to clarify, question, consolidate and appropriate new knowledge (Meyers and Jones, 1993). A successful portfolio enables students to employ all four elements and provides meaningful communication between the instructor and student. This communication of expectations and account of student reflection serves as an important means for the development of student skills as well as emphasizes the exploration of their own attitudes and values by requiring students to reflect on how they study, when they study and the effectiveness of their study strategies (Bonwell and Eison, 1991). With guided discovery students can build a framework to integrate previous knowledge with new material, and equally important, be invested in their own learning.

However, the use of cognitive strategies is dependent on environmental cues and the features of the tasks being asked (Wolters & Pintrich, 1998). The use of reflections coupled with skill assignments over a period of time contained in portfolio can allow students to opportunity to reflect not only on the importance of the task but how to transfer the necessary skills to novel contexts. Students produce higher quality work and learn more when skills and strategies are reflected on over at various times and contexts. (Halpern & Hakel, 2002, Roher and Taylor, 2006).

This presentation will examine the usefulness of a modified portfolio in a developmental mathematics classroom and how it can be applied to a general classroom. Additionally, although portfolios are more common in English courses, an method of using self-reflective learning is presented to show how students can improve their peer review skills required for a creating a successful portfolio. In addition the construction including self regulated learning modules, timing and assessment of assignments and the portfolio as a whole will also be discussed.

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Using Team-Based Learning to Enhance Student Learning

Lorri Krebs
Salem State University
352 Lafayette Street
Salem, MA 01970
lkrebs@salemstate.edu

Objective:
Following the session, participants will:
Gain knowledge in team-based learning and the use of groups in classes to achieve course objectives
Have experienced team-based exercises first hand and associated assessment measures
Understand how and when groups or teams can be the most successful and discuss opportunities for integration into participants' courses.

Audience:
Anyone interested in team-based learning or using groups effectively in different situations

Activities:
1. Introduction and background using PowerPoint presentation
2. Group interaction to experience team-based activities
3. Discussion regarding pros and cons when it works and when it doesnt
4. Exchange of ideas for group activities in different disciplines and associated assessment measures

Description:
Trying to engage students in course content is often difficult in introductory (or freshman level) courses, and creating discussions even a greater challenge. Additional issues also arise when a department relies on these types of courses to build not only their concentration, but their majors as well. After trying many of my best teaching tricksto no avail, I decided to attempt to structure an entire course using team based (or groups) learning in an effort to deal with the challenges many of us face in teaching introductory level classes. There are many benefits to this type of active learning that have been documented throughout the education literature (Lightener 2007; Michaelson, Knight and Fink 2004). Team-based learning has been suggested as a valuable activity in many different disciplines (Fink 2003; Michaelson, Sweet and Parmelee 2008; Napier 2007, Thompson et al 2007) and with many different intentions (and outcomes) in mind (Crook 1995, Hanson 2006). However, the outcomes are not always perceived as successful from the faculty and/or student's stand point (Chapman 2001; Chapman 2006; King 2005; Phipps 2001). Much of this presentation is based on my subsequent personal successes and failures using team-based learning in many different classes over the past 5 years, as well as the theoretical underpinning justifying the reason to make these structural changes.

Additional insights are integrated from experiences other faculty shared during a recent year-long Intentional Learning Faculty Learning Community (FLC). Interestingly (and quite fitting), Faculty Learning Communities (FLCs) are groups of people focused on a shared outcome, using

similar principles as communities of practice(Brown 1991; Wenger 1998). Although this presentation will not focus on FLCs per se, utilizing this method of analysis provided additional insights into team-based learning that will be shared. The goals of the proposed presentation are two-fold. The first is to explore team-based learning in student groups and examine its effectiveness in a variety of different types and levels of courses. The second goal is to provide a hands-on experience for participants whereby teams are utilized to create assessment measures and exchange ideas.

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Top Ten Mistakes Teachers Make in the Classroom

Rodney Vandeveer
Purdue University
155 South Grant Street
West Lafayette, IN 47907
vandevee@purdue.edu

William Krug
Purdue Universtiy
155 South Grant Street
West Lafayette, IN, USA 47907
krugw@purdue.edu

The session objectives are to:

- Open with an overview to the survey and research questions.
- Seek participants input into what they believe the top 10 classroom instructors mistakes are.
- Use the David Letterman format, share the top 10 mistakes as identified by the students.
- Generate a list of ideas for ways to avoid the top ten mistakes identified .
- Share feedback on the recommendations generated.

Presentation audience most appropriate is for undergraduate instructors in all disciplines.

Everybody makes mistakes. You just hope that when you make them you don't make them all at the same time. This is especially true in teaching. In the fall semester of 2010 students enrolled in various Purdue classes were asked to respond to the question, "What is the biggest mistake instructors make?" The student who responded ranged from Freshmen to Seniors with the majority (70 percent) being Freshmen. The 880 responses were categorized according to the nature of the reported mistake (Turpin, Coffman & Richards, 2010). Based on the survey results, the top ten mistakes that instructors make range from interpersonal skills to evaluation to use of technology. During this session, participants will be asked to list the top three items that you believe students listed as the biggest mistakes that teachers make. Based on this feedback, the top ten list of mistakes teachers make, according to the participants, will be generated. The top ten mistakes as identified by the students from the survey will be shared and compared to the mistakes gathered in the session. All participants will be invited to share ways teachers can avoid the top ten mistakes and the reasons for possible differences in perception.

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Alarmed by Assessment? Facing the Fear Factor

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

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

Objectives:
During this presentation, participants will:
- Discuss the typical fears they face when confronted with providing data for student learning outcomes assessment
- Engage in activities that can help them overcome their fears
- Become armed with worksheets and other tools that can be used to ease the assessment process

Audience:
This presentation will be of interest to anyone involved with assessment of student learning outcomes.

Session Outline:
This interactive session is designed to give participants a chance to face their assessment fears and learn ways to make the learning outcomes assessment process easier. We will:
1. Discuss the most common assessment fears
2. Use activities that can lessen the assessment burden
3. Show participants how to develop a manageable assessment plan.

Summary:
Assessment and accreditation are not going away. In an age when publications such as Academically Adrift (Arum & Roska, 2010) attack the American higher education system, lawmakers continue to cut funding to higher education, and the public at large believes that we are failing our students, it is more important than ever that we make publicly available those measures that show positive impacts on student learning. The problem is that most faculty members have a legitimate fear of assessment, and usually this is the result of a lack of understanding of its purpose and, more often than not, an assumed increase in workload caused by either poorly designed plans or not enough support in the process.

On our campus, faculty members are being empowered to make decisions about designing assessment plans that work for them and include evidentiary sources that are already embedded within their courses (Suskie, 2004; Walvoord, 2004; Huber & Freed, 2000). We have developed tools and worksheets designed to help identify the needed data and collect it more efficiently.

Most importantly, the campus assessment specialist regularly meets with disciplinary faculty to keep an open dialogue and encourage a sharing of ideas (Maki, 2004).

In this session, you will have the chance to learn tips from an assessment expert who is engaged in bringing the culture of assessment back on campus and a faculty member who has experienced the fears and used the tools and techniques to overcome those fears.

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Can better teaching methods close the achievement gap?
The case study of a southern California public school.

HeeKap Lee
Azusa Pacific University
901 E. Alosta Ave.
Azusa, CA 91702
hlee@apu.edu

Teresa Leza
Saint Bonaventure High School
3167 Telegraph R
Ventura, CA 93003
tleza11@apu.edu

Closing the achievement gap is one of the most pressing education-policy challenges that states currently face (Banks & Banks, 2010). Across the U.S., a gap in academic achievement persists between minority and disadvantaged students and their white counterparts. This Data from the National Assessment of Educational Progress (NAEP) shows that reading scores for 17-year-olds narrowed dramatically for both African-American and Hispanic students from 1975 through 1988. From 1990 to 1999, however, these gaps either remained constant or grew slightly in both reading and mathematics (DomNwachukwu, 2020).

In Southern California, the gap applies mainly to achievement differences between Hispanic and white students, especially those students in similar socio-economic classes. 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).

This presentation is a field-based research project, which is conducted by a group of schoolteachers who took a master-level course at a Christian university in southern California. This presentation will identify the main cause of achievement gap in southern California based on collecting and analyzing the data in the achievement gap, creating and implementing the interventions the research suggested, and sharing the results as well as the reflection after implementing the achievement gap project.

The objectives of this session are:
- Participants are able to develop skills to close achievement gap.
- Participants will gain an understanding of the needs and services of diverse populations in the community
- 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 identify the causes and strategies of closing achievement gap in the educational and community setting. Then we ask participants to share their experiences and ideas that may be applicable to a practical education setting.

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Many Faces of Learner-Centered Pedagogy

HeeKap Lee
Azusa Pacific University
901 E. Alosta Ave.
Azusa, CA 91702
hlee@apu.edu

Ie May Lim
Azusa Pacific University
901 E. Alosta Ave.
Azusa, CA 91702
limiemay@juno.com

As we enter into the information age, the education paradigm is changed from teacher-initiated to learner-centered. Several new instructional modes that applied learner-centered principles have arisen such as problem-based learning (PBL), discovery education, inquiry-based learning, project-oriented learning, and constructivistic pedagogy. All are the same in terms of learner-centered approaches, but are there any differences when use them in teaching at a classroom? The purpose of this presentation is to introduce a framework which identifies three modes of learner-centered pedagogies based on the level of learner responsibility: limited learner responsibility (level 1), moderate learner responsibility (level 2), and full learner responsibility (level 3).

Level 1, Limited Learner Responsibility, refers to an inquiry-based learning that requires limited learner responsibility. It encourages an open-ended, student-centered, hands-on activities; however, the effectiveness of the lesson depends on teacher guided questions that challenge and organize the inquiry process (Colburn, 2000).

Level 2 (discovery learning) is an effective intervention for a higher level of learning. Learnershigh level of readiness and intrinsic motivations are conditions for successful and effective learning. In this method, the teacher presents a set of instances and examples in which learners can develop or formulate a rule or principle through discovery (Driscoll, 2005). Learners find regularities and relationships from studying specific examples and learning materials (Bruner, 1961). The main difference between level 1 and 2 learning rests in the fact that level 2 learners must know something before they engage in new knowledge (Orlich, et. al., 1985). The well-prepared mind for discovery mainly depends on prior knowledge of the phenomena presented. Furthermore, throughout the discovery process, learners will become autonomous and self-propelled thinkers (Bruner, 1961).

Level 3 requires a full learner responsibility. In this method, learners have full responsibility for their own learning. The main form is called problem-based learning (PBL). Bridges (1992) identifies the characteristics of PBL. First, the starting point of learning is a problem. Second, the problem is one which students are apt to face as future professionals. Third, the knowledge that students are expected to acquire during their professional training is organized around problems

rather than the discipline. Fourth, students assume a major responsibility for their own instruction and learning. Finally, most of the learning occurs within the context of small groups rather than lectures.

The objective of the presentation is to explain the main differences of each approach along with appropriate cases. In addition, the procedures and evaluation strategy for each approach will be shared so that the participants may find the applicable ideas in their teaching. In conclusion, as this presentation consists of two parts: presenting three modes of instruction with procedures as well as evaluation process and asking participants to share their experiences and applicable ideas.

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When They Act Like Teenagers:
Activities to Help First-Year Students Act Like Adult Professionals

Ruth Benander
University of Cincinnati
Raymond Walters College
Blue Ash, OH 45236
ruth.benander@uc.edu

Robin Lightner
University of Cincinnati
Raymond Walters College
9555 Plainfield Rd, Blue Ash OH
robin.lightner@uc.edu

Objectives & Activities:
During this presentation, participants will
a) Reflect on reasons for rude/challenging/disrespectful student behavior.
b) Examine the relevant neuroscience findings and cognitive development literature that have implications for adolescent behavior in your classroom.
c) Work through examples of classroom activities that promote civility and professionalism.
d) Brainstorm ways to adapt these activities to participantsown classes
e) Complete a worksheet in small groups using scenarios about student complaints. Debrief the worksheet and discuss solutions that would be most helpful to students.
f) Leave the session with a list of changes to the syllabus/policies, helpful activities, and useful responses for common complaints.

Audience:
This presentation is for instructors who are concerned about classroom management or who want to be treated better by their students. In particular, instructors of first-year courses may find the content helpful.

Description:

Lately, several news stories have suggested that students are becoming less respectful, and indeed, our colleagues are experiencing that students are complaining more, whining, ignoring classroom rules, being too casual on email, and inattentive in class. Some of these observations may stem from cultural shifts in the ubiquity of technology and norms for texting. Also, increased pressure on students to work, job uncertainty, and cultural misunderstandings may contribute to an instructor's sense of disrespect.

Research on the teenage brain may also shed some light on behaviors that older adults find rude. For example, teens have an overactive amygdala compared to older adults, and thus may perceive threat more readily and be less able to problem solve in social situations. Teens have less a developed prefrontal cortex, and thus may not be as aware of consequences of their actions. Teens' brains are still undergoing myelination in key areas that regulate emotion and

judgment. For these biological reasons, professionalism does not come easily to many of our less mature students.

Operating under the theoretical perspective of self-regulated learning, in order for students to learn professionalism, they must be given the opportunity to practice, judge their performance against standards, and adjust and improve based on feedback. In this session, we will present some classroom activities for both online and face to face learning that move our students toward a professional approach toward their university interactions. We will consider a number of common student complaints (e.g., What'd we do in class on Tuesday? This is too much work.) and explore ways that we can turn the conversation with them into an effective problem-solving session.

Attendees at this session will practice with hands-on in-class activities to prevent some behavior problems in the classroom. These can be adapted to fit within any discipline. Participants will also leave with an approach to challenging interactions that creates a Teflon shell against students' oblivious, sometimes hurtful rudeness while at the same time, helping them learn how to act like professionals.

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I Will See Your Gen X and Raise You a Y:
Gambling with the Online Multi-Generational Classroom

Danielle Lusk
Jefferson College of Health Sciences
101 Elm Avenue, SE
Roanoke, VA 24013
dllusk@jchs.edu

Gina Mariano
Troy University
Jack Hawkins Jr Hall
Troy, Alabama 36082
gjmariano@troy.edu

Objectives:
Participants will be able to
1. identify differences that affect classroom interactions between students from multiple generations
2. identify where issues may arise in an online classroom with multiple generations
3. utilize instructional methods that meet the needs of their multi-generational students in the online teaching setting

Audience:
This presentation will be useful for anyone who teaches online courses. Although online courses will be highlighted, faculty who do not teach online may find the pedagogical strategies useful for incorporating into their face-to-face courses.

Activities:
This presentation will include the following activities:
1. Self-assessment regarding faculty's opinions of teaching students from different generations.
2. Small group discussion, followed by a large group discussion, surrounding the challenges faced with teaching students from different generations.
3. Demonstration of pedagogical strategies for teaching multi-generational students in the online classroom.

Description:
Faculty often comment that today's students behave differently than those of the past (Twenge, 2009). In particular, the Millennial generation has a poorer reputation among faculty due to behavioral and attitudinal difference. The nicknames given to this generation illustrate these feelings: Generation Me (Twenge, 2009), the Net Generation, Digital Natives, Echo Boomers, and Nexters (Bracy, Bevill, & Roach, 2010, p. 21), and the YouTube Google-Eyed generation (Duffy, 2008, p. 119).

Meeting the needs of individual students is hard enough, but when you add in generational factors, it becomes more difficult. With more non-traditional students entering higher education,

faculty members may find they have a classroom of students from the Baby Boomer, Generation X, and Millenial generations. Each generation has unique attributes that affect how they learn and their attitudes towards learning. For example, Millenials need more structure because they bore easily (Twenge, 2009) and are also more comfortable with technology (Duffy, 2008; Kelly, 2008; Twenge, 2009). Older students are generally more comfortable in face-to-face, traditional classrooms that rely on lecture-based teaching (Kelly, 2008). These students will usually only take online classes only out of necessity and tend to ask more technical questions (e.g., how to post on a discussion board; Kelly, 2008). Younger students prefer video (Kelly, 2008), while older students are comfortable with lecture only.

Another generational difference highlights varying opinions on diversity. According to Jenkins (2008), Millenials embrace diversity more than previous generations (as cited in Bracy et al., 2010, p. 22) and can be relied on for their civic-mindedness (Saunderson, 2009). Older generations may experience some discomfort when confronting diversity-related issues.

These generational differences are important to keep in mind when designing the online classroom. Students will have varying needs that affect their relationship with the instructor, each other, and the course material. This session will focus on these differences and how to practically overcome them without sacrificing instructional quality.

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Teaching Critical Thinking: Developing awareness of faulty assumptions

Kyla Macario
The University of Arizona
1500 E. University Blvd Bldg 70
Tucson, AZ 85721
kylam@email.arizona.edu

Objectives:
Participants in this interactive session, will

- Articulate at least 3 salient points of relevance in using the D.I.E. tool (Paige, 2004) in classroom settings
- Discuss the common assumptions leading to faulty conclusions made when critical thinking is unlearned and/or unpracticed.
- Practice using the D.I.E. tool (Paige, 2004)

Audience:
This experiential exercise will be of particular interest/benefit to faculty who want to challenge their students to read, write and think from a position of clear, unbiased arguments/conclusions.

Activities:
Working in groups of 2-4, participants will be given an unfamiliar picture and a guide sheet. As a small group, they will create their hypothesis and present this to the whole group. After their presentations, they will be given the meaning/solution to their picture to share with the whole group. After all groups have presented, there will be a discussion about how the tool can be used in different disciplines.

