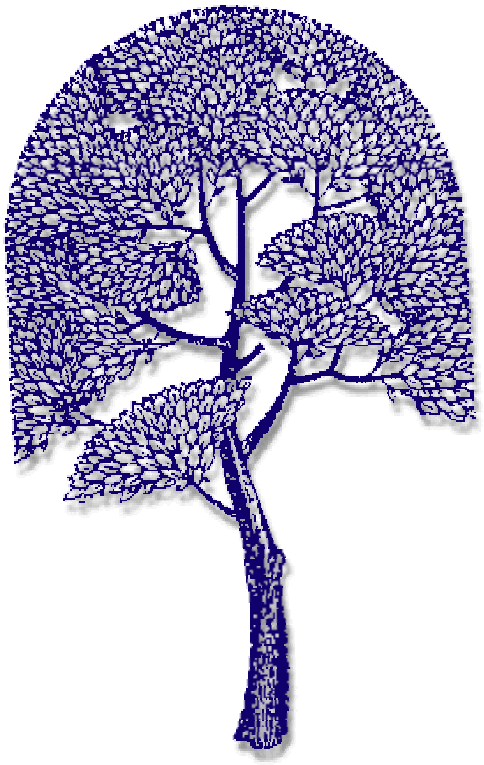

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Proceedings

ISETL is dedicated to the study of instruction and principles of learning in order to implement practical, effective methods of teaching and learning, promote the application, development and evaluation of such methods, and foster the scholarship of teaching and learning among practicing post-secondary educators.

Edited by Susan Copeland Henry
Clayton State University

International Society for Exploring Teaching and Learning

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Running Orders through Chaos: Honest Responses to Confusing Texts

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Objectives:
The presentation aims to

- Suggest one option for teachers of all disciplines to draw upon as an alternative to more traditional methods of presenting their subjects to the students and evaluating students' reception of the material
- Turn the focus away from "getting the material across to the students" and instead onto what is happening within the students as they study the material
- Encourage a more holistic approach to teaching, which integrates a subjective and objective understanding of the material being studied and which can connect the learning to the larger context of the students' relationship to the world outside the classroom
- Open teachers to the importance of students' confusion as a legitimate and useful avenue for learning
- Demonstrate to participants how stimulating this model can be in practice.

Intended Audience:
The audience is primarily teachers, of all disciplines Those concerned about "problem" learners for whom more traditional teaching methods prove limited will also find this model useful.

Activities:
The talk will lead into two activities, the first asking participants to consider a short (and difficult) poem (1) to observe the ways the poem confuses and disconcerts them, (2) to notice how the experience of confusion affects their engagement with the poem, and finally (3) to share their experience with one other person and then in plenary discussion. The second activity will follow the same pattern, but this time participants will practice scientific observation.

Abstract:
This paper proposes a model for college writing assignments that guide students to move beyond what they know and feel comfortable with in order to learn through experiencing their own confusion about the texts they are studying. The assignments aim to encourage students to connect their reading with their own inner life and the world beyond the course itself, and to promote a writing style in which they do not have to pose as experts but are invited to speak honestly and without jargon about their specific responses to the texts they are reading. The chief outcome of this activity is a greater commitment on the part of the students as they perceive their reading and writing to be directly connected to the most significant areas of their lives.

The assignments, which can be tailored for all courses across the curriculum, ask students to carry out four steps: (1) a thorough analysis of the text, considering the context and the language

as well as the ideas (this step can usually be found in traditional critical reading courses); (2) an examination of the students' preconceptions about the text, the author, the subject, etc., before putting aside these preconceptions to face the text in a fresh way; (3) a non-analytic meditation on the text, alert to those moments when the students are confused or disturbed in their thinking or feeling; (4) a synthesis of the students' subjective and objective understanding of the text, assessing the text's significance to their perception of themselves and the world around them.

The paper considers the difficulties in setting up and grading such assignments and discusses which circumstances these assignments might work best in and which circumstances might be inappropriate for this kind of activity.

This proposal draws upon, among others, the work of Viktor Frankl, David N. Perkins, Theodore Baird, and a variety of mystical writers who promote the value of learning from our encounters with confusion.

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The psychology of women as a hybrid course: information and transformation for adult women learners at a women's college.

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Objectives:

- This session will demonstrate the design of a hybrid course.
- This session will identify activities, assignments and discussion topics that offer women a rich collaborative learning experience.
- The session will be related to research on women's learning preferences and the potential impact that the psychology of women can have on adult women learners.

Intended Audience:
This presentation will be most interesting to those faculty who are interested in the implementation of a hybrid format for classes, and for those who are interested in meeting the needs of adult women as learners.

Activities:
This poster session will encourage the discussion of the needs of adult women learners and will offer examples of how to meet those needs in the hybrid format.

Abstract:
During the last few decades the numbers of adult students re-entering college have been increasing steadily (Scott, Burns & Cooney, 1996). The majority of these students are women (Donaldson & Graham, 1999). Research indicates that women experience greater involvement with learning when they work collaboratively in the classroom (Belenky, Clinchy, Goldberger & Tarule, 1986), and when an active learning approach is taken (Cassidy & Cook-Sather, 2003). Traditional distance formats do not typically meet these learning preferences of women. Rural adult women, due to the barriers created by their physical distance from colleges, are often limited to enrolling in on-line distance classes that do not allow for the rich interaction that occurs in a classroom setting. The psychology of women is a particularly powerful course for adult women to participate in as a classroom-based experience. As noted by Margaret W. Matlin, "courses such as the psychology of women have long range consequences when students make decisions that will influence their careers and interpersonal relationships" (Van Wallendael, 2001, p. 151). Given the potential for a transformative learning experience, the psychology of women is exceptionally well suited to in-class involvement and interaction. In response to this, an alternative format hybrid course has been developed for teaching classes with a weekend classroom intensive followed by distance format assignments to complete the course. This poster session will examine key elements in the successful teaching of the psychology of women in a hybrid format for adult learners at a women's college. The structure of the weekend

classroom experience will be described in detail, along with a description of the distance format activities and assignments that follow the weekend intensive. The effective use of the hybrid format will be related to research on women's preference for collaborative learning and the potential long-term personal and political impact that this course can have on women students.

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Supercharging Online Instruction: Amplifying Interactivity Using Interactive Simulation Software

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Objectives:

- To gain valuable insights into the possibilities for employing interactive simulation software into their online curricula.
- To promote active, learner-centered methodologies for online instruction.
- To discuss and share ìbest practicesî for interactive simulation module development.

Intended Audience:
Online/blended instructors and online/blended instructional designers

Activities:
Discussion; Demonstration; Audience Participation

Abstract:
As the trend toward online and distance learning courses in higher education continues, educators and instructional designers continually struggle with efforts to engage and motivate learners located in electronically distributed, asynchronous environments. Studies in the professional literature point to active and problem-based learning strategies as possible ways to successfully involve students while raising achievement levels, yet importing such methodologies to the online environment is challenging. Emerging technologies offer hope for the integration of active/problem-based learning with the online instructional environment. One of the most promising of these technologies includes interactive simulation software applications.

This presentation will involve a demonstration of some of the more popular interactive simulation software applications including Captivate, Camtasia and Viewlet. Attendees will have the opportunity to interact with the software and experience actual interactive instructional modules created with these applications. In addition, participants will discuss the need for development standards for online instruction.

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How Artfully Are We Teaching?

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Objectives:
1. dialogue with colleagues about teaching
2. expand awareness of diversity in the classroom
3. create a diversity poster
4. discuss posters and the diversity among posters
5. discuss implications for artful practice

Intended Audience:
Workshop participants who prefer interaction, hands on activities, and dialogue with colleagues about teaching.

Activities:
1. poster making
2. analysis of posters
3. discussion of implications for teaching
4. development of artful teaching

Abstract:
Workshop participants will design and construct posters with provided materials that will represent their concepts of diversity. Workshop participants will post their work. Participants will analyze the diversity among posters and within each poster. Participants will discuss the implications of their views of diversity, now expanded, on their classroom teaching. Participants will brainstorm artful possibilities for incorporating diversity in their teaching.

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California Council on Teacher Education Conference, Artful Teaching in Testy Times, San Jose, CA, March 31-April 2, 2005.

I'm ready for my closeup, Mr DeMille:
Student responses to videotaping as a learning strategy

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Objectives:
1. Describe potential uses of student videotaping in student learning situations.
2. Understand how a sample group of students responded to the use of videotaping as a learning strategy.
3. Describe potential benefits from student videotaping.
4. Describe potential problems when implementing student video taping into a class or a curriculum.

Intended Audience:
Faculty who teach a subject where the student needs to develop an awareness of how they interact with others or how they appear to others.

Activities:
A brief didactic overview of the use of videotaping as a learning strategy will be presented. Student self evaluations about being videotaping in performing a health history or a mock patient educational session from one school will be presented. Audience members will be asked to share their experiences with student videotaping. Audience members will then be videotaped performing a mock "patient history."

Abstract:
Videotaping has been used as a method to evaluate student performance and also as a method for students to self evaluate and to improve their communication skills. Although there is some controversy in the literature over the effective over the effectiveness of this strategy (Baum and Gray, 1992; Ellis, Krengel, & Beck 2002) it is a strategy that is often used. The literature seems to mostly focus on the use of this tool in teaching and evaluating students who are training to be counselors. Students in nursing also need to develop communication skills. Part of their training is to be aware of verbal and nonverbal actions which either promote positive communication or hinder it. In an attempt to discover if students would improve in their performance if they viewed

themselves performing a mock patient interview, they were videotaped and then allowed to review the tape for their own feedback. Students were not graded on the tape and it was not shared with anyone else. Students found the experience to be beneficial. Ongoing videotaping is occuring to determine if this is a technique that can be useful in monitoring a student's progress throughout the curriculum.

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Adopt-A-Family: Implementing and assessing an ongoing collaborative learning activity

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Objectives:
1. Participants will become familiar with the processes involved in a collaborative learning project.
2. Participants will obtain specific procedural methods/strategies that can be used to create an effective collaborative learning experience.
3. Participants will be exposed to specific methods for assessing the collaborative learning experience.

Intended Audience:
Although this collaborative learning activity is specifically designed for a developmental psychology course, the strategies and procedures can be modified and applied to a variety of disciplines.

Activities:
poster
detailed handouts

Abstract:
The purpose of this poster presentation is to share a semester-long Developmental Psychology project that is designed to increase student motivation and subsequent learning through student participation in on-going collaborative learning activities that are based on “real-life” examples.

There is abundant literature to support the hypothesis that more engaged (motivated) learners may be able to experience more success in the course. Wlodkowski (1999) argues that there is a connection between intrinsic motivation and emotions that may influence engagement in the task. Since many students describe involvement in applied activities as "fun", there is reason to believe that this experience can increase intrinsic motivation. Intrinsic motivation theory would suggest that in order to work hard at a task there needs to be a level of interest in the material beyond the desire for a good grade.

A variety of studies have found that "real-life" examples and collaborative learning techniques appear to increase student motivation. Cross (2000) reports that extensive literature reviews have concluded that cooperative learning appears to be superior to traditional pedagogy because it tends to increase motivation for active participation in the learning process. It appears that learning benefits are experienced by both underprepared and well prepared students (Cross, 2000). Smith & Waller (1997) conclude that there are multiple positive outcomes related to collaborative learning. In addition to higher achievement and productivity, Smith and Waller (1997) note that there are also documented benefits to relationships and psychological health.

The importance of using real-life problems is supported by Jones, Rasmussen & Moffitt (1997) who report that cognitive researchers believe that interaction with ideas within their context is necessary for learners to make sense of a problem or task. These real-life connections would be expected to increase intrinsic motivation due to increased interest. Wlodkowski (1999) notes that real-life or problem-based learning can be engaging and challenging which are task qualities that are necessary for motivation. Based on the strong research support for both collaborative learning and the use of real-life examples, it is reasonable to assume that measurable learning benefits will occur when using a combination of these approaches.

Through exposure to the experiences and viewpoints of others, students are able to expand their own awareness is ways that would be impossible to achieve individually. Collaborative learning also influences motivation by making the participants more accountable for their effort and performance since the other group members have a vested interest in the quality of their work.

Assessments of group process, learning, and engagement were obtained throughout the project. Student feedback regarding this project has indicated that there is an increase in motivation, engagement, and learning as a result of participation in the project.

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MARC my words (and images): Using advanced features in the library's online catalog to enhance access to electronic resources

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Objectives:
The attendees will learn how to adapt existing cataloging technologies to make the online catalog an access point for graphic links to electronic learning resources.

Intended Audience:
Librarians, Information technologists, and instructors who make considerable use of electronic resources.

Activities:
This will include a Powerpoint presentation to demonstrate the current level of electronic resource availability at Quinnipiac University, and the specific outcomes of our projects. It will also include a live demonstration that can be performed by members of the audience, using laptops with a network connection. This will allow them to add fields to marc records and see the results of their work on the web in real time. In addition, I will teach audience members how to construct dynamic "Webliographies," that automatically report on new titles in large library catalogs.

Abstract:
1. Chapter-level access to etexts using the TOC MARC function.

In 2002, when the library upgraded its Innovative Interfaces integrated library system, it purchased the capability to display full table of contents information with hot links to authors and titles of chapters. The only option offered for using this capability was to send records to a third-party vendor and reload them with enhanced information. At Quinnipiac, the library worked out a way to use these fields as hot links with images to chapters in the etexts that the library produced. This greatly enhanced the level of access to those texts through the catalog, and helped to bring Quinnipiac's catalog to a level promised by Clumpner (2004) and Morgan (2004) to make the online catalog an access point for a range of electronic resources.

2. Generating subject-searchable access to Saskia art images using the TOC function in MARC records to generate links from thumbnails.

When the university purchased a set of 1000 jpg art images from Saskia, it was unclear how to mount them for seamless but secure access. They were first added to MasterFile, a content management system mounted in Blackboard. The problem was that these were only visible to

professors. The library developed a plan to add data from Saskia's Excel file into marc records. Like Clumpner (2004), we were looking for a solution that involved creative use of the Online Catalog. Using the linking capability in MARC Table of Contents fields, students could then click on the thumbnail to the picture they want, login, and see the picture. This involved the maintenance of two directories on a campus server - the one for thumbnails allowed for full display, whereas the one for full images was passworded. The marc solution also allowed for artist and subject searching. In addition, the AC department is considering using its Citrix server to provide full access to the full collection for passworded users - the Online catalog access is not designed to include every single jpeg in the collection. The final solution will likely be a combination of these access methods.

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Using Pedagogical Principles in Developing and Implementing an Interactive Online Research Course

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Objectives:
1. Explore different technologies that can be used to enhance an online course
2. Apply principles of good practice in developing an online course.
3. Apply pedagogically sound interactive strategies to their own courses.

Intended Audience:
Faculty
Instructional technologists

Activities:
Powerpoint
Demonstration of course components
Discussion on how components can be integrated into their courses

Abstract:
The purpose of this presentation is to highlight components of a Course Enhancement Seminar designed for faculty to develop active, learner-centered courses. A demonstration will be given of an On-line Research Course, which was developed as an outcome from the seminar. Clayton College & State University has a large population of non-traditional students in its nursing program. Typically, these non-traditional students have job and family responsibilities, which prevent them from taking classes on campus. For several years, developing online courses to accommodate these students has been a major focus in the nursing department. Because the initial courses were developed rapidly, concern about the quality of online instruction prompted a

number of faculty members in different disciplines to explore pedagogically sound methods for improving and evaluating their teaching using instructional technology. A web-enhanced seminar series based on AAHE's "Principles of Good Practice" (Chickering, A, & Gamson, Z., 1991) and Notre Dame's "Seven Steps for Choosing Technology" (University of Notre Dame, 2001) was developed for the Clayton State faculty. The series consists of eight seminars focused on an active learning course-planning model. Participants in the seminar series are eligible to apply for a Project Team to assist them with the design and development of their specific course. Project Teams include an instructional designer, multimedia developer, content expert (faculty member), and technology assistant. Based on the principles taught in the seminar series and the assistance received from the Project Team program, the research course was redesigned to ensure that the course was interactive and made learning fun. Research is an essential component of any BSN program and is usually taught in the traditional classroom setting where student and teacher can interact and discuss specific principles. Teaching research on-line has been challenging because: 1) many of the concepts taught in the course need to be illustrated, and 2) the students need to interact with each other to fully understand the dynamics involved in the research process. When the on-line research course was originally designed, it was structured in a self-study format in which students read and outlined the chapters and then came to the classroom to take an exam. There was no way for students to interact, and the course activities were limited to the study guide that accompanied the text.

Pedagogical strategies presented during the seminar series led to the revision of this format for the course. Activities to increase student-to-student and student-to-faculty interaction have been integrated throughout the course. Also, basic concepts of the 15-week semester course were identified, and seven interactive, self-study modules were developed by the Project Team. The use of technology tools such as Macromedia Flash and interactive flash cards will be demonstrated. Using this approach for teaching an on-line research course, students can still learn all of the important concepts typically taught in a traditional, face-to-face course, while meeting many of their different learning styles.

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Teaching Students to Think Critically about Advertising

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Objectives:
Studying advertisements -- and its gimmicks -- can make us more critical, insightful, and informed consumers

Intended Audience:
This session is intended for a general ISETL audience. It may be of special interest to teachers of Critical Thinking, Informal Logic, Marketing, and Mass Communication.

Activities:
Two activities--a matching exercise and a game (Name that Advertising Gimmick!), plus a multimedia presentation and discussion.

Abstract:
Introduction

Advertising pervades our lives. An average person is exposed to about three thousand commercial messages a day (Baran 2004: 378). Many of these messages are more exercises in behavior modification than they are sources of useful product information. In this presentation, we discuss common strategies advertisers use to short-circuit rational decision-making and con the unwary. Studying advertisingóand its gimmicksócan help us become more critical, informed, and selective consumers.

Format

After a short introduction, we shall briefly discuss eleven common advertising ploys: humor, catchy slogans and jingles, anxiety ads, emotive language, weasel words, fine-print disclaimers, puffery, sex appeals, feel-good ads, image ads, and celebrity endorsements (Bassham 2005: 444-52). We shall then engage in two classroom-tested activities designed to test and reinforce students' recognition of these ploys. We shall conclude by inviting questions and feedback from the audience, and distributing additional resources for classroom activities.

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My Philosophy, What's That? A Fun Way to Sequence and Compartmentalize Your Thoughts Through the Use of Technology

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Objectives:
1. Introduce an alternative teaching method to accomplish written project assignments.
2. Demonstrate the two-fold effectiveness of the method in engaging and assisting students in organizing their thoughts in a cohesive manner.
3. Discuss the benefits of implementation of these techniques and strategies through technology and active discussion.

Intended Audience:
The session is generally for faculty in the discipline of teacher education but it would apply to any faculty member who wants to establish an organized teaching philosophy.

Activities:
The participants will be asked to write down some of their own problems or those faced by their students in outlining their thoughts when it comes to writing their philosophy with regard to their innate beliefs, organization and management of their classroom, and how they deem a typical beginning undergraduate in the field would denote and sequence their priorities in an effective classroom setting. These outlines would be discussed and then compared to authentic PowerPoint presentations of current students posited with the same question, and how they were able to transfer this assignment into a written statement of their philosophy.

Abstract:
Every year like the proverbial rite of passage, prospective teacher education graduates across the country will be asked to write a statement of their philosophy. According to Walker (1998) ìThe subject of "philosophy" has been approached with a great deal of apprehension through the years by undergraduate college and university studentsî (p. 304). The problem may be that many students today have difficulty with critical thinking and as Levine (2005) stated, many students have "never had to engage in active analytical thinking, brainstorming, creative activity, or the defense of their opinions" (p. B11).

A philosophy of one's subject area should reflect an evolutionary and developing theory based upon one's belief system and read as a mission statement. In most cases, college students are just not aware of the reality of the task before them, nor how to articulate just what it is that they believe.

Levine (2005) also stated that the most common learning disorder among undergraduates is incomplete comprehension. “Students [today] have difficulty in understanding concepts, terminology, issues and procedures.” (p. B11) And yet we in the field of teacher education, especially music education, have always told our students that their philosophy will guide them through their teaching because the way in which they act will be a direct reflection of what they believe and managing their programs, is contingent upon their philosophy. According to Lockwood, (2004) what is required is a balanced understanding of vision and task planóhighly skilled practitioners of pedagogy supported by a firm philosophical foundation (p. 72).

Preparing a PowerPoint presentation delineating what they might present at a “Back to School Night” at their school for the parents helps clarify the reality of their future classroom, who they are about, and what they believeóand will make it possible for them to accomplish these tasks. This assignment requires them to think through their presentational process, and the slide format facilitates their sequencing the scope of their information into nice little organized compartments reflecting each category or facet of their program.

In an article by Richard Panek (2005) on lecture courses, he quotes Arthur Levine, president of Teachers College, Columbia University, as stating that “We have a fundamental mismatch between how students learn and the lecture method. Students,” he says, “generally think in concrete terms: ‘Show me the pieces. Show me how they work.’ By contrast,” he says, “teachers tend to think in abstractions, and assume that their students do too, that they’re sitting out there in their lecture hall seats, bolted to the floor saying, Tell me theory.” (p. 4 A32).

This alternative method of sequencing smaller sections of information reflects their capability in both their written and oral communicative skills. At the end of their presentation when the floor is opened for classroom discussion, they also have to be able to defend their presentation. Once they have gone through this process, they are now ready to write a comprehensive paper on their philosophy of their topic.

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Teaching online: Use of the "Principles" in online classes

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Objectives:
- Discuss and critique the Principles of Good Practice
- Adapt the Principles for online learning

Intended Audience:
Faculty of colleges and universities

Activities:
discussion; evaluation; synthesis

Abstract:
Concerns about the quality of undergraduate instruction in the United States have surfaced in the popular literature. Research studies have also revealed a lack of retention of instruction delivered in the classroom (Brethower, 1977; Cross, 1986; McLeisch, 1968). With the advent of the Internet, the expansion and growth in online education as a form of distance education, has been rapid. This has led to increased concerns as faculty members are often new to teaching at a distance.