Description:
The Intercultural Training and Assessment Tool known as D.I.E.(Paige, 2004)has been used in higher education and corporate settings as an experiential exercise to develop critical self-awareness of assumptions made when presented with an unfamiliar picture. In undergraduate and graduate classes at the University of Arizona, the tool has been invaluable in elucidating assumptions made while learning to critically self-reflect and to think critically (Paige, 2004, Meyers, 1996 and Paul, 1993)

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Applying Intellectual Standards When Reading the New York Times:
An Applied Exercise in Critical Thinking

Kyla Macario
The University of Arizona
1500 E. University Blvd Bldg # 70
Tucson, Arizona 85721
kylam@email.arizona.edu

Objectives:
At the end of this session participants will

- Elucidate the salient aspects of Richard Pauls 14 Intellectual Standards (Paul, 1993)
- Experience the read, write, speak model used in the 16 week class with an article from the New York Times
- Review and discuss the rubrics used in this course to incrementally move students to progressively higher levels of basic academic skills

Audience:
Applicable to all disciplines; adaptable to all grade levels; open to all who are interested

Activities and Description:

- Richard Paul's 14 Intellectual Standards (Paul, 1993) will be introduced and directly applied by whole group processing of the commonly known statement: Just Say No.
- Working in pairs, a variety of brief New York Times articles will be distributed. They will read the article, apply the standards, write a 2 sentence summary and present their summary to the class. Discussion will follow using the rubrics to deconstruct the layers of learning possible using this method (Myers, 1986 and Novak, 1993).

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Online Mentoring: 10 Ways to be a Better E-mentor

Gina Mariano
Troy University
377 Hawkins Hall
Troy, AL 36081
finalydr@vt.edu

Danielle Lusk
Jefferson College of Health Sciences
920 South Jefferson Street
Roanoke, VA 24016
dllusk@jchs.edu

Objectives:
Participants will be able to:
1 Identify common challenges in online mentoring
2) Identify strategies to overcome these challenges
3) Identify and integrate Web 2.0 technologies for mentoring
4) Identify the different stages of mentoring
5) Apply strategies and activities
6) Build a social network around mentoring

Audience:
Anyone who teaches in higher education

Activities:
1) The presentation will begin with participants examining their own conceptions of e-mentoring and what they consider good e-mentoring
2) The presentation will include demonstrations of examples of e-mentoring technologies
3) The presentation will include both instructor and student examples of frequent e-mentoring problems
4) The presentation will include online mentoring forms and exercises for mentors to use with students
5) The presentation will include break-out sessions where small focus groups will begin using the e-mentoring strategies discussed

The advancement of e-mentoring has changed the way mentors and mentees communicate and can complicate the relationship. Mentors have been found to consider their responses more carefully when aware of the public and lingering nature of online communication (Sinclair, 2003). Therefore, the idea of thinking before we speak now has a very 21st century meaning. E-mentoring has changed the nature of mentoring (Steele & Carter, 2002).

Students often seek academic advice, as well as career guidance, personal assistance and encouragement and moral support (Malachowski, 1996) from their mentors. How can we best assist students not only in career growth, but personal growth as well, when the predominant

mode of communication is online? How can we be role models if we cannot see our mentees in person? What can mentees learn from mentors through an email?

Responding to student needs now may require integrating a number of technologies. The ability to cheerfully and accurately communicate the same message over and over again (Steele & Carter, 2002) can become frustrating. Just what does it mean to be an e-mentor? There are a number of Web 2.0 technologies to help assist and manage communication among mentors and mentees, including templates to store frequently used responses. The technologies available, along with activities that promote communication can help grow the relationship between mentor and mentee in an online environment.

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Community Action Projects:
Scaffolding and Authentic Assessments for Effective Service-Learning

Cortney Martin
Virginia Tech
122 Hillcrest Hall
Blacksburg, VA 24061-0453
martinc@vt.edu

Barbara Bekken
Virginia Tech
Geosciences
Blacksburg, VA 24061-0420
bekken@vt.edu

Lisa Poley
Virginia Tech
Virginia Tech
Blacksburg, VA 24061
lpoley@vt.edu

Objectives:

- Discover the lessons learned through three iterations of the Action Projects
- Learn about scaffolded skill development to prepare students for independent work
- See (and hear) real-world deliverables that showcase student work in unique ways
- Discuss and share successes and challenges of service-learning project endeavors
- Generate a list of success factors and authentic assessment approaches that may be used across disciplinary domains

Audience:
This session is designed for faculty who are interested in incorporating service-learning experiences and authentic assessment in the form of community action projects to stimulate increased student agency and autonomy. It is suitable for faculty members who have previously engaged in or are considering service learning or project scaffolding. We encourage participation from a range of disciplines and experiences to stimulate a broad exchange.

Activities:
The session will begin by providing context with a brief overview of the innovative Earth Sustainability program and the evolution of our community-based service-learning projects over three cohorts of students. Thereafter, well break into small-groups to share experiences then reconvene to identify

- necessary factors for successful service-learning projects
- challenges with service-learning
- pedagogical tools to prepare students for service work
- innovative deliverables and assessment methods

Interested participants will receive electronic copies (via email) of the action project guidelines, peer review forms, and evaluation rubrics used by instructors.

Description:
Service-learning opportunities afford numerous benefits to students (Egenrieder, 2007) as well as to faculty, the institution, and the community (Driscoll, 2008). Egenrieder (2007) describes the advantages for students: projects can result in tangible outcomes useful to others; students gain some autonomy and control over their learning; students develop skills for lifelong learning and professional work; and students may gain real world experience with the methods of science and inquiry.

Service-learning and related institutional engagement has reached such a level of importance that it has been designated an elective Carnegie classification on Community Engagement, established in 2006 (Bringle, 2009; Driscoll, 2008). Similarly, the AAC&Us VALUE (Valid Assessment of Learning in Undergraduate Education) program features Personal and Social Responsibility as one of the three categories of learning outcomes (Rhodes, 2010). Within that, Civic Knowledge and Engagement is included as one of the fifteen essential VALUE rubrics.

However, project-based work comes with a significant risk of students doing something just for the sake of doing something. Rather, our goal is to see students identify a real problem, conduct background research, develop a project plan, carry out the plan, assess the outcome, and communicate those results. With real-world stakeholders involved, it is essential that students are properly prepared to work semi-autonomously, with the guidance of a mentor. As Grow (1991) aptly describes in his Staged Self-Directed Learning Model, when a facilitation approach to teaching is used, students in a dependent stage of learning, will not be able to make use of the freedom to learn, because they lack the skills such as goal-setting, self-evaluation, project management, critical thinking, group participation, learning strategies, information resources, and the self esteem which makes self-directed learning possible. (p. 138)

In Virginia Tech's Earth Sustainability (ES) program, we used a scaffolded approach to build necessary skills for an effective and meaningful service-learning experience. These community action projects were predicated on the understanding that learning is a social and cultural activity and that by working in peer groups with invested expert faculty mentors, learning can take place within a zone of proximal development (Vygotsky, 1978).

Our best approach resulted from reflecting and retooling our pedagogy based on the experiences of two cohorts of students and faculty. With the third cohort, we experienced our most successful scaffolded design by staging the deliverables, building on learning and management skills, and gradually increasing student autonomy and independence.

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College Coffee Shops for Complex Reading

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

Objectives:
1. Presenter and audience members will delve into the problems of sustained reading with Generation Y students through discussion.
2. Presenter and audience members will seek solutions in small groups to be presented to the whole group at session's conclusion.

Audience:
College level instructors who require or are interested in sustained reading in their courses

Activities:
1. Presenter will discuss information concerning reading and Generation Y students.
2. Audience members will create groups to brainstorm ideas for college coffee shops and other possible solutions.
3. Audience members will share these ideas with everyone for later development in their courses

Description:
Students today spend approximately 31 hours per week online and only seven minutes of their daily time engaged in leisure reading (Gallagher, 2009). Of this online time, they engage in multitasking behaviors, surfing, texting, social networking, all the while completing assignments for class. Does this mean that students who are multitaskers are more efficient as readers? The findings of a Stanford University study (2009) suggest otherwise--that multitaskers are easily distracted, with weaker memory organization and less ability to switch tasks between groups. So what do these data mean in terms of sustained reading in Generation Y students? They mean that these students are experiencing problems staying on task long enough to comprehend complex texts; according to the ACT, college students who are unprepared for college lack the ability to probe texts, to stay on task for longer readings, and have not developed the habit of slow reading (Bauerlein, 2011). Our college students do not understand coffee shopbehavior-reading in a social setting for enjoyment and then responding with others who are reading the same text. This session will explore ways that college instructors can create coffee shops and other solutions for students as part of their courses to help them engage in the pleasure of sustained reading and learn to develop the habit as part of their daily social connection.

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Learner-Centered Assessment: Filling in the "Missing Part" of Pedagogy

Kathryne McConnell
Virginia Tech
122 Hillcrest Hall (0157)
Blacksburg, VA 24061
kmdrezek@vt.edu

Peter Doolittle
Virginia Tech
111 Hillcrest Hall (0453)
Blacksburg, VA 24061
pdoo@vt.edu

In "The Art and Science of Classroom Assessment" aptly subtitled "The Missing Part of Pedagogy" Susan Brookhart (1999) argued that because important decisions are based on information derived from classroom assessments, it is imperative that the information be of high-quality: accurate, dependable, meaningful, and appropriate(p. 13). This interactive teaching session will help participants develop the knowledge and skills necessary for implementing learner-centered assessment through their classes by employing practices that not only monitor, but promote learning, through which we can both encourage and shape the type of learning we desire through the types of assessments we use(Huba & Freed, 2000, p. 8).

Broad objectives for the session include:
Participants' development of a toolkit for learner-centered assessment, including:

- Assessment measures
- Pedagogical strategies
- Faculty development approaches

Participants' development of a community of practice, or network, of peers dedicated to the implementation of learner-centered assessment in their classrooms and on their campuses.

More specifically, based upon the professional expertise of the presenters, grounded in the theoretical frameworks of the cognitive and educational psychology, and using a variety of active learning strategies, this session will provide participants with the knowledge, skills, and abilities to:

1. Define learner-centered assessment;

2. Distinguish between learner-centered assessment and other approaches to assessment;

3. Create alignment between their students, program/course curriculum, and pedagogies employed (aka, the who, what, and how of teaching) to promote greater learning gains;

4. Adopt, customize, and utilize extant tools (e.g., the AAC&U VALUE rubrics) to make meaning of data derived from learner-centered assessment activities; and

5. Connect to a network of peers working to promote learner-centered assessment at their colleges and universities.

Active learning strategies will include, but not be limited to:

1. An anticipation guide to introduce the topic of learner-centered assessment and generate immediate discussion at the beginning of the session;

2. A case study based upon actual events about what went wrong in a learner-centered approach to assessing critical thinking

3. A syllabus analysis designed to provide participants with practice mapping course syllabi a solid starting point for any conversation with faculty about learner centered assessment to program outcomes; and

4. A high-impact practices graffiti session designed to help participants think outside the boxfor assessing curricular and co-curricular innovations like first-year experiences, undergraduate research experiences, internships, and capstones

This session is appropriate for all faculty, assessment professionals, and directors of teaching and learning centers.

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Out With Old and In With the New:
Stop the Lectures, Throw Out the Textbooks, and Create Student-Engaged Learning

Cheryl McFadden
East Carolina University
123 Ragsdale Hall
Greenville, NC 27858
mcfaddench@ecu.edu

Maria Pharr
Pitt Community College
Vernon White Bldg., Rm 9
Greenville, NC 27835
mpharr@email.pittcc.edu

Objectives:
During this presentation, participants working in interdisciplinary groups will:
1. A-ssess student knowledge on content;
2. C-reate student-centered goals, objectives, activities;
3. E-ngage students in real life learning;
4. S-olicit feedback from students using nontraditional methods.

Audience:
This presentation is designed for faculty who want to create student-engaged learning in their courses.

Activities:
This presentation will include:
1. Participants engaged in a pedagogical framework called ACES.
2. Students conducting poster sessions of topics researched during the semester.
3. Participants evaluating student work with student created evaluations.

Description:
Is the stage on the sage an effective teaching method and how is teaching effectiveness measured in higher education? Although research clearly supports the use multiple sources of evidence to measure teaching effectiveness (Berk, 2005), most institutions rely on students evaluations. Berk identifies 12 sources of evidence: student ratings, peer ratings, self-evaluation, videos, student interviews, alumni ratings, employer ratings, administrator ratings, teaching scholarship, teaching awards, learning outcome measures and teaching portfolios. If multiple sources were used by faculty, perhaps we would learn the truth about our teaching effectiveness. Maybe we don't want to know the truth.

Students are bored with the traditional methods of teaching in higher education. The sage on the stage can't compete with the technological wizard in the chair. By the time students enter college, they have been exposed to more stimulation per minute in their short lifetime then most faculty will ever be exposed to in their entire lives. Students want to be engaged (Lardner &

Malnarich, 2002). No, students demand to be engaged in the learning process. Faculty have to create new methodologies in order to teach these technological wizards. Laird, Shoup, Kuhn, and Schwarz (2008) encourage faculty to integrate high impact practices which lead to deep and meaningful learning experiences. Isnt this what we want in our courses?

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Providing Purpose: Using Experiential Learning to Impact Student Confidence and Retention

Emily McLaughlin
Indiana University-Purdue University Indianapolis
799 W Michigan Street, ET 331
Indianapolis, IN 46202
emmclaug@iupui.edu

Purpose

The purpose of this project is to examine the impact of experiential learning on students enrolled in a sophomore level interior design studio course in an effort to evaluate their satisfaction and understanding with relation to their career choice. Likewise, the project seeks to examine the long term effects of this exercise to assess what role experiential learning might have on retention and graduation rates.

Literature Foundation

A literature review was conducted relative to service-learning and student retention using studies available in English from 1995 to 2010. While there are various interpretations of service-learning, it seems that Bringle and Hatcher (1995) offer the most widely accepted definition. They define service-learning as a credit-bearing educational experience in which students (a) participate in an organized service activity in such a way that meets identified community needs, and (b) reflect on the service activity in such a way to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (p.112).

Most research has glorified the benefits of service-learning, indicating that students who participate in these activities develop higher ranking thinking skills, amplify their understanding of course-to-discipline comprehension, develop better communication among peers, increase their understanding of other viewpoints, and enhance their decision making skills (Hamner, 2002; Sterling, 2007; Watson-Zollinger, Guerin, Hadjiyanni and Martin, 2009).

Little could be found, however, which examines the direct link between the effects of service learning on student retention. Some scholars (Mundy and Eyler, 2002) examine college student departure with relation to the level of social integration they embrace within the institution in which they are enrolled. Others (Picket-May and Avery, 2001) examined the outcome of creating a freshman level course with the intended purpose of using service learning in the freshman year to increase retention.

While all of these models can be useful in helping higher education understand the correlation between civic engagement and disciplinary comprehension, the intention is to delve deeper to examine how service-learning activities can be used to assist students who might be struggling to better understand the skill set requirements of the discipline, and understand if or why they may leave a program based on these experiences.

Methods

Eighteen students in a required, sophomore studio course at a University located in the Midwest United States were provided with a pre-test which surveyed the students regarding their current career perceptions. More specifically, students were analyzed regarding how they selected their current major, how well they understand the job responsibilities associated with the profession, and what instructional methods have been used to communicate information to them in the past.

Students then completed a series of project based assignments throughout the semester, two fictitious and one service-learning oriented project. For the later project, students worked directly with a prominent VA Medical Center in the Midwest to learn about the emerging needs of women veterans by designing a series of new clinics specific to their needs.

At the conclusion of the course, students were given a post-test and completed a reflection, which again examined the students career perceptions and satisfaction with their career pursuit after having worked on traditional, invented coursework verses an onsite project with a community partner.

Results and Discussion/Conclusions

Results were compared and analyzed, and student reactions to working on the community-based project resulted in positive, career affirming responses by most. Students were excited to be part of the re-design and improvement of built environments which effect a very special population, and generally felt they had obtained an expanded understanding regarding the body of knowledge required for the profession.

Students felt that critical skill sets which are necessary to work as a professional interior designer were revealed through direct collaboration with engineering and design staff at the medical facility. Some words which were duplicated in student reflections included overwhelmed, confused and anxiousabout the demands and knowledge base necessary to succeed in the interior design profession, yet nearly all remain confident, certain or assuredthat they can master the necessary skill sets in an effort to improve the quality of life for others through the creation of safe, healthy built environments.

After completion of the project 94% of students felt a renewed energy and excitement for the discipline, and expressed enthusiasm at the prospect of finishing the degree. At the conclusion of this course, student academic status will be examined to determine what impact the experiential learning project may have on student continuation in the program. It is the intention of this project to follow this sample group long term in an effort to examine how their graduation rates may be affected by this civic engagement project.

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TOO MUCH INFORMATION: A Bad Thing for Decisions!

Beth Moore
Madisonville Community College
2000 College Drive
Madisonville, KY 42431
beth.moore@kctcs.edu

This presentation focuses on the tried and true principle of the value of the Informed Decision in the world of human decision making. Most people with advanced, formal education hold a solid belief in the basis of important decisions based in data, facts, and confirmed information. Most business decision-making models follow a rational process, including steps in the Rational Decision-making Model. This belief was established in a seminal article written by Herbert A. Simon detailing the connection between the economic thought process and the psychological thought process as they relate to decision making (1959). However, more recent research studies have shown the paralyzing effect of more and more information brought to bear on an important decision. This creates a paradox.

Most of us assume that the accumulation and assimilation of more and more knowledge, facts, data, and information would help the decision-maker become increasingly informed, and therefore, more capable when called upon to make a decision. This does appear to occur at the lower-to-moderate levels of information. However, there appears to be a range at which more information becomes overwhelming, taxing the ability of the brain to process a finite capacity of items (Klingberg, 2009). Researchers and theorists posit that the brain falters in an attempt to determine what is useful and what to discard. At this point, more information can and does lead to worse decisions or even to failure to make a decision. And in this ever-increasing information society, what to discard becomes more and more crucial and difficult.

In today's world, it is not just the amount of facts or data that overloads the functioning of the brain. It is also the endless parade of information that overwhelms us on a daily basis. Information is immediate and unceasingespecially in a world of technology. Who has not marveled at the people who are constantly checking the Inboxof emails all day long, before they go to sleep at night, and even during the night when they wake up? Or maybe you are one of those people.

Although rational, analytical thought is usually believed to be the best method to use in decision making by the educated elite, it is not always accomplished in hurried steps. Even analytical thought requires processing timeand contemplation by the thinker. This is perhaps more true for decisions requiring creativity, which may not be achieved by the head-on analytical approach. Research has shown the value of the unconscious brain for many decisions. Angelika Dimoka, director of the Center for Neural Decision Making at Temple University, conducted a study involving functional MRI with participants handling increasing amounts of information. Her study showed that activity in the dorsolateral prefrontal cortex (responsible for decision making and control of emotions) eventually shut downwith more information. She likens this to a circuit breaker blowing. After that, frustration and anxiety soared and the participants made worse and worse decisions (Cited in Begley, 2011).

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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Remote Teacher E-valuation in a Secure Online Environment

Loren Naffziger
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
lnaffziger@nu.edu

Kenneth Fawson
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
kfawson@nu.edu

Cynthia Schubert-Irastorza
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
cschubert@nu.edu

Introduction
National University (NU) is the State of California's largest provider of teacher education coursework and clinical practice. The observation and evaluation of the clinical practice of these teacher candidates is as a part of the State of California credentialing program. This process can be both time consuming and costly with the results on improving the teaching practices of the candidates being marginal. NU is conducting a pilot project that utilizes an Internet-connected remote viewing, communication, and evaluation system that operates through a secure web site known as IRIS Connect. The use of There Now (a U.S. company that provides the equipment, software, and IRIS Connect access) Internet Connected Remote Observation Equipment and their proprietary web site are central to the discussion of how this interactive program can improve the development of teacher credential candidates (see fig. 1).
The specific group of teacher candidates who are participants in this project are interns at multiple school districts throughout the southern region of California. The internsareas of concentration for their studies include general education, special education, and work with the deaf and hard of hearing populations in the public school system ranging from Kindergarten to the twelfth grade. In an effort to improve upon the clinical practice process, the use of Internet-based system is being undergoing a pilot test to determine if the technology expenditures are cost effective for improving intern teaching performance.

This presentation will include an overview of the following;
Best Practices for Using Remote Observation and Videotaping Research
Beck et al., (2002) suggest that the use of videotaping to develop cases has an intuitive component, which relates to the use of the recording of actual classroom interactions (p. 346).

Comparable to Face-to-Face Observations

Supporting the idea that the Internet system can efficiently reduce costs, Dyke et al., report that a strong correlation in professional judgments of teaching performances by both online and in-class observers (p. 45). A major component of the remote teacher observation is to capture moments that will enhance the teaching practices of those entering the profession. Waxman, Tharp, and Hilberg (2004) note that, One of the most important purposes of systematic classroom observation is to improve student teachers classroom instruction(p. 90).

Online Discussions with Peers

Lee and Wu (2006) report a case study that includes a comprehensive use of an Internet-based computer mediated communication system involving the videotaping of instructional activities. In the first semester, the intern or student teacher candidate made videotapes of their microteaching sessions, met in small groups of peer with a mentoring faculty member to review their practices. During the second semester, the inclusion of lesson plans, handouts, and self-evaluations were additions to the videotaping of teaching performances. The utilization of an online discussion forum with all of the second semester student teaching materials was conducive to a very thorough evaluation of the candidates performances.

Reflective Practices

Rosaen et al. (2008) present the findings of the case study that include the value of utilizing the videotaping of interns teaching segments for reflective practice training. By utilizing small chunks and smaller segments, the authors report that the interns were better able to make specific observations on their pedagogical practices as compared to memory-based reflections.

Cognitive Coaching

Crasborn et al., (2007) discuss the improvement of supervisors in promoting dialogue with their mentees as opposed to being didactic through the implementation of a specific training program. The video recording of the mentor-mentee discussions of the teaching candidates performance provides an additional opportunity for analyzing the quality of the relationship.

Professional Development

Lundeberg et al. (2008) present the findings of a case study in professional development that concludes that teaching professionals find it valuable to analyze videos of their practices as well as those of their peers. The researchers' discoveries include qualitative data that supports the construction of a video library that allows teachers to identify new strategies and observe their changes in practices.

Literature Review Summary

The Internet-based system is a vehicle for promoting reflective practice (Rosaen et al., 2008), developing a collaborative community (Maclean & White, 2007), improving supervisory practices (Crasborn et al., 2007), and creating an effective arena for promoting the development of the four domains (Yung et al., 2010). By carefully guiding the teacher candidate, those in supervisory roles can provide the tools for the candidates to develop their reflective practices. The IRIS Connect web site allows the candidate to review their pedagogical practices at times and locations that can be conducive to the reflective practice. If teacher candidates are encouraged to discuss and review their video captured moments with their peers, they will

develop the type of collaborative community that can create synergistic outcomes. Specifically, the group may encourage and strengthen each others ability to analyze teaching practices that will promote the individual candidates ability to perform at higher levels of pedagogical proficiency.

Current Study Methods

A study of the effectiveness of the Internet-based system is underway by a team of educational professionals at NU. The focus of the research is to examine the usability of the equipment and system as well as the impact of technology on the teacher candidatesperformance. The essence of the research questions is to determine whether the use of the IRIS remote observation system is a viable alternative to the traditional face-to-face classroom observation and assessment system. To accommodate the use of the system by NU and school site supervisors modifications to IRIS Connect web site have been made (see fig. 4). These enhancements to the remote observations will allow the supervisors the ability to record multiple sets of data while observing or reviewing the teacher candidatesperformance. This will provide additional feedback to the intern that can be valuable for making corrections to their teaching practices. The details of the research questions that will form this case study are as follows.

Figure 4: Modifications to enhance feedback

Technology Related Questions

1. What are the issues/problems of establishing observation cameras within school districts and specific school sites for the assessment of teacher candidates?
2. How well did the observation cameras work at each site? What were the problems (if any) encountered in the application of the technology? How were these resolved?
3. What is the ease of use of the remotely controlled observation cameras? Were the interns and student teacher supervisors able to control the camera effectively in order to capture the lesson being taught?
4. What is the quality of the video captured during the teaching events?
5. Were interns and student teacher supervisors able to access the web site to view and provide immediate feedback to candidates? Were teaching credential candidates able to view video tape and feedback provided during observation? What problems (if any) were encountered accessing and using the IRIS web site?
6. How satisfied are study participants with the use of the technology to provide support and feedback on performance?

Consumer Related Questions

1.) How effective were the cameras for observing teaching credential candidate performance? What were the candidates' perspectives? Intern and student teacher supervisor perspectives?
2.) How effective was the web site for providing feedback to the teaching credential candidate following the observation? What is the teaching credential candidate perspective and supervisor perspective?
3.) What kinds of issues/problems were encountered working with the technology in the classroom and on the web site?
4.) Is the IRIS remote observation camera system a viable alternative to face-to-face classroom observations? If yes, why? If not, why?

5.) How was teaching credential candidate reflection on their teaching performance enhanced or improved through use of the IRIS system of observation?
6.) How satisfied were study participants with the use of the technology to provide support and feedback?

Research Methodology

The creation of a survey that addresses the research questions will be a part of the evaluation of the Internet-based observation, communication, and evaluation project. The survey will be sent to the interns, NU-supervisors, and school site intern supervisors that consent to their participation in this study. The use of an Internet host (e.g., SurveyMonkey") will allow the participants the ability to present their perspectives anonymously. The researchers will analyze the data as it pertains to the research questions and concerning the three primary stakeholder group perspectives. The three primary stakeholder groups are the interns, NU supervisors, and the school site supervisors.

The second data set that will form a part of the qualitative data is the interviews with the individual participants. Each of the individual participants will have an opportunity to discuss their perceptions that relate to the research questions. This data will provide the stakeholders with additional opportunities to discuss their perceptions as to the strengths and challenges of using the technology. These private meetings will also allow the participants the opportunity to make additional suggestions for improving the use of the system.

Preliminary Findings

The specific collection of qualitative and quantitative data has not yet begun due to the short duration of the projects history. However, we can state that one of the biggest obstacles to implementing this project is the concern for the identity protection of the Kindergarten through 12th (K-12) grade students in the various school districts. To date, we have sent letters to over 38 school district representatives with additional follow-up in the form other communication to more than 25 of those individuals. We have been successful in placing the remote observation system equipment in four different school districts and two more governing school bodies are in the second phase of discussions. One intern and the corresponding NU supervisor are actively using the system with several more expecting to be fully engaged within the next 30 days.

Adaptations to Enhance School Site Control

The concern for the protection of K-12 student privacy creates the need to adapt our project to include the exclusive use of the asynchronous features of the Internet-based equipment and software. This assures the school district representatives that their employee (the intern teacher candidate) will be the one that controls the videotaping and uploading of recordings to the IRIS Connect web site. This additional layer of protection for K-12 student identities is a necessary step for at least one of the two districts now in the next phase of discussion for being a part of this study.

Technology Related Findings

Although the survey and follow-up meetings with the study participants has not taken place, there is some feedback on the project coming through our work with the various school districts. The remote observation equipment requires the use of the host sites Internet. The requirements

for the Internet use include the establishment of a static IP address that has public access for remote observations. The typical firewall configurations of todays school districts make this a challenging aspect to the use of the system. This challenge includes getting the proper administrative permissions, which can require multiple approvals from various levels of governance. The use of the IRIS Connect web site requires the downloading of their software and a PC check that may necessitate the downloading of Adobes Flash Player updates. Older personal computers may not have the capacity to support this software and the requirements for the best operation of the remote viewing system. Broadband connections that allow for high rates of downloading are a requirement for optimal use as well.

Conclusions

The use of an Internet-based system for viewing, communicating, and evaluating teacher candidate performance is an effective alternative to the traditional face-to-face observations as case studies have shown (Beck et al., 2002, Dyke et al., 2008, Lee & Wu, 2006). The current project underway at NU has the potential to improve upon this institutions teacher training practices by allowing supervisors the ability to communicate synchronously and asynchronously through a secure web site. The ability for the supervisors to provide critical feedback to the interns that corresponds to specific video segments will allow the candidates to gain greater insight into their teaching performance (Dyke et al., 2008). In addition, the possibility to reduce costs associated with travel in terms of time and mileage is an advantage of using an Internet-based system.

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Using technology to improve clinical practice for teacher candidates

Loren Naffziger
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
lnaffziger@nu.edu

Kenneth Fawson
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
kfawson@nu.edu

Cynthia Schubert-Irastorza
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
cschubert@nu.edu

Introduction
National University (NU) is the State of Californias largest provider of teacher education coursework and clinical practice. The observation and evaluation of the clinical practice of these teacher candidates is as a part of the State of California credentialing program. This process can be both time consuming and costly with the results on improving the teaching practices of the candidates being marginal. NU is conducting a pilot project that utilizes an Internet-connected remote viewing, communication, and evaluation system that operates through a secure web site known as IRIS Connect. The use of thereNow(a U.S. company that provides the equipment, software, and IRIS Connect access) Internet Connected Remote Observation Equipment and their proprietary web site are central to the discussion of how this interactive program can improve the development of teacher credential candidates (see fig. 1).
The specific group of teacher candidates who are participants in this project are interns at multiple school districts throughout the southern region of California. The internsareas of concentration for their studies include general education, special education, and work with the deaf and hard of hearing populations in the public school system ranging from Kindergarten to the twelfth grade. In an effort to improve upon the clinical practice process, the use of Internet-based system is being undergoing a pilot test to determine if the technology expenditures are cost effective for improving intern teaching performance.

This presentation will include an overview of the following;

Best Practices for Using Remote Observation and Videotaping Research
Beck et al., (2002) suggest that the use of videotaping to develop cases has an intuitivecomponent, which relates to the use of the recording of actual classroom interactions (p. 346).

Comparable to Face-to-Face Observations

Supporting the idea that the Internet system can efficiently reduce costs, Dyke et al., report that a strong correlation in professional judgments of teaching performances by both online and in-class observers (p. 45). A major component of the remote teacher observation is to capture moments that will enhance the teaching practices of those entering the profession. Waxman, Tharp, and Hilberg, (2004) note that, One of the most important purposes of systematic classroom observation is to improve student teachers classroom instruction(p. 90).

Online Discussions with Peers

Lee and Wu (2006) report a case study that includes a comprehensive use of an Internet-based computer mediated communication system involving the videotaping of instructional activities. In the first semester, the intern or student teacher candidate made videotapes of their microteaching sessions, met in small groups of peer with a mentoring faculty member to review their practices. During the second semester, the inclusion of lesson plans, handouts, and self-evaluations were additions to the videotaping of teaching performances. The utilization of an online discussion forum with all of the second semester student teaching materials was conducive to a very thorough evaluation of the candidates performances.

Reflective Practices

Rosaen et al. (2008) present the findings of the case study that include the value of utilizing the videotaping of interns teaching segments for reflective practice training. By utilizing small chunks and smaller segments, the authors report that the interns were better able to make specific observations on their pedagogical practices as compared to memory-based reflections.

Cognitive Coaching

Crasborn et al., (2007) discuss the improvement of supervisors in promoting dialogue with their mentees as opposed to being didactic through the implementation of a specific training program. The video recording of the mentor-mentee discussions of the teaching candidatesperformance provides an additional opportunity for analyzing the quality of the relationship.

Professional Development

Lundeberg et al. (2008) present the findings of a case study in professional development that concludes that teaching professionals find it valuable to analyze videos of their practices as well as those of their peers. The researchersdiscoveries include qualitative data that supports the construction of a video library that allows teachers to identify new strategies and observe their changes in practices.

Literature Review Summary

The Internet-based system is a vehicle for promoting reflective practice (Rosaen et al., 2008), developing a collaborative community (Maclean & White, 2007), improving supervisory practices (Crasborn et al., 2007), and creating an effective arena for promoting the development of the four domains (Yung et al., 2010). By carefully guiding the teacher candidate, those in supervisory roles can provide the tools for the candidates to develop their reflective practices. The IRIS Connect web site allows the candidate to review their pedagogical practices at times and locations that can be conducive to the reflective practice. If teacher candidates are encouraged to discuss and review their video captured moments with their peers, they will

develop the type of collaborative community that can create synergistic outcomes. Specifically, the group may encourage and strengthen each others ability to analyze teaching practices that will promote the individual candidates ability to perform at higher levels of pedagogical proficiency.

Current Study Methods

A study of the effectiveness of the Internet-based system is underway by a team of educational professionals at NU. The focus of the research is to examine the usability of the equipment and system as well as the impact of technology on the teacher candidatesperformance. The essence of the research questions is to determine whether the use of the IRIS remote observation system is a viable alternative to the traditional face-to-face classroom observation and assessment system. To accommodate the use of the system by NU and school site supervisors modifications to IRIS Connect web site have been made (see fig. 4). These enhancements to the remote observations will allow the supervisors the ability to record multiple sets of data while observing or reviewing the teacher candidatesperformance. This will provide additional feedback to the intern that can be valuable for making corrections to their teaching practices. The details of the research questions that will form this case study are as follows.

Figure 4: Modifications to enhance feedback

Technology Related Questions

1. What are the issues/problems of establishing observation cameras within school districts and specific school sites for the assessment of teacher candidates?
2. How well did the observation cameras work at each site? What were the problems (if any) encountered in the application of the technology? How were these resolved?
3. What is the ease of use of the remotely controlled observation cameras? Were the interns and student teacher supervisors able to control the camera effectively in order to capture the lesson being taught?
4. What is the quality of the video captured during the teaching events?
5. Were interns and student teacher supervisors able to access the web site to view and provide immediate feedback to candidates? Were teaching credential candidates able to view video tape and feedback provided during observation? What problems (if any) were encountered accessing and using the IRIS web site?
6. How satisfied are study participants with the use of the technology to provide support and feedback on performance?

Consumer Related Questions

1.) How effective were the cameras for observing teaching credential candidate performance? What were the candidatesperspectives? Intern and student teacher supervisor perspectives?
2.) How effective was the web site for providing feedback to the teaching credential candidate following the observation? What is the teaching credential candidate perspective and supervisor perspective?
3.) What kinds of issues/problems were encountered working with the technology in the classroom and on the web site?
4.) Is the IRIS remote observation camera system a viable alternative to face-to-face classroom observations? If yes, why? If not, why?

5.) How was teaching credential candidate reflection on their teaching performance enhanced or improved through use of the IRIS system of observation?
6.) How satisfied were study participants with the use of the technology to provide support and feedback?