In 1987 Chickering and Gamson developed the Seven Principles for Good Practice in Undergraduate Education. These principles are accepted as signs of "quality" instruction for face-to-face delivery. The seven principles state that good practice in undergraduate education (1) encourages student-faculty contact; (2) encourages cooperation among students; (3) encourages active learning; (4) includes prompt feedback; (5) emphasizes time on task; (6) communicates high expectations; and, (7) respects diverse talents and ways of learning

(Chickering & Gamson, 1987). The seven principles were created to provide a framework for practical application in the classroom, which could be used as a tool to improve undergraduate teaching. These principles have been endorsed by higher education as proven principles of quality instruction and used in various research studies to evaluate quality of instruction (Buckley, 2003; Graham, Cagiltay, Craner & Lim, 2000; Ritter & Lemke, 2000; Taylor, 2002). From these studies, the connection between quality instruction and the Seven Principles in the classroom is established.

Instructors are using these same Principles that were originally developed for face-to-face instruction in their online courses (Chickering, & Ehrmann, 1996; Taylor, 2002; Batts, 2005). This interactive discussion session will explore participants' knowledge of the Seven Principles for Good Practice in Undergraduate Education. The discussion will then move to using these principles for active engagement in an online course. The goal of the session will be to create a matrix linking the Seven Principles with online learning.

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Using Electronic Texts to Amplify Online Courses and Research

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Objectives:
Understand the application of electronic texts to online teaching

Understand the reasons why e-books should be used in a digital, online environment

Become familiar with the various provisions e-books deliver to the college classroom

Appreciate the ease of use of e-books in the online learning environment

Intended Audience:
Junior college and university professors in all fields of academia

Activities:
Direct Internet access to three courses taught online that utilize e-books. A demonstration of how e-books are developed and used. A demonstration of three different e-books currently in use

Abstract:
Anderson and Kanuka (2003) define research as a natural human process that takes place during ones lifetime. Electronic textbooks and articles are relatively new to academia (Birnbaum, 2005)but are gaining more attention as time goes on. Great care must be taken in the selection of materials that go into digital format since many students are not yet capable of understanding its application to a subject area. E-research is only one component of the digital era but it provides and creates tools for undestading it more readily.

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Helping Faculty Create Instructional Games for Smart Classrooms

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Objectives:
Attendees can take advantage of this opportunity to evaluate an emerging tool for use in our high-tech college classrooms. They will actively participate in game-based learning as they learn to use gameroom and game editing functions.

Intended Audience:
This presentation is designed for faculty and instructional technologists, however the shell can be used in unexpected ways by administrative units too. For instance, the game shell could be quite effective when used as a student orientation tool by an admissions or student housing program.

Activities:
After a brief background summary the audience will be divided into two teams and we will play the game- to learn about the game. The wrap-up will include a discussion about the game shell's use in and out of the classroom in specific disciplines. Lastly we'll have a drawing for five Twisted Jeopardy CDs (and documentation).

Abstract:
Interactive games can be a powerful motivator for learning when game content and interactions are carefully considered (Berg, Bork, Glasser, Keller, & Reigeluth). However, computer-based learning materials are rarely available for the content desired and design and development of such material is both costly and labor intensive (Bork, Hakkinen). Game shells such as this may offer a solution.

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How NOT to Teach Film: Practical Advice for Using Film in the Classroom

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Objectives:

- Attendees will learn what constitutes ineffective, passive use of film in the classroom.
- Attendees will learn how to enhance the active learning environment through the most effective use of film in the classroom.
- Attendees will be introduced to new software that facilitates teaching with new film formats.
- Attendees will learn basic skills in that new software, including inventive ways to assess student learning.

Intended Audience:
Given the diversity of disciplines represented at ISETL, we expect this presentation to appeal to a wide range of instructors in Literature, Sociology, Psychology, Media Studies, Art, Technology, History, et alia. In short, it will appeal to anyone who uses film in the classroom.

Activities:

- Through discussion, session attendees will share important misuses of film in the classroom.
- Session attendees will then learn and develop practical advice for productive instruction with film.
- Session attendees will practice new assessment techniques available online on WebCT-Vista and on paper in the classroom.
- We will also model new software programs (e.g., PowerDVD) that enable more interactive teaching with film.

Abstract:
Proponents of active learning have long recognized the efficacy of visual learning. Since film is a popular visual medium that almost everyone can enjoy, instructors outside of Film Studies often incorporate it into their curricula as a means of motivating student interest. Despite their recognition of the pedagogical importance of visual learning, however, instructors often teach film in such a way that it actually detracts from an active learning process.

This presentation will highlight some of the misconceptions regarding how to teach film. It will then explore several practical uses of film that are designed to promote engaged experiences through discussion, lecture, homework, and assessment for the students, even for large-lecture classrooms. Featured introductory demos will include digital technologies such as PowerDVD, QuickTime, WebCT-Vista, IMDB.com, and CD-ROMs, as well as less technical examples of classroom exercises and supplementary materials on paper.

The goal is to incorporate film into the classroom in a much more engaged fashionóone that promotes active consideration of film texts. Unfortunately, many students have learned a passive approach to class on days that they're "just watching a movie," even in Film Studies classrooms. Unwittingly, instructors often encourage this passive attitude toward film, assuming that the film can speak for itself. Instead, film texts should be presented as cultural constructions and powerful ideological devices that demand active interpretation. As Bonwell and Eison (1991) and others have shown, it is only through higher-order evaluation of texts that students truly learn. The instructional strategies and practical advice developed in this presentation engage precisely the critical, analytical, and perceptive thinking to that is so crucial to active learning.

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Developmental Steps Toward a Learning-Centered Approach to Teaching

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Objectives:

- Apply learning theories to learning to teach.
- Explore how faculty systematically learn to teach.
- Demonstrate what must happen in order for faculty learn to take the risks they must to enable higher level critical thinking in their classes.
- Discuss developmental stages new faculty go through in order to attain a learning-centered approach to teaching.
- Analyze what support new faculty needs in order to develop their teaching abilities to their fullest.

Intended Audience:
New faculty members striving to develop their teaching practices; experienced faculty who mentor other faculty; directors of teaching/learning centers.

Activities:
Participants will engage in a discussion on the proposed developmental stages of learning to teach. They will have the opportunity to sketch out possible developmental models for new faculty development. They will also explore two examples from a new faculty member in groups, discussing the goals of the assignment and what it reflects about the development of the teacher. They will also look at student examples in order to see if the assignments meet the expected outcomes of faculty.

Abstract:
This session will explore how faculty learn to teach using a learning-centered approach, and whether faculty follow a developmental scheme, similar to the ones students follow, in developing sophisticated learning-centered teaching methods.

As we strive to develop more effective ways of promoting learning in our classrooms, we often focus on the philosophies that encourage learning and the methods we can develop springing from these philosophies. We do not focus as often on the process of learning these strategies, the

specific stages that faculty may need to go through in order to develop teaching strategies that promote high levels of critical thinking.

At the same time, learning to teach for new faculty does not occur in vacuum. There are many demands placed upon new faculty, and often they shift the focus of faculty away from learning how to teach. Little emphasis may be given to further developing the effective teaching methods faculty demonstrated prior to being hired. In order to promote high levels of critical thinking, these faculty must have the assistance to see what they need to develop to become strong teachers, and an understanding of what learning to teach means.

In this session, two faculty members in significantly different places in their teaching careers will discuss why we believe that there may be a developmental sequence in learning to teach high level critical thinking, and demonstrate what evidence we have to shows what faculty need in order to develop their teaching.

Over the course of five years, we have often talked about learning-centered teaching and the difficulties in developing such teaching pedagogies. We will discuss the issues we addressed, as Corinne took her first full time position, and explore the opportunities and impediments she faced as she strived to develop teaching excellence. Steve will share William Perry's developmental thinking scheme for college students, and ask the participants to sketch out what they might see as a similar scheme for college faculty. Corinne will share assignments from each semester, exploring with participants whether or not they promoted high level thinking, and discussing what the assignments reveal about her development as a teacher.

Participants will leave the session with models of developmental thinking from cognitive psychologists, drafts of potential models for new faculty and their teaching development, assignments that promote high level critical thinking, and ideas for encourage this type of faculty development on their own campus.

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Effective Online Teaching through use of the Case Method

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Objectives:

- To discuss learning outcomes
- To talk about cases with beginning online students
- To discuss cases with seasoned online students
- To outline the benefits of using cases online
- To present student feedback on online cases
- To discuss effect approaches to increase student participaton and motivation
- To state how cases and these other methods promote critical thinking

Intended Audience:
This pedagogical presentation is designed to be 50 minutes long discussing the use of the case method for teaching online classes. It is geared to professionals who teach graduate and undergraduate classes online.

Activities:
This writer will ask questions and invite questions as I proceed with the presentation to promote critical thinking skills and foster Socratic diaologe

Abstract:
The use of the case method to teach college level courses is not new. With the advent of online education and the increasing demand from students to take online courses to further their educational goals, educators must stay abreast of the strategies and techniques for teaching effectively in the virtual classroom. The purpose of this paper is to cover the use of the case method in teaching and facilitating online classes. It will show how the case method can be used as a proactive problem solving technique, particularly for the new online student. Participants will gain an understanding of what is critical for teaching the case method online in addition to being exposed to procedures that have been effectively used in virtual classrooms. Several critical factors make it necessary to offer this information to educators. First, many educational intuitions are offering online courses in addition to their traditional, on site classes. Second, online teaching is part of a new educational culture with its own distinct characteristics, therefore teaching strategies have to be targeted to this special educational climate. Further, many educators are new to online education; therefore they need methods which will get them started teaching successfully in the online environment. The case method can be used effectively in the virtual classroom to promote problem-solving skills, teach critical thinking, and apply course material in a fashion that fosters Socratic dialogue.

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NOTE: This proposal was presented at the 5th Annual Case Studies in Science Conference, held in Buffalo, New York, in October, 2004. Additionally, it will be presented 27th Annual National Institute on the Teaching of Psychology in St. Petersburg Beach, Florida under the title, "The use of the case method for teaching and facilitating online classes." Further, it will be presented at The Syllabus Conference in July 25, 2005.

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Using the Arts in Teaching an Introductory Psychology Course

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Objectives:
Discuss ways to incorporate the arts into college courses; participate in creative arts exercises and activities that can be used in the classroom; examine the creative projects of introductory psychology students.

Intended Audience:
Faculty interested in incorporating the arts into their courses.

Activities:
1) Participants will discuss ways in which the arts can be incorporated into their courses.
2) Participants will engage in creative arts exercises and activities that can be incorporated into their courses.
3) Participants will examine the creative projects of introductory psychology students.

Abstract:
This presentation will explore the various ways in which the arts can be incorporated into an introductory psychology course. First, the use of film (Anderson, 1992), drama (Jenkins, 1993), story, fine art and music in the teaching of psychological concepts will be explored. Various methods for actively engaging students in the arts both within and outside the classroom will also be examined. Park (2003) discussed the importance finding ways to "encourage and enable our students to engage in the learning process" (pg. 183). This presentation will examine how creative arts exercises and projects have been used as active and participatory learning experiences to engage students physically, mentally and emotionally in their learning. Participants will have the opportunity to actively engage in creative arts exercises that may be incorporated into their classes. Examples of students' creative projects will also be exhibited. Rubin and Herbert (1998) stated that learning is enhanced when students are involved in the learning and are provided the opportunity ìto discover, manipulate or personalize informationî (p.28). By incorporating the arts into the teaching of psychology, students are able to engage in memorable and empowering exercises that enhance their understanding of psychological concepts while making the learning more fun and applicable to their lives.

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Transition to Digital: Leading a Faculty Learning Community Dealing with Teaching & Learning with Technology

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Objectives:
1. Present findings of my experience leading a technology-focused faculty learning community (FLC)
2. Convey key challenges and opportunities associated with an FLC
3. Describe best practices associated with FLC development
4. Advocate / evangelize FLC development at other institutions

Intended Audience:
Faculty, Instructional Technologists

Activities:
1. Interactive lecture / discussion, with handouts
2. Questions posed to audience
3. Small group exercises

Abstract:
As faculty in higher education institutions, how many times have we collectively heard or thought, "I'm a teacher, not a technician?" Typically, this sentence is voiced between pursed lips, often accompanied by a furrowed brow and no small amount of exasperation. Too often this sentence becomes a battlecry railing against thet latest technological flavor-of-the-month our institutions adopt, whether it is buggy course management tools, seemingly over-complicated media technology, or barely usable portfolio platforms. Yet, underneath this fiery facade is often a cry for help, barely audible yet hard to ignore, as these and other technologies threaten to wash over us and pass us by, leaving us and our classes in a pedagogical stone age. This exasperation, married to an almost unavoidable reliance on certain technologies, lead me to develop and lead a faculty learning community (FLC) at our university, focusing on the sometimes difficult and often awkward ìtransition to digitalî associated with teaching and learning with technology.

After a call for participation was posted via our faculty listserve, the Director of our Center for Teaching, Learning, and Technology and I reviewed the applications and gauged which might best fit this particular FLC. Applications more focused in other areas, such as teaching and research or distance education, were routed to the appropriate FLCs already established. We settled on eleven members for this group, representing five different colleges within BGSU (Arts

& Sciences, Education, Technology, Music, and Health & Human Services) and nine different departments ranging from Math to Higher Education Administration to Apparel Merchandising. Group member were either tenure-track Assistant Professors, tenured Associate Professors, and in one case an Associate Dean.

This odd jumble of disparate faculty is precisely the mix necessary for an effective FLC. That is, only by requiring an interdisciplinary mix can there be any real opportunity for "cross pollination" of ideas, pedagogical techniques, and strategies. This mirrors key concepts espoused by Gabelnick, MacGregor, Matthews, and Smith (1990) so that FLCs foster collaborative intersections. One of my goals was to foster an environment inline with best practices for FLCs, in order to have a group dynamic where there are no judgments, preconceived notions, or "stupid questions," so the background and overall uniqueness of each member were as supported as possible and where service and active participation within the group was encouraged (Boyer, 1990).

Perhaps more importantly, our FLC (and FLCs in general) serve as a connective tissue of sorts, to help foster ties between previously isolated programs, departments, and colleges. I am not suggesting that FLCs are in any way a panacea in this regard, however, since in many cases such isolation is often self-imposed based on the seemingly unrelated content areas and practices between disciplines. Yet, an FLC can act as a support group for faculty concerned about having slipped into myopic teaching patterns (Matthews, 1994). A tech-focused FLC can help alleviate these concerns simply by showing and showcasing what colleagues from other disciplines are up to in terms of innovative or at least atypical pedagogical practices.

Our FLC met twice per month throughout the 2004-2005 academic year, usually at the BGSU Center for Teacher, Learning & Technology (CTLT) since it was both the sponsor and central infrastructure supporting these groups. We covered a broad range of issues pertaining to teaching and learning with technology, based initially on informal polls from group members. Topics included information literacy, streaming media, digital rights management (DRM), copyright and fair use, the benefits of free and open source software (FOSS), and various BGSU-specific instructional media technology services and initiatives. We also had some themed sessions, titled "Untethering Your Presentation" and "Beyond PowerPoint." I led several sessions myself, but made a point of having various group members take turns leading sessions, and of course relied heavily on guest speakers from around campus that were subject matter experts in relevant fields.

The end result of our FLC has been, I believe, overwhelming positive. Group members that were already very technically proficient in certain areas gleaned knowledge and techniques in other areas, and in turn applied these concepts to their respective classes. Less technically savvy group members developed a broader understanding of the potential many technologies seemingly unrelated to their disciplines could have on their ability to effectively communicate concepts and ideas to their students.

I expect roughly half of the group to continue on in new FLCs next year, with the distinct possibility of 1-2 members leading their own group. While I plan to take a year off from leading an FLC, in order to concentrate all my efforts on tenure for the immediate future, I definitely

plan on leading a similarly-themed group again in the near future. The value FLCs have to faculty in general and to me personally, regardless of discipline, is too strong and too much of a draw to stay away from for too long.

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Using Online Assessment Tools for Instructional Technology Masters Program

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Objectives:
1)Audiance will have the information about online distance education and its assessment techniques, tools, and approaches.
2)Audiance will specifically learn about the online Instructional Technology Master's of the Arts (ITMA) program and its assessment techniques.

Intended Audience:
Those who interested in online assessment approaches in higher education.

Activities:
Handouts will be provided
Discussion session

Abstract:
Distance education is a broader term, comprising several different delivery modes. Online or Web-based distance education is use of the Web to deliver education whether at a distance or on campus, the Web may also be used to enhance on campus courses in particular ways. The introduction of these new communication technologies, a new importance on lifelong learning, and active schedules have all helped to push distance education into forefront in the past few years.

The reason for much of the growth in distance education programs in recent years is due to the development of the Internet and improvement of technologies that support online learning environments.Among higher education institutions offering distance education, use of two-way interactive video and one-way prerecorded video was essentially the same in 1997-98 as in 1995 while the use of asynchronous Internet-based technologies nearly tripled in that same time period (Lewis et al., 1999). In 2000, Sistek-Chandler reported that U.S. universities offered over 54,000 courses online with the enrollment of over 1.6 million students. Based on the National Center for Education Statistics during the 12-month 2000-2001 academic year, among the institutions offering distance education courses, the 90 percent of them reported that they offered Internet courses using asynchronous computer-based instruction. In the same report, those institutions which offered distance education courses in 2000-2001 or which planned to offer distance education courses in the next three years, 88 percent indicated that they plan to begin with or increase the number of Internet courses using asynchronous computer-based instruction as a main way of instructional delivery for distance education courses.

Although online distance education has opened an entire new place for teaching and learning, educators at all levels have some concerns with inadequate training, preparation time and incentives, and ineffective instruction to students (Gunawardena, 1992). There is also another concern which is to provide support systems for distance education in order to give quality service in learning outcomes (Armstrong, Cimino, & Dingsdag, 1998). Assessment of student learning in an online course is an important issue that has not been thoroughly addressed (Robles & Braathen, 2002). Students expect meaningful comments on their assignments and projects, and are disappointed when their efforts are not rewarded by constructive feedback or their assignments are marked inconsistently (Ramsden, 1992). Armstrong, Cimino, & Dingsdag (1998) asserted that it is reasonable to expect detailed, individual feedback in a class with a small number of students. But, if the class has a large number of students, individual feedback and comments is time-consuming, repetitive, and can lead to inconsistencies, particularly if a number of different markers are involved. The use of computers in the assessment of the student learning outcomes may help educators to overcome those issues.

The online Instructional Technology Master's of the Arts (ITMA) program established in the Department of Teaching and Learning at Virginia Tech started offering distance learning in 1998. Even though, the program started originally to address with the needs of K-12 educators, the curriculum has been expanded and modified to accommodate the needs of corporate trainers and other educators outside the academic area with the nationwide enrollment to any interested persons. All courses are offered electronically via the World Wide Web (WWW).

The ITMA program involves multiple types of assessments for its learners. The purpose of this study was to investigate the available online assessment approaches in the ITMA program and add a different or similar perspective to the current literature in the case of an asynchronous environment.

A literature review was conducted to gather information about online distance education and its assessment techniques, tools, and approaches to form the content. The online ITMA program was investigated to see how similar or different assessment techniques it has.

The results of this study might bring a different perspective about the online assessment. It will give an idea to the educators who are interested in online assessment.

The presentation will summarize the findings of the study and will include a discussion of the results on the findings of the study.

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Student generated questions: An active learning strategy

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Objectives:
Participants will be able to:

- identify the characteristics that make student generated questions an effective active learning strategy.
- generate questions using this technique.
- evaluate the usefulness of this technique in college courses.

Intended Audience:
College and University faculty in any discipline

Activities:
1. Articulation of the suggested guidelines for using this technique.
2. Presentation about student reactions to the use of this technique
3. Group practice using this strategy to generate questions.
4. Discussion of usefulness of this activity in class.

Abstract:
A common practice among faculty members is to give students practice test items to help them prepare for examinations. However, this is an activity in which students are fairly passive learners. A substantial body of literature has argued that student involvement in learning is a key factor in mastery (Bonwell & Eison, 2000; Chickering & Gamson, 1987; Light, 1992; Wiggins & McTighe, 2000).

A more active learning strategy is to have the students create potential test items. However, the effectiveness of this activity is enhanced when the following features are incorporated in this activity:

- Items must be tied to specific performance objectives in the course.
- Items must follow the guidelines for creating good test items such as those presented by Linn and Gronlund (2005).

- At the instructor's discretion, student-generated items may be included in the item pool for examinations in the course.

Each of these components is important for the success of this activity.

By having the students develop items that are tied to specific performance objectives in the course, the students are actively engaged in developing the knowledge and skills needed to meet the objectives.

By requiring the students to follow the guidelines for creating good test items, the students will have to make careful distinctions about relevant course content. For example, students might create multiple-choice items for the following performance objective, ìMatch key literary terms to their definitions or examples.î Among the major characteristics of good multiple-choice items is that there be only one correct answer and that distractors be plausible and attractive.

Therefore, if a student is creating distractors for an item in which a term must be matched with an example, the student has to create distractors that are reasonable alternative examples to the correct one. This helps the students focus on the key factors that differentiate important terms in the course.

Finally, by including some of the student generated items on examinations in the course, the students are motivated to write good items and feel their work is important in the course.

In summary, having students generate questions that are tied to specific performance objectives in a course, that follow the guidelines for good test item construction, and that may be included on examinations in the course improves student learning and motivation.

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What is online learning: An exploration of views and responses

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Objectives:
- compare participants' views of online learning
- individually reflect on teaching styles and learning styles that are appropriate for various disciplines
- share reflections with participants
- collectively create a matrix linking teaching and learning styles with online learning technologies

Intended Audience:
faculty

Activities:
- discuss views of online learning
- individually reflect on teaching styles and learning styles that are appropriate for various disciplines
- share reflections with all participants
- collectively create a matrix linking teaching and learning styles with online learning technologies

Abstract:
Ninety percent of public 2- and 4-year postsecondary degree-granting institutions offered distance education courses in 2000-2001 (National Center for Educational Statistics [NCES], 2003). Total enrollment in DE courses across all postsecondary degree-granting institutions for the same period was 3,077,000 with 2,876,000 students enrolled in college-level, credit-granting distance education courses (NCES, 2003). Public 2-year institutions had the greatest number of enrollments in DE courses (NCES, 2003). Faculty member are being asked to teach these courses, often without an understanding of what constitutes an effective distance education course. And it is the faculty teaching these courses who hold the key to whether or not it will be a successful learning experience for students (Olcott and Wright, 1995; Rockwell, Scheuer, Fritz, and Marx, 1999).