Research Methodology

The creation of a survey that addresses the research questions will be a part of the evaluation of the Internet-based observation, communication, and evaluation project. The survey will be sent to the interns, NU-supervisors, and school site intern supervisors that consent to their participation in this study. The use of an Internet host (e.g., SurveyMonkey") will allow the participants the ability to present their perspectives anonymously. The researchers will analyze the data as it pertains to the research questions and concerning the three primary stakeholder group perspectives. The three primary stakeholder groups are the interns, NU supervisors, and the school site supervisors.

The second data set that will form a part of the qualitative data is the interviews with the individual participants. Each of the individual participants will have an opportunity to discuss their perceptions that relate to the research questions. This data will provide the stakeholders with additional opportunities to discuss their perceptions as to the strengths and challenges of using the technology. These private meetings will also allow the participants the opportunity to make additional suggestions for improving the use of the system.

Preliminary Findings

The specific collection of qualitative and quantitative data has not yet begun due to the short duration of the projects history. However, we can state that one of the biggest obstacles to implementing this project is the concern for the identity protection of the Kindergarten through 12th (K-12) grade students in the various school districts. To date, we have sent letters to over 38 school district representatives with additional follow-up in the form other communication to more than 25 of those individuals. We have been successful in placing the remote observation system equipment in four different school districts and two more governing school bodies are in the second phase of discussions. One intern and the corresponding NU supervisor are actively using the system with several more expecting to be fully engaged within the next 30 days.

Adaptations to Enhance School Site Control

The concern for the protection of K-12 student privacy creates the need to adapt our project to include the exclusive use of the asynchronous features of the Internet-based equipment and software. This assures the school district representatives that their employee (the intern teacher candidate) will be the one that controls the videotaping and uploading of recordings to the IRIS Connect web site. This additional layer of protection for K-12 student identities is a necessary step for at least one of the two districts now in the next phase of discussion for being a part of this study.

Technology Related Findings

Although the survey and follow-up meetings with the study participants has not taken place, there is some feedback on the project coming through our work with the various school districts. The remote observation equipment requires the use of the host sites Internet. The requirements for the Internet use include the establishment of a static IP address that has public access for

remote observations. The typical firewall configurations of todays school districts make this a challenging aspect to the use of the system. This challenge includes getting the proper administrative permissions, which can require multiple approvals from various levels of governance. The use of the IRIS Connect web site requires the downloading of their software and a PC check that may necessitate the downloading of Adobes Flash Player updates. Older personal computers may not have the capacity to support this software and the requirements for the best operation of the remote viewing system. Broadband connections that allow for high rates of downloading are a requirement for optimal use as well.

Conclusions

The use of an Internet-based system for viewing, communicating, and evaluating teacher candidate performance is an effective alternative to the traditional face-to-face observations as case studies have shown (Beck et al., 2002, Dyke et al., 2008, Lee & Wu, 2006). The current project underway at NU has the potential to improve upon this institutions teacher training practices by allowing supervisors the ability to communicate synchronously and asynchronously through a secure web site. The ability for the supervisors to provide critical feedback to the interns that corresponds to specific video segments will allow the candidates to gain greater insight into their teaching performance (Dyke et al., 2008). In addition, the possibility to reduce costs associated with travel in terms of time and mileage is an advantage of using an Internet-based system.

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Designing and Leading Study Abroad Programs with Internships

Kelly Nelson
Arizona State University
PO Box 1901
Tempe, Arizona 85287-1901
kelly.nelson@asu.edu

Dave Thomas
Arizona State University
PO Box 1901
Tempe, Arizona 85287-1901
david.thomas@asu.edu

Stephanie deLuse
Arizona State University
PO Box 1612
Tempe, AZ 85287-1612
stephanie.deluse@asu.edu

Objectives:
After this presentation, participants will:
a) Have an increased awareness of internship possibilities involved with study abroad programs;
b) Understand key differences between travel-only and internship-based study abroad programs; and
c) Be familiar with different models for planning overseas internship programs across disciplines.

Audience:
This presentation will benefit faculty members from any discipline who are interested in planning experiential learning opportunities for their students.

Activities:
This presentation will include the following activities:
a) Participants will each pick up a passport at the door; the color of the passportwill indicate whether they've participated in study abroad programs as a student, as a faculty member, both or neither. This will help facilitate the discussion by drawing on the varying experiences of the participants.
b) An on-going discussion of the opportunities, obstacles, barriers and benefits of offering international internship programs.
c) Preparing a mini-proposal for how an internship-based study abroad program could fit with their curriculum.

Description:
Internships and study abroad programs have been identified as two of the seven high-impact educational practices for undergraduate students (Kuh, 2008). Yet, only seven percent of study abroad programs include an internship component (Open Doors, 2010).

This interactive presentation will be led by three colleagues at Arizona State University who have participated in nine internship-based study abroad trips to London and Dublin. (All three have also attended previous ISETL conferences.) Employers view internships as the most effective way for college students to gain transferable work skills, more effective than senior projects or portfolios (How Should Colleges Assess and Improve Student Learning, 2008). Internships also provide students with the opportunity to meaningfully apply concepts and theories from their coursework as well as to further their own personal growth (Holland, 2003). Merging an internship experience with a study abroad program has the added benefit of helping students develop globally relevant skills. Employers rated recent college graduatesintercultural skills at 6.9 out of 10 and their global knowledge at 5.7, clearly indicating key skill areas that could be improved (How Should Colleges Assess and Improve Student Learning, 2008).

While there are obvious educational and career benefits for students who engage in international internships, there are also challenges and barriers that faculty face when designing and leading such programs. As with any study abroad program, there are gender, income and racial disparities to consider (Major Differences, 2010; Salisbury, 2009) as well as pronounced differences across the disciplines in the rates of internship and study abroad participation (Major Differences, 2010). Internship programs abroad add an additional layer of organizational, governmental and cultural considerations. These opportunities and challenges will be presented and discussed.

The overall goal for this session is to move participants forward in thinking about experiential learning opportunities for their students.

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Keeping It Real: Getting Students to Apply What They Learn Outside the Classroom

Thomas Norman
California State University- Dominguez Hills
1000 East Victoria Street
Carson, CA 90747
tnorman@csudh.edu

Objectives:
1) Improved understanding of types of real world experiences that translate in learning objectives
2) Sharing of projects used by attendees that involve getting students outside the classroom
3) Ability to track these student experiences using online tools and LMS systems like Blackboard

Audience:
This session is geared towards faculty that have content that has been or may be applied to real world activities to which students have access as well of those who had not considered this but are seeking examples from their colleagues.

Activities:
1) Discussion of examples from several management classes
2) Brainstorming of other examples from attendees
3) Discussion of how to track these activities using online tools and LMS
4) Sharing of ideas to enlist community partners for additional student opportunities

Description:
It is increasingly expected that university programs will lead to a smooth transition into the world of work (Billett, 2009; Blackwell et al., 2001). This session will share an class project that involved HRM students learning to interview job candidates effectively and then practicing these new skills in a real world setting. Tensions can take place when these experiences are seen as staged or inauthentic by students (Stein et al., 2004) and this session addresses how to keep it real (i.e. authentic).

Over 200 CSUDH students have shared 3-4 hours of their time in a community service project that has helped more than 1,000 LA area high school students improve their job readiness through a mock- interview workshop.

CSUDH students describe this as one of the most profound learning experiences in the management concentration. Some realize that in spite of their shyness they could envision a job as a recruiter. Others find it very enlightening to see what it feels like on the other side of the table. Nearly all of them leave with a new appreciation for just how difficult this process is for both hiring managers and job seekers and with a higher motivation to learn the HRM material in the class in line with the argument of how to motivate business students offered by D'Aloisio (2006).

Session attendees will receive details on this idea and other examples of how the CSUDH Management Department gets students to practice what they have learned in real world settings

including collecting data on current management practices, consulting to public and non-profit organization and service learning projects. Some qualitative data about the reaction to these activities from students and our College Advisory Board will be shared.

After a few other examples attendees will be asked to write down one example of something they have done (or are considering doing) that gets a student out of the classroom applying concepts and skills learned in a given class.

Next attendees will be divided into to small groups to exchange the details of a new idea for a project that gets students to experiment with content in a real world context or a way to improve their current project. Groups will then report on their ideas and experiences.

The session will conclude with an example of how to record individual student activities that fit the goal of engaging students with material outside the classroom (e.g. student participation in a career fair). The example is hoped to faciliate further brainstorming on the topic of tracking student experiences with minimal instructor effort.

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What about soft skills? Evidence from internship supervisors

Lolita Paff
Pennsylvania State University- Berks
Tulpehocken Road
Reading, PA 19610
LAP21@psu.edu

Objectives:
First, the presentation will provide an overview of the internship literature. Second, it will provide a detailed review of the data obtained from the supervisorsevaluations. Third, it will facilitate an open discussion to engage the audience to consider their experiences with internship programs, or more generally, their goals with respect to preparing students for their careers, in order to identify ways these soft skills can be operationalized as behaviors in our classrooms.

Audience:
This presentation is intended for administrators, department chairs, internship supervising faculty, and the general ISETL audience interested studentssoft skills development.

Activities:
The session will begin with a series of brief survey questions to gauge the audiences experiences with internships and to develop a short list of the most important soft skills/ characteristics they would ask internship supervisors to evaluate. Then, an overview of the existing literature and an analysis of the study results will be provided. Finally, the session will wrap up with a discussion regarding two primary issues: 1. What are the most important soft skills to be evaluated by internship supervisors? 2. What can we do in our classrooms to facilitate the development of these soft skills in our students?

Summary:
The research on student internships covers a vast array of topics across a wide range of disciplines. Internships in finance (Maskooki, et al, 1998), communications (Sapp and Zhang, 2009), accounting (Tackett, et al, 2001), information systems technologies (Henry, et al, 2001), and marketing (see Divine, et al, 2007 and Alpert, et al, 2009) are only a small sample of the papers focusing on individual disciplines. Other veins of inquiry include the key elements of internship program design (Divine, et al, 2008), student perceptions about the value of their internship experiences and advice to internship supervisors (Hergert, 2009; Rothman, 2007; Cook, et al, 2004), academic life to professional environment transition issues (Candy and Crebert, 1991), the congruence between internsand supervisorsperceptions regarding the critical elements of a successful internship (Henry, et al, 2001), internship success as predictor of career success (Knouse, et al 1999; Callanan and Benzing, 2004; Gault, et al, 2000; Raymond and McNabb, 1993) or conversely, academic characteristics as predictors of internship success (Beard and Morton, 1999). Nearly absent is the consideration of supervisorsevaluations of internsperformance. Thus, one major goal of this research is to begin to fill this gap by providing evidence from supervisors.

Two papers deal explicitly with this issue of supervisor data, though neither provides the type of information shared in this presentation. Sapp and Zhang (2009) focus exclusively on the technical performance areas relevant to internships in communications. Gordon (2002) provides a useful discussion of internship survey development for students and employers, but does not provide any data obtained from these instruments. In contrast to these, this presentation will focus on more general soft skills, which are relevant to a broader audience across a range of disciplines. In addition, soft skills such as willingness to learn or accepts constructive criticism may be characteristics we wish to develop in within our classrooms, not just for internship readiness.

This study provides internship supervisor data across a six year period. Students are required to participate in the internship program; it is a 300-hour, 6-credit capstone experience designed for senior-level business students. Thirteen soft skills were evaluated on a five-point scale. More than 150 student evaluations were obtained during the period 2005-2010. Preliminary results suggest student interns are weak in accepting criticism, demonstrating initiative and resourcefulness, being punctual and exhibiting professionalism.

By sharing this data, it is hoped that the discussion will shed light on soft skill development in our classrooms and throughout our programs. It is hoped that these results and the ensuing discussion will not only benefit faculty and administrators across a broad spectrum of disciplines where internships are part of the academic program, but will lead all who teach to consider how they could foster soft skill development in their classroom.

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A Kiwi Context for Service-Learning and Student Engagement: Approaches from New Zealand

Lane Perry
University of Canterbury
4800 Private Bag
Christchurch, New Zealand 81400
lane.perry@pg.canterbury.ac.nz

Pete Cammock
University of Canterbury
4800 Private Bag
Christchurch, New Zealand 81400
peter.cammock@canterbury.ac.nz

Billy O'Steen
University of Canterbury
4800 Private Bag
Christchurch, New Zealand 81400
billy.osteen@canterbury.ac.nz

Why this research? Why New Zealand?

Instruments such as the National Survey of Student Engagement (NSSE) and the Australasian Survey of Student Engagement (AUSSE) identify measures of engagement and have been used by nearly 1500 higher-education institutions in the US and the Australasia region (Kuh, 2009). By their widespread adoption and promotion of scores, participating institutions are interested in their levels of student engagement and are, presumably, seeking ways to improve those levels, including implementing engaging pedagogies. Astin et al. (2000) indicated that service-learning was a source of student engagement. Empirical studies of service-learning have shown significant increases in many of the indicators of engagement measured by the NSSE (Astin et al., 2000; Kuh, 2003; Hicks and Lee, 2008). However, few studies have been conducted in New Zealand (NZ) that emphasize the influence of service-learning on student and community engagement as measured by the AUSSE and observed qualitatively by the naturalistic inquiry (NI) paradigm. Taking this into consideration, this investigation seeks to explore and illuminate the student experience within two approaches to service-learning to better understand how service-learning pedagogy can inform the student experience and influence student engagement.

Service-Learning Literature: An Engaging Pedagogy

The links between service-learning and John Dewey's theory of experiential-education are wide and deep, from Tonkin's *Service-Learning across Cultures: Promise and Achievement* (2004) to Giles and Eyler's *The Theoretical Roots of Service-Learning in John Dewey: Toward a Theory of Service-Learning* (1994). While Dewey never wrote specifically about service-learning, he did write about many of the characteristics that describe the contemporary practice of it with, typical

problems to be solved by personal reflection, experimentation and by acquiring definite bodies of knowledge leading later to more specialized scientific knowledge(Dewey, 1933, p. 290-291). Since community was a core concept in Dewey's social philosophy and experience was a core concept in his education philosophy (Giles and Eyler, 1994), it is clear that experience for and with the community, so long as it is educative, could be seen as a logical implementation of his philosophies. Building upon these ideas, Giles and Eyler further suggest that, principles of continuity and interaction, the process of problematization and inquiry, and the phases of reflective thought(1994, p. 80) encompass the general definition of service-learning. Furthermore, in a higher-education context, Parker et al. (2009) found that service-learning is of considerable value to students and that well-defined research on CSL [service-learning], and its theorizing within university pedagogy, is warranted(p. 586).

Likewise, service-learning has been identified as a pedagogy that increases student engagement in higher-education settings (Kuh, 2008). This increase in engagement has been attributed to many different aspects of service-learning (e.g., community needed service, in-class learning, reflection, learning outcomes, personal growth). From within these engaging moments a student has an opportunity to develop on many fronts. The characteristics Zepke et al. (2009) identified as ways for teachers to augment student engagement: building relationships, prompt feedback, enthusiasm for their subjects, challenging students and providing opportunities for students to apply knowledge to practical problems, are also key characteristics of service-learning. What influence does service-learning have on student engagement and in turn how does this participation further develop the student?

Methodology: Medium for Voice

This study investigated the influence of service-learning on student and community engagement according to AUSSE data from 2008 and 2009 and NI (Lincoln and Guba, 1985) in two upper-division courses during 2009 at a university in NZ (n=105 in the courses and n=1200 AUSSE respondents at the university). Each of these two courses utilizes a variation of service-learning. One class approaches the pedagogy in an addendum/add-on approach while the other course uses a more fully-integrated approach.

The goal in processing and presenting this data for interpretation is to reconstruct the categories used to conceptualize experiences and world view(Ibid, 334). To reconstruct these categories used by participants, the interview transcripts, documents, and researcher observations were analyzed, unitized, and categorized. In addition to presenting the relationship between data from participants experiences and service-learning characteristics, a case study of each class provides enough thick description(Ibid, 125) for judgment about the transferability of the service-learning approaches used in these classes and serve to further substantiate the findings.

Emergent Findings: A Model for Service-Learning in a New Zealand Context

Observation of concrete experiences and interviews with the participants provided the thick description necessary to better understand the relationship between service-learning and student engagement. Furthermore, understanding of these experiences provided insight into how the

lessons learned from this relationship can potentially be transferred to other education environments.

As service-learning shifted the context of what it means to be a student in a classroom, these themes emerged:

- different experiences-providing opportunities for growth;
- consistently being a part of something-internal/external to university;
- active-learning through experiencing and thinking for yourself;
- worthwhile, intrinsic-due to helping community organizations.

These themes serve as frames for contextualizing students' service-learning experiences. Authentic examples of the students' experiences will be given and serve as sources for these emergent themes to be more thoroughly explained. Furthermore, a model, illustrating the complexity of how service-learning experiences influence student engagement, will be presented. Considering the effects of service-learning on engagement are relatively un-researched in NZ higher-education, the implications provide insight into practical uses of service-learning for NZ and internationally.

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Poster, Poster, On the Wall

Denise Pilato
Eastern Michigan University
School of Technology Studies
Ypsilanti, MI 48197
dpilato@emich.edu

Darcelle White
Eastern Michigan University
School of Technology Studies
Ypsilanti, MI 48197
dwhite@emich.edu

Objectives:

- Engage participants in using a mock poster session for the purpose of facilitating critical and creative methods to generate thinking.
- Learn how the poster on the wall model can be used in any classroom setting where the faculty member desires to take students beyond rote memory to active engagement.
- Discover valuable implementation strategies to facilitate critical thinking across disciplines.

Audience:
All faculty who want to increase the level and depth of critical thinking in the classroom.

Activities:
Types of activities to be used during this presentation include:

- Demonstration by session leaders. Presenters will use critical thinking methods to enhance course content through a mock poster session. The demonstration will focus on a current technology issue with an interdisciplinary approach.
- Utilize audience feedback. Audience will be provided a hand-out with the mock poster model, will be encouraged to take notes during presentation, and provide feedback that the presenters will use to demonstrate development of further critical ideas.
- Break-Out session for audience participation. Audience members will use the mock poster model to develop critical thinking on discipline specific issues related to their fields of expertise.
- Final wrap-up. Audience will summarize how effective the mock poster session was in the break out session and provide collective commentary on its potential usefulness back in the classroom.

Description:

Thinking is one of those tasks that students often prefer not to engage in. It can be a chore for a faculty member to lead students beyond rote memory to thinking about course content. By the end of this session, participants will have a tool that will enable them to creatively engage their

students across disciplines to critically think and evaluate course content. There may be some value in saying to students that we want them to think, however, in Thinking Critically by John Chaffee, the author suggests an improvement in thinking abilities by carefully examining your thinking process and working systematically through challenging activities (2). This presentation equips teachers with an activity that will help get students to engage in improved critical thinking.

A major goal of this presentation is to enable faculty to return to the classroom equipped to lead their students to become better thinkers about course content, regardless of the reason for the thinking the faculty members desire, whether for a paper, a discussion, or some other activity. In Critical Thinking: Tools for Taking Charge of Your Learning and Your Life, by Richard Paul and Linda Elder, the authors suggest that, &you must be willing to practice special acts of thinking that are initially at least, uncomfortable, and sometimes challenging and difficult (xv). You have to learn to do moves with your mind analogous to what accomplished athletes learn to do through practice and feedback with their body.

This reference to moves with the mind is precisely what the mock poster session will present. Session facilitators will model the role of the faculty in a mock poster session. We will use a topic of common interest to ISETL attendees, course content. In the course of that discussion, we will create a model poster. From there, session participants will identify a topic in one of their classes and create a mock poster. By leading students to participate in the poster session developed from our model, participants will engage in an act of critical thinking with input from their peers, and their thinking and final work product is enhanced.

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Engaging Students when Delivering Instruction to Multiple Distance Learning Sites

Bonnie Piller
California State University San Bernardino
5500 University Parkway
San Bernardino, CA 92407
bpiller@csusb.edu

Objectives:
Participants will

- Discuss what it takes to create a culture of active participation
- Participate in 4 different strategies designed to enhance student engagement
- Consider how the strategies could be used in their classes

Audience:
Faculty

Activities:

- Presenter will show how students at eleven Chilean campuses simultaneously engaged in active participation during the lessons
- Participants will engage in 4 active participation strategies
- Participants will discuss in small groups their own experiences with engaging students

Description:
Research in the field of neuroscience is instructive to teachers pointing to novelty, variety and challenge for engagement and focused attention. (Atatakent & Akar, 2001, Bransford, Brown, & Cocking, 2000). Guiding principles emerging from current knowledge about attention mechanisms and brain processes suggest instruction that recognizes students' built-in focusing and need for diffused downtime. (Fox, 2008, Slywester, 2006.) Teachers know they should use imaginative teaching strategies to help student engagement but integrating activities as frequently as the brain research suggests is not easy. (Loehr & Schwartz, 2003). While discussing various factors contributing to student engagement, the presenter will facilitate four active participation strategies to enhance student engagement: Line of Communication, Muddiest Point, Think Pair Share, and Inside Out Circles. The presenter will explain how active participation strategies worked in a distance learning course broadcast to eleven campuses across Chile in South America. Participants will discuss in small group their own use of whole group activities that engage the learner.

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A Modular IT Literacy Course

Larry Press
California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90047
lpress@csudh.edu

Objectives:
The primary objective is to present and get feedback on Internet era IT literacy requirements. Secondary objectives are the discussion of the theoretically-grounded module format, the advantages of modular teaching material, and the etext implementation, which uses simple Web services.

Audience:
The primary audience is those teaching introductory IT courses for IT majors or for general studies students. The secondary audience is those who would use a few, focused modules as supplementary material in a non-IT course. For example, the Chicano Studies department on my campus uses modules on blogs and writing for the Internet to supplement some of their courses. The modules have a Creative Commons license, and attendees will be free to use them.

Activities:
This is a poster session. The poster will have graphics on the curriculum, the module format and its theoretical underpinning, the advantages of a modular approach to courseware and our implementation method. If an Internet connection is available, I can also demonstrate the modules.

In addition to discussing these topics with visitors, I will encourage them to sign up for access to an email list and a wiki where we can continue the discussion of the curriculum after the conference.

Description:
Kemeny and Kurtz (1968) conceived of the IT literacy course in the 1960s. Their curriculum was tailored to timesharing systems, an emerging platform for application development and delivery at that time. The IT literacy curriculum was revised for the PC and is being revised again for the Internet era (Frydenberg and Press (2010). While the course has changed, the goal has not. It is to teach the IT skills and concepts a student needs for success while in school and after graduation as a professional and a citizen.

The curriculum includes skills in content creation (text, image, audio and video) and using network services to quickly build applications. The concepts portion covers information technology, the characteristics of various applications and their implications for individuals, organizations and society.

I am creating a modular electronic text for this curriculum. I currently have over 90 modules, which are roughly equivalent in scope to textbook sections -- we cover around 6 modules per week. Each module is focused on a few related skills or concepts, follows a standard format and has a unique URL.

The modules contain concise PowerPoint presentations, narrated videos of the presentations, illustrated transcripts, links to external resources, self-study questions and assignments. The PowerPoint presentations are used in a classroom, the narrated video for self- study by students who prefer images with audio and the illustrated transcript is for students who prefer images and text. This module format is consistent with both Mayers multimedia learning principles (Mayer, 2009) and the recognition of individual differences in preferred learning modes (Jonassen and Grabowski, 1993).

I have long advocated a modular approach to courseware (Press, 1994), and, while full-course print and electronic textbooks are dominant today, modular content is available at repositories like Merlot (http://www.merlot.org/merlot/index.htm) and the Kahn Academy (http://www.khanacademy.org/). McGraw Hill allows a professor to assemble selected textbook sections, case studies and articles into a single text (online or print), but they are restricted to McGraw Hill material or the professor's own material (http://create.mcgraw-hill.com/). Nature Publishing has announced what appears to be an important series of highly customizable digital textbooks, the first of which will be available in September 2011 (http://cis471.blogspot.com/2011/05/textbooks-moving-beyond-gutenberg-bible.html).

A modular approach is more versatile than a monolithic text. I am building enough modules for two overlapping courses IT literacy for IT majors and IT literacy for non-majors. Individual modules can also be used as supplementary material in other courses. This allows a professor to customize the content for his or her students goals and backgrounds. Of course professors can share syllabi, which are simply lists of modules and assignments.

A modular approach has a second major advantage it lends itself to community development and collaboration. Our modular implementation meets Benklers criteria for success as a commons-based peer production project: non-monetary rewards, low marginal distribution cost, and production in discreet, multi-size units that can be integrated at low or no cost, eliminating the need for hierarchical management (Benkler, 2002).

As with a Wikipedia article, students and teachers using a module can collaborate with its creator to improve it. For example, a student could leave a comment on an assignment explaining his or her solution or a professor could leave a comment on a topic module suggesting a new example or way to explain a concept or create a new module themselves.

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State of the Art Course Management Systems:
Great for Student Learning and For Course Assessment

Donald Raux
Siena College
515 Loudon Road
Loudonville , New York 12211-1462
raux@siena.edu

Objectives:
1. Audience will gain knowledge of the advanced technology tool of Course Management websites.
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 for: assigning work, classroom reinforcement, use during class, preparing assessment, and helping students 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 course management systems into their courses.

Audience:
Any instructor teaching at any level who is interested in using state of the art course management web sites. These sites can be used as an instructional tool to imprint information and increase retention and/or to capture and report course assessment data.

Activities:
1. Short clip from YouTube on instruction and todays students and brief discussion of the Y generation
2. Short power point presentation on benefits of active learning and course managers
3. Short on-line tour of at least one of the various course manager websites.
4. Small group examination of the various couse 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 and/or assessment tool
7. Summary of ways to enhance instruction using course management systems.

Description:
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. Through shifting the responsibility for learning from the professor to the students; the instructor supports students in taking responsibility for their own learning and helps them acquire skills they can continue to 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 thereis available to young people from childhood on--in a visual, auditory, real-life, up-close manner that can surpass instructorssecond-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 course 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 course management systems? After a brief introduction to the websites, the presenter 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 utilized in their classes. 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 state of the art uses in my own classroom, along with others that colleagues have utilized. Throughout this exchange, a discussion of the merits and pitfalls of such course management sites in their college courses will be deliberated audience members.

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Learner-centered assessments don't have to require memorization: Experimental evidence in favor of take-home examinations

John Rich
Delaware State University
1200 N Dupont Hwy
Dover, DE 19901
jrich@desu.edu

Background:
Before becoming a psychology professor, my career centered on research design and program evaluation of educational interventions implemented by the Philadelphia School District, various for-profit tutoring companies, and international aid organizations funded by USAID. Therefore, when I began my first semester, I was inclined to think about my goals as an instructor, and the purposes of my assessments.

However, the pressures of being a new professor in the first semester made it difficult to do anything other than prepare my lectures, and use textbook test banks to create in-class examinations. After all, in-class exams, using a mixture of multiple choice and short answer questions, are what most of the college syllabi included when I was in school.
It was not long before I began to see some of the flaws in using these exams as my main method of assessment. First, many of my students reported high levels of test anxiety. As a professor at an historically black college/university (HBCU), it registered that this informal feedback was consistent with research on the high levels of test anxiety reported among college-aged African-American samples, perhaps as a function of stereotype threat (see Steele, Spencer, & Aronson, 2002 for a review of this literature). Since high levels of test anxiety have been shown to impede cognition and test performance (see Aronson and Steele, 1999; Good, Aronson and Inslicht, 2003), this was a serious critique. Obstacles to demonstrating competence diminish the ability of any assessment to provide a true picture of student learning and understanding.

Second, my informal analysis of in-class test scores revealed several instances of one of two undesirable outcomes. Occasionally, a student who had performed poorly on every other test had a randomly high score. Conversely, students who had otherwise performed consistently well on every exam achieved an uncharacteristically low score. It was, of course, possible that each of these examples demonstrated a change in study tactics. However, it was more likely that these examples indicated the possibility that an unprepared student could get lucky and a prepared student could have a bad test performance. Again, I was skeptical of the ability of these exams to be reliable instruments of student effort and comprehension.

Third, I was concerned that my students were studying course material at a low level of processing. A study by Scouller (1998) suggested that students were more likely to employ surface learning approaches to studying for in-class multiple choice examinations, and to employ deep learning strategies in preparation for essay assignments. In another study (Balch, 2007), students were randomly assigned to one of two conditions. In one condition, students were told that the next exam would be a multiple-choice exam. In the second condition, students were told

that the next exam would be a short answer exam. All students were then given a multiple choice exam. Students who studied for the short answer exam outperformed their counterparts on definition questions, suggesting that students might not normally use the most effective strategies in studying for multiple choice tests. Since one of my goals was to guide students to a deeper understanding of the mechanics and importance of experimental methodology (I teach Experimental Psychology), and to improve long-term memory of the course material, it was important for my assessments to compel students to study at deeper levels.

This presentation leans heavily on the theoretical framework of learner-centered assessment, which emphasizes problem solving, higher order thinking skills, the promotion of a sense of ownership in learning, and a dialogic approach to instruction. (Greenberg, Lester, Evans, Williams, Hacker, and Halic, 2009; Huba and Freed, 2000; McCombs and Vakili, 2005; Weimer, 2002) In creating assessments that would not suffer from the same critiques I had identified above, it was important to identify my goals.

The goal of most course exams is to measure the degree to which students have studied and understood the material. The assessments that this presentation will describe change the focus from evaluating learning to being a primary instrument of learning itself. The assessments I will discuss combine multiple-choice and essay questions that I create, and which are at the highest levels on Bloom's taxonomy. By giving students this work to take home, test anxiety is diminished, and students are encouraged to work collaboratively. Therefore, these assessments are project-based in nature, and involve the use of higher-level questions. As a result of this quantitative study on take-home assessments, I believe that they have a profound potential to teach students skills, rather than merely facts, and to increase the depth of processing of course material. While many educators view take-home assessments as requiring less of their students, the evidence from this study has strong research support, including the use of higher-level questions and the elaboration of answers to those questions (Aitken and Neer, 1991, 1993; Darling, 1989; Franke, Webb, Chan, Ing, Freund, and Battey, 2009; Pearson and West, 1991; West and Pearson, 1994), the use of dialogue and debate between students (Udell, 2007), the use of tests for teaching purposes (Wininger, 2005) and the placing of the responsibility for asking questions of course material on the student (Hussin, 2006; Burden and Byrd, 1995; Orlich, Harder, Callahan, Kauchak, and Gibson, 1994). Student questions are recognized as an important communicative activity by many researchers (Aitken & Neer, 1991, 1993; Pearson & West, 1991). Aitken and Neer (1991) stress the importance of understanding the role of student questions in educational effectiveness: "We believe an emphasis on understanding the nature of student questioning may be more important than student answers to teacher questions" (p. 4). Therefore, this assessment focuses on questioning as a primary element for promoting student learning. Specifically, the types of study strategies that students employ when working on a take-home test rely heavily on student groups debating the merits and weaknesses of the answers they intend to submit.

As Kieran Egan (2010) said, at the 2010 conference of ISETL, learning occurs in living brains.An assessment which engages students in the learning process through the use of quality questions should produce deeper understanding, and longer term memories of concepts and themes.

Method and Findings

Two sections of experimental psychology were included in this experiment. In each section, each chapter was randomly assigned to one of two conditions: 1) in-class exam; 2) take-home exam. At the end of the semester, students were invited to come to an extra credit activity, which involved an exam featuring a random sample of questions from the original chapter tests. Each exam was then given two composite scores.

Scores on the in-class items were statistically compared to scores on the take-homeitems. The results were significantly different. Students scored an average of 19 items out of 30 on the take-home chapters, versus 14 out of 30 on the in-class chapters. Further, on a student survey, students reported that they read the take-home chapters an average of 4.3 times, versus an average of 1.2 times for the in-class chapters. Finally, students reported significantly higher participation in group meetings and debate for the take-home chapters.

Presentation

As the theoretical background for this work is constructivist in nature, the presentation will begin with the history of the idea, some of the research that informed it, and the results of the study. However, at least half of the presentation will involve participants in a discussion of the ways their own assessments could be transformed into opportunities to learn course material. A general discussion of my work on creating assessments that double as learning tools will provide the framework for participants to create assessments that require higher-level thinking. This discussion will not focus only on take-home exams, but will also focus on the many ways that students can use projects and/or create their own questions for exams that go beyond surface-level studying. The presentation will conclude with a discussion on the uses of take-home exams to foster a more intense engagement with the textbook and peers, without the loss of retention of material. In particular, we will discuss my students' feedback that take-home exams and projects produce better work because they remove the excuse of anxiety or real-time distractors to test performance, and place the ownership of the quality of the work in the hands of the student.

A Universal Experience: The Characteristics of Teaching Excellence

Jerry Samples
University of Pittsburgh at Johnstown
450 Schoolhouse Road
Johnstown, PA 15904
samples@pitt.edu

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

Rationale:
The hypothesis of our research, and hence this interactive session, is that teaching excellence is teaching excellence regardless of the discipline, and this has been supported by general and discipline-specific research for decades, e.g., Skilling (1969), Wankat & Oreovicz (1993), Martinazzi & Samples (2000), Gaonkar (2002), and Brawner (2002). While there may be differing techniques, the basics of great teaching remain the same. Excellent teaching comes in many forms including engaging lectures, interactive learning, learning communities, cooperative and collaborative learning, web-based learning, and case/problem based learning (Verscaffel, Decorte, Kanselaar, & Valcke, 2005; Lowman, 1995; Wankat, 1993). Students learn as a direct result both of the intentional facilitations and practices of teachers and of their own and other learnersresponses (Weigel, 2002; Estes & Ressler, 2002; Suskie, L., 2001; Brawner, Felder, Allen, & Brent, 1999). Teaching excellence is not discipline specific; rather, attitudes about, and approaches to, great teaching are applicable to any teacher/learner group (McKeachie, 1999; Chickering & Gamson, 1987). Our recent study is based on five categories of teaching excellence as identified by Lowman (1995), and our findings reveal that the same categories were generated and identified as important to both teachers and students from across multiple disciplines. This session seeks to elucidate those categories through the active involvement of the attendees and to discuss effective means to use this knowledge to improve faculty teaching and, hence, student learning.

Objectives:
Session participants will

- Explore the identified categories of teaching excellence through the presentersresearch;
- Develop an appreciation of teaching attitudes and practices used in their own disciplines or in other disciplines that could be utilized directly or adapted in different forms in their disciplines; and
- Leave with a list of teaching ideas and practices that can improve their teaching and with this, most importantly, their students' learning.

Activities:
Session participants will

- Be subject to a brief discussion of the presenters' initial hypothesis and research regarding general categories of excellent teaching characteristics;
- Explore their past experiences with, and the traits of, excellent professors ;
- Share their responses with the others in the session;
- Categorize their responses to determine how teaching excellence is achieved; ; and
- Discuss implications for improving their own attitudes and practices in order to become better teachers and better facilitators of student learning.