Many researchers are discussing concerns that faculty have about online courses such as incentives, training, technical support, workload and intellectual property. Yet an additional area of concern may be holding many faculty back. The thought of transferring their teaching style to an online environment may be impossible for some faculty to imagine. Grasha (1994) defines teaching style as a "pattern of needs, beliefs, and behaviors that faculty display in their

classroom." A faculty member's style affects how information is displayed, how student interaction occurs, how classroom tasks are carried out, and how assessment occurs. For instance, a faculty member who categorizes herself as an "Expert" believes that she possesses knowledge and expertise that the students need. Her main concern is with transmitting information and ensuring that students are well prepared (Grasha, 1994). The eighty-three percent of faculty who recently reported using lecture as their primary instructional method (NCES, 2001) would probably fall into this category. In contrast, a faculty member who considers himself to be a "Personal Model" oversees, guides, and directs students by showing how to do things and encouraging students to observe, and then emulate, the instructor's approach (Grasha, 1994). Is one teaching style more appropriate for online learning or should each faculty member be encouraged to express his/her own teaching/learning philosophy online? Does one teaching style support multiple learning styles? This interactive discussion session will explore participants' views of online learning and whether it is a viable choice for their institution/subject area. The discussion will then move to teaching and learning styles and how they translate to an online learning environment. The goal of the session will be to create a matrix linking teaching and learning styles with online learning technologies.

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Laptops, Live Streaming, and Trips:
An Experiment in Learning and Teaching Art Histories and Anthropology

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Objectives:
The presentation will address issues surrounding the use of technologies in international settings with students, assuming that the audience will have basic knowledge of laptops and the internet.

The attitudes to be addressed will center upon enthusiasm for the use of technoloiges, willingness to learn, and an open-minded accpetance of possibilities for nascent possibilities.

Intended Audience:
The address and demonstration will best suit those willing to experiment, those who have no fear of technology, and those who are willing to let go of the outdated notion that learning only takes place in a classroom with a droning professor.

Activities:
We will explore various interactive sites, use live stream, and visit museums, and view websites created by students as part of study abroad experiences.

Abstract:
Using internet technologies on study abroad and in classroom presentations invloves skill, creativity, and an openness to change. One of the most important ideas focuses on the necessity to alter our view of the professor in this role; in this high-tech scenario, the professor becomes a consultant, a catalyst, and the studens do the work, without lectures, without tests, without performances by the professor. Instead, the technologies liberate the teacher to interact, not pontficate, guide not domainate. Using live streaming video and site locations, the students produce documentaries and historical reports on any subject, while the professor remains in the background as evaluator.

Collaborative Teaching for a Course for Multiple Universities: Experiences Introducing Access Grid Technology into the Classroom

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Objectives:
Our overall objective is to discuss how advanced communications technology, in particular the Access Grid, can serve as an excellent tool to share live courses across multiple universities. Specific objectives are to make educators aware of this technology and the challenges that it presents when introduced into the classroom from the technical and educational perspectives.

Intended Audience:
Our presentation will cover issues of interest to faculty, administrators and instructional technologists, as the introduction of the Access Grid into the classroom requires a coordinated effort among those three groups in the institutions involved.

Activities:
If the room in which the presentation will take place has access to the Internet, we will demonstrate the Access Grid Technology by having one of the co-authors back at her institution while the other one is at the conference. If this is possible, the audience will be able to experience a live lecture setting similar to the one the Access Grid creates in the classroom.

Abstract:
Iowa State University has a strong tradition of delivering distance learning classes over conventional videoconferencing and videostreaming lines. Purdue University also has a strong program of distance education classes. However, distance learning courses are not very efficient at student-to-student and student-to-professor communications, as most of the communications are off-line via email or at most via telephone. This setting cannot support courses that require a more active student participation in the classroom. This is particularly true in graduate courses, which tend to have an in-class discussion component about readings or topics of interest.

In 2003 and 2004 Iowa State University and Purdue University installed Access Grid rooms. The Access Grid is defined as: "an ensemble of resources including multimedia large-format displays, presentation and interactive environments, and interfaces to Grid middleware and to visualization environments." [1] The Access Grid (AG) allows participants from many geographically distant sites to communicate and collaborate with each other easily and

inexpensively. Unlike traditional videoconferencing, AG runs over Internet2, using open source software developed by Argonne National Labs. The software is quite flexible, allowing each site to operate using a variety of hardware setups, ranging from individual laptop-based nodes to large classrooms with multiple projected displays. The AG also allows participants to share more than video streams, by creating shared applications and tools.

This presentation will discuss the implementation of a graduate level course, Introduction to Virtual Reality[2], taught simultaneously at Purdue University (PU) and Iowa State University (ISU) over the Access Grid. The Access grid is an excellent environment to hold these collaborative lectures, as it allows for multiple views into each site's classrooms, so students can see each other as well as the instructors and the presentation materials as if they all were in the same physical space. In the ISU-PU course, the two instructors shared the lecturing activities and students from both campuses collaborated in presentations and helped discuss each other's projects. The course implementation was in the overall very successful and we are continuing the offering of the shared course, possibly involving other universities for the 2005-2006 academic year. However, there are a number of challenges we faced, some of which we resolved as the course was being taught and some others for which we are still investigating good approaches. Our presentation will discuss in detail these challenges and how they could impact other universities that may be interested on introducing collaborative courses such as ours.

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[1] http://www.accessgrid.org, March 2005

[2] Cruz-Neira, C. Introduction to Virtual Reality, http://www.vrac.iastate.edu/~carolina/584

Taking Undergraduate Education Global
through Multiple-Degree, International Exchange Programs

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Objectives:
Organizing, articulation, management and instructional skills will be incorporated into this presentation on globalizing the American educational experience.

Intended Audience:
Exchange Program administrators and undergraduate faculty members.

Activities:
PowerPoint presentation will form the backdrop for open discussions of international exchanges coordinated by presentation participants.

Abstract:
In today's global economy the need is increasing for broadly educated communications majors who can work cooperatively with their counterparts in overseas business and technical organizations. Through international, tuition-waived, exchange partnerships, and within Embry-Riddle's double diploma agreements ñ ERAU students are immersing themselves in foreign university cultures in increasing numbers. National figures for communications exchange programs are compared in this paper and guidelines for initiating or enhancing international exchange programs, especially dual degree programs, are outlined. Recruitment, scholarship, articulation, and accreditation components of a healthy exchange program are addressed. Different cultures have distinct preferences for how thoughts are organized and communicated. Multi-national corporations recognize the distinction between learning about professional communication differences from a single culture's perspective, and experiencing the different processes involving information exchange from within another culture's esteemed universities.

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Project TILDA, Teaching, Integrating, and Learning in a Digital Age: Creating Student-Centered Teachers in a Standards-Centered World

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Objectives:
This presentation will:
*Describe a successful professional development model for curriculum planning and technology integration
*Present strategies for integrating data-driven decision making and technology to create student-centered learning activities
*Model sample workshop strategies and activities (with audience participation)
*Brainstorm strategies for adapting this model to participants' own institutions

Intended Audience:
Faculty, faculty-administrators, professional development trainers, and instructional technologists

Activities:
*PowerPoint presentation to present project model overview
*Sample workshop strategies and activities using actual workshop handouts and materials
*Problem-solution brainstorming to develop strategies for adapting the model to participants' own institutions

Abstract:
Project TILDA: Teaching, Integrating, and Learning in a Digital Age is a professional development program for in-service and pre-service teachers that incorporates data-driven decision making and technology integration to create student-centered teachers in a standards-centered world. Funded by a No Child Left Behind grant, this program is based on a dynamic, flexible model for curriculum planning and technology integration that can be adapted to a variety of learning environments and levelsótraditional, blended, or distance courses for K-12 through college learners. Several national studies (Department of Commerce, 1999; Corporation for Public Broadcasting, 2003) have found that poor and minority students, in particular, greatly benefit from appropriate integration of instructional technology, but only when their teachers are

properly trained to use such technology to achieve specific outcomes. That research is reflected in the National Education Technology Plan (2004), which states, ìTechnology ignites opportunities for learning [and] engages today's students as active learners and participants in decision-making on their own educational futuresÖî (p. 46). This project is designed to ìigniteî such opportunities by training teachers and future teachers at all levels to plan, execute, and evaluate active learning in their classrooms.

Project TILDA is based on a highly successful program, the Instructional Technology Assistance Project (2000), conducted by the Southern Education Foundation from 2000-2004 through a grant from the Mellon Foundation. That program trained faculty members from over twenty historically black colleges and universities to integrate technology and student-centered learning activities across the curriculum. The cornerstone of ITAP was a curriculum-planning model, Teaching Well Using Technology (2000), developed by Dr. Barbara Walvoord and her colleagues at the Kaneb Center for Teaching and Learning at the University of Notre Dame. Informed by Chickering and Gamson's (1987) ìSeven principles for good practice in undergraduate education,î this program walks instructors through seven steps that yield student-centered, outcomes-based course models that incorporate specific, measurable objectives; project-based learning; best practices for technology integration; and ongoing assessment and evaluation.

After successfully training over 100 faculty members at Hampton University, the Project TILDA team revised the ITAP model to incorporate more rigorous data-driven decision making and to allow the basic training model to be adapted to a wider audience and more varied learning environments. The current project, funded through a No Child Left Behind, Title II, Part A grant from the State Council of Higher Education for Virginia, trains in-service and pre-service teachers to analyze data from state and national standardized assessments, construct learner-centered activities to address specific objectives based on disaggregated data, infuse those activities with appropriate instructional technology, and use technology to conduct ongoing assessment and evaluation of those activities. This model has been used successfully to train nearly 200 college faculty members, public school teachers, and pre-service teachers.

This session will include a brief overview of the project model, hands-on examples of selected training activities, sample projects, and tips for adapting the model to participants' individual institutions.

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A transactional approach to college teaching: A learning community creation

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Objectives:
This presentation will:

Allow the participants to engage in a mini-learning community process.

Enhance the participants understanding of the learning community approach to faculty development.

Enhance the participants understanding of the strengths and weaknesses to the learning community approach to faculty development.

Provide an opportunity for participants to discuss the possibilities of the learning community approach to improve their own teaching practices.

Provide a discussion on the strengths and weaknesses of the transactional teaching model.

Encourage the participants to reflect on the application of the transactional model to their own teaching practices.

Allow the participants to explore the possibilities of further application of the transactional teaching model in faculty development and assessment.

Intended Audience:
This presentation will be insightful for faculty that are exploring new ways to discuss and evaluate teaching. Faculty professional development leaders and administrators that are interested in implementing and encouraging a learning community approach to faculty development will also find this session informative to their efforts.

Activities:
The first activity in this presentation is the discussion of the learning community approach that led to the creation of a transactional model for college teaching. Then the participants will be divided into mini-learning communities to have a first-hand experience of this process. In their mini-learning communities participants will utilize the teaching transactional to a) the strengths and weaknesses of the model; b) the possibilities of the model for engaging the college classroom, and c) possible applications of this model to their own professional development in teaching. Lastly, the participants will reflect on the significance of the learning community approach to faculty development.

Abstract:
Learning communities began as a means "to foster a collaborative environment that involves students in their own learning" (Levine, 1998, p. 22). In this initial conception learning communities were defined as "loosely structured programs that offer students the opportunity to take a set of courses in common," to "programs of integrated courses that are team taught by faculty from different disciplines," to "a cohort of students who may even live together in residence halls" (Cross,1998, p. 4). These diverse formations of learning communities have one thing in common: "groups of people engaged in intellectual interaction for the purpose of learning" (Cross,1998, p. 4). More recently, the learning community idea has carried over into the professoriate.

Faculty learning communities (FLCs) have become an important means toward faculty development. Defined by some as ì...a cross-disciplinary faculty and staff group of size 6-15 "engaging in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning" (http://www.units.muohio.edu/flc/what.shtml), faculty learning communities provide activities that join individuals together to collaborate on solving problems of mutual interest, as well as to overcome some of the barriers to working together that may exist in higher education.

The FLC that has developed at Kent State University's College and Graduate School of Education around issues of teaching and learning has been a vital part of developing the model reported here. Commencing from a call by the dean of the CGSE to examine our own teaching practices, this learning community consists of a core group of six people from different programs that were interested in finding ways to study teaching in a meaningful manner.

Through interviews of faculty who were identified as being especially good teachers, to classroom observations, both in traditional settings and online, one goal of our FLC was to create

a culture in which visiting and observing other faculty in action is taken for granted, both as a way of giving feedback to each other and as a way of stimulating discussion and creativity about how to teach. A major product of the FLC so far as been the development of a transactional model of teaching.

In our model of teaching, (Go To: http://portfolio.educ.kent.edu/deesd/namednewdiagram2004.doc) the "Teaching/Learning" transaction is placed at the center. We do not use the term "transaction" in the "banking" sense of the word. We are utilizing the Dewey (1938) and Eisner (1994) notion of the "back and forth" or "to-and-fro" quality of the teaching/learning experience. Each element of the model should not be examined as discrete disconnected pieces. Each element in the model ìmovesî in and out of the teaching moment as the context and the experience necessitates.

We believe that quality teaching cannot occur without learning. Thus teaching and learning are represented together in an effort to symbolize the transactional nature of the quality teaching experience.

The learning community approach to faculty development is an exciting and transformative process. This session explores the ìproductî of a learning community and models the FLC process for the conference participants.

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Creations and Creators: Teaching Spanish Language through Literature and Discourse

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Objectives:
The presentation objectives include: 1.) how to get reluctant talkers to start speaking in Spanish 2.) why a meaningful context is so important for effective language learning 3.) how to incorporate literature in order to enhance oral communication skills and the comprehension of grammatical concepts 4.) how classical literature with its universal themes causes students to reflect and to become aware of the connectedness of all people in all places and times.

Intended Audience:
This presentation is most appropriate for faculty teaching Spanish at beginning and intermediate levels to majors or non-majors.

Activities:
The presentation activities will include audience participation by writing 2-3 sentences in Spanish. The presenter will then show how these personalized sentences generate a myriad of questions and active student interest and involvement. Next, the presenter will demonstrate how to use classical Hispanic literature in the classroom to increase student communication and grammar comprehension. To accomplish this, the audience will interact with various texts and each other in small groups. By examining specific grammatical structures in context, the participants will draw inferences about their use as well as the meaning of the texts as a whole. Finally, the group will discuss themes raised and personalize ideas to their own lives and those of others.

Abstract:
In the past, teachers concentrated enormous amounts of time on grammar in second language classrooms to the near exclusion of oral practice. The result was that non-native students knew a lot about the structure of the language but could hardly utter a word, so steeped were they in moods and tenses disconnected from a tangible reality. In recent years, however, there has been a shift away from the belief that in order to speak a language like Spanish fluently, students require several courses devoted exclusively to grammar learning. Today most teachers affirm that oral communication practice is no less important than learning the basics of grammar to achieve proficiency. Indeed many adopt the communicative approach, providing meaningful contexts for student speaking experiences (Brisk; Carson; Kiss; Tokuhama-Espinosa). As Professor Marianne Celce-Murcia suggests, it is also critical to contextualize grammar learning itself. Moreover, researcher Doris Kadish emphasizes the important role of literature, including drama, in second language learning. Certainly language teaching is more effective when students actively participate in their learning process through oral discourse and reader-response analyses of

literary texts. Fortunately, in the majority of classrooms today, students are no longer memorizing endless grammatical concepts in a vacuum.

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Charting Teaching - Learning Patterns: Patterns of Self-Persuasion in the Classroom

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Objectives:
In this workshop, participants will learn to; 1) chart information processing patterns pervasive in their own teaching - learning strategies, 2) develop alternative information processing patterns to supplement their current teaching - learning strategies, and 3) consider ways that they may or may not be persuasively aligning these patterns with those of their students within the classroom environment.

Intended Audience:
This workshop is of general interest to instructors who are exploring ways to align their individual teaching styles with varied student learning styles through consistent and productive classroom management strategies. It may be of particular interest to those who teach non-traditional student populations (i.e., returning adult students, students with learning differences, communication apprehensive students, distance learning students, etc.) and are searching for better ways to target their varied learning mechanisms. But it should be of interest to anyone at any level of the educational process who has ever wondered about the personal patterns and routines that inevitably pervade the classroom, and persuasively influence teachers and students alike within it.

Activities:
1. The instructor will briefly demonstrate an instructional approach that views the teaching - learning process as a type of shared persuasion, enabled by information processing alignment between teachers and students in specific classroom environments. 2. Essentially, participants will simply contemplate the patterns manifested in their current teaching - learning strategies through a small battery of T-L strategy graphs. 3. They will then gather in small groups to analyze and chart; a) which T-L patterns they productively employ and align already, b) which ones they would like to explore, but have not yet, and c) which ones they might not have ever considered, but perhaps should... 4. Participants will lastly reconvene as an at large group to share insights and possible applications to other classroom environments.

Abstract:
The teaching-learning process is about the generation of meaning, and meaning is profoundly contextual. It is embedded in the associations, connections, and experiences of those transacting it. The meaningfulness of our human ideas, feelings, and behaviors cannot be separated from the manner and means by which we experience them with and through other human beings. We register the meaningfulness of our lives between and amongst other sentient beings constantly engaged in the very same existential process. This happens whether we are conscious of it or

not, want it or not, seek it out or not (Burke, 1950; Richards, 1964; Littlejohn, 1983; Gregg, 1984; Phillips, 1991).

Education is the active engagement of human beings in this process of registering the meaningfulness of their lives, and the world in which they live. Personal meaning is registered on many levels, in many textures, and through many sensibilities. It is multi-modal, multi-sensory, multi-linear, and multi-layered (McLuhan, 1965; Lakoff & Johnson, 1980; Ong, 1982; Gardner, 1999; Levine, 2002). The challenge for teachers, then, is precisely the challenge to help students make sense of this meaning-making process (i.e., learning), while we progressively add to their meaning reservoirs (i.e., knowledge), as we sort through the meaningfulness of our own identities as professionals (i.e., teaching), as human beings.

Effective teaching at any level of the educational process should be a matter of aligning varied instructional strategies that contextually illuminate meaningful learning experiences in different, creative ways, constrained by given learning environments, of course. People register meaning this way, students and teachers alike. Effective learning is best induced when classroom experiences stimulate cognitive, emotional and behavioral sensibilities on various levels, in various modes, and through various means while serving clear learning objectives, constrained by given teaching environments, of course (Goleman, 1994; Gardner, 1999; Mooney & Cole, 2000; Levine, 2002; Jensen, 2003). And if this teaching-learning process is properly engaged, distinct patterns emerge within and about teachers, students, and their classroom environments that bring it all together... Because meaning, understood only in context, seeks pattern.

The teaching-learning process, an effort to produce meaningful experiences for both teachers and students, should concern itself with the patterns of teaching and learning (and living?) that come to pervade daily life experience in (and out of?) the classroom. Such patterns become templates for the daily generation of meaning. And these templates are highly persuasive. They persuade students how to learn. They persuade teachers how to teach. They persuade people how to live. They persuade us all to engage each other, and the environments about us, as we perceive our place and our purpose within them.

The process of recognizing and illuminating patterns in life experience is precisely the process of recognizing and illuminating meaningfulness in life. It is a process that is personally imprinted, biologically keyed, environmentally stimulated, emotionally imbued, cognitively wired, and interpersonally merged. Well, now that's a mouthful! But a simple enough point can be made here. As we seek to illuminate and enhance the patterns of learning emergent in our students, we must also illuminate and enhance the patterns emergent in our classroom environments, and undoubtedly within ourselves as teaching - learnng agents... For such patterns are intricately and unavoidably intertwined.

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Addressing Misconceptions in a Constructivist, Application-Based Physics Course

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Objectives:
1) To illustrate, in a learner-centered environment, the importance of eliciting prior beliefs and misconceptions in order to help students "reconstruct" their knowledge.
2) To model the constructivist pedagogy through an interactive class demonstration of the key conceptual physics principles involved in free-fall and Newton's Third Law.
3) To discuss the application of the constructivist pedagogy and its use in developing critical thinking skills to other disciplines.
4) To reflect upon the application of physics principles to students' real-world interests and career paths in order to improve attitudes toward taking this wonderful subject!

Intended 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 misconceptions
2)Participants will observe, test and record results of demonstrations in free-fall and Newton's Third Law
3) Participants will discuss their observations with their small group to try to connect their results and "reconstruct" their knowledge
4) Presenter will address misconceptions 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 student misconceptions in their disciplines and brainstorm ways in which to use the constructivist pedagogy to address those misconceptions
7) Presenter will discuss ways in which the application of this pedagogy has increased interest in physics classes

Abstract:
The modeling of the constructivist method of teaching, as presented in this interactive demonstration of two common physics misconceptions, 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 misconceptions - or prior beliefs - on students' learning of correct physical principles. Research indicates that students' years of personal experience with the

natural world create naïve beliefs or misconceptions 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 15 - 20 years, physics educators have sought to implement constructivist and conceptual change models of learning in order to aid their students' understanding of introductory physics. There is a body of literature that recounts studies indicating the ineffectiveness of traditional, or conventional physics instruction in improving students' basic knowledge of introductory physics as well as their ability to learn physics in a way that is long lasting and applicable to other areas (Dykstra, 1992; Clement, 1982, 1993; Heller & Finley, 1992;Welzel, 1997; Redfish, 1997; Hewson & Hewson, 2003). As a result of these studies, pedagogical research has been conducted in reform physics education. Conceptual change research for introductory physics falls in the areas of misconception or ìcommonsense beliefî studies, schema theory, the necessity of cognitive dissonance, and the constructivist model of learning.

Constructivist modeled instruction acknowledges students' prior beliefs and misconceptions and encourages the student to construct, through an active learning, student-centered pedagogy, the development of new conceptual physics models. 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). The constructivist pedagogy is a social learning model which includes three steps: 1) Elicitation - an initial prediction step which elicits students' misconceptions through presentation of a question or activity that promotes a ìcognitive disequilibriumî in the student with previously held misconceptions; 2) Development - a series of activities designed to help students work through new knowledge and to construct or ìreconstructî their thinking on the topic; and 3) Application - extension of the development activities to a wider conceptual view.

A variety of constructivist curriculum programs that use 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 interactive demonstrations to be used in this presentation are culled from Paul Hewitt (2002) and from the Constructing Physics Understanding (CPU) Project (2000) developed at San Diego State University. The CPU Project built on previous work incorporating computer technology to build a constructivist-oriented learning environment. Guided by an inquiry-based pedagogy, CPU developed curriculum units and associated simulation software to support an environment where learners can construct knowledge in physics (Goldberg & Bendall, 1995).