Audience:
The audience for this session would include faculty members who seriously want to improve their teaching to enhance student learning, as well as professional development staff members who want to help their faculties do the same.

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Infusing Critical Thinking into the College Curriculum

Julie Schrock
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607
schrockj@meredith.edu

Monica McKinney
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607
mckinneym@meredith.edu

Mark O'Dekirk
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607
odekirkm@meredith.edu

Barrett Koster
Meredith College
3800 Hillsborough Street
Raleigh, NC 27607
kosterb@meredith.edu

Objectives:

1-Examine the concept of critical thinking
2-Consider how to implement critical thinking activities into courses
3-Develop one critical thinking activity for your dscipline

Audience:
All teaching faculty

Activities:
1. Examine and be exposed to the different perspectives of critical thinking of session participants through an interactive activity
2. A brief examination of the literature related to teaching critical thinking at institutions of higher education
3. Sharing of strategies by presenters who have taught a freshmen critical thinking seminar in their discipline
4. Time for session participants to develop and share a strategy they could use in their classes

Institutions of higher education recognize and stress the importance of critical thinking (National Council on Education Standards and Testing, 1992; Paul, Elder, & Bartell, 1997), and the

research data from employers stress that critical thinking is one of the most important skills that they look for in college graduates today (AACU, 2008) . Nevertheless, research continues to argue that todays college students and adults are not demonstrating the critical thinking skills that we would expect (McKinnon, 1976; Meyers, 1986; Murray, 1997; National Commission on Excellence in Education, 1983; Oblinger, 2003). While definitions and terminologies of exactly what we mean by critical thinking can vary widely (e.g., Bransford & Stein, 1993; Brookfield, 1987; Chaffee, 1999; Elder & Paul, 1994; Ennis, 1985; Facione, 1990; Halonen, 1986; Halpern, 1996; Mayer & Goodchild, 1990; Norris, 1985; Paul & Elder, 2008, 2009; Wade and Tavris, 1990), there is consensus that very little of it seems to be taking place in the typical college classroom. Many students argue that they think a good deal in their courses and that they study very hard for their exams. However, while they may be focusing on the important concepts or specific information and facts they need to know for a test, relatively few are actually thinking about their own thinking. In other words, few people ever practice metacognition, a critical analysis of their own process of thinking (Levy, 1997). Even though the act of thinking may at first seem organic and natural, it is often manifested on college campuses as biased, prejudiced, incomplete, unsubstantiated, or flawed. Many students only engage passively with the materiala passivity that leads to egocentric views, esoteric examination of concepts, and over-reliance on opinion (Duron, Limbach, & Waugh, 2006; Levy, 1997). Students see ambiguity or uncertainty as something to be avoided, so they limit their opportunities for examining issues, explanations, or solutions with open minds, relying rather on preconceptions and assumptions to justify their views (Smith, 2002). Ironically, while many faculty members argue that developing critical thinking skills is one of the strengths of their courses and certainly a skill that is vitally important to their students, research has shown that the same faculty do not have a consistent explanation of what critical thinking actually is or how exactly it should be taught (Paul, Elder, & Bartell, 1997). In the 21st century, students are dealing with information at a speed that necessitates advanced critical thinking and the subsequent habits of mind these skills nurture. Studentscollective knowledge base is accumulating faster than at any other time in history. Estimates are that new information has a half-life of about 4-5 years (Facione, 2009; Wurman, 1989). For this reason, 21st century students must learn how to learn and synthesize new knowledge and ways of knowing continuously and to adjust and adapt to a rapidly changing world (Tapscott, 2009). Critical thinking skills will allow these students not only to adapt but to create and to excel.

Since mounting evidence indicates that the American educational system is lagging behind those of other countries in teaching its students to be good thinkers (Smith, 2002), little doubt exists that critical thinking should be an important component of higher education. Likewise research indicates that critical thinking can be taught (e.g., Duron, Limbach, & Waugh, 2006; Grossman, 2009; Halpern, 2001; Li & Lal, 2005; Loy, Gelula, & Vontver, 2004; Ozturk, Muslu, & Dicle, 2008; Pastirik, 2006; Quitadamo, Faiola, Johnson, & Kurtz, 2008; Tiwari, Lai, So, & Yuen, 2006; Van Gelder, 2005; Wheeler & Collins, 2003; Yuan, Kunaviktikul, Klunklin, & Williams, 2008).

Seminars have been identified as the most effective forum for teaching critical thinking skills because of their ability to include active learning (Tsui & Gao, 2006). In seminars, skill-building is valued over factual recall (Tsui & Gao, 2006), an important distinction in light of the literature

on Millenials and the unique information literacy challenges of 21st century learners (Oblinger, 2003; Tapscott, 2009).

The research on first year experiences is likewise clear that critical thinking needs to be developmentally appropriate (Roderick & Carusetta, 2006); Shepelak, Moore & Curry-Jackson, 1992), intentional (Friedman & Marsh, 2009), and explicit (Shepelak, Moore & Curry-Jackson, 1992) in order to yield learning gains. The developmental approach to critical thinking instruction gradually builds students' skills. Class sections in which instructors explicitly teach the meaning and process of critical thinking and then structure assignments to allow students to apply those skills show significant increases in studentscritical thinking skills (Dyson & Freedman, 1991; Fawcett, 2004; McClendon, 2008; Nystrand et al, 1993; Resnick, 1990; Shepelak, Moore & Curry-Jackson, 1992; Sperling, 1996; Sperling & Freedman, 2001).

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Successful Strategies for Dealing with Difficult Adult Students: Online and On-ground

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

Suzanne Evans
National University
3678 Aero Court
San Diego, CA 92123-1788
sevans@nu.edu

Objectives:
Participants will:
1. Recognize the most common difficult student personality profiles seen in both the online and on ground classroom
2. Explore proven strategies for responding to and teaching these students more effectively.
3. Discuss the need to set standards, establish expectations and define boundaries that allow for cultural diversity and student learning styles.
4. Explore effective means for utilizing on-campus resources to resolve disruptive incidents.

Audience:
College and University faculty in all disciplines.

Activities:
The session will open with a brief presentation of various difficult student profiles and an overview of research on the subject of dealing with difficult people. The presenters will then introduce and guide participants through proven strategies, techniques, and resources designed to help faculty navigate through challenges of difficult students and problematic situations in both the online and on ground teaching environment. Participants will be encouraged to discuss implementation of these strategies and share personal experiences.

Description:
Drawing from the research on dealing with difficult people, specifically challenging college students, this presentation highlights proven strategies to help faculty deal effectively with adult students in both online and on-ground classes. Although there is extensive research on dealing with difficult people (Brinckman & Krishner, 2002; Bramson, 1981), there are limited studies about difficult students in higher education (Nordstrom, Bartels, & Bucy, 2009).

In order to promote learning, faculty members have a responsibility to ensure civil and respectful behaviors in the classroom (Feldman, 2001). Since higher education faculty strive to create an open, collaborative and caring atmosphere in their classrooms, it is vital for the instructor to utilize both prevention and intervention strategies (Bartlett, 2004; Butler,2003; Whiteneck, 2005). Although, there are no foolproof methods to prevent disruptions by difficult

students, key strategies such as setting clear expectations and communicating early and often are the strongest ways to prevent problems from taking root (Butler, 2003; Ko & Rossen, 2004).

Every teacher encounters difficult students because the classroom is merely a microcosm of the outside world (Meyers, 2003, Nordstrom, et. al, 2009). It is therefore vital for the instructor to intervene when students disrupt the class by constantly complaining, bragging, hiding, showing disrespect for others or by getting the discussion off track (Clayton, 2000; McKinney ,2005; Morrissette, 2001). Students with these and other types of troublesome behaviors can generate situations that spoil the learning experience for everyone involved.

The presenters will describe the most frequently observed difficult student behaviors and examine four categories of difficult students; needy, controlling, competitive and entitled. Research-based strategies for keeping your cool,teaching these students more effectively, and reducing their impact on others in the class will be shared. Participants will have the opportunity to experience these strategies and share strategies they have found to be effective in coping with and teaching the most challenging students.

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Conditionally Accepted Freshmen: Academics are Not Enough. Engagement Is essential.

Joan Silver
St. Joseph's College
155 West Roe Blvd.
Patchogue, NY 11772
jsilver@sjcny.edu

Joan Curtis
St. Joseph's College
155 West Roe Blvd.
Patchogue, NY 11772
jcurtis@sjcny.edu

Shawn Robertson
St. Joseph's College
155 West Roe Blvd.
Patchogue, NY 11772
srobertson@sjcny.edu

Objectives:
a) Participants will identify characteristics of unprepared college freshmen.
b) Participants will learn strategies for community building that can be utilized by students.
c) Participants will learn time management and goal setting as important goals for freshmen.

Audience:
The presentation is designed for faculty or administrators who teach or work with incoming freshmen, especially those students who are unprepared or conditionally accepted.

Activities:
d) Participants will brainstorm in groups and create a list of characteristics of unprepared students. The list will be presented, discussed, and compared with current research.
e) Participants will take part in community building activities to form a community during the workshop.
f) Participants will practice personal goal setting that can be generalized to freshmen.

Description:
This session is based on the premise that unprepared college freshmen are increasing in enrollment and exhibit many common characteristics (Perkins-Gough, 2008).These students need to develop the ability to manage time, set goals, and learn new academic strategies. While academic strategies are important, other skills are also needed for the students to become a part of the college community.

The theoretical foundation of this workshop is based on applying Kegan's (1994) constructive-developmental theory to at-risk conditionally accepted students. Conditionally accepted, at risk students are in the early stages of adult development and it is up to the college to provide a

supportive environment, challeges for growth, all the while recognizing the uniquesness of each individual. Brunner believes that education is not just curriculum and testing, but "of how one concieves of culture" (Brunner, 1996, ix-x). Mezirow's (1997) theory of transfomative learning states that learning takes place when the student finds new ways of defining his world.

"Kegan's conept of growth of the mind, reflecting an interation of cognitive with intrapersonal and interpersonal development, resonates with Bruner's construction of meaning and Mezirow's transformative learning. When learning is defined as participation in meaningful social practices, all three development dimensions are central to learning", (Baxter-Magolda, 2009, p.4). Like Kegan, St. Josepeh's College believes that we can build a supportive community within the college and provide the unprepared student with scaffolding needed for academic and personal success. When students are given opportunities to establish priorities, create academic goals, and reconfigure who they are, they are then more likely to achieve success in college.

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Civility in the Classroom and Work Place:
Often Overlooked Topics in Undergraduate Education

Marilyn Simon
University of Cincinnati - Raymond Walter College
9555 Plainfield Rd
Cincinnati, Ohio 45236
marilyn.simon@uc.edu

Civil behavior is reflective of attitudes and knowledge which are often assumed to belong to college graduates. However, students' knowledge of civility is often overestimated with regard to political correctness (Ely et. al., 2006). Unfortunately, new employees are often unknowingly a target of inappropriate behavior. Both bullying and harassment have been found to be so harmful, our legal system has become involved at all ages and professional levels.

In this interactive session, attendees will be given a short T/F questionnaire to assess their understanding of what constitutes bullying and harassment. Upon review of the results, legal definitions, targets, and appropriate responses will be followed by a Q & A session.

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United States Equal Employment Opportunity Commission (EEOC), www.EEOC.com

Types of Workplace Harassment | eHow.com. http://www.ehow.com/about_5412260_types-workplace-harassment.html#ixzz1AZS0k6Pg

Applying principles from How Learning Works to course design

Nancy Simpson
Texas A&M University
4219 TAMU
College Station, Texas 77843-4219
njsimpson@mays.tamu.edu

Objectives:

- Provide an overview of seven principles discussed in Ambrose, et al, How Learning Works;
- Provide a detailed description of principle #4: "To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned."(p. 5)
- Describe one application of this principle to design of a business calculus course;
- Provide time for reflection and discussion about application of this principle to participants' courses.

Audience:
Faculty interested in application of research-based learning principles to course design. Session may be of particular interest to mathematics faculty.

Activities:

- Mini-lecture;
- Structured exploration of component skills involved in learning outcomes of participants' courses;and
- Think-pair-share focused on application of this principle to participants' courses.

Description:
In How Learning Works, Ambrose and her co-authors describe seven research-based principles of learning. Discussion of each principle includes a set of strategies for applying the principle to design of courses and pedagogy. While there will not be time for in-depth discussion of all seven principles, an overview of the seven coupled with in-depth discussion of one particular principle will provide a model of what faculty might do with colleagues at their home campuses.

The particular principle to be the topic of deeper discussion is this: "To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned." As experts in our disciplines, we often lose sight of the sheer number of component skills students need to acquire in our courses. Reflection on this principle led me to redesign a business calculus course in such a way that students will have time to focus on (and master) a few component skills at a time before integrating and applying those skills. I will describe this redesign, and then provide a structure to help participants uncover the component skills their students need to master. Following this activity, participants will have time to think about (and share with one or two peers) how they might apply this principle of learning to their own teaching.

Reference

Ambrose, S., Bridges, M., DiPietro, M., Lovett, M. and Norman, M.(2010). How Learning Works. Jossey-Bass, San Francisco, CA.

Cultivating an affinity for exploration: Preparing globally competent teachers.

Robert Siudzinski
Washington College
300 Washington Ave.
Chestertown, MD 21620
rsiudzinski2@washcoll.edu

Objectives:
During this experience, participants will:

- Experience individual and group challenges that prompt conceptualization of requisite global competencies among teachers.
- Reflect upon Fernando Reimers' three dimensions of global competency (i.e., Affective, Action, and Academic).
- Generate strategies for sustainable global education efforts by teachers and organizations.

Audience:
Open to all students, professors, researchers, and administrators interested in the growing area of global education for the 21st century. Please do not come to this session to learn about internationalizing teachers; please come to this interactive experience to become a more globally competent educator!

Activities:
Part 1 of this experience will include an individual challenge task that demands precise observation over vague reporting, and a group challenge that demands engagement over observation.

Part 2 will include a reflective debriefing of the challenge tasks to help identify lessons learned from the experiences.

Part 3 will prompt integration of insight into participants' lives through a formative assessment and a facilitated discussion on learner transfer.

Part 4 will capstone the 45-minute experience with a learner-generated continuation commitment of self-defined strategies for sustained change.

Part 5 will welcome 5 minutes of questions, comments, and suggestions related to the program topic, as well as a rapid discussion about emergent challenges and action-oriented ideas.

Description:
Most teachers in the U.S. begin their careers with little more than superficial knowledge of the world. Increased human interaction due to telecommunications, immigration, and trade demands that everyone, especially teachers, develop global competence (Foer, 2010; Longview Foundation, 2008; Tatto, 2007). Students today must also develop the capacity and dispositions to understand and act on international issues of significance (Boix Mansilla & Jackson, 2011; Reimers, 2009). Teachers can create globally minded learning environments, but a move must be

made away from presenting cultures as costumes, flags, and food. Envisioning cultures as a toolkit for making sense of the world, this experiential workshop will share innovative teaching activities for the preparation of conscientious global citizens.

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The Effects of Graphic Organizers on the Achievement and Course Evaluations of Postsecondary Students

Michael Skinner
College of Charleston
School of Education, Health, and Human Performance
Charleston, SC 29424
skinnerm@cofc.edu

Purpose. The purpose of this study was to determine the effects of the use of professor- and student-generated visual organizers on the weekly quiz performance and course evaluations of students enrolled in a graduate assessment course. Graphic organizers were defined as &visual devices that employ lines, circles, and boxes to depict four common ways to organize information: hierarchic, cause/effect, compare/contrast, and cyclic or linear sequences.(Ellis & Howard, 2007, p. 1). Specific organizers used in the present study included compare/contrast diagrams, interval graphs, transitive order graphs, flowchart diagrams, central idea graphs, branching diagrams, class relationship diagrams, and matrix diagrams.

Literature Foundation. Although a wealth of research exists that documents the positive effects of the use of graphic organizers on the achievement of students in elementary, middle-school, and secondary settings (e.g., Capretz, Ricker, & Sasak, 2003; DiCecco & Gleason, 2002; Kim, Vaughn, Wanzek, & Wei, 2004), very few studies have dealt with the efficacy of this approach when teaching postsecondary students. Most postsecondary pedagogical literature focuses primarily on the broader category of learning strategies and includes graphic approaches to instruction as only one among many techniques that serve to improve studentsmetacognitive skills and this increase achievement (e.g., Laskey & Hetzel, 2010; De Simone, 2007; Burchard & Swerdzewski, 2009; Nordell, 2009; Imel, 2002). This study was an attempt to add to the postsecondary literature by focusing specifically on the effects of graphic organizers on student learning.

Methodology
Subjects. Subjects included 15 students enrolled in a graduate assessment of students with disabilities course. All students were special education majors in the Master of Arts in Teaching program. The class included 3 males and 12 females. The course was taught during a three-hour block, one evening per week.

Procedures/Instrumentation. The course was organized into 10 units of instruction (e.g., descriptive statistics, reliability and validity, norm-reference assessment achievement, etc. See Figure B) spread out over 13 weeks of class meetings. Five units were taught using visual organizers and five units were not. Four visual organizers were included in each unit under visual organizer(VO) conditions. Three of these were constructed by the instructor and embedded into instructional materials (e.g., PowerPoint presentation, course notebook, handout, course webpage, etc.). One visual organizer for each VO unit was designed to be interactive. That is, students completed the organizer on their own or in small groups during class sessions. Units taught under no visual organizers(NVO) conditions included no organizers in addition to those included in the text and available under both VO and NVO conditions.

Quizzes, administered the class session immediately after completion of a unit, were worth 20 points each. Questions were of mixed types and included short answer, calculation, and multiple choice. The average split-half reliability for the 10 quizzes was .91.

In addition to the Colleges required course evaluation items, students were asked to respond to the following questions: During some class sessions, visual organizers (e.g., compare/contrast charts, branching diagrams, etc.)were used. Briefly, describe the effect that these had on your learning. Would you like for these to be included as a part of the instruction for other courses? Why or why not?

Experimental Design

An alternating treatments design (Gay, Mills, & Airasian, 2009) was used to evaluate the effects of instructional condition (i.e., V0 versus NV0) on academic achievement (i.e., quiz performance). This experimental design involves the alternation of treatments for a group of subjects. Similar to a time-series design, subjects serve as their own controls. Results are analyzed visually.

Student responses to the open-ended questions related to the use of visual organizers were analyzed using the constant comparison method developed by Strauss and Corbin (1990). In this qualitative research method, common themes are identified and refined during multiple readings of subject responses.

Results and Discussion/Conclusion

With the exception of the first and second units in the course, average class quiz performance under units in which visual organizers were used was higher than quiz performance when visual organizers were not emphasized. Student average quiz performance across the five NVO units was 89.4%. Conversely, student quiz average across VO units was 92.7. Given the consistency of the relationship between instructional condition and quiz performance, a case can be made for causation. That is, visual organizers were associated with higher group quiz performance. Although the difference was small, it is practically significant in a graduate program where students must earn either a B (88 92%) or an A(93% - 100%) in courses in order to maintain an overall grade average of 3.00 in their programs of study.

Fourteen of the 15 students enrolled in the course evaluated the use of visual organizers positively. Six students, however, commented on the challenging nature of the organizers they were required to construct. Typical comments included:

- "The diagrams helped me. They really helped with the chapters where we had to calculate, like basals, ceilings, chronological ages, and standard scores."
- "The ones that we did in groups and by ourselves were hard. But, they helped me on quizzes. The ones where we compared different concepts helped me the most."
- "I like them. I made some when I was studying for quizzes and the exam. I think that I will use them in some other courses, but, not all my courses."

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Getting Around Stumbling Blocks –
A Differentiated Approach to Teaching in the Content Areas

Patricia Smith
Clayton State University
1000 Clayton State Blvd.
Morrow, GA 30260
patriciasmith@clayton.edu

One of the biggest stumbling blocks that keep new students from achieving success in the Core college classes are the bad study habits that they bring with them to campus. In this interactive presentation in which participants are given a passage by Frederick Douglass to analyze, participants who teach in any content area will learn ways in which reading and teaching for understanding of text can be enhanced by study strategies that can be tested through multiple forms of assessment. Participants will follow the presenter through a semester-view of ways in which we can challenge students and ultimately lead them to enjoy reading rich works of literature, as well as having access to challenging textbooks. By using differentiated instruction strategies promoted by Rick Wormeli (2006), Carol Ann Thomlinson (2001), as well as other theorists on working with mixed-ability classrooms, participants will come away with a myriad of strategies that lead to pre-assessing, formatively assessing and summatively assessing student progress in a typical college class in any content area.

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From the Bayou to the Outback: Promoting Local & Global Scholarship through Community Engagement

Nick Solari
Tulane University
Alcee Fortier Hall
New Orleans, LA 70118
nsolari@tulane.edu

Nick Tringali
Tulane University
Alcee Fortier Hall
New Orleans, LA 70118
ntringal@tulane.edu

Objectives:
During this presentation, participants will:
a. Investigate ways in which local and global community partnerships can enhance traditional teaching methods
b. Critically analyze existing models of engaged learning that are centered around local concerns and global solutions
c. Brainstorm various methods of integrating community based experiential programming at their home institutions

Audience:
This presentation is tailored to faculty members who wish to enhance students' learning experiences by making pragmatic connections to their local and global communities. Administrators and staff who wish to learn more about the institutionalization of engaged experiential scholarship are also encouraged to attend.

Activities:
This presentation will include the following activities:
a. Dissemination of materials that reflect the models best practices (assessment forms, sample syllabi, examples of student work, etc.)
b. Self-reflection activities that will encourage participants to examine their courses or institutions level of local and global community engagement
c. Discussion with other participants about developing and incorporating community-based experiential learning

Description:
In the past five years, the Gulf Coast has faced immense hardship due to environmental and man-made disasters. While these events have had a detrimental effect locally, their impact has been felt by the global community. Despite the tragic outcomes that continue to enfold, they have created a context in which students can develop as global citizens. Drawing on its connection with the community, Tulane University has positioned itself to support students as they tackle

local issues (e.g., environmental crisis, poverty, racial inequity, and economic struggle) with a global impact. By interweaving community-based scholarship into the undergraduate education, students are challenged to find global solutions to local concerns.

This session will present a practical model for supporting students in their individual community engaged scholastic pursuits (e.g., internships, community-engaged research, and independent studies). As part of the essential global learning, these academic options build upon students' interest to engage with the community while enhancing their own intellectual growth. Additionally, to show the transformative opportunities for students, we will discuss the transition from local (domestic engagement) to global (international service-learning programs). The presenters will provide resources for creating a bridge between students and the community, examples of student work, and tools for assessment.

The internship program was established to provide students unique opportunities to work in the community while gaining professional skills and a deeper understanding of their disciplinary studies. Through active partnerships with over 300 local agencies, paired with an academic seminar, students discuss local topics and their connection to global issues. The community voice becomes an essential aspect of the internship as students receive direct evaluation from their on-site supervisors. (Assessment forms, sample syllabi, and examples of the student work will be provided.) Like the internship program, independent studies place students in a one on one relationship with a community agency. These courses, however, are based more on project completion than direct service and skills development. Students completing an independent study must first assess a community need and develop a suitable project, with faculty supervision, that provides a sustainable solution. (On-line application form, sample syllabi, and examples of the student work will be provided.) Finally, community-engaged research places the student with the community to study pertinent local issues. Combining faculty and community partner support, students utilize academic tools to provide needed research that can further the mission of the agency. Projects range from an analysis of the impact of the Bayou keepers newsletter on the regional coastal community to a study of the African-American vernacular and its impact on the teaching of English in New Orleans public schools. Taken together, all these options can be easily adopted in any institution aiming at providing a global education that engages students intellectually and civically.

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Changing the Atmos'fear' in the Public Speaking Classroom

Felicia Stewart
Clayton State University
2000 Clayton State Blvd
Morrow, Georgia 30260-0285
feliciastewart@clayton.edu

Keisha Tassie
Clayton State University
2000 Clayton State Blvd
Morrow, Georgia 30260-0285
Keishatassie@clayton.edu

Objectives:
Through discussion and presentation exercises, participants will:
1. Understand some causes of communication apprehension in the classroom
2. Experience ways that instructors add to the fear and anxiety in the classroom
3. Explore techniques they can use to create a more encouraging and less fearful classrom

Audience:
Professors, specifically those who require any type of presentation in their courses.

Activities:
1. Review of literature on causes of fear and anxiety in the classroom
2. Discussion with participants about their approaches to grading presentations and their expectations.
3. Role playing to note problem areas and possible solutions.
4. Simulation exercises to engage in suggested practices.

Summary:
It is too often the case that a public speaking classroom is one that creates a sense of stress, nervousness and tension in undergraduate students (Osborn, Osborn, & Osborn, 2009). Communication anxiety is a common enough experience in a speech class. It is normal for students to experience nervousness before and during their speech presentations (Griffin, 2009). However, often it is the instructors that create an even greater anxiety in the students with their attitudes toward improvement and their unrelenting meticulous criticism that results in point deductions. In other words, the students must find ways to manage their public speaking nervousness in addition to their fear of being rejected academically by their instructors. Factors that may contribute to these additional fears may include cultural differences (Williams, in press) and misunderstandings, instructor bias (Turman & Barton, 2004), lack of class time for preparation (Ayres, 1996), and overly strict criticism and scoring criteria. Based on these issues, the following are suggestions for instructors who wish to create a more comfortable public speaking classroom atmosphere:
1. Be Aware of Cultural Differences
2. Try to Avoid Instructor Bias

3. Use Class Time for Preparation and Practice
4. Be More Encouraging and Less Punitive

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The Double Outsiders' Challenges to Academic Success: Implications for Teaching and Learning

Keisha Edwards Tassie
Clayton State University
College of Arts and Sciences
Morrow, Georgia 30260
ktassie@clayton.edu

Objectives:
1. Discuss Standpoint Theory (Collins, 1990, 2000) and its relevance to teaching and learning effectiveness.
2. Engage in self-reflection and analysis of individual teaching goals and methods.
3. Engage in self-reflection and analysis of individual learning goals and methods.
4. Discuss the personal successes and challenges of one's experiences as both teacher and learner from one's racial, gender, and class standpoint - and particularly from the intersection of the three.

Audience:
This presentation will be of particular interest/benefit to faculty who desire to create (or strengthen) a clear connection between class discussion/lecture and its personal and social relevance to our students. Faculty who embrace teaching and learning from one's racial, gender, and class standpoint, as well as faculty who aim to do so, will enjoy this session.

Activities:
1. Self-reflection activities designed to help participants become more aware of their teaching goals and philosophy.
2. Discussion with other participants about different teaching strategies they use in their courses.
3. Discussion with other participants about the successes and challenges of teaching and learning from one's racial, gender, and class standpoint.

Description:
This session will address the significance of Standpoint Theory (Collins, 1990, 2000) as a tool for effective teaching and learning; ground rules for creating and nurturing a classroom environment that is conducive to effective teaching and learning from the standpoints of race, class, and gender (and the intersection of the three) (Cannon, 1990 and Orbe & Harris, 2008); as well as provide participants with the opportunity to share their experiences with the successes and challenges of engaging in the teaching-learning process from this personal-social perspective.

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A Closer Look at 21st Century Skills: Implications for Higher Education

Krista Terry
Appalachian State University
Dept. of Leadership and Educational Studies
Boone, NC 28608
terrykp@appstate.edu

Objectives:
During this session, participants will:

- Identify characteristics of digital learners.
- Identify and discuss 21st century skills and literacies that are present within current literature.
- Critically analyze all characteristics and literacies based on research and best practices.
- Discuss implementation and integration strategies.

Audience:
This presentation is cross-disciplinary and applicable to all education areas (K-12, Higher Ed & Training).

Activities:
This presentation will include the following activities:

- Presentation of frameworks for 21st century learning
- Discussion of definitions of literacies and analysis of applicability to a variety of instructional settings
- Discussion of integration into pedagogical practices

Description:
As discussions of 21st century literacies and skills proliferate, many are left wondering what this generational approach to instruction really means and how it is, or isn't, reinforced by research and sound pedagogical practice. Those who are proponents even caution that lack of clarity about the nature of 21st century skills could be problematic; many educational reforms have failed because people use the same terminology, but mean quite different things (Dede, 2010, p. 51).

The most comprehensive model of 21st century learning has been developed by the Partnership for 21st Century Skills organization (www.p21.org). The framework that has been developed by the organization groups 21st Century skills into the areas of: core subjects and 21st century themes, learning and innovation skills, information, media and technology skills and life and career skills. Building upon this framework and digging deeper into the categories, Trilling and Fadels (2009) text 21st Century Skills: Learning for Life in our Times, further expounds on the 21st Century learning framework by addressing areas such as creativity and innovation, media literacy and flexibility and adaptability within the categories set by the Partnership for 21st Century Skills. Trill and Fadel (2009) provide rich best practice examples and make many connections between theory and practice.

In addition to the Partnership for 21st Century Skills framework, additional models have been proposed, such as those proposed by the North Central Regional Education Laboratory (NCREL), the Metiri Group, and the National Leadership Council for Liberal Education and Americas Promise (LEAP). While most frameworks address similar elements and skills, there are differences. How, then, do we discern what to focus on as we analyze and consider the integration of these skills into existing coursework? While most models are geared specifically toward K-12 instruction, what is the implication for Higher Education? How do we address the needs of our digital learners while addressing 21st Century Skills and maintaining the integrity of our own pedagogies and instructional strategies?

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Community and Collaboration in a Virtual World

Krista Terry
Appalachian State University
Dept. of Leadership and Educational Studies
Boone, NC 28608
terrykp@appstate.edu

Terry McClannon
Appalachian State University
Dept. of Leadership and Educational Studies
Boone, NC 28608
mcclannontw@appstate.edu

Amy Cheney
Appalachian State University
Dept. of Leadership and Educational Studies
Boone, NC 28608
cheneyal@appstate.edu

Objectives:
During this session, participants will:

- Discuss the pedagogical benefits of using virtual worlds to deliver instruction
- Identify a variety of tools aimed at collaborative and cooperative learning in a virtual environment
- Discuss best practices, pros and cons of implementing similar systems

Audience:
This presentation will be beneficial to anyone who currently teaches online, or is considering teaching online and is interested in different avenues of instructional delivery.

Activities:
This presentation will include the following activities:

- Discussion of the pedagogical foundations of instructional delivery via the AETZone
- Demonstration of the technology and various tools utilized within the Zone to achieve collaboration and co-operative learning
- Discussion of pros, cons, and best practices of utilizing virtual worlds for learning.

Description:
While most distance education programs rely on course management systems, such as Blackboard and Moodle, or desktop videoconferencing systems such as Adobe Connect and Elluminate to deliver instruction, the faculty of the Instructional Technology/Computers program in Appalachian State University's Department of Leadership and Educational Studies utilize an immersive 3D virtual world as their primary course delivery tool. The virtual world, named the AET Zone, has been in existence since 2001 and consists of many virtual spaces that are rich with course related content through which their students engage in collaborative learning

activities each semester. Given the longevity of the program, faculty members within the department, past and present, have had both time and opportunity to develop both the toolset and, more importantly, pedagogical framework through which instruction is delivered.

As a result of the time spent in design, development, and evaluation of the virtual world, a pedagogical framework, now known as Presence Pedagogy (P2), has emerged (Bronack, et al, 2008). The P2 framework was developed on a foundation of social constructivist learning (Vygotsky, 1978) and with a community of learners (Wenger, 1998) notion in mind. By being able to interact with others in a virtual space, the immersive world of the AET Zone provides learners opportunities for communication and collaboration that contribute to the development of community.

During this session, the development of the virtual world, the pedagogical framework that undergirds it, and the current toolset being used (Teleplace) will be demonstrated and discussed. Participants will be able to see how multiple users can collaborate within the world and will see the variety of learning spaces that are being utilized by the Instructional Technology program. Participants will be encouraged to reflect on, and ask questions related to other possible approaches to utilizing such technology.

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Building Student Engagement the Wiki Way

Cheri Toledo
Illinois State University
Campus Box 5330
Normal, IL 61790-5330
catoledo@ilstu.edu

Objectives:
During this session, participants will:

- Identify the pedagogical benefits of using wikis to increase student engagement
- Identify collaborative and cooperative Web 2.0 tools for the wiki environment
- Discuss design and implementation strategies
- Discuss proven practices for successful wiki learning environments
- Experiment with a wiki

Audience:
This session is cross-disciplinary and applicable to K-12, higher education, and training environments.

Activities:
This presentation will include the following activities:

- A discussion of the concept of Web 2.0 tools
- An introduction to wikis as learning tools
- A demonstration of online, blended, and web-enhanced courses that use wikis to enable collaboration and cooperative learning
- A discussion on choosing activities to enable student collaboration in a wiki
- Wiki play time

Description:
Wikis are one of many free Web 2.0 software tools being used extensively by educators around the world (Toledo, Accepted) to construct collective knowledge and establish collaborative interactions. Because students are so well-versed in social media for connecting with one another, using wikis for content connection and collaboration helps educators move from a teacher-centered to a student-centered pedagogical approach. Taking advantage of students comfort and experience with technology will result in higher levels of student engagement - moving students from the passive recipients of information to the creators of the content.

These processes are built on constructivist (Vygotsky, 1978) and constructionist (Papert, 1980) principles which take place in learning environments where students build their own knowledge and create products that demonstrate that learning. Mastery of content comes about as students are scaffolded through the Zone of Proximal development. Interestingly, Vygotskian pedagogy places as much emphasis on the expert (instructor) intervention as it does on peer collaboration. In addition, Wengers (2006) principles of communities of practice point to the power of collaboration for knowledge and skill development.

According to Achterman (2006) there are five characteristics that make wikis one of the best choices for creating learning experiences through collaboration:

- Wikis are widely available and easy to use
- Wikis enable individual or multiple creators
- Wikis enable web-like or non-linear design
- Wikis provide an environment for reflection and metacognition
- Edits to the wiki can be tracked according to author, time, and date

In discussing their affordances, Cash (2009) stated that wikis are:

- Editable - the content can be edited by anyone with access to the Web page
- Markable - a variety of tools enable authors to structure the content (e.g., links, tags, templates, categories, tables, images, plug-ins/widgets)
- Versionable - all versions of the page are retrievable; archived versions can be viewed, reused, and reverted to
- Accountable - changes on any page can be traced to a specific user, date, and time
- Discussable - each page includes a discussion forum, internal comment pop-up windows

Another affordance is the expandability of wikis. Plug-ins and widgets enable users to push information out onto the Web and pull participants into the wiki through streaming microblogging tools (e.g., Twitter and Twitter clients), RSS (Really Simple Subscription) aggregators, live or asynchronous chats, and streaming video.