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Focus on Sex, Gender, and Society: In-Class Cooperative Learning Experience

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Objectives:
GOAL: A General Education Goal at Pittsburg State University is that students should be able to think critically, to reason, and to analyze.
OBJECTIVE: To assist students in achieving this goal, the Instructor in a General Education course provides students with the opportunities to apply generalizations, principles, and theories to circumstances they encounter.

Intended Audience:
People from all academic disciplines at the undergraduate level can use cooperative learning strategies as a method of curriculum delivery. Cooperative learning is an instructional-delivery method that both captures students’ interest and generates enthusiasm for learning. This presentation is intended for people who desire to enhance the quality of the learning experience through cooperative learning.

Activities:
1. Participants are given a 100-word “Frankie and Johnie” story to read.
2. Participants are given directions regarding valuable cooperative-learning activities associated with this material.
3. Participants engage in these activities.
4. Discussion about the “Frankie and Johnie” cooperative-learning experience.

Abstract:
Recent surveys of college-student engagement reveal that many of today's students are multi-taskers juggling going to college with the competing demands of commuting, long hours of work, and family matters. Thus, according to the latest Community College Survey of Student Engagement, 60 percent of community college students work more than 20 hours per week and have difficulty connecting with their school. Teaching faculty frequently perceive that many students come to class sporadically; come late, leave early, or both; are less interested in exploration and more interested in just wanting the answer (Ambrose and Bridges. 2005).

Participatory learning is one approach that readily engages many hard-to-engage students. This presentation is a field-tested participatory-learning opportunity that many hard-to-reach students find engaging and worthwhile.

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Teaching, Learning, and Technology: Where Sanity and Insanity Collide

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Objectives:
As a result of the proposed presentation, attendees will be able to:
1. List and explain five fundamental cognitive principles.
2. Explain and apply five fundamental instructional technology principles.
3. Evaluate current instructional technology applications.

Intended Audience:
All faculty from all domains that are interested in integrating technology into instruction - where appropriate.

Activities:
The proposal presentation will involve the following activities:
1. Three short experiments designed to illuminate the workings of the mind.
2. A series of small group discussions designed to foster fundamental cognitive principles from the short experiments in #1.
3. A brief presentation that uses the cognitive principles derived in #2 to create a series of instructional technology principles.
4. A series of instructional technology alternatives will be presented that the attendees will evaluate using the instructional technology principles discussed in #3.
5. A brief question and answer session.

Abstract:
Improving the efficiency and effectiveness of instruction has consistently been a primary goal of education. In pursuit of this goal, cognitive psychology has provided considerable insight regarding the processes that underlie efficient and effective instruction (Sweller, van Merrienboer, & Paas, 1998). The past fifty years are replete with empirical studies addressing the characteristics inherent in human learning and the influence of these characteristics on instruction. Unfortunately, this “science of human learning has never had a large influence upon the practice of education [or training]” (Anderson, Reder, & Simon, 1998, p. 227; italics added). This gap between research and practice is lamentable and serves to deny learners and teachers access to powerful forms of teaching, training, and learning.

Fortunately, the current emphasis on the use of instructional technology has fostered renewed interest in integrating human learning and pedagogical research (see Abbey, 2000; Rouet, Levonen, & Biardeau 2001). As Doolittle (2001) has stated, "it is time to stop professing technological and pedagogical integration and to start integrating with purpose and forethought"

(p. 502). One area that has begun this integration within instructional technology is multimedia (Paas, Renkl, & Sweller, 2003). The domain of multimedia has matured beyond technology-driven applications into the realm of cognition and instruction. "There is a subtle shift of attention from what can be done with the technology to what should be done in order to design meaningful instructional applications" (Rouet, Levonen, & Biardeau 2001, p. 1). This shift has involved the technological and pedagogical integration between learner cognition, instructional design, and instructional technology, with much of this integration focusing on the role of working memory in the development of comprehension and performance (Mayer, 2001).

The primary purposes of this presentation are, (a) to discuss a series of principles that address the mental structures and processes of cognition, and (b) to provide concrete applications of these cognitive principles to the teaching, learning, and use of technology in the college and university classroom. While the list of principles does not exhaust all of what is known about cognition and instruction, it does provide a salient list of the more robust and applicable findings to the use of technology in education. Ultimately, this session will be comprised of several active learning activities designed to explore the nature of learning, memory, and cognition, and relating the results of these activities directly to technology-based pedagogy.

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The Real World Model of Classrom Discussion

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Objectives:
At the end of this presentation faculty will:
Be better able to help students become more skilled in participating in discussion
Be better able to clarify for students how discussion can lead to effective learning
Be better able to explain to students the major role talking and listening play in the real world of work
Be able to facilitate the development of student driven discussion guidelines for their courses

Intended Audience:
This presentation is directed at all faculty who teach and especially at those who would like to use more discussion in their teaching

Activities:
The audience will brainstorm characteristics of effective and less than worthwhile student discussions from their own experience. The speak will share ways to get students to value discussion based on how the world or work operates with regards to speaking and listening and a learner-centered way of having students set the guidelines for the discussion. The audience will then be asked to share their ideas on how they have successfully used discussion in their classes.

Abstract:
P.E. Blosser in *How to Ask the Right Questions* indicated that depending on which study you read college faculty spend between 1% and 3% of their teaching time on discussion. Despite the fact that most faculty when asked what they want their students to learn indicated critical thinking and problem solving skills. Linda Nilson in Teaching at Its Best A Research Based Resource for College Instructors makes it clear that teaching critical thinking skills and problem solving almost always requires extensive use of discussion. Discussion is not used; to a great extent because students and faculty are not very skilled at using it as a learning tool and students' fail to see its relevance to their learning. This is due to the fact, as John Tagg puts it in The Learning Paradigm College that students have 12-16 years of schooling that has taught them lecture and facts are king. This real world model of discussion introduces students to the reality that their professional success is much more tied to their abilities to talk with and listen to the people they work for and with and the customers, clients and patients they will serve. It gives faculty a learner-centered approach(Maryellen Weimer, Learner Centered Teaching) to setting up the discussion process which my experience of teaching this model to faculty here on my own campus and at institutions across the country works with great success. It is in discussion that

students test out their ideas and move them from the abstract to the concrete for all to hear and critique (James Zull, The Art of Changing the Brain). Discussion is powerful learning.

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Making standards work in the real world of the classroom

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Objectives:
To highlight the current research with regard to standards-based instruction and its impact on student learning
To demonstrate a model of instruction based on performance standards and our understanding of how children learn
To demonstrate how to assess student learning in a standards-based instructional model
To facilitate a discussion with regard to the implementation of the model

Intended Audience:
Teacher educators
Teacher candidates
Teachers/administrators

Activities:
Discussion of current reasearch on standards-based instruction using power point.
A question/answer format that pertains to the model of instruction that is being presented will be implemented. The model of instruction is based on performance standards and our understanding of how children learn.
Several examples of the model developed by teacher candidates will be shared and discussed.
A question/answer format for the discussion of the model with a focus on assessment of student learning will also be implemented.

Abstract:
The discussion in this session will focus on what teachers and teacher candidates should know and be able to do in order to affect student learning. There are three key questions that define this knowledge base: What do teachers need to teach? How do they teach it? and How do teachers know students have learned what they have been taught? What do teachers need to teach (question #1) has been defined in the performance standards in the major disciplines. The discussion will focus on how educators can make these standards "work" as they plan instruction that is based on how students learn.

The conversations we hear in the media and elsewhere focus on what students should know-the performance standards. It is not enough. Understanding how teachers present what they teach is as important as what they teach and certainly influences how successful the learning, that is, how

well students perform in any one of the disciplines. The conclusion that teachers and how they teach has profound effect on student learning was highlighted by Jere Brophy, "The myth that teachers do not make a difference in student learning has been refuted."(Brophy, 1986, p.370). More recently, Marzano and others have added to the research with regard to the importance of the teacher and how the information is presented, that is, the design of instruction. Wright and his colleagues (1997) noted that the indivuivdal classroom teacher has even more of an effect on student achievment than originally thought. It is critical that teachers understand the research expecially the brain research in order to inform their practice and to design instruction that is based on this research. The understanding we have gained from the research must be understood in a practical way so that teachers can design instruction that addresses what students need to know (the performance standards that we all talk so much about)in a way that increases the likelihood that students will learn. Assessment that is meaningful and that invites students to demonstrate what they know in authentic and meaingful tasks is also critical to "real" learning. This session will discuss this current research and demonstrate a model that is based on how students learn as it addresses performance standards in the following areas: language arts, math, science, social studies and technology.

Several models that have been developed by teacher candidates will be shared and used as models of instruction.A question and answer format model will be implemented in order to enhance learning in this session.

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What is the relationship between knowledge of a discipline's practices and knowledge of the discipline?

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Objectives:
1) to provoke inquiry and questioning by participants to further understanding of the relationship between knowledge of a discipline's practice and the knowledge of the discipline,
2) to reflect on this relationship both in regards to their students and for their own learning and disciplinary practice,
3) to achieve this by engaging them in activities and conversation about two disciplines - literature and history - on the following:

1. How adolescents read and discuss literature/history in a typical urban classroom, and why this is insufficient
2. How literary analysis practices can be used to further students' engagement with and understanding of complex literature
3. How historical thinking practices can be used to further students' engagement with and understanding of the complexity of history
4. What this means for teacher education and professional development

Intended Audience:
Any one in 6-12 or higher education involved in teaching, student learning of a discipline, history or literature education, teacher education or professional development.

Activities:
I. Framing the questions
Brief explanation of Bard MAT program, including the sequence of courses that students take in education, literature, and history.

II. Examples of how we have addressed the question
Looking at Student Work. Participants will engage in an activity examining student work for discerning qualities of how high school students read literature/historical documents

Participants will engage in a generative exercise of disciplinary practices for literature and history and a specific, example driven discussion of how students implement these practices

III. Examples of how our students/mentor teachers have addressed these questions. Examples of action research and disciplinary study within the MAT program which address these questions.

IV. Reframing the question: Implications for teacher education and professional devleopment. What questions does this raise for you?

Abstract:
The Bard College MAT program is focused on the questions involved in a discipline based teacher education program. Students in the program are required to engage in advanced study in their academic discipline. The education curriculum is directly linked to the advanced study in the discipline and supports students in investigating alternative approaches to teaching and learning. Action research engaged in by the students and the mentor teachers results in a more critical and reflective classroom practice for both. The relationship between knowledge of a disciplines' practices and knowledge of the discipline is one of those critical questions that has arisen for faculty, students and mentor teachers alike. We have been investigating this question in the disciplines of Literature, History and Mathematics. Our approach is based on the following conceptual frameworks.

Authentic academic achievement seeks to address issues around the problems of contrived and irrelevant learning in many schools, which result in a lack of student engagement and minimal transfer of knowledge or thinking skills beyond the classroom. Authentic learning believes that students are capable of engaging in appropriately adapted forms of disciplinary cognitive work. Building on a disciplinary knowledge base, utilizing disciplinary practices to inquire in-depth into the relationships of the knowledge base and new knowledge, students can form a complex understanding of the discipline. (Newmann, Secada & Wehlage, 1995)

To facilitate this complex understanding in a discipline, students must be supported to develop facility with the discipline over time (Donovon & Bransford, 2005). Progressively, students must build their understandings by using discipline based practices to focus on disciplinary conceptual understanding. Supporting students making these connections is thoughtful, reflective instruction.

This instruction, however, is something more than that derived from separate expertise in the discipline and in the classroom. Rather, there is an additional area of expertise which involves elements of both. Dewey (1964) believed that creating opportunities for student intellectual activity involved using methods that are closely tied to the activity of the discipline. Disicplinary practice and disciplinary thinking need to be introduced to the classroom. To manifest this most effectively, teachers need to learn to use the disciplinary practice appropriately in various contexts of practice (Ball, 2000).

The faculty, students and mentor teachers in the MAT program have been striving to learn how best to manifest these visions in the classroom. As a result of this inquiry, activities have been

developed to support thinking about, questioning and reflecting on using the discipline for learning in the classroom. The question we present here, and the activities we are using to explore it with participants, are a direct result of the inquiry that has taken place within our program.

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Learning to Lead through Mentoring: A Doctoral Cohort's Journey in Active Engagement

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Objectives:
1) Participants will gain knowledge of the importance of peer mentoring support within graduate programs.
2) Participants will share successful peer mentoring experiences of their own and within their programs.
3) Participants will brainstorm mentoring activities that can be used in graduate instruction.
4) Participants will network with peers to continue collaboration and support beyond the conference setting.
5) Participants will recognize and value the importance of peer mentoring support in graduate programs.

Intended Audience:
1) Faculty
2) Faculty and Administrators interested in embedded and engaged learning activities

Activities:
1) Personal Reflection: Participants will reflect upon their own peer mentoring experiences and how it shaped (or not) their graduate education
2) Small-group Discussion: Participants will be given time to share their reflections regarding peer mentoring and support
3) Brainstorming: Participants will have the opportunity to brainstorm ways mentoring activities that lead to leadership facilitation could be incorporated into their own programs

Abstract:
Descriptions of mentoring can be traced back to Greek history. Mentor was a Greek figure in Homer's Odyssey who was Ullysses' wise, old friend. Mentor was entrusted to teach Ulysses' son and assist him in his growth toward adulthood (as cited in Edlind & Heansly, 1985). Mentoring continues to be a process where a person of greater expertise guides a person of lesser expertise. Kram's work (1985) revealed two primary functions that mentors provide: career development, including coaching, sponsoring, and providing challenging assignment; and that of

psychological and emotional support, including friendship, acceptance, counseling, and role modeling. Research on mentoring in higher education revealed that mentoring increased scholarship, improved leadership skills, enhanced collegiality and developed networking systems (Bass, 1985, 1996; Bass & Avolio, 1990; BlasÈ, 1990; Brenden, 1986; Burns, 1978; Caruso, Rice, and Schwartzkopf, 1988; Fullan, 2001; Good, Halpin et al. 1998; Greenleaf, 1996; Johnson 1996; Leithwood, 1992; Kouzes & Posner, 2000; Packard 2003; Sergiovanni, 2000; Starratt, 1995). The research of Raciechi & Bradbeck (1985) found that 92% of undergraduate students evaluating peer mentoring reported that the program helped adjust with college life adjustment.

Although mentoring programs guided by faculty provide useful insights on mentoring protocol, it is often limited. A richer and deeper understanding of the mentoring process can be experienced when graduate students volunteer to mentor and to be mentored. This experience allows the students to focus on aspects of scholarship, collegiality, and leadership that are most important to them. Our experiences suggest peer mentoring of this type engages mentors and those being mentored to a more thorough knowledge of program requirements, scholastic growth opportunities, and leadership development in their school or work site.

This research project was qualitative in nature, using student work, conversations, and interviews as part of the data collection. Doctoral candidates, enrolled in their 3rd year of study, were instructed on various models of mentoring during class.

As part of their learning activities, doctoral candidates were assigned an activity requiring them to mentor a beginning doctoral student. The partnering process was facilitated at a joint class session at the beginning of the semester, where mentors as well as mentees met one another, described research interests as well as career aspirations, and discussed doctoral experiences. The mentors and mentees were then paired and encouraged to meet throughout the semester. No requirements were set on the number of times or coaching methods used. In addition, doctoral students participating in the study were encouraged to meet throughout the second semester.

Focus group interviews were completed in December. Cohorts were surveyed through a survey and additional data was collected through samples of student work pertaining to the mentoring project.

A content analysis of data found that student outcomes included an enhanced confidence in leadership roles and an increased sense of responsibility to the profession and in helping others succeed. Also reported was support in helping students evaluate their own role within the doctoral program and a difference in perspective, which occurred as a consequence of the mentor project.

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ECIT - Emotionally and Coginitively Intelligent Teaching

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Objectives:
Attendees should leave this session with concrete lesson ideas and shold feel more confident about adapting new ideas for their own EFL classrooms. ECIT reconciles academic knowledge, emotionally intelligent skills, and a highly ethical attitude towards learners.

Intended Audience:
This demonstration will serve as further professional development for EFL instructors at various educational institutions.

Activities:
Presenters share hands-on activities of ECIT adaptable for a variety of English language courses at school, at university level, and for adult education.

Abstract:
This demonstration addresses the challenges of modern teaching; to use fragmented ideas as they are common these days and bring them together in an eclectic approach whose aim is to improve the communication processes between, and the understanding among people(s), and to empower them to skillfully use language for their specific needs.

ECIT is a process of joint learning initiated by an expert teacher with a strong academic background and yet a multitude of experience in scholarly and enterprise settings. It is a process of joint learning by the use of highly effective and culturally proven teaching methods which are applied exactly according to the needs of the respective target group.

ECIT is a communicative process in intercultural surroundings and results in promoting personal key competencies: Emotional competencies for creativity, resilience, interpersonal relations, and constructive discontent; personal growth from emotional values and beliefs such as compassion, outlook in life, and intuition; communicative competencies including cognitive skills for language learning among others, or conflict resolution skills; and self competencies such as self-empowerment, integrity and leadership qualities.

The presenters are the initiators and promoters of ECIT and strive for constant refinement of aims, methods and teaching tools by academic discussion, practical application, and by high-level discourse with other experts in the field, by cooperation with universities, teacher training institutions, and think tanks all over the globe.

The following bulletin briefly sums up the cornerstones of ECIT:

- ECIT is a communicative process in intercultural surroundings
- ECIT results in promoting personal key competencies:
- Emotional qualities (creativity, resilience, interpersonal connections, constructive discontent,...)
- Personal growth from emotional values and beliefs
- Communicative competencies (cognitive language skills, conflict resolution skillsÖ)
- Self competencies (personal power, integrity and leadership qualities)
- Multi-sensory and holistic teaching/training (e. g. visual, auditive, kinesthetic)
- Application of findings of modern brain research (e.g. mnemonic techniques)
- Intelligent use of CALL and e-learning
- Humour as a token of creativity and inner powers
- Motivation to achieve success
- Ethics of mutual respect and appreciation

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Play, Gamble and Learn: A Game That Makes Any Classroom Exciting and Rewarding

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Objectives:
The presentation seeks to

- Demonstrate an interactive game that creates excitement, engages and motivates students, and promotes group learning.
- Illustrate applicability to wide range of disciplines, topics and types of information
- Discuss the implications of intrinsic/extrinsic motivation, risk taking, student engagement and attentiveness, and sharing knowledge in the learning process.

Intended Audience:
Faculty members from all disciplines who seek innovative approaches to making learning exciting and rewarding for students, thus increasing their memory retention and/or enhancing critical thinking skills, should attend this session.

Activities:
Participants will

- Play the interactive game
- Experiment with adaptation of the instructional game to various disciplines, topics, and types of knowledge
- Discuss the implications of the activity in terms of extrinsic/intrinsic motivation, student engagement and attentiveness, and group learning.

Abstract:
The pedagogical value of active learning has consistently been demonstrated. Active learning addresses various learning styles, promotes long-term retention of information, motivates the pursuit of learning, develops critical thinking, and facilitates the construction of knowledge. Hovelynck (2003) places active learning among the most important educational developments of the last century. The positive effects of active learning on student attitudes and achievements have been shown in college courses from various disciplines (Jacobsen and Mark, 1995).

Among other active-learning strategies, the use of games in the classroom has influenced pedagogical theory and become an accepted pedagogical practice during the last 40 years (Ruben, 1999). The value of games in the classroom seems clear. Education and games share a number of goals: dynamic environments, creative strategies, shared knowledge, extrinsic and intrinsic motivation, engagement and excitement, and continuous improvement.

This presentation shows how the goals mentioned above can be met by effectively designing the instructional game. It can be used in a variety of disciplines for a wide range of learning outcomes. Its success depends on the design and type of questions. As Walker (2003) has argued, questions are an effective critical thinking tool if they ìpromote evaluation and synthesis of facts and concepts.î The way this game is administered ensures that students understand, apply, analyze, and/or synthesize the critical concepts underlying course material. Teachers who use this game need to design the kind of questions Walker advocates, moving ìbeyond knowledge-level recallî to exercise higher-level cognitive skills.

If the game is designed effectively, it can also be used to motivate students. As Lowman (1995) claims, an exciting and supportive environment engages and motivates students. The game rewards students with extra credit and at the same time makes extra credit meaningful and well deserved. By making learning fun, this game encourages participants to take risks and engages the attention and support of the entire class. Thus it tests student knowledge in an exciting and supportive setting. Participants experience the approval of and an affiliation with a learning community (General principles of motivation, n.d.). In the process, participants have the opportunity to become ìself-motivated, independent learnersî (Gross Davis, 1993).

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Magic in the Classroom

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Objectives:
The use of magical illusion to illustrate concepts in the college classroom is a new way of motivating students,increasing their recall of classroom material, and a motivator for attendance.

Intended Audience:
All college-level teachers.

Activities:
This presentation will examine what tricks can be successfully integrated into college classrooms, how they may be used, and why they are effective in promoting student learning. Resources for integrating magic into courses (which books to read, what websites to visit, and where to buy props) will be provided. Several illusions that are actually used in class will be demonstrated. A classroom-appropriate trick will be taught.

Abstract:
The use of magical illusion to illustrate concepts in the college classroom is a new way of motivating students, increasing their recall of classroom material, and a motivator for attendance. I do not have a trick for each class but I am frequently asked "Will there be magic today?" The tricks that are used do not require difficult "Sleight of Hand" techniques, although they do require practice. Many involve simple, inexpensive props (although if you want to buy expensive props there are some great illusions that are suitable for classroom use). Magic does not need to be difficult to perform for it to be effective.

This presentation will examine what tricks can be successfully integrated into college classrooms, how they may be used, and why they are effective in promoting student learning. Resources for integrating magic into courses (which books to read, what websites to visit, and where to buy props) will be provided. Several illusions that are actually used in class will be demonstrated. A classroom-appropriate trick will be taught.

Active Learning Online: Developing Instructional Strategies That Make a Difference

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Objectives:
Learning Objectives Participants will:

- explore their feelings about active learning (affective)
- utilize active learning in their own learning in this class (behavioral)
- become familiar with key active learning techniques (cognitive)

Lesson Objectives:
Upon completion of this unit, faculty will be able to:

- recognize the value in utilizing active learning techniques in their online classes; name various types of online active learning techniques that govern the outcome of an active learning class online.
- describe the process of active learning and recognize the impact of learning styles (multiple intelligences) and brain-based learning on students in the online learning environment
- discuss methods to maximize student learning online.

Content: Although much emphasis has been given to active learning strategies in the traditional classroom in the literature, little has been given to the use of active learning strategies in the online classroom. This session will provide participants with practical insight into the techniques and value of integrating active learning instructional strategies into their online classes. Participants will understand how the instructional strategies stimulate active learning in students. Techniques and strategies that can be used to "warm-up" the online experience will be discussed. These techniques include the following ideas:

Increased Student Contact

- Calling the students at the beginning of class as well as during the class to discuss their comfort level and participation in the classroom and with the work assignments.
- Sending a personal e-mail to individual students commenting on their input, clarifying thoughts and ideas, or ensuring comfort with the online environment and work assignments.
- Providing an optional orientation session either in person (on campus) or synchronously online.

- Offering the first class as a face-to-face meet and greet session. This session would be designed to provide students with the opportunity to get acquainted with each other and work together in a team exercise.
- Providing on-campus office hours in addition to "virtual" office hours for students to contact the instructor.
- Virtual office hours could include Instant Messaging or "Chat" times each week for students to question the instructor "live."

Personalization of the Online Classroom

- Use of personalized icebreakers
- Asking students to post photos or pictures that best represent them
- Using an exercise that allows students to discover commonalities among them
- Use of students' first names to convey familiarity
- Allowing students to control the discussion while keeping them focused on the main ideas of the lesson.
- Use of weekly student facilitators to share responsibility of discussion facilitation
- Encouraging students to respond to each other's postings
- Post "Thought for the day" or positive messages to encourage students
- Careful use of humor to encourage students
- Use emoticons to aid clarification

Brainstorming will be used to involve the participants in exploring the many Active Learning activities, ideas, and strategies available. Participants will brainstorm the value of Active Learning including any possible disadvantages. Additionally, participants will explore strategies for active learning which incorporate the three types of learning: getting information, doing and/or observing experience, and reflective dialogue with oneself and others.

This interactive presentation will provide participants with an understanding of what is meant by the concept of "Active Learning." Discussion of the concept focuses on its application teacher-to-teacher, learner-to-teacher, and learner-to-learner. The value of active learning will be explored as will the perceived disadvantages of the concept. Participants will learn the types of inputs, processes, and outputs involved in utilizing active learning. Consideration will be given to the impact of Multiple Intelligences/Learning Styles on choosing appropriate active learning strategies. Additionally, active learning strategies will be examined in light of the research and literature on "brain-based learning."

Topics for possible inclusion and discussion include: effective online lectures, alternatives to lectures or demonstration, case study, guided teaching, group inquiry, information search, study groups, WebQuests, online field trips, webliographies, asynchronous debate, writing tasks, action learning projects, online blogs and journals, peer teaching, collaborative papers and projects, expert "guest" speakers, buddy groups with mentors, and small student-facilitated discussion group. (Although additional possibilities exist, the scope of the session is to provide participants with new ideas and insights into active learning techniques). Teacher self-reflection to enhance active learning online.

Given the timeframe of the session, it is the presenter's goal to stimulate participants to consider adopting new active learning instructional technologies in their online courses to enhance student learning and retention.

Intended Audience:
This session is ideal for both experienced and new online/onground teachers of synchronous and asynchronous distance business education. Participants require minimal experience with distance education to benefit from this session.

Activities:

- Learner Expectations
- Class discussion
- Brainstorming of Active Learning Strategies/Ideas
- Additional examples of Active Learning Strategies

Abstract:
This interactive presentation will provide participants with an understanding of what is meant by the concept of "Active Learning." Discussion of the concept focuses on its application teacher-to-teacher, learner-to-teacher, and learner-to-learner. The value of active learning will be explored as will the perceived disadvantages of the concept. Participants will learn the types of inputs, processes, and outputs involved in utilizing active learning.

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Learning From a Three-Part Lesson

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Objectives:
To encourage participants to consider advantages of shorter lesson segments.

To familiarize participants with a method for effectively segmenting a lesson.

To provide a venue that encourages exchange of ideas on lesson segmenting.

Intended Audience:
Anyone facilitating classroom learning with lesson durations of sixty-minutes or longer can benefit from this presentation.

Activities:
Participants will contribute by written response to questions, through presenter-led discussion, and by coordination with others during a brief group exercise.

Abstract:
This presentation details the method and successes of dividing a sixty-minute lesson into three distinct components--interactive overview, instructor-led discussion, cooperative application. The method is easily understood, easily applied, and low risk. To demonstrate this I will use the Three-Part Lesson method to deliver my presentation. Following is a brief summary of the method, and my planned delivery of the presentation.

After introductions I will explain the procedure for the first third of the presentation--an open-book, timed, team quiz. Questions are taken from a cooperative learning handout I provide. The handout was developed from personal experience and reference to Johnson, Johnson, and Smith (1991) on the topic of cooperative learning. Participants form teams of two. Handouts and Scantron answer sheets are distributed, and quiz questions are shown on the board. After the allotted time has passed, answers are provided for quick feedback.

The middle third of the presentation is a discussion about general concepts presented during the quiz, followed by the quizzing method itself. The discussion includes the team concept, potential variations, implications of limited time, administrative simplicity, and evaluative advantages.

The final third of the presentation is application of concepts already reviewed by using groups. Participants form groups of four. Each group is provided one copy of a "contract" that details their task. The task requires group-member cooperation to complete adequately. During group

work the instructor monitors member interaction and provides additional guidance as appropriate. The presentation is concluded with a review of the group work, followed by an open-discussion analysis of the Three-Part Lesson.

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Improving the Effectiveness of Multiple Exposure to Readings, Cases, and Videos across College Courses

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Objectives:
Participants will learn that multiple exposures of texts cases, studies, films is valid pedagogy but teaching effectiveness is maximized and learning confusion minimized if there is rational coordination of these exposures.

Participants will learn how to promote coordination of among faculty without dictating course design but rather maximizing teaching effectiveness by helping faculty put teaching goals of individual classes into the larger teaching and learning context of the institution.

Participants will learn how to curtail student confusion about multiple exposures to texts and to facilitate student critical appreciation that a single study or event may be analyzed from different perspectives. Long term teaching goals would be realized since a successful student would be one who is able to analyze future events, cases, from different perspectives.

Intended Audience:
College professors, adminstrators.

Activities:
Concurrent Session, primarily lecture, few questions at end.

Abstract:
1. Problem
Faculty members typically design courses independent of each another. Consequently there is little discussion of texts, course goals, and course design except perhaps within a discipline. (For this proposal "text" is a generic term to refer to films, cases, essays, articles, and novels, etc.). Often there is an overlap of texts, e.g., Stanley Milgram's Obedience Study, in different courses, e.g., Introduction to Psychology, Expository Writing, and Bioethics, that students at an institution are aware of but the professors are not. Often this overlap is confusing to students and they tend to "turn off" and think that they "already know that" because the text was used in a

different class. Understanding the same text or case from different perspectives and learning that the same text may be used to reach different teaching/learning goals are, of themselves, important learning outcomes.

Solution

In order to maximize the benefits of multiple exposures to a text, we have designed a three step strategy. The first step is to identify, through baseline assessment, texts and the related goals and outcomes for those texts included in courses taught by faculty in the School of Arts and Sciences at the Massachusetts College of Pharmacy and Health Science. The second step is to distribute baseline assessment information to faculty so that faculty can realize overlaps, and (1) potentially select texts that they have not used but are used by others and may serve their teaching goals; (2) allow them to evaluate their own goals in lights of others' goal for the same text; and (3) could potentially lead to coordination among faculty for using a shared text in a manner that maximizes efficiency as well as learning outcomes. The third step is to evaluate changes made to curricula (syllabi and text-specific goals) and faculty perceptions of increased text effectiveness based on the shared information.

What future changes do the results suggest?

The results of this assessment strategy will determine the value of increasing communication course content among faculty. One specific result may be the creation of a coordinated scheme for discussing the Milgram Obedience Study in three different Arts and Sciences courses (Introduction to Psychology, Expository Writing, and Bioethics) so that students would discuss the text within the context of each course and course goals. Students would view the original Milgram video as an example of social psychological constructs in Introduction to Psychology during the first year. Also in the first year, students would read The Milgram Study as a topic for an argumentative paper in an Expository Writing course. And, finally, students would discuss the study as an example of a controversial experiment in Bioethics in an advanced year. Since the students would have already viewed the video in Introduction to Psychology and would have read the study description in Expository Writing, class time could be devoted to discussion rather than to becoming familiar with the text in the reflective ethical deliberation and discussion in Bioethics. We would know that students are coming to certain classes with the same information, students may review and refresh their knowledge from previous courses on their own but they come to the table ready for discussion

References

Presenters own work.

Adding Substance To The Business School's First Year Experience Curriculum

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Objectives:
Present initial and evolving course modifications/design
Provide examples of teaching strategies
Examine students' role and expectations
Discuss evaluation tools
Address student/faculty dissonance with student focused environment
Seek input from participants

Intended Audience:
Faculty, administrators, those interested in problem-based, student centered teaching, those interested in first year experience courses and/or retention.

Activities:
Interactive discussion
Use course activities to involve participants
Share syllabus

Abstract:
This presentation will concentrate on the first year experience principles and redesign of the Survey of Business course which moved from presentation of basic content to a more sophisticated approach to increase students' skills/competencies. Traditionally the course followed the lecture model. Based on input from the Business School Advisory Board, alumni, employers, and a review of literature, the redesign of the course moved in a more innovative direction. A conscious decision was made by faculty to move to a model more in keeping with

the identified workplace competencies/skills determined in 1991 by the Secretary's Commission on Achieving Necessary Skills (SCANS) with orientation toward application/practice and student directed teaching strategies. This orientation was supported by the research of Cappelli (1992), Luft (1996), Evers,Rush & Berdrow (1998) which stressed the use of methods of instruction outside the lecture to better develop and assess skill/competencies. The redesigned course focused on the CAVES Model of content, attitudes, values, ethics, and skills developed by the course designer.

The course was structured around lectures, case studies, business client projects, incentive systems, career strategy paper/presentation, extemporaneous speeches, portfolios, mid-semester and end of semester one-on-one student/professor interviews, opportunities for personal development outside of class, and a student portfolio. These student directed teaching strategies are in keeping with the research of SCANS Guide, (1991), Luft (1996), Robertson (1996), Maes, et al (1997), Anderson-Lewis & King (1996), Mikulecky (1997) and Evers, Rush & Berdrow (1998).

Formative evaluation of the course takes place each semester with input from faculty, students, and members of the business community. This input, along with the research concerning first year experience, integrated business curriculum, and skills needed for success in a business environment has resulted in changes to the original redesigned curriculum. (Cohen, 2000;Bauer & Liang, 2001;Bauer, 2003;Blodgett, et al, 2000;Boughton, 2000; Lifton, et al, 2000;Robinson & Bennett, 2000;Tarjan & McNamara, 2000;Carmichael & Caldwell, 2002; Rainsbury et al, 2002;Bobrowski, et al, 2004) These changes include pre/post surveys regarding content/skills/attitudes, mentorship, use of SAP integrated business systems, incorporation of course into Academy of Finance curriculum, and involvement of business community.

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Student Cohorts: A Program Structure Supporting Andragogical Aims

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Objectives:
Knowledge:
Participants should gain deeper understandings of the andragogical potentials of content delivery via student cohorts.

Skills:
Participants should gain skills in planning for meeting adult learning needs.

Attitudes:
Participants should gain appreciation for the potential instructional benefits inherent in cohort structures.

Intended Audience:
Faculty and administrators

Activities:
Role playing activities highlight the suggested content delivery approaches.

Abstract:
Instructional and assessment practices facilitating the students' andragogical needs should be considered in cohort-based programs (Basom, 1993). The instructional concerns of teaching within a cohort structure may be addressed by aligning classroom activities with elements of adult learning theory. Mezirow (1981) details several cogent andragogical goals relevant to teaching in a cohort setting.

First, instructors should facilitate learner understanding of how to use learning resources, such as the experiences of others (including those of the instructor) and how to engage in reciprocal learning relationships. Potthoff, Fredrickson, Batenhorst, and Tracy (2001) indicate that cooperative learning activities and assignments was a preferred instructional model of cohort instructors. A second andragogical goal conducive to the cohort structure is fostering learner decision-making. Learning situations that require students to make choices, where multiple options exist, and where exposure to, and actual assumption of, others' perspectives who may possess alternative understandings are means of attaining this learning aim. Again, collaborative activities and projects may provide the means for appropriate individual and collective decision making opportunities within a setting where potentially multiple perspectives exist.

Another andragogical point embedded in cohort teaching is reinforcing learner self-concept within a collective body of learners. This apparent paradox can be accomplished through: (a) arranging for progressive mastery of skills and concepts; (b) providing constructive feedback sans competitive performance judgments; (b) supporting an atmosphere conducive to change and risk-taking; and, (c) facilitating appropriate mutual support groups. Knowles (1970) purported that adult learners learn best when relevance to ìselfî is established. One means of accomplishing this learning goal is promoted by Lindsey and Rafferty (2002). They report an inside-out approach utilized in a cohort program that promotes self-analysis while also supporting ongoing dialogues about professional improvement.

Emphasizing experiential, participative, and projective instructional methods is another andragogical goal. Cohort instructors utilizing these approaches to instruction model best practices and provide learners opportunities to gain insights from hands-on activities. Examples include students: (a) participating in the design or redesigning of courses; (b) developing individual learning plans; (c) conducting action research projects; (d) developing and analyzing case studies and simulations; and (e) contracting services with external organizations.

Many opportunities for maximizing adult learners' engagement and deepening their understandings are available through cohort-based instruction. Capitalizing on these inherent opportunities will provide students and their instructors with more meaningful and relevant educational experiences.

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Reflecting and Writing, Not Reciting and Reacting:
Promoting Higher-Order Thinking in the Classroom

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Objectives:
Analyze and generate reflection and writing activities to support higher-order thinking

- Brainstorm about higher-order thinking processes to meet participants' classroom goals
- Reflect about possibilities of reflection and writing activities in classroom
- Engage in critical thinking and problem-solving with colleagues
- Apply concepts to own practices

Intended Audience:
Higher Education Instructors

Activities:
- Discuss 21st Century thinking demands
- Compare and contrast "reflection" with "reaction"
- Think-pair-share about purpose of writing processes in classroom contexts
- Identify higher order thinking processes supported by writing-related activities
- Read passage and co-construct writing tasks to elicit higher-order thinking
- Share collaboration processes with whole group

Abstract:
"Cognitive development and functioning depends hearvily on writing literacy" (Bandura, 1993, p. 137); and one of the most powerful tools to support learning is the writing process (e.g., Bandura, 1993; Bereiter & Scardamalia, 1987; Bruning & Horn, 2000; Langer, 2001; Wade, 1995). Moreover, writing prompts can also be used to stimulate and guide individual and group reflection activities.

Writing and related activities encourage higher-order thinking, such as finding and evaluating information, critical thinking, and persuasion (Halpern, 1998; Johannesen, 2001; King, 1995; Yeh, 2001). Furthermore, higher-order thinking skills support complex problem solving in diverse contexts, academic and ìreal world.î For example, comparing and contrasting encourages active learning, transferring skills among contexts, and seeking relevant information to construct new knowledge (Bransford et al., 2001; Kucer, 1985).

Thus, instructors must create writing prompts that stimulate the kinds of thinking they expect their learners to do (King, 1995): describe, rank, identify strengths and weaknesses, and compare-contrast. Writing is an essential part of thinking and learning in the 21st Century, where the focus on learning has changed from the ability "to remember and repeat information...[to being able] to find it and use it" (Bransford, Brown, & Cocking, 2000, p. 5).

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Highly Granular Grading and Other Assessment Mechanisms to Extend the Scope of Teaching-Learning Interaction: Reflection on Ten Years of Accumulated Experience

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Objectives:
Participants will come away with

- ideas for using assessment to extend teaching/learning interaction rather than cutting it off.
- approaches for getting students to take responsibility for ownership of their grades.
- a repertoire of techniques for developing and applying rubrics in assessment and other areas.

Intended Audience:
Classroom teachers in all disciplines

Activities:
Participants will

- work through several initial examples of creative assessment mechanisms and rubrics.
- develop (in group discussion) a strategy for extending interaction in the case of a participant-supplied assessment example. This will include cases of tests, homework,

labs, in-class activities, and papers (cases will be supplied by the presenters for missing categories of student work).

- discuss techniques for integrating nontraditional assessments into final grades

Abstract:
One of the major problems with education today is that, as it has become more formalized, it has ceased to be collegial and has become adversarial (Egan). We can do a lot toward improving the educational process by getting out of "us versus them" mode and into a mode of cooperation to achieve a common goal. This does not mean that students and teachers are on an equal footing in all of the educational enterprise; there is still a need for leadership and direction on the part of the teacher (Bain, p. 68ff). But by careful planning it is possible to achieve a certain level of cooperative learning with unaware or somewhat unwilling student participants.

A step in the right direction is reintegrating assessment into the learning process. It shouldn't be the case that we have episodes of teaching/learning interaction punctuated by episodes of assessment. When both teachers and students stop seeing assessment as a control mechanism everyone can start taking advantage of it as a means of process improvement. Students can use assessment activities to direct them to areas where they need more study. Teachers can use assessment activities to challenge students to continue learning. We can do this by providing direction for further study and incentives to keep working on things they haven't fully grasped.

One effect of numerical grades is to move the focus of student-teacher interaction from content to the grade assigned to the work. Besides providing a fertile ground for arguments about partial credit and so on, it also effectively closes the book on continued learning. A more fruitful approach is to use a "grainy" grading system. Some of the authors have experimented over several years with nonnumerical grades specifying the level of "maturity" of the assignment, coupled with various policies for resubmitting work to achieve a better level. The broad, vague categories of grades keep the students from focusing on scores and force them to focus on the content necessary to move from one category to the next. The seemingly liberal resubmission policy keeps open the possibility for improvement through continued learning (Bain, p.153). The approach has been successfully applied to homework, tests, labs, programming assignments, papers, and in-class activities.

We have integrated this grading approach with two other pedagogical techniques -- the use of rubrics and a variety of mechanisms for getting students to take responsibility for ownership of their grades (Stevens & Levi, pp. 19-20, McKeachie, p. 121). The authors have found that contracts and rubrics may eliminate certain assessment issues, thus saving time while still encouraging students to learn. Careful coordination of all of these in a course can result in changing students' (and the teacher's) perception of assessment from a ranking of students to a rating of each individual student's performance. This gives an opportunity to make assessment into a real learning experience. The result can improve both individual student performance and overall class grades (Lee, p. 263).

Comparison of sections of the same course using traditional assessment techniques and the techniques described here shows a statistically significant improvement in student performance and a bimodal grade distribution. The bimodal distribution is important when differentiating

between improved student performance and "grade inflation." We will supply a handout with details of the statistical analysis.

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Spell It Out: Active Learning Strategies for Writing Clearly

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Objectives:
The session seeks to:

- Enhance understanding of the importance of clear writing as a valuable skill to retain;
- Illustrate means of employing active learning strategies that emphasize the need and enhance the ability to write with greater clarity;
- Develop learning strategies that employ such strategies in other courses across the curriculum.

Intended Audience:
The audience for this session should be faculty members who want to adopt innovative strategies in order to enhance student retention of the basic writing skills in a course.

Activities:
Session participants will:

- Participate in an initial hands-on activity intended to introduce relevant knowledge and understanding;

- Discuss how the activity affected their understanding of the importance of clarity in writing;
- Discuss ways in which they might employ similar activities in their own courses.

Abstract:
"Active learning puts the responsibility of organizing what is to be learned in the hands of the learners themselves, and ideally lends itself to a more diverse range of learning styles" (Dodge 2004). As study after study indicates (Dodge 2004), students learn best from hands-on and collaborative practices rather than from lectures and other similar formats. However, "many teachers feel a need for help in imagining what to do, in or out of class, that would constitute a meaningful set of active learning activities" (Fink 2004).

This session seeks to provide help by illustrating one set of meaningful activities. Though we teach in totally different disciplines ñ professional/technical writing and computer information systems ñ both of us view writing with clarity as a critical aspect of our students' basic skill retention, and we both view active learning strategies as essential in achieving this skill retention. Hence, we offer such strategies that allow our students to work together in collaborative learning exercises to test what works and what fails when one tries to compose clear instructions or directions to an audience of average readers who cannot see or hear the writer or understand anything beyond the words printed exactly as they are on a page. This session employs one of these active learning strategies to stress the importance of clarity and to improve students' writing skills.

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The Art and Technology of Teaching

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Objectives:
Professors Herrick and Jacob lead national teaching workshops throughout the country on the Art and Technology of Teaching. They have developed a 6-hour workshop that is a subset of their multi-day workshops they have presented through NSF advanced technology education centers, at national and international conferences, and by university invitations.

This workshop focuses on:

- Improving retention (and thus enrollment) via pedagogy, curriculum planning, and teaching tools
- Exploiting the interactive classroom to incite students to learn
- Technology tools for effective learning in the classroom, in the laboratory, and on the Internet
- Coordinated/integrated curriculum and pedagogy with curriculum flow and pedagogy can turn students on or off

Intended Audience:
Faculty who teach from secondary through the universtiy level.

Activities:
This is an interactive workshop environment that includes Power Point presentations, with interactive group activities.

Abstract:
Potential Workshop 1.5 Hour Modules, four of which will be presented for a total 6-hour workshop:

Attitude Sets the Stage

The educator's attitude is the catalyst that makes the educational reaction work. Intentionally cultivating a winning attitude will incite your students to learn.

Exploiting the Interactive Classroom

Armed with the best attitude, you must next engage your students. Most of us spend far more time creating course material, grading, managing, and conferring with students than in "lecturing." But it is those hours in front of the class when we make our biggest impact (for better or worse). During this segment, we will look at techniques for structuring that class time to be most effective, ways to guarantee active student participation, and the use of teams as the beginning of cooperative learning.

Labs, Where Learning Comes Alive

Labs provide the opportunity for would-be practitioners to practice under the guidance of an expert, the chance to learn by doing, to learn from mistakes without the risk of failure, to build something bigger than fits into a single hour, to work in a team, to explore and to discover. It is the very best way to learn. But too often, teachers baby-sit, and students just rush through to ìget the right answerî and get out. We cannot afford to squander such a precious opportunity. Attitudes, opportunities and techniques are discussed.