This session will begin with a discussion of Web 2.0 concepts and an introduction to wikis. Several wiki-delivered courses will be shared, as will wiki design techniques, other Web 2.0 tools, and pedagogical strategies. Participants will have the opportunity to participate in a brain-storming discussion focused on integrating wiki-based activities for their classes. The session will conclude with a Wiki play time. Note: BYOL (Bring you own laptop).

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Facebook, Twitter, and Wall Wishers:
Strategies for using popular forms of social media to engage learners in online classes

Karyn Tunks
University of South Alabama
UCOM 3100
Mobie, AL 36688-0002
ktunks@usouthal.edu

Objectives:
During this presentation, participants will:
1) learn how social media can be infused into online classes
2) consider content from courses they teach and
3) brainstorm how it can be presented through social media formats

Audience:
This presentation will be relevant to faculty who teach online, hybrid, or web-supported classes at the undergraduate or graduate level and want to expand student interest and interaction.

Activities:
The presentation will include:
a) a demonstration of how social media has been used in an online course including development of an instructors webpage, Facebook, Twitter, and Wall Wishers.
b) an exercise in which participants identify specific content from the courses they teach that are well suited for social media formats
c) discussion with other participants about how to present content through social media

Description:
Websites are no longer a place for simply locating and passively viewing information (McLoughlin & Lee, 2007). Todays technology consumers actively interact, collaborate, and contribute to website content. The education community has been slow to accept and incorporate social media into classes, but the increasing popularity of these of these formats makes it possible to ignore itspotential for teaching and learning.

The socialaspects of these media resources offer learners the ability to connect, interact, share knowledge, and discuss ideas; all elements of good pedagogy. Originally developed for the purpose of connecting with old friends and making new ones, social network sites (SNS) have been integrated into educational settings by students who use these tools to communicate with classmates, coordinate study groups, and collaborate on assignments (Salaway, Caruso, Nelson, & Ellison, 2008). Now educators can tap into students regular use of these to increase student-faculty interaction (Laird & Kuh, 2005) and student engagement (Kuh, 2001a).

This session will introduce how some of the most widely used forms of social media can be infused into online instruction, including personal websites, Facebook, Twitter, and other forms of media that students can easily access from mobile devices. Since social media resources have

become a pervasive force in the lives of our students, why not use it to our advantage as teachers?

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Avoiding burnout: Five care principles for a thriving teaching career

Henry Venter
National University
20 River Park Place West
Fresno, CA 93720
hventer@nu.edu

Cathy Pohan
National University
20 River Park Place West
Fresno, CA 93720
cpohan@nu.edu

Objectives:

- To familiarize the audience of the stressors associated with the profession of teaching.
- To identify potential areas of risk.
- To describe healthy practices of teaching professionals.
- To present the dimensions of burnout of emotional exhuastion.
- To introduce the audience to five care principles that can be implemented to safeguard against risks of emotional exhaustion.

Audience:
All teaching professionals including kindergarten, grade school, high school, junior college, and university instructors and professors.

Activities:
Interactive questionnaire/health monitor to be filled out by all participants to determine their emotional care.

Description:
Interactive presentation of the Five Care Principals including the Do's and Don'ts of caring that can lead to professional Wellness.

Professional wellness is a persistent state of work-related fulfillment characterized by vigor, dedication, and engagement. People exemplifying professional wellness will demonstrate high levels of energy, resilience, persistence, inspiration, and are immersed in their careers. In contrast, poor professional wellness (commonly known as burnout) is typically marked by feelings of exhaustion, a lack of accomplishment, cynicism, and detachment from ones profession and/or colleagues. Other symptoms may include decreased productivity, reduced commitment, and lower levels of satisfaction. For victims of burnout, the work that was once meaningful and satisfying soon becomes unpleasant, unfulfilling, and a source of constant stress. Eventually, persistent poor professional wellness will negatively impact your overall life satisfaction and significant relationships (Maslach, Jackson, & Leiter, 2001). The good news is

that once you are aware of the elements of teaching that make you susceptible to burnout, you can create an effective plan to prevent it.

Five effective care principals are presented that the audience can implement as soon as they return from the conference.

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Exploring the Efficacy of Teaching Social Work Research in a Hybrid/Online Format: Finding Strategies and Solutions for Engaged-Student Learning

Holly Vuiga
Californis State University East Bay
25800 Carlos Bee Blvd
Hayward, CA 94542
holly.vugia@csueastbay.edu

Description:
Social Work educators are often reluctant to adopt online and/or hybrid instructional methods due to the applied and interactional nature of the profession. The importance of relationship based skills for social work students cannot be denied. However, as a result of this emphasis on people-based skills and a hesitancy to move beyond traditionally proven teaching techniques, the question of whether some graduate level social work knowledge could not be taught effectively online has not been fully explored. Ayala (2009) posits the need for experimentation with blended learning formats in social work. The use of hybrid and online teaching has obvious advantages for many non-traditional students, particularly parents with children. York (2008) did report no difference in learning outcomes for a social work administration course taught in three formats: in-class, hybrid, or fully online. He calls for more research on this topic, particularly utilizing the same instructor for each teaching format. Gingham (2009) reports positive results for a web-assistedformat implementing online-discussion groups, although less face-to-face student time has been shown to negatively impact student satisfaction with a course (Banks & Faul, 2007).

To facilitate hybrid/online learning of such material, session participants will be guided through experiential activities geared toward: 1) initial class community building, and 2) applied exercises to master course content. Attendees are encouraged to bring specific challenges related to their discipline for problem solving small group work. An opportunity to self-reflect on potential identity/role shifts for hybrid/online instructors will also be provided; for example, transitioning from the role of "the best professor ever" to a less visible online persona.

This presentation is developed in the context of the facilitator's experience in completing a small pre-post course assessment design, examining the process and outcome of a hybrid Introduction to Social Work Research course as compared to a traditional face-to-face course. The ten week courses were run concurrently on two different campus locations of the same state university. All participants were first year MSW graduate students, taught by the same instructor. To support fidelity, the text, readings, assignments and assessment tools were identical. Significant differences between learning outcomes were not demonstrated between the groups, however, interesting qualitative experiences were noted for students, with hybrid students expressing more anxiety. An interesting phenomenon related to some social work department facultys anxiety about this first, pilot hybrid course is noted. These concerns centered on worries that hybrid students would cheat. Suggestions for addressing faculty anxiety are offered.

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The Effectiveness of Board Game Construction for Learning the Teacher Credentialing Process

Scott B Waltz
California State University Monterey Bay
100 Campus Center, Bldg. 82C
Seaside, CA 93955-8001
swaltz@csumb.edu

Objectives:
This presentation aims to provide the audience with a case study in board game construction as a project-based learning approach. Further, the presentation will offer a descriptive profile of content learning based on qualitative survey data as well as quantitative assessment scores. Discussion points following the conclusions will also address secondary lessons learned about implementing game construction for teaching undergraduates.

Audience:
The study presented will be of interest to any faculty member interested in board game construction as a modality for learning-centered teaching; however, it will be of particular interest to faculty in the field of Teacher Education as the assignment profiled is specifically aimed at teaching the pathway to a teacher credential.

Activities:
The session will start off with the audience actually playing a student-developed board game. Following 10 15 minutes of play, the audience will be asked to comment on what they learned about the credentialing process. The presenter will follow this by noting that undergraduates are themselves learning about this process as they are asked to reflexively create such a board game that teaches about process. Following an outline of the assignment itself, the presenter will describe the results of the research data and the tangential lessons learned about using game construction to teach undergraduates.

Summary:
Following the passage of California Senate Bill 2042 and the pressure from the Federal No Child Left Behind Act to produce highly qualified teachers,requirements and standardized assessments have proliferated for obtaining teaching credentials. One such requirement developed by the California State University system is that the all State Introduction to Education courses include the study of California credentials, the different pathways for earning credentials, credential requirements, and performance expectations for earning a credential (California State University 2007). Because Introduction to Education is students initial exposure to the field of Education, they often find this content confusing and overly technical; yet, the more they are aware of the credentialing process, the more successfully they can prepare for it. In an effort to build their knowledge of credentialing requirements and opportunities, the author has adopted a learning-centered teaching approach to promote engaged and effective learning.

Learning-centered teaching (Weimer 2002) shifts the fundamental locus of activity away from the teacher and onto the learning processes of the students. It may employ cooperative learning strategies, project-based approaches, problem-based learning (Barell 1998) or related designs to engage students in the collaborative pursuit of their learning and hold them responsible for the results of their efforts. In contrast to the transmission model of direct instruction, students themselves undertake the investigation of content via targeted learning tasks that require the application of that content. The construction and playing of board games is one such targeted learning task. Board games can create a structured environment for interactions that encourages the process of learning (Smith 2006) as well as comprehension of the game content (Ogershok & Cottrell 2004; Febey & Coyne 2007). By designing the play of the board game and making decisions about how to engage potential players in the content, students gain the further practice in metacognitive processing which may further their learning.

In an effort to familiarize Introduction to Teaching and Learning undergraduates with the process of earning a teaching credential, the author has designed a project-based unit where student groups collaboratively design a Pathway to Credential board game. The board game is aimed at teaching its potential players about the requirements and options in obtaining state certification from selecting an undergraduate major all the way through to obtaining a permanent certification. At the end of the unit, student groups play each others game (and provide evaluative feedback for the designing group) in preparation for an objective test on the State credentialing process. After several semesters of implementation and refinement of the Pathway to Credential game unit, the author is researching the effectiveness of this particular learning-centered teaching approach.

Each student will be given a qualitative pre-test and post-test that measure how successfully they have learned about the key elements in obtaining a teaching certification. Three different instructors will rate the depth of comprehension for the responses on both the pre-and post-tests. Quantitative data from the concluding objective exam will also be used to gauge student mastery of the specific details of the same key elements. The research will be conducted in two separate Introduction to Teaching and Learning sections in the same semester taught by the author. Data was collected during the fall 2010 semester. The analysis is currently underway and will be documented in the paper presentation for the ISETL annual conference.

The purpose of this presentation is to offer descriptive evidence as to the effectiveness of game board construction as a learning activity, particularly with regard to understanding a multi-stage process like teacher credentialing. The anticipated result is that this learning-centered teaching approach will foster a richer and more comprehensive level of understanding of certification requirements, their purposes and their progression. It is also anticipated that the survey data will provide a profile of those content elements that are most (and least) effectively learned through game construction. This session should be of interest to any instructor for whom game construction might prove a powerful project-based approach to teaching multi-stage processes, but especially for teacher education professionals teaching undergraduates about the credentialing process.

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Active Pedagogy in Online Learning:
Strategies for Staying True to Your Teaching Philosophy

C. Edward Watson
Virginia Tech
110 Hillcrest Hall (0453)
Blacksburg, VA 24061
edwatson@vt.edu

Objectives:
After attending this session, attendees will:
1) Be able to describe the challenges associated with transitioning a course from a traditional model to a fully online one,
2) Understand the value of and how to ensure an ongoing instructional presence in an online course, and
3) Know tools and strategies that will enable them to maintain and practice their pedagogical beliefs in an online instructional environment.

Audience:
This session is intended for faculty, administrators, and technologists who are engaged in or are considering online instruction.

Activities:
This presentation will include the following activities:
1) A brief presentation of the challenges associated with online learning,
2) A dialogue regarding the value of ongoing pedagogical practice within online courses,
3) Self-reflective activities that help participants articulate their teaching philosophies and recognize the ways in which online instruction might seemingly necessitate modification to those philosophies, and
4) Discussion with other participants of strategies and technologies that enable one to actively teach an online course consistent with ones own pedagogy.

Description:
Designing, developing, and teaching a fully online, web-based course provides a breadth of new challenges for even the most seasoned instructor. Classroom management, content delivery, community creation, and fostering interactivity take on new identities in the online environment, and all of these are predicated upon faculty mastering various technologies.

While recent reports have argued the competitive merit of online courses (e.g., U.S. Department of Education, 2009), a recent Chronicle of Higher Education article acknowledged that no one is seriously arguing that online classes are consistently better than the face-to-face versions (Jenkins, 2011). In truth, comparing online and traditional versions of the same course has long been seen as problematic (Clark, 1983); however, there are comparative indicators that point to some of the challenges associated with online instruction. For example, attrition rates are one way in which the effectiveness of online course success can be measured. Exceedingly high course attrition has been continually reported, and even the most conservative estimates place

online student attrition at 10 to 20 percent higher than that of traditional on-campus education (Boston, Ice, & Gibson, 2011; Carr, 2000; Tyler-Smith, 2006).

Psychological distance, both faculty-to-student and student-to-student, has always existed in course settings; however, it is exacerbated in fully online, web-based course settings (Bernard, Paton, & Rose, 2007). Difficulties associated with dissolving this distance likely contribute in the reported attrition rates.

While instructional design models offer essential course re-design strategies that increase the probability of student learning and course success, the products of course development projects which rely solely on instructional design can result in the instructor being little more than a grader for the online course. This session posits that faculty presence and, indeed, active pedagogy throughout the delivery of an online course are essential to breaking down psychological distance, diminishing attrition, and ensuring student learning.

The question then is how does a faculty member maintain his/her teaching philosophy, ensure the instructional integrity of a course, and foster an active, learner-centered setting when confronted with the aforementioned technological challenges and limitations. What is the role of active pedagogy in online learning?

In this session, this central question of pedagogy in online courses will be explored. Participants will hear the story of one course transformation process in which the instructor coupled instructional design principles to his beliefs about learning while staying true to his constructivist teaching philosophy. The course, a sophomore-level Visual Media course in Communication Studies, fosters student interaction very early in the semester and establishes and maintains faculty presence through various tools and strategies.

Participants will also explore their own teaching philosophies and confront the challenges posed by technologies that often influence faculty to deviate from preferred pedagogical strategies and beliefs. Through reflective prompts, small group discussions, and full group reporting interdisciplinary strategies will emerge that will enable participants to embrace their instructional philosophy while actively and successfully teaching an online course.

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Promoting Critical Thinking Skills Using the Web-based Software Prezi

Frank Wray
University of Cincinnati - Blue Ash Campus
9555 Plainfield Road
Cincinnati, Ohio 45236
frank.wray@uc.edu

Objectives:
At the conclusion of this presentation, attendees will be:
1. Familiar with the Prezi presentation software.
2. Knowledgeable on how to construct their own presentation.
3. Able to construct critical thinking activities based on Prezi software's capabilities.

Audience:
This presentation will apply to all audiences and all disciplines. The presenter will lead the attendees through a sample teaching session that will show the capability of this software and its application in the classroom.

Activities:
1. Participants will set up their own free Prezi account.
2. Participants will complete a small critical thinking activity using Prezi.
3. Participants will share their activity with the rest of the group.

Description:
Students continue to set the pace for how technology can influence their learning. The explosion of the available technology has made it difficult for instructors to keep pace with how and when to apply the technology. While there are certain technologies that have little application in the classroom, many web-based technologies have great potential to engage our students and promote critical thinking. Prezi, a web-based presentation software, offers that potential.

Prezi presentations are visually appealing and extremely easy to use. Educational accounts are free and the the website allows one to store the presentations on the website or as a stand alone application on the computer. Prezi presentations allow for the use of a wide variety of media including, videos, jpg files, pdf files, and YouTube videos. Thus instructors are able to liven up their presentations using Prezi.

The flip side of Prezi is taking the presentation ability and unleashing the student's creativity with it. Students can set up a free account, watch a tutorial, and make a simple Prezi presentation in 20 minutes. Once more, the development of a Prezi involves connecting content visually. In a sense, the students are creating concept maps of the content and enhancing their critical thinking skills. Having the students responsible for their content keeps the students more engaged and allows for greater ownership of their learning.

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Relationship between Preference of Teaching Method and Students' Learning Style

Jungah Yoo
CTL, Yonsei University
50 Yonsei-ro, Seodaemun-gu, Seoul 120-749, Korea
Seoul, Korea 120-749
jayoo@yonsei.ac.kr

Research Purpose:
The purpose of this study is to find out whether there is a relationship in educational method preference and students' learning style.

Literature Foundation:
Students' learning style is an important element in their educational attainment (Allinson & Hayes, 1988). A learning style is defined as the characteristics, strengths and preferences in the way people receive and process information(Felder & Ssilverman, 1988). It means that every student has its own method or learning strategies when learning.

Method:
For this purpose, 900 university's students in Korea participated in this study. The research tool is Felder and Solomon's ILS(Index of Learning Style Questionnaire; from http://www.engr.ncsu.edu/learningstyles/ilsweb.html), and the analysis methods are frequency analysis, cross tabulation, Chi-square distribution, ANOVA, and Tukey distribution.

Results and Discussion:
The findings of this study were as follows: 1) The result of learning style analysis is that frequency of visual(76.0%) and sensing(70.0%) style are very high, and reflective(58.1%) and global(55.0%) style are some high. But, it is different from their major. 2) The result of preference of teaching method is that frequency of lecture (over 60%) is very high, the frequency of discussion is 30%, team project is 20%, experiment and simulation is 20%, and on-line or blended method is less than 20%. 3) The results of the study indicated that there is statistically significant differences between preference of teaching method and students' learning style. The reflective and sensing style prefer to lecture method otherwise, active, intuitive, and global style prefer to team project method. And, sensing style prefer to discussion method, sensing and visual style prefer to experiment and simulation method. But, there are no statistically significant differences between learning style and on-line or blended method.

From the results of the analysis, the following can be suggested. 1) Students' learning style is an important element when the university faculties decide their teaching method. 2) Students' learning style is different from their major, and it is needed that teaching method is more elaborated by their major.

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