How important is homework, anyway? How can we do a better job?

This too is a round table discussion. Be ready to defend your ideas, but be prepared to change your mind. We should wade through:

- an opportunity to debate the pedagogy
- effect of class size, and student level
- purposes
- techniques
- limitations and opportunities
- an automated scheme, the results and some plans

What Can I Do with a Computer in the Classroom?

This is a round table discussion with several demonstrations of the advantages and pitfalls of using the computer to project the visuals during the traditional lecture. Included will be:

- an opportunity to debate the pedagogy
- limitations and opportunities
- do's and don't of using Power Point to replace the overheads
- bringing the internet into lecture
- computer based electronic instrumentation for classroom demonstration
- anything else you care to share.

From the Blackboard to the Internet: Visuals that Work or Avoiding Power Point Induced Coma

Whether you are drawing on the blackboard, making a transparency, creating an electronic slide show, designing a multimedia program for CD ROM or writing HTML code or Java script for a WWW page, the bottom line is, "Do my students understand what I'm trying to show?". This depends on layout, the projected size in comparison to the classroom, template choices, colors, fonts, font sizes, case, pictures versus words, the amount on the visual, how numbers and graphs are displayed, animation , and the handouts you provide.

Exploration of Learning Support with the Internet

We will begin with a tour of interesting web sites. So bring the URLs of your favorites & those you hate. Forum topics for discussion may include: Should every course have a site? What should and what should not be included on a site? Privacy and protecting intellectual property; What makes a site easy to use? What else can we do other than deliver documents on-line? Anything else you want to discuss about using the WWW to support out classes.

The Integrated Curriculum

Who would construct a building by laying a good foundation, only to turn the rest of the construction over to the individual whims of the 30 workers on the site? That is just what happens to our programs of study and their component courses. Every element in a system impacts (for better or worse) all the other parts. Students' success in a course is closely linked to what they've already learned and on the pressures exerted from other classes they're currently taking. During this workshop we will examine the advantages, limitations, successes, and pitfalls of trying to integrate a curriculum.

The Total Teacher

Less than half of your time is actually spent in-class. What you do with that out-of-class time has a big impact on your students' learning and on your professional satisfaction. During this session you will explore why you became a teacher and what keeps you here. We will look together at the non-classroom teaching opportunities; advise from award winning teachers, and what is necessary to keep you a ìhappy teacherî.

Learner and Teacher Styles

Six distinct learning dimensions have been proposed, each with two opposed styles. How well your students learn is strongly affected by the match in their and your styles.

References

Depends upon the 4 modules selected.

Improve Teaching, Learning and Communication with Tri-modal Teaching

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Objectives:
this session seeks to:
1. make participants aware of their own preferred thinking/teaching/learning/communicating modes
2. explore how to utilise their own non-preferred modes
3. by understanding that all people potentially have differing mode preferences to themselves, improve the manner in which they communicate

Intended Audience:
any faculty, anyone who learns and anyone who communicates as part of their job - in fact anyone.

Activities:
1. self-analysis of thinking modes
2. exploring other people's thinking modes
3. developing strategies and exploring tools for communicating in non-preferred modes of thinking

Abstract:
The session will be based upon the author's ongoing research, which itself is based upon the work of two prominent psychologists, Eysenck in the United kingdom and Gardner in the USA. They have both described modes of thinking and how individuals have preferences. There is an extensive literature in this area, which offers a common strand - all researchers recognise the strong modes of word, picture and number thinkers.

In the course of teaching number-based subjects the author has experienced many examples of students not buying into their course because they are "not number people". Othe colleagues have descibed how students cannot express themselves very well in words and others how students cannot relate to pictures, diagrams etc.; this phenomena is mirrored in the behaviour of dyslexic people who can be dyslexic in 1,2 or all 3 modes.

When people communicate they will, without thinking, use their preferred mode and not always realise that the recipients of their communication may have diffring preferences. The result sometimes is that the person initiating the communication is effectively speaking in a foriegn language, which the recipient may not understand very clearly, if at all.

To overcome this the author has developed Tri-modal teaching and communication and this will be explored by the participants of the session, analysing their personal preferences, understanding the preferences of other people and developing tools and strategies to become more effective in their communications.

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Learners Design the Assessment Process:
A Learner-centered Approach

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Objectives:
1. Presenters will introduce learner-designed assessment as an "Information Age" style of a learner-centered approach.
2. Presenters will introduce learner-designed assessment as a "constructivist" style of a learner-centered approach.
3. Presenters will introduce learner-designed assessment as a "learner-ownership of academic course" style of learner-centered approach.
4. Presenters will demonstrate examples of university, learner-designed assessments.
5. Participants will play the role of a learner in designing an examination.
6. Attitudes to be addressed will include helping the instructor develop confidence in empowering the learner.
7. The attitude of the learner includes developing more responsibility for ones own learning.

Intended Audience:
This process is designed for any course in higher education but can also be generalized for K-12 education as well.

Activities:
From the viewpoint of a learner, the participants will design an examination using rubrics, benchmarks, and performance indicators.

Abstract:
According to Peter Senge (2003), in the "Industrial Aged" era, the learner tries to "please" the teacher by trying to convey information back to the teacher (assessment) that was previously spoonfed to the learner. The student has to first try to figure out what answer would please the teacher. Learner retention, using this Industrial Aged method is minimal or short term. According to Senge, the "Information Era" (our present age), of learning requires constructivist thinking. Constructivist thinking involves decision making, develops ownership and

responsibility of ones own learning, and can be accomplished by learners designing the assessment.

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Command Performance: Using the Festival Format as an Assessment Tool

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Objectives:
To provide examples of successful festival formats
To explore alternative assessment tools
To showcase student work
To identify techniques for good festival planning
To troubleshoot potential problems with the festival format

Intended Audience:
all disciplines, all levels

Activities:
Audience participants will be asked to jury two short student works and discuss their findings.

Abstract:
The presenters will outline methods for development of a successful festival and ask the audience to participate on a mock festival jury.

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Primary sources only

Listening Lullaby: Listening means learning, not lapsing into sleep; Using web-based listening tests and oral classroom activities to evaluate and improve listening skills

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Objectives:
Since listening skills are everyone's concern, this program provides useful techniques that will aid in the listening process. While communicating skills may constitute a problem in the business world, listening skills may be just as bad. Certainly, the classroom experience of students can be improved through better listening skills.

Intended Audience:
This program will most likely help those teaching college level courses. The focus will be on providing activities that the students could perform in classroom settings.

Activities:
The first activtiy is a web-based point and click test:

A Quick Self-Rating Quiz

The following quiz is designed to show you what skills are necessary to be a good listener.

Answer these questions by grading your Listening behaviors. Read the question and think about whether the statements are true of you. If the statement is always true of you, select an "Always" from the menu under the column that says "my grade." If the statement is not always true of you, then choose "Sometimes". "Rarely" would indicate that you would rarely or never listen that way.

Listening Behavior My grade
1. I allow speakers to complete sentences before I speak. AlwaysSometimesRarely
2. I make sure I understand the other person's point of view before I respond. AlwaysSometimesRarely
3. I listen for the speaker's important points. AlwaysSometimesRarely
4. I try to understand the speaker's feelings. AlwaysSometimesRarely
5. I attempt to visualize my response before I speak. AlwaysSometimesRarely
6. I visualize the solution before speaking. AlwaysSometimesRarely
7. I am in control, relaxed, and calm when listening. AlwaysSometimesRarely

8. I use listening noises such as yes, gee, I see. AlwaysSometimesRarely
9. I take notes when someone else is speaking. AlwaysSometimesRarely
10. I listen with an open mind. AlwaysSometimesRarely
11. I listen even if the other person is not interesting. AlwaysSometimesRarely
12. I listen even if the other person is a moron. AlwaysSometimesRarely
13. I look directly at the person speaking. AlwaysSometimesRarely
14. I am patient when I listen. AlwaysSometimesRarely
15. I ask questions to be sure I understand the speaker. AlwaysSometimesRarely
16. I do not allow distractions to bother me when I listen. AlwaysSometimesRarely

GRADING INFORMATION

If you have mostly Always (14 to 16) you are an excellent listener. If you marked 11 to 13 statements as Always you are a good listener but could use some help in a few areas. If you marked Always for 7 to 10 statements, you are a fair listener. If you marked Always for 4 to 6 statements, you are a poor listener. Less than 4 indicates an extremely poor listener.

2) Listening Skills Test

The following are examples of test questions. The actual test is a) 20 minutes long, b) web-based, point and click c) self scoring, d) self-evaluating.

Respond to the following statements in terms of how often they apply to you.

Almost Never Most of the time

1 2 3 4 5

1. When listening to a speaker, I make eye contact:
2 I nod my head when in agreement with what a speaker is saying.
3 I shake my head or frown when I disagree with a speaker.
4 If I'm not sure whether I've grasped a speaker's point correctly, I summarize my understanding of what he or she has said, to confirm that I've got it right.
5 I fidget (play with hair, watch, pen, etc.) while listening to someone else's thoughts or ideas.
6 If I am bored or uninterested in what a speaker is saying, my mind wanders.
7 I daydream while listening to someone else's thoughts or ideas.
8 I shift in my chair or tap my feet when I listen to other people speaking.
9 I give my full attention if someone is talking to me.
10 When background noise interferes with my ability to listen, I block it out.

3) The last activity is a listening game in which a humorous tale about police investigating a crime is read, and then audience members decide whether the answers to 8 questions are fact, inference or false.

Abstract:
This program will have three or four activities that the audience participant will be able to use in life, as well as, in the classroom. Some of the information for this presentation will come from Strategic Communication (O'Hair, Freidrich, & Dixon, 2004); Communicating for Results (Hamilton, 2005); Communicating in Professional Contexts (Goodall & Goodall, 2005.)

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Strategic Communication (O'Hair, Freidrich, & Dixon, 2004); Communicating for Results (Hamilton, 2005); Communicating in Professional Contexts (Goodall & Goodall, 2005.)

A hands-on demonstration and discussion on using infrared handheld clickers (Personal Response System), and short motivational videos in a large-enrollment undergraduate science course for non-science majors

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Objectives:
A) Introduce and discuss the main problems associated with teaching large-enrollment courses.
B) Demonstrate hardware, software, and use of handheld clickers in the classroom using audience participation.
C) Demonstrate hardware and software for creating concept-driven motivational videos, and their effective use in the classroom
D) Discuss my personal experience, student feedback, and future directions on using this technology in the classroom

Intended Audience:
Teachers/professors at all levels and administrators of campus educational technology services

Activities:
As members of the audience enter the presentation room, I will hand out at random, approximately 28 individually numbered infrared hand-held clickers (Educue - Personal Response System). Attendees holding these clickers will represent the students in my classroom. I will demonstrate the software (Powerpoint plugin), and hardware (transmitters, receivers, and laptop), involved in using the clickers, involving actual audience responses. Throughout the presentation I will show how I use the clickers to keep my students focused and engaged in the topic. In addition, my presentation will showcase how I create and use my own very short concept-driven motivational videos as a tool for keeping students interested and excited in the course

Abstract:
One of the major problems associated with teaching large-enrollment courses is the difficulty in creating an environment suitable for active learning. Active learning, where students are genuinely and consciously engaged in the learning process, has been shown to be more effective in promoting the acquisition of knowledge and understanding of a particular subject than passive learning (Braxton et al., 2000; Butler et al., 2001). In addition, a large classroom where students are actually awake, paying attention, and interacting with the professor is always more enjoyable (by all involved), than one where students are bored, sleeping, or simply not present. This enjoyment factor will be a main topic of discussion during the presentation. The main

objective of this presentation is to interactively demonstrate my own experiences in developing an active learning environment in a large-enrollment classroom. These experiences include the use of infrared hand-held clickers and my own very short motivational concept-driven videos.

The course involved in this project is Botany 131, ìPlants, Humanity and the Environmentî, designed for first-year non-science majors, enrolling approximately 240 students per semester. After a brief introduction, I will describe the details involved in setting up the software and hardware used for using the clickers in the classroom as well as for creating and using my own short motivational videos. My discussion will focus on describing the techniques that actually work in my classroom, student feedback, and future directions. For example, attendance in my course has gone up from about 70% to about 93% due to the use of clickers, but performance in exams has not been documented formally. Preliminary data from my course suggests that even though actual exam grades did not increase significantly, in agreement with a previous report (Paschal, 2002), student attitude is very positively affected. I will finalize my discussion with an overview of how I use the clickers for evaluation throughout the course by recording of attendance, quizzes, and extra credit.

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Adult Learners in Postsecondary Institutions: Cases, Decisions, and Implications

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Objectives:
1. Explain the reasons for adult participation in postsecondary education and the complexity of decisions that faculty, administrators, and others must make concerning adult learners.
2. Identify, describe, and discuss case studies pertaining to student, faculty, institutional, and policy issues and adult learners.
3. Develop action plans to measure, evaluate, and improve campus climates for adult learners.

Intended Audience:
The audience for this session is the individual faculty member, administrator, or staff member in an institution that is adult-focused in its orientation. More specifically, practitioners and policymakers in institutions that are highly adult-oriented and moderately adult-oriented would most benefit from this session. These type of institutions are often confronted with numerous decisions as they attract, enroll, and educate multigenerational learners, and this session will provide rich detail on how to identify relevant issues (from student, faculty, institutional, and policy perspectives); analyze the facts; consider alternatives and implications; make effective decisions; and implement those decisions ñ all around the notion of effectively serving adult learners in a given institutional context.

Activities:
1. Presentation on adult participation in postsecondary education, including reasons for enrollment, barriers, needs and expectations, and institutional responsiveness.
2. Guided discussion on decision-making strategies for effectively serving adult learners.
3. Case study analyses, discussion, and synthesis on student, faculty, institutional, and policy issues impacting adult learners
4. Individual action planning for measuring, evaluating, and improving campus climates for adult learners.

Abstract:
This presentation discusses the myriad decisions that must be made concerning adult learners and their participation in postsecondary education. Since the 1970's, the number of adult students has increased substantially, and adult learners over the age of 25 now constitute approximately 40% of postsecondary enrollments (U.S. Department of Education, 2002).

From a teaching-learning standpoint, the research literature about postsecondary students has revealed significant experiential difference between students with traditional and nontraditional characteristics, and the needs for differentiated pedagogical approaches (Kasworm, 2003; Merriam, & Caffarella, 1991; and Tinto, 1987). The idea that pedagogies canóand shouldóbe associated with the developmental and other needs of learners is seminal in understanding how teaching and learning will occur as new populations enter postsecondary institutions and new technologies and practices are introduced. As student populations change, changes in scheduling, format, pedagogy, assessment, and learning objectives and outcomes are both predictable and inevitable (Barr and Tagg, 1995; and Tagg, 2003).

Thus, the case studies and other information presented and discussed in this presentation will address the complexity of decisions surrounding student, faculty, institutional, and policy issues. Discussions will center on what is known from a research perspective, and what can and should be considered from a practical implementation standpoint.

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Establishing and Enhancing Collaboration in Online Classes

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Objectives:
Participants will:

- understand the differences among collaboration and other group interactions
- develop strategies for adding and enhancing collaboration in their classroom
- develop strategies for assessing collaborative work and collaborative learning.
- list features essential for successful online collaboration tools.

Intended Audience:
Primarily faculty integrating collaborative learning activities into their classes.

Activities:
The session will alternate between the presentation of material and small group activities. The presentation parts will stress research on the nature of collaboration and the role that technology can take in enabling it. The group activities will focus on the nature of collaboration and the strategies available to instructors for enhancing it. Participants will leave with notes and materials that they develop to use collaborative activities successfully in their classes.

Abstract:
Collaborative learning has become increasingly popular as an instructional strategy in higher education. When combined with the upsurge in blended and online classes, the trend raises questions about to introduce and foster collaborative activities in online settings. It has become clear that simply putting students together into groups does not automatically ensure good collaboration (Hathorn and Ingram, 2002b), which is something that is likely true in either the online or the face-to-face environments.

As research and practice develop, however, various strategies for increasing collaboration among students have been proposed (Hathorn and Ingram, 2002a). These range from simply instructing students to collaborate and helping them understand what that means to providing tasks that promote collaboration, manipulating group size and composition, and others. The presentation will include many of these, including ones generated by participants in small group collaborations.

Once an instructor has established collaborative groups, given them a task, and received the results of the collaboration, issues also arise about how to assess students in these situations. Overall, it is possible to assess the product (e.g. a report that the groups develops in response to the task they were given), the process the group followed in creating the product (e.g. did the

group collaborate successfully, or did one person do all the work?), or the learning itself (e.g. did the collaborative project allow group members to learn more than they might have on their own?). Although most faculty are likely to be experienced in assessing student work and learning in their disciplines, they may be less skilled in assessing collaboration. One model for doing so is presented in Ingram and Hathorn (2004). It will be reviewed in the presentation and ways of applying it to specific situations offered.

Adding collaborative learning activities to an online environment also raises questions about the technology and how it affects group collaboration. Recently, we have begun researching different software for online collaboration and how it affects what people do (Ingram and Parker, 2003; Ingram, Pretti-Frontczak, and Parker, 2003). This presentation includes information about the different affordances of technological systems for supporting collaboration and how instructors can make decisions about which ones to use for different activities and learning outcomes.

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Fostering Socratic Dialogue with The List

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Objectives:
To provide instructors with an entertaining way to stimulate Socratic dialogue in the classroom.

Intended Audience:
This presentation will be of interest to instructors in all disciplines, though perhaps especially instructors in the humanities and social sciences.

Activities:
Participants in the session will play the role of students in class, writing lists, defending their choices, and criticizing the choices of others.

Abstract:
A talk show format from "The List" is adapted for the classroom. Participants will play the roles of guest/student.

References
None.

The Impact of a Community of Learners on Improving Critical Thinking in the Online Environment

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Objectives:
The objectives for this presentation are:

1) After a collaborative exploration of the Community of Inquiry Model as a practical tool for increasing critical thought among online students, participants will be able to apply the model processes to their own teaching.

2) Given a pictorial representation of a Community of Learners, the participants will be able to intrerpret and apply the functions of the model to improve critical thinking in their own students.

3) Following a review of the instructional techniques for improving critical thought, the participants will be able to use the applicable language to describe how a community of learners is necessary for improving critical thought among a group of online learners.

Intended Audience:
The audience suited for this presentation are current instructors/professors of distance education courses in college, technical/vocational, and university settings, faculty development officers, distance education directors/administrators, and anyone involved in the academic matters associated with online and distance education.

Activities:
This presentation will begin with an individual activity to help the participants begin to think critically. This activity will then be compared with a directed instructional strategy designed to improve and elevate critical thought. Following this comparison, there will be a brief powerpoint presentation highlighting the findings of a study designed to explore the effects of the Community of Inquiry on critical thought among a group of university level online learners. Opportunities will be provided to allow for interactive discussion of the model and its components. Next particants will be separated into small groups where they will engage in a

collaborative activity designed to help them apply the principles discussed. The session will end with a fun, reflective worksheet.

Abstract:
In the foreseeable future, institutions of higher learning will continue to explore the use of the Internet as a viable way to compliment and expand their academic offerings. It will be incumbent upon them to make certain that they do so in a manner consistent with their academic mission. Each institution and each instructor must critically assess the manner in which their computer-mediated course offerings are being developed, and delivered by their instructional staff. They will have to insure that faculty development programs incorporate appropriate training of instructional strategies and techniques which promote higher level critical thinking in the online classroom.

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National Board for Professional Teaching Standards:
A Framework for Professional Development

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Objectives:
At the conclusion of this presentation participates will be able to:

- describe and discuss elements of accomplished teaching.
- describe the five core propositions of the National Board for Professional Teaching Standards.
- develop a personal professional development plan utilizing the five core propositions.
- develop a frame for a teaching portfolio that focuses on providing evidence of being an accomplished teacher.
- discuss the significance of faculty professional development on learner achievements.

Intended Audience:
This presentation will be of interest to university faculty, especially new faculty, and administrators interested in promoting professional development.

Activities:

- Introduction: National Board for Professional Teaching Standards and the Five Core Propositions.
- Individual activity: What is accomplished teaching and how do you show evidence that you are an accomplished teacher?
- Small group activity: Utilizing the core propositions,
- identify specific professional development activities relative the five areas,
- develop the framework for a teaching portfolio to provide evidence of accomplished teaching.
- Large Group Discussion: Impact of accomplished teaching on student achievement.
- Conclusion: Implementing the National Board for Professional Teaching Standards in Higher Education

Abstract:
Faculty Development is focused at the improvement of the teaching/learning process through assisting faculty be better at what they do. The focus of the National Board for Professional Teaching Standards aligns very closely with the express purpose of the faculty development process. While the NBPTS was established to support the K-12 teacher its mission/purpose statement articulates expectations for all teachers through post-graduate faculty.

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.î

The NBPTS propositions provide a framework that can be utilized in developing New Faculty Orientation programs, experienced faculty continuous professional development programs as well as TA development programs. They provide opportunity for varied and multi-layered experiences that can be short term, long term, generic and discipline based. One of the outcomes of the NBPTS process is the production of a portfolio that provides evidence of being an accomplished teacher.

The intent of this participatory discussion is to focus at describing accomplished teaching, and, through the use of group activities, the development of a customized program that leads to providing evidence of being an accomplished teacher.

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Easy to Use Active Learning Techniques to Improve Student Learning and Satisfaction

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Objectives:
1. Present simple methods of implementing active learning techniques
2. Discuss how the job characteristics model can be used as a framework for selecting active learning tasks, as well as two other frameworks.
3. Have audience to discuss how they might implement these techniques into their courses.
4. Develop a plan for implementing one or more of them in their courses.

Intended Audience:
This presentation is appropriate for anyone who teaches at the college or university level and is interested in improving student learning and student engagement, regardless of mode of delivery (online, classroom, or hybrid).

Activities:
1. Have participants, based on their preferred framework and criteria of class size, ease of use, and the job characteristics model, select, active learning strategies which are compatible with their discipline(s).
2. Have participants develop an action plan for use in their classes
3. Have participants design a means of measuring the impact of these techniques on their students.

Abstract:
The presentation identifies multiple active learning techniques, and data indicating the students' reported impact on their behavior and attitudes. The techniques are as follows: background knowledge probe, classroom assessment quality circles, muddiest point, video analysis and review, pro-con grid, punctuated lectures, student generated test questions, self-assessment of ways of learning, content, form and function outlines, directed paraphrasing, focused listening, empty outline(Angelo & Cross, 1993), case studies (Meyers & Jones, 1993), and one minute paper (Weaver & Cottrell, 1985; Wilson, 1986).

Most discussions of active learning techniques are fragmented, which discuss specific approaches without a framework on which choice of techniques can be based. Frameworks based on a validated model for increasing motivation (Hackman & Oldham, 1975; Miner, 1984; Renn & Vandenberg, 1995; Cantanzaro, 1997)and on frameworks organized by disciplines, and by purposes of strategies, such as improving higher-order thinking skills, basic academic success skills, to name a few. (Angelo & Cross, 1993).

Priorities regarding the influence of students' learning preferences on selection of instructors' choice of techniques used are discussed (Hativa & Birenbaum, 2000; Sander, Stevenson, King, & Coates, 2000; Lee, McCool, & Napieralski, 2000; Zhang, 2004; Stevenson & Sander, 2002).

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Teaching Thinking Skills--It's a Cha Cha!

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Objectives:
Participants will:
1. Collaborate to solve a sequencing problem.
2. Describe specific problem-solving strategies.
3. Describe factors that make problem solving challenging.
4. Discuss how teachers can help students develop problem-solving skills and metacognitive strategies.
5. Discuss how teachers can help students develop strong habits of mind.
6. Review a model (CRTA) for the design, delivery, and assessment of focused instruction on thinking skills, strategies, and habits of mind.

Intended Audience:
The presentation is most appropriate for faculty members (and others) interested in designing and delivering focused thinking skills instruction.

Activities:
The presenter will begin the cha cha with a group problem-solving activity designed to facilitate development of problem-solving skills, metacognitive strategies, and selected habits of mind. After solving the problem, groups will be asked to reflect on the process by answering a series of written prompts prepared by the presenter. The presenter will facilitate a discussion and debriefing session. The presenter will conclude by introducing a model for the design, delivery, and assessment of explicit thinking skills instruction.

Abstract:
Educators throughout history have deemed the development of critical thinking skills to be an important goal of education. In today's information age, most educators regard improved thinking skills as essential for successful navigation in a rapidly changing world (Costa & Kallick, 2004; Eggen & Kauchak, 2004). Perkins and others (Perkins, 2004; Tishman, Perkins, & Jay, 1995) argue that educators should spend less time exposing students to knowledge and more time teaching students how to use knowledge, creating "thinking classrooms."

There is no universal definition of "critical thinking"; however, a good working definition is "reasonably, fairly, and reflectively deciding what to do or what to conclude" (adapted from Norris & Ennis, 1993). Some educators believe that thinking skills are domain-specific; however, Marzano and Pollock (2001) reported that empirical analysis of national standards for

all content domains identified six interdisciplinary thinking skills: identifying similarities and differences; problem solving and troubleshooting; argumentation; decision making; hypothesis testing and scientific inquiry; and use of logic and reasoning. Other educators have identified dispositions or habits of mind deemed essential for life-long, self-directed thinking and learning, such as: persistence; perspective-taking; and flexibility (Costa & Kallick, 2000; Ennis, 1987; Facione, Facione, & Giancarlo, 1998; Perkins, Jay, & Tishman, 1993).

Although the evolution of skillful thinking is a developmental process, it does not occur incidentally or as the result of maturation alone (Case, 1992). Research evidence indicates that many thinking skills and strategies are teachable and that instruction in thinking skills promotes intellectual growth and enhances academic achievement (Baum, 1990; Kuhn, Black, Keselman, & Kaplan, 2001; Kruger & Dunning, 1999).

Decisions about how to teach and assess thinking skills, strategies, and habits of mind are quite complex. Paul (1990; 2001) has described strategies for teaching dialogical and dialectical reasoning. Costa (2001) identified 16 habits of mind exhibited by effective problem solvers and has suggested ways to teach them. Beyer (1997) offered a comprehensive approach to whole-school thinking skills instruction.

The current work contributes to this body of knowledge a conceptual model for the design, delivery, and assessment of explicit instruction in thinking skills, strategies, and habits of mind by classroom teachers. The CRTA Model (Kassem, 2000a, 2000b), now revised, is applicable for instruction in domain-specific or general content areas and for students at all grade levels. The paper describes a specific application of the model to facilitate development of problem-solving skills, strategies, and habits of mind.

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How to Find Time, Institutional Support and Resources for Teaching and Learning

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Objectives:
The session will have two objectives. First, it will acquaint faculty with offices, individuals, and groups who can provide stipends, release time, and other support in the form of space, student help, and logistical assistance for teaching and learning. Second, the session will assist faculty in developing new approaches to building campus collaborations that lead to maximizing support for their teaching and learning activities, which in turn also leads to greater impact on student learning.

Intended Audience:
audience for this poster session will be faculty and administrators.

Activities:
Presenter will engage the audience of the poster session by tailoring responses to individual teaching and learning interests of attending faculty. This will be accomplished by providing faculty with suggestions for finding funds, release time or other support for their specific topic of interest.

Abstract:
Faculty with an innate interest in teaching and learning are not always aware of the myriad of individuals and offices on a campus that have a vested interest in the success of their instructional business in the classroom. On the surface it appears that a university is engaged in multiple tasks of teaching, research, service, and attention to financial solvency, government, business, society, etc. However, at the heart of every university the core business is that of learning and it ties together all who come under its umbrella (Rhodes, 2001). On careful scrutiny one wonders if this tie translates into universal support and resources for teaching and learning that are provided through all academic and non academic division of the university. Sometimes the support is clearly earmarked, and at other times the support can be leveraged when faculty frame teaching and learning issues of their choice into questions that can further the objectives of individual offices. Faculty are often willing to take risks and be innovative, and the key to finding resources for their interests is to identify champions on campus who share their passion and are willing to sponsor their activities that may become a catalyst of change for the university.

Beyond the department chair, dean's office, and the campus office for teaching and learning are many other organizational entities that sponsor teaching and learning activities. Since many of these activities are referred in different terms, it is essential to weed out differences in use of language so that the campus community can achieve common goals. Within Academic Affairs

the following offices/groups have resources that can be tapped into by faculty: Library, Office of Student Learning Assessment, areas preparing accreditation self-studies at the disciplinary or institutional level and offices conducting program reviews. Embedded in Academic Affairs are either permanent or ad-hoc groups working on instructional issues that span many disciplines and colleges with resources to support teaching and learning. Some such groups include individuals working on globalizing the curriculum, those involved with non-traditional instructional delivery, and groups supporting the success of non-traditional students. Additionally, there may be other campus constituencies who have come together for the purpose of promoting effective use of part-time faculty, or promoting interdisciplinary education and team teaching, etc. all of whom have an interest in finding entrepreneurial faculty to lead instructional exploration and change.

Campus administrators leading the Student Services divisions are in need of sparking the interest and professional curiosity of faculty whose teaching and learning exercises translate into more student retention. While the targeted investigation of a given pedagogical approach in one discipline does not account for greater campus retention, often it is possible for the Dean of Students to invite and support a number faculty, with similar interests to commit to improving instruction in their classrooms. In recent years innovations stemming from teaching and learning have lead to thematically based learning communities in which faculty from different disciplines have come together to deliver interdisciplinary curriculum. Student Services divisions also have an interest in supporting pedagogical approaches to facilitate deeper learning for minority and disadvantaged students. Other administrative areas like that of computing, advising, and even the architect's office have interest in effective teaching in the classroom, and, on occasion, can be persuaded to provide faculty support for teaching and learning.

Finally, numerous external agencies including the National Science Foundation, U.S. Department of Education, private organizations, state agencies, local organizations, and businesses provide support for curriculum enhancements and teaching and learning. This poster session will provide examples of funded projects for several of these areas.

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Writing the Ship: Establishing a WAC Program for a Nontraditional Student Focused Institution

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Objectives:
Attendees will learn about attributes of the adult-learner, academic culture and the teaching & learning of writing, Writing Across the Curriculum programming with nontraditional students

Intended Audience:
Academic administrators, writing teachers, content course teachers, student service administrators

Activities:
Powerpoint demonstration and discussion. Also, participants will engage in an example of WAC activity that can be used in content specific courses to illustrate the effectiveness of such activities. A handout with sample writing-to-learn activities will also be provided to participants.

Abstract:
We might wonder what has changed in the teaching of the humanities since the publication of William Bennett's report To Reclaim a Legacy: A Report on the Humanities in Higher Education (1984). Behind the scathing assessment rested the assumption that the literacy of students in higher education, both broadly and more narrowly defined, was in jeopardy. Not only were the humanities being emphasized less in college, but what was being taught, particularly with regard to writing skills, was not conducive to cultivating what a liberal arts education promises: a well rounded, critical thinking citizen. As Toby Fulwiler noted in "Writing is Everybody's Business" (1985), too much student writing at the time required only minimal engagement with learned material: note taking and homework exercises, what he called ìroutineî mental activity (21). Certainly such skills serve a purpose, but as Fulwiler stated, ìIt's really a matter of balanceî with thoughtful writing activities, and not just analytical essay writing, but what he identified as writing-to-learn activities (21).

If we presume that writing proficiency and critical reading is germane to cognition itself, then we realize that thoughtful writing activities, particularly coordinated within the context of institutional programming such as Writing Across the Curriculum initiatives, are necessary to promote student literacy. And the need for such programming is as pertinent as ever. According to a 2002 National Center for Education Statistics study, "The Nation's Report Card," between 1998-2002 high school seniors made statistically no gains in writing proficiency. This data

explains the litany of all-to-common laments of college teachers: Students can't write anymore. Writing skills are not taught like they to be. What am I supposed to do with this piece of writing? Of course, what instructors both inside and outside the English classroom lament is that college students seem underprepared and thus unable to meet even basic expectations for success in writing at the college level. As Linda Harklau writes, "The simple truth remains: many college students have difficulties that ìstem from a lack of prior instruction in the kinds of writing needed for academic domains" (3).

So, what has changed since Bennett's 1984 report? While many schools have adopted successful WAC programs to address students' need for literacy skills and appreciation for the humanities, many have not. And the very nature of academic culture has changedóand schools must first understand these changes and then address them. Significant in the New Academy is that the demographics of the student population are changing. According to the NCES, the fastest growing population of postsecondary students is the adult-learner. Called "nontraditional," this population now comprises 73% of all college students. Thirty-nine percent are 25 years-old or older, and the total percentage of nontraditional college students is expected to rise 9% by 2010 ("Special Analysis," 2002). These statistics reveal a dramatic shift in the population that postsecondary institutions now serve.

Academic programs and teaching pedagogies that once catered to traditional students must now be adapted to the new reality of nontraditional students. Such adaptation presents many challenges, however. Adult-learners are considered "at risk" for attrition due to their unique characteristics. In fact, over a three year span, 50% of nontraditional students are more likely to leave a postsecondary institution without a degree compared to only 12% of traditional students (2002). Not surprisingly, it is in the fundamental skill areas of math and writing that many students come to believe they cannot succeed in college. The problem of underpreparedness that Harklau notes, thus, is only exacerbated with the adult-learner, a student who may be reentering college after many years of being out of academia.

As a nontraditional student focused institution, the academic culture of my institution, International College, reflects larger trends in education. Some 97% of our 1,650 enrolled students are classified adult-learners, and our policies and procedures for operation are founded upon that fundamental fact. Our academic mission is to provide career-focused, practically-oriented academic skills to our students, so Liberal Arts functions in a supportive role for other programs such as Allied Health, Business, and CIT. Operating on a trimester system, our 15 week terms require that students attend classes only one day or night a week (for one class), but the class length is 3 hrs., 50 minutes. And all academic and student services are geared toward accommodating the nontraditional student's schedule, which often requires one to balance work and familial responsibilities.

What we haven't had at International College is a cohesive writing program to address student writing needs, as well as to develop an interdisciplinary appreciation of the humanities. As a Professor of English and Director of Academic and Professional Development Services, my role has been integral in supporting many academic initiatives and programs, including prior learning assessment, academic support, in addition to educating faculty on "Best Practices" for teaching adult-learners. One of my tasks over the last year has been to research WAC programs with a

goal of developing one for our institution. In developing our own Writing Program with me serving as Director of Writing, I had to address fundamental questions related to the role of the Liberal Arts program at International College: 1) How best can students develop an appreciation for liberal arts at an institution geared toward the "practical application of knowledge" where study of the humanities is emphasized less than career-oriented programs? And 2) How can we address our student population's writing needs?

In my Powerpoint presentation to ISETL members, I will share the challenges we faced at International College in developing a formal Writing Across the Curriculum program. In doing so, I will present characteristics of the nontraditional student, or adult-learner, and demonstrate the specific concerns with the academic culture at IC that we have attempted to address with the development of such a program. Then, I will show what we specifically implemented. The presentation will benefit participants at similar schools (technical colleges and community colleges, in particular), administrators interested in similar initiatives, and teachers of both writing and other content courses.

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In-Class Debates, Critical Thinking, and Interactive Learning

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Objectives:
The participants will be able to:
1. Identify potential benefits of using in-class debates
2. Identify potential detrimental effects of using in-class debates
3. Describe different debate formats
4. Describe different methods of assessing each student's performance in debates
5. Identify which debate format and assessment method he/she would select for his/her class
6. Identify possible topics that he/she could have his/her students debate in-class

Intended Audience:
This session will benefit faculty experienced in the use of debate as an interactive learning strategy as well as those who need to be more informed to do so.

Activities:
The participants will:
1. Create a list of potential benefits and potential detrimental effects of using in-class debates with a partner and then share those ideas with the whole group.
2. Brainstorm a list of various debate formats and methods of assessment for those debates. (Presenter's input to augment the brainstorming.)
3. Identify a specific debate format and assessment method most appropriate for his/her class and give the reasons why that would be the preferred format.
4. Create a list of possible debate topics with a partner and then share those ideas with the whole group.

Abstract:
Students learn in diverse ways; therefore it is important for teachers to utilize a wide variety of instructional strategies. A primary benefit of using debates is the interactive engagement of students. As one student said, "In most classes you sit around very quietly at a table and get lectured at. This was an opportunity to interrelate with the subject itself and let the lecturer stand back for a while; and let us actually teach each other" (Walker & Warhurst, 41). Debates follow Vygotsky's (1978) call for social interaction which leads the development of higher-order psychological functions as well as the development of critical thinking skills such as analysis. Speaking of the power of debate, one student said, "I will forever approach history textbooks with scrutiny rather than blind faith that the texts are true" (Musselman, 346). Debate demands the development of oral communication skills as well as awareness of one's own thinking which offers opportunities for metacognition development. Debates also offer the opportunity for

relevant topics which ordinarily might be absent from the curriculum to be addressed. Finally, debating opens opportunities for the development of empathy. As one student said, "When you went to the debate you listened to both sides of the argument, which I thought was the main strength of the debates, that you do see both sides, rather than just seeing it from one point of view. Lecturers tend to have their own opinion, so in this way we heard both sides of the argument" (Walker & Warhurst, 40).

Debate as an interactive instructional strategy has its opponents. Nancy Tumposky (2004) asserts that debates reinforce a bias toward dualism and foster a confrontational classroom environment. Most debates present only two views, and yet there might be multiple solutions. On the other hand with some issues there is only one defensible point of view. Additionally, Budeshemin & Lundquist (2000) state that if students are allowed to choose which side they will defend that their participation in the debate could just strengthen their existing beliefs rather than promote an objective analysis of an issue.

One solution to these objections to debates in the classroom is to consider a variety of debate formats óparticularly those which de-emphasize competition and enable more than two views to be considered. Musselman (2004) addresses the bias toward dualism by assigning two to three students to be conciliators. Two-thirds of the way through the debate the conciliators are to offer alternative or conciliatory positions to the two original, extreme positions. Quotes from two students illustrate that a dualistic mentality is not always the result. "In the end it's not always yes and no, it's always to find a middle way" and "You learned to see the grey, it's not necessarily black and white— you were aware of both sides of the issue" (Walker & Warhurst, 40). Debates as an interactive learning strategy enhance learning across diverse disciplines particularly in the areas of oral communication, metacognition, critical thinking, and empathy.

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Teaching Spiritual Diversity through Active Learning: The Meditation Experience

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Objectives:
1) Gain a basic understanding of active learning principles as applied to spiritual and cultural diversity.
2) Learn skills for applying active learning activities such as role play, written reflections, and responses in pairs to culturally sensitive course material.
3) Become knowledgeable of ways to engage students in culturally sensitive course content and handle potential classroom problems.

Intended Audience:
Faculty
Those interested in teaching and learning culturally sensitive course content

Activities:
In addition to short didactic presentations, participants will be invited to engage in role play, brief written reflections, responses in pairs, and large group discussion. These activities will demonstrate the application of active learning principles to culturally sensitive course material.

Abstract:
As a guest lecturer on religious meditation practices in a course titled Spiritual and Religious Dimensions of Social Work Practice, I sought to engage students in the actual process of meditation. Lecturing or otherwise sharing information about diverse meditation practices did not adequately convey the meditation experiences (Gardiner, 1994; Perry & Smart, 1997). Yet creating an active learning environment that would remain respectful of diverse religious traditions remained a challenge (Weimer, 1996).

Although students sign an agreement that they will act in a manner that is respectful of differing religious traditions (Canda & Furman, 1999), the experience of meditation itself can elicit many intense emotions with which students may be unaware. Such emotions need processing in a safe environment that will not cause injury or cross appropriate educational boundaries into therapy.

In the revised course design (Meyers & Jones, 1993; Pintrich, 2003), students learn about meditation practices through short didactic presentations and video clips of differing religious rituals. Students are offered the opportunity to experience the meditation practices of a selected religion in a group setting. While the experience is a role play, students have the option of actively participating in the event. Afterwards, students take a few moments to write a reflective paragraph on their internal experiences of the event. In pairs, students take some time to share

their reflections as well as listen to the other student's experiences. This time is crucial as students often report an intense need to share their personal insights. When students return to the large group, they share selected items from their reflections and paired discussions such as something that surprised them or something new that they learned about themselves. Members of the group are then able to reflect on larger issues including their insights regarding practitioners of this form of meditation, their culture, worldviews, and implications for social work practice.

After using active learning exercises, I find that students have an increased respect for diverse religious traditions. Some students report a continuing interest in meditation or other religious rituals after the class. Many students regard the class experience as a life-expanding event.

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"How am I doing? Feedback systems for student teams."

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Objectives:
To explore the various issues that arise when students are asked to provide peer feedback to their student teams, as well as look at various feedback systems that might be used. Several different feedback techniques will be shared and participants are asked to share their best practices.

Intended Audience:
This workshop is intended and appropriate for any teacher or practioner who use teams as an integral part of the instructional process.

Activities:
Short presentation on the importance of feedback as a teaching and learning tool in team based classes followed by demonstration of various feedback techniques, then sharing of feedback best practices from participants.

Abstract:
Feedback is defined as information individuals and groups receive and use to modify themselves. In Patrick Lecioni's book The Five Dysfunction of a Team he presents an interrelated model that addresses dysfunctions that can keep teams from reaching their full potential. In order for teams to develop into functioning performance teams they must work through these five dysfunctions. These dysfunctions are arranged in a hierarchical order whereby as each dysfunction is worked through it provides the basis for the elimination of the next one. An effective feedback system is critical to the team working through the dysfunctions in order to develop into an effective team. The dysfunctions are as follows:

1. Absence of Trust
2. Fear of Conflict
3. Lack of Commitment
4. Avoidance of Accountability
5. Inattention to Results

Teams can be considered a open system whereby several individual parts must work together in order to accomplish their assigned task or function. Like most systems the parts of the team are interrelated and receive feedback to modify themselves. Effective feedback needs to be of two kinds in order to accomplish this: task feedback about the task activities and technical competencies of the group, and team feedback about the group's interaction and members relationships, communication, cooperation, and coordination. Honest and open feedback in any

team is difficult enough but in student teams there is more reluctance to provide constructive feedback and therefore teams are often slow to develop.

I have used various feedback systems in six years of teaching a team's class. These systems range from simple paper/pencil evaluation forms to integrated feedback exercises with students providing anonymous feedback statements to each other, to a web based system called the Team Learning Assistant from McGraw Hill. Each system has it advantages and disadvantages and finding the right system for the team learning experience is often done through trial and error. Through demonstration of these various techniques and through sharing of beat practices participants will be able to have variety of techniques to choose from for their own classes.

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The Development and the Application of Problem Based Learning (PBL) Teaching Techniques Across Disciplines

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Objectives:
At the conclusion of the presentation, participants will know:

- how to develop an interdisciplinary faculty team to support individual faculty efforts of PBL development.

- how to enlist institutional support and resources to promote and encourage PBL development
- how to promote continual feedback from other faculty during the PBL through regular meetings.
- how to apply PBL in the classroom as a student centered, interactive teaching learning techniques.

Intended Audience:

- Faculty interested in creative and practical teaching and learning techniques.

- Faculty and administrators who are interested in faculty development and have resources to financially support this development.

Activities:

- Interactive presentation of a PBL development model using the principles of PBL during the presentation

- Brief presentation and discussion of individual PBL projects to provide audience information on actual application of PBL in the classroom followed by a question and answer session

- The presenters will use an interactive white board (SMART Board) for their presentation to demonstrate how educational technology supports problem-based learning in the classroom.

Abstract:
Although problem-based learning (PBL) has been an important pedagogical tool in the sciences for some time (Dolmans and Schmidt, 2000), only recently have the humanities started to benefit from the PBL process (Newman, 2004). Rhem (1998, p.1) asserts that "the list of reasons includes the fact that PBL ends up orienting students toward meaning making over fact collecting." Problem ñbased learning is a teaching model which motivates students, encourages cognitive development and promotes both collaborative learning and critical thinking. In support of PBL, Perrenet (2000, p.3) says that lecturing provides "little concern for the students ability to reason or their self-learning skills." Barrows and Kelson, PBL experts from the SIU School of medicine go further and define it as "a total approach to education, not merely a technique." Walton and Matthews (1999) also support PBL as a general education strategy.

The interdisciplinary faculty team will demonstrate how PBL, which is learning from working with real-life problems, engages students in active learning and working cooperatively by discussing their own classroom experiences using PBL. The presentation will show how faculty interested in using PBL methods in their classrooms can find support, access to institutional resources, learning opportunities, and a forum to solve problems they may experience in their effort to incorporate PBL into their classrooms. The presentation will endeavor to stimulate audience interest in PBL as a learner centered pedagogy which upholds the principles of active learning (Wood, 2004).

John Cavanaugh, vice provost for Academic Programs and Planning at Delaware places PBL among the "learnings" this way: "Imagine a family tree: Active Learning would be at the top. Cooperative/Collaborative would be a subset of that, and I see PBL as a subset of Coop/Collab based on cases. All forms of group work don't center on cases; problem-based groups do" (cited in Rhem, 1998).

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The New Way for Online Knowledge Sharing:
The Strategies and Principles of Creating Interactive E-Books

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Objectives:
The main purpose of this paper is to focus on creating interactive e-books to build critical and creative knowledge networks among diverse learners in distance education systems. Besides, the strategies and principles of interactive e-books based on constructivist learning theory will be discussed and analyzed in this study. The pedagogical dimension and producing process of e-books can affect the design of interactive e-books. Accordingly, given sub-purposes will be also discussed in this paper:

1. to encourage e-providers and e-designers, to plan, develop and implement interactive e-books, provide them with real-life experiences, ideas, opinions and discussions on designing constructivist learning milieus in distance education,
2. to make more efficient invention and decrease costs, build up infrastructure for archiving scholarly multi-way and multi-level e-texts and e-contents for diverse learners,
3. to create open and flexible virtual knowledge milieus, modify constructivist thoughts, feelings and actions, and
4. to include multiple and diverse areas of educational concerns, juxtapose conceptions, practices, ideologies and epistemologies to investigate opposed definitions and visions of interactive e-books, and
5. to explore the power of interactive e-books in distance education, envision a new way to create constructivist e-contents by recognizing existing contributions and predicting future potentials.

Intended Audience:
This study allows the researcher to explore and discover the strategies and principles of interactive e-book based on constructivist learning theory for two reasons: First, increasingly academic institutions from all over the world are beginning to offer graduate level education courses online, and e-books are still the major educational materials of these courses. Secondly, creating interactive e-books is relatively new phenomena, which is far beyond pdf files. The reflections, therefore, toward designing interactive e-books are very important to establish online learning communities. Finally, the findings are also extremely valuable for companies to develop new software to create interactive e-books easily and effectively.

Activities:
- Share ideas and experiences on creating an interactive e-book,
- Show an interactive e-book demo, which is created based on the principles and strategies of constructivist learning theory

- Discuss with the audience on the demo version of the interactive e-book,
- Interact with the audience how to build a democratic e-learning milieu with creating, and knowledge networks among online learners via these kinds of interactive e-books.

Abstract:
Introduction

Book as a major educational material, has been used extensively at the all levels of distance education systems since at the early 1960's. The major characteristic of these traditional books is a printed material, which provides only one-way interactivity or non-interaction in class-based works for individual learning. However, technology-based learning in the information age started to change the way people designed distance education systems with interactivity. No idea characterizes distance education systems in the 1990's, as does interactivity, which has three key etiquettes (Robin, 1994): 1) providing quality in learning, 2) clearly defining standards based on purpose and 3) supporting communication among designers, learners and resources. Moreover, to create multi-way interactivity in distance education systems, the impact of cutting-edge technologies such as the Internet, the Web etc. on distance education has becoming much noticeable for the last two decade.

Although distance education designers must pay enough attention to utilize e-book to create open and flexible learning settings with multi-way and multi-level interactivity, most of them just convert these printed books to pdf files and call them as ìe-booksî, which support one- only way interaction. With the Internet and new computer technologies, however, we can create easily real interactive e-books, which can be valuable in distance learning milieus ranging from schools, colleges and universities, from commerce and industry to public sector organizations. Distance programs, therefore, can provide more flexibility and openness, and easier accessibility to knowledge as well as better higher-order thinking skill improvements than pdfñbased books, which always supports one-way interactivity.

Purpose

The main purpose of this paper is to focus on creating interactive e-books to build critical and creative knowledge networks among diverse learners in distance education systems. Besides, the strategies and principles of interactive e-books based on constructivist learning theory will be discussed and analyzed in this study. The pedagogical dimension and producing process of e-books can affect the design of interactive e-books. Accordingly, given sub-purposes will be also discussed in this paper:

1. to encourage e-providers and e-designers, to plan, develop and implement interactive e-books, provide them with real-life experiences, ideas, opinions and discussions on designing constructivist learning milieus in distance education,
2. to make more efficient invention and decrease costs, build up infrastructure for archiving scholarly multi-way and multi-level e-texts and e-contents for diverse learners,
3. to create open and flexible virtual knowledge milieus, modify constructivist thoughts, feelings and actions, and

4. to include multiple and diverse areas of educational concerns, juxtapose conceptions, practices, ideologies and epistemologies to investigate opposed definitions and visions of interactive e-books, and
5. to explore the power of interactive e-books in distance education, envision a new way to create constructivist e-contents by recognizing existing contributions and predicting future potentials.

Theoretical Framework

The theoretical framework in constructivist philosophical basis for building virtual communities allows online designers to create designing interactive e-books in distance education and enables online learners to understand problems and perspectives from the real world. With the e-activities of interactive e-books, virtual educators and learners engage an open-ending meaning that there is no prescribed approach or solution. Therefore, the tasks they must perform must be generative to build knowledge (Bonk, & Cunningham, 1998). In this case, virtual learning is an active process of obtaining, evaluating and producing knowledge whereas e-book is a dynamic, social activity and goal-oriented process in learning. Therefore, we are all practitioners and work together to embrace the constructivist perspective to design, deliver and evaluate e-books.

To help virtual learners better read, listen, understand, and remember knowledge and information, critical thinking skill improvements with interactive books increasingly important in the educational development of learners in formal and informal learning milieus. Moreover, engaging them in critical thinking skill activities with interactive-books requires these learners to become active participants in the construction of knowledge, rather than passive receptacles for information delivered by the course developer or educational medium (Jonassen, 2000).

Critical thinking with interactive e-books can be easily incorporated into a constructivist classroom to support learners in being producers of their own knowledge. In this constructivist milieu, learners can work on complex projects, synthesize knowledge to build their own understandings, learn skills and concepts, and use them to solve real world problems by collaborating with others. Also, these e-books follow from a constructivist theory of learning with suggested subject matters to become meaningful and understandable.

Method

This is an ongoing action research, which utilizes both qualitative and quantitative data to provide detailed information to the researcher for analysis. The combination of this method helps the researcher to generate new perspectives and stimulate new directions in data analysis. The combination of the methodologies is to strengthen this study design and to provide triangulation. Therefore, the researcher overcomes the intrinsic bias that can come from single methods.

This study has taken a grounded theory approach to allow the researcher to explore and discover the strategies and principles of interactive e-books based on the constructivist learning theory to share knowledge online. Therefore, there is a twofold consideration in this study: First, increasingly, online designers in Colleges are considering creating interactive e-books in distance education systems. Secondly, creating interactive e-books to online knowledge sharing

opportunities represent relatively new phenomena at higher education. As a result, there is a lack of theoretical or empirical research on this topic. Before entering the study, therefore, the researcher tends to analyze the research data inductively rather than to prove or disprove a hypothesis. The main focus in this study is: 1) to investigate and understand the strategies and principles of designing interactive e-book based on constructivist learning theory, and 2) to expound on this study participants' perspectives and interpretations rather than researcher imposed categories.

This case, also, is chosen for a couple reasons: First, this study is exploratory in order to allow insights to emerge from a recursive data analysis process. The research variables are highly complex and extensive. Additionally, the research data are very dependent on context and needs to be collected in its natural environment without controls and manipulations. Second, this case will examine the phenomena in depth in its natural context by focusing on a specific case.

Research Setting

During the Spring Semester of the 2003-2004 school year, the researcher established an online community via a messenger group, and made an announcement about her research by posting a message via online professional listservs to find participants voluntarily involving this research. The participants' Colleges have been offering classes online (in various degrees, i.e. enhanced or completely online) approximately five years. The faculty and learners in these higher education institutions were chosen for three major reasons: First, the current faculty have been strongly interested in using the cutting-edge technologies as educational tools to make possible communication between regular class sessions. Second, the most of course curriculums in these Colleges have included both computer-based learning activities into classroom and Web-based learning activities. Finally, the majority of learners in this study have been considering the idea of taking courses completely online in the near future.

Research Participants

In this study, there are two groups as participants: 1) Totally sixteen online faculty (seven females - 5 experienced, 2 new users and nine males - 6 experienced, 3 new users); and 2) totally fifty online learners (twenty three females - 16 experienced, 7 new users and twenty seven males - 21 experienced, 6 new users). There are totally 66 participants from six different programs (Curriculum & Instruction, and Special Education, Marketing and Management, Social Sciences and Humanities) in three different Colleges (Education, Business and Art & Sciences) from two different countries voluntarily participate in this study. All participants were identified for the surveys and interviews according to their willingness to participate the study. Besides, all online faculty and learners in this study answered the online survey, and also participated the online individual and focus group interviews. In addition, they took weekly logs about their online experiences at the open and distance learning milieus during the school-year.

Data Sources

In these research, there are six different data sources: 1) an online survey (how to design an interactive e-book for online learners) distributed to all online faculty and learners, 2) individual

semi-constructed online interviews lasted nearly 30 minutes each and conducted with all online faculty and learners, 3) semi-constructed focus group online interviews with all online faculty and learners, 4) the bulletin board messages from online faculty and learners, 5) individual weekly logs of all online faculty and learners, and 6) online observations done by researcher.

Data Collection

The participants in this study were asked individually to read and sign the informed consents form, which described the research in detail. After signing the informed consent forms, the researcher handed out a survey to the research participants. This survey has three main sections: 1) the ten demographic questions; 2) a five-point Likert type scale with twenty questions and 3) five open-ended questions.

The main instrument of data collection in this research was the interview protocols. Therefore, the open-ended interview questions are designed to collect and analyze data on creating interactive e-book based on the strategies and principles constructivist learning theory. Each interview's questions were developed and modified according to investigating the focus of this study. Online individual and focus group interviews were held with all participants online. Each interview lasted approximately 30 minutes in length. Although all interviews were logged, the researcher wrote notes that summarized the major points of each session, and also she has been following a careful data management process to ensure high-quality accessible data and documentation of data collected. For these reasons, the researcher regularly recorded and systematically stored qualitative data on computers and videocassettes. The data has been indexed for easy and consistent retrieval. Researcher daily kept all bulletin board messages from online faculty and learners during the Spring Semester of the 2003-2004 School Year. On the bulletin board, online faculty and learners shared their experiences and feelings about creating interactive e-book based on the strategies and principles of constructivist learning theory. Moreover, all participants were asked to keep individual weekly logs during the Semester. Finally, researcher observed all online activities of the participants on the messenger during the same period. Therefore, researcher gathered information in detail about participant online experiences in their courses and daily lives.

Data Analysis and Discussion

The analysis of designing interactive e-book based on the strategies and principles of constructivist learning theory is ongoing process, that began at the end of the Fall 2003 semester and will continue through the final written report. The data analysis process in this study is analytic and recursive to inform further decisions on data being collected. It also is restructured, flexible and open to the discussions with the stakeholders and reviews of related literature.

During the data analysis procedure, the researchers briefly followed these steps given in a logical order:

1. transcribed each online individual and focus group interview, observation and individual log, and
2. identified patterns and themes,
3. analyze the survey,

4. triangulate the qualitative data and reported the results in descriptive and narrative form together, and
5. provide a framework to design interactive e-book based on constructivist learning theory. Content analysis of this study indicated that both online faculty and learners have unique ideas and opinions, and establish design strategies and principles for interactive e-books.

Conclusions

The data analysis is a still ongoing process. Researcher finally transcribed all data from the different sources, and now defining patterns and themes. Up to now, however, this study shows that the key points of creating interactive e-books based on the strategies and principles of constructivist learning theory provide online faculty and learners with reliable and regular technical, pedagogical and administrative supports to build knowledge online networks among learners from the world. In addition, encouraging and motivating faculty and learners to take advantages of knowledge sharing online is also a necessary measure to insure effective utilization to create interactive e-books (Wills & Becht, 1997). Besides, an important step in creating interactive e-books is starting with explicit definitions of the roles and responsibilities of online faculty and learners in virtual milieus.

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Making a Difference through Assistive Technologies:
A Study for Building a Knowledge Network for Divers Learners

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Objectives:
The explosive popularity of technology integration into Special Education programs has been growing since the last decade. Using technology as an educational tool has a great potential to not only reinforce, but also enhance teaching and learning environments in Special Education. Therefore, technology has been become one of the most crucial media for learning and teaching by providing new rich learning experiences for students at these programs. Technology is also having an enormous impact on faculty and students on many college campuses. Presently many colleges have invested heavily in technology and its applications. With the rapid growth and increasing accessibility of technology, many Special Education programs are now offering different kinds of technology-based courses to their students (Brush, 1993). The explosive popularity of technology integration into Special Education programs has been growing since the last decade. Using technology as an educational tool has a great potential to not only reinforce, but also enhance teaching and learning environments in Special Education. Therefore, technology has been become one of the most crucial media for learning and teaching by providing new rich learning experiences for students at these programs. Technology is also having an enormous impact on faculty and students on many college campuses. Presently many colleges have invested heavily in technology and its applications. With the rapid growth and increasing accessibility of technology, many Special Education programs are now offering different kinds of technology-based courses to their students (Brush, 1993).

Intended Audience:
Special Education Professionals and Teachers, and Online Learning Designers

Activities:
- Sharing the findings of this qualitative study with the audience,
- Present ideas, experiences and opinions from the real-life experiences on assistive technologies,
- Collaborate with the audience on how to design more effectively assistive technologies for diverse learners.

Abstract:
Introduction

The explosive popularity of technology integration into Special Education programs has been growing since the last decade. Using technology as an educational tool has a great potential to not only reinforce, but also enhance teaching and learning environments in Special Education.

Therefore, technology has been become one of the most crucial media for learning and teaching by providing new rich learning experiences for students at these programs. Technology is also having an enormous impact on faculty and students on many college campuses. Presently many colleges have invested heavily in technology and its applications. With the rapid growth and increasing accessibility of technology, many Special Education programs are now offering different kinds of technology-based courses to their students (Brush, 1993).

Technology-based classes have potential to provide global learning milieus that allow students and instructors from around the world to communicate with each other. In other words, technology has opened new ways of learning for everybody around the globe. As a result, traditional educational methods and activities in Special Education programs are changing rapidly. As college classrooms start to employ technology for education, the face of education begun to change. Technology, however, cannot automatically help students and instructors to improve their learning and teaching styles. Technology itself is just an electronic data source. Like any instructional design, using and integrating technology as an educational tool into Special Education Programs must include instructional theories and design model, as well as educational strategies.

Using and integrating technology into Special Education programs requires that instructors must redesign and revolutionize their learning and teaching environments carefully. Technology-based instruction is an important medium for delivering instruction and addressing a variety of learning styles. Consequently, learning and teaching environment must be redesigned based on learner-centered rather than teacher dominated learning. Today, this trend can be observed in many university environments in the world. However, it is not easy to create well-designed technology-based instruction. Design, integration and evaluation play crucial roles to develop effective technology-based educational milieus. Three main areas for design, integration and evaluation of technology into Special Education programs: 1) network structures; 2) social interactions and collaborations; and 3) the attitudes and behaviors of students and instructors as individual learning outcomes.

Cornell and Martin (1997) indicate challenges that not only students but also instructors in technology-based classes affect their attitudes and success use of technology. They list these challenges as: 1) degree of collaboration among students and instructors; 2) degree of interactivity among students, and between the students and the instructors; 3) the amount of difficulty in using technology; 4) the ease access to technology; 5) content level delivered or present via technology; and 6) communication abilities of students and instructors. It seems that faculty and students in Special Education programs in Turkey, face with similar problems. Despite the astounding growth of technology-based education on campuses, the majority of college students and faculty in Special Education Programs at this moment fear about using and integrating technology. Some of them ignore the capabilities of technology-based classes. Many of students and faculty fail to realize how to take advantage of technology. Being a student or an instructor in the information age is exciting, but very difficult.

Becoming the principal users of technology, students and instructors in Special Education programs must embrace technology-based classes and make it a part of their learning cultures. Therefore, they can feel comfortable by not only using technology as an educational tool but also

integrating it into their daily learning and teaching activities. Even though there is great interesting the use of technology in Special Education programs, there are not enough studies on the attitudes, expectations, and beliefs of either college students or faculty towards technology-based classes in Turkey. While many researchers are currently focusing on the design and implementation aspects of technology-based education, some studies in general education show that there is little positive effect in the classroom. It is obvious that we immediately need more scientific findings and results on not only the students' but also faculty's attitudes toward technology integration in Special Education programs. This research seeks to begin to fulfill this need.

Research Method

The overall study design is action research that describes the particular phenomenon of the attitudes and expectations of students and faculty in Special Education program towards technology use and integration into Special Education program. The main goal of this study was to analyze and describe not only students' but also faculty's attitudes towards technology in regular college classrooms. This study described and explored a single case during two semesters (Fall 2002 ñ Spring 2003) in Special Education program in the middle Anatolian State University. The researcher has been working in the same program since 1990.

Action research was chosen as an appropriate qualitative research method for this research for a couple reasons. First, this study was exploratory in order to allow insights to emerge from a recursive data analysis process. The variables in the site of the research were highly complex and extensive. Additionally, the research data were very dependent on context and needed to be collected in its natural environment with no controls and manipulations. As an interpretive multi-method approach, action research allowed the researcher to use inductive logic, designing categories, themes and patterns without control and manipulation in the natural research setting Second, an action research examines the phenomena in depth in its natural context by focusing on specific cases. The phenomena have many aspects. Action research, therefore, selects a focus for the investigation. In this research, the phenomena were the attitudes and expectations of students and faculty in Special Education towards technology use and integration into their curriculum. Finally, this research has three major purposes: 1) produce detailed description of a phenomenon, 2) develop possible explanations of a phenomenon, and 3) evaluate the phenomenon. This research covered all these three purposes. It was descriptive due to providing extensive descriptions, patterns and themes of the phenomenon in its natural context. To understand the nature of the phenomena within its natural setting, this study also developed possible explanations by investigating the phenomena of the students' and faculty's attitudes toward technology use and integration in Special Education programs.

This study took a grounded theory approach to allow the researcher to explore and discover the students' the students' and faculty's attitudes toward technology use and integration in Special Education programs for two reasons: First, today, different academic institutions offer undergraduate and graduate courses via technology-based classes which are relatively new phenomena in Special Education programs. There was a lack of theoretical or empirical research base on the topic of the students' and faculty's attitudes toward technology use and integration in Special Education programs have yet to be well researched. Only a few researchers have focused

scholarly attention on investigating or working in this field in Turkey. Finally, before entering the study, the researcher tended to analyze the research data inductively rather than to prove or disprove hypotheses.

The main focus in this study was: 1) to obtain investigate, and understand and the insiders' views towards technology use and integration in Special Education Programs in Turkey, and 2) to expound on this study participants' perspectives and interpretations rather than on researcher imposed categories. The grounded theory in this study was the best appropriate approach, because it allowed the researcher to make sense of collected disparate data by doing a bottom-up rather than a top-down analysis. Grounded theory is important for this study to understand and elucidate the empirical world of the phenomenon studied. In short, action research and grounded theory approach in this study helped the researcher produce a detailed description and explanation as well as evaluation on technology use and integration in Special Education program in Turkey.

Research Site

This research was conducted at the Special Education program in the College of Education of a large Middle State University where many professors have been integrating the technology into their curriculum. These professors are also embracing technology as an educational to bring new ways of accessing, using and discussing not only information but also knowledge to their students. Using and integrating technology in Special Education program, however, is a new issue in Turkey. For that reason, students and faculty collaborations in this program are very important to implement a very successful curriculum development process.

Purposeful Sampling and Participants

The main purpose of this paper is to provide real-life examples for the assistive technology, which are used to enhance preservice teacher-faculty partnerships in special education. Therefore, a framework developed by the researcher show the needs, expectations and strengths of preservice teachers as they interact with special education professionals regarding the academic and social progress of the children with special needs in the learning milieus. In this study, technologies in the College of Education and how they fit into developed framework will be discussed as well. The availability of technology to preservice teachers and faculties in the College of Education is crucial to make decision about what technologies provide collaborative educational settings for the preservice teachers and faculties.

This is an ongoing action research. The researcher has been working with the preservice teachers and the faculty in the College of Education for the last decade. The College of Education of the one the biggest Middle Anatolian University attempts to develop motivated and committed preservice teachers and faculties in the Special Education Program. In keeping with its continuous progress goals, the preservice teachers and faculties in the Special Education Program at the College of Education instigate an effort to use and integrate the role of technology. As preservice teachers and faculty in the Special Education Program, by expanding our focus, we, together, have to rethink and redesign our Special Education Program to support National standards, and to enhance assistive technology for the people with special needs.

This study utilizes both qualitative and quantitative data to provide detailed information to the researchers for analysis. The combination of this method helps the researcher to generate new perspectives and stimulate new directions in data analysis. Through purposive sampling techniques, the 50 voluntary preservice teachers from senior classes and 10 faculties in the Special Education Department at a large Middle Anatolia State University are selected as participants. The 50 preservice teachers and 10 faculties were asked individually to read and sign the informed consents form, which describes the research in detail. The researcher also strongly emphasize that she is interested in studying the needs, expectations and strengths of the preservice teachers and faculties toward the use and integration of the technology in their Program. These total 60 participants in this study were asked to fill out a pre-survey given at the third of the Fall Semester-2002. They will be also asked to fill out a questionnaire given the second week of the Spring Semester-2002 and a post-survey given at the fifth week of the Spring Semester-2002.

The purposeful sampling design should describe minimum samples based on determined purpose and anticipated results of the research. Purposeful sampling must be selected information-rich cases whose study will illuminate the questions under the study. This is the logic and power of the purposeful sampling for study in-depth. From the purposeful sampling, toward the end of the third week of the Fall Semester-2002, twelve preservice teachers, six female and six male participants in the senior classes, and six faculties, three female and six male, in the College of Education of this University will be chosen for the interviews. These twelve preservice teachers and six faculties will be identified for the interviews according to their pre-survey scores. Four preservice teachers two faculties will obtain very low scores about their needs, expectations and strengths toward the use and integration of the technology whereas four teachers two faculties will have moderate scores toward the use and integrate technology and the last four and two will have very high pre-survey scores about their needs, expectations and strengths toward the use and integration of the technology.

The main instrument of data collection in this research will be the interview protocols. The researcher in this study will interview with twelve participants from the senior class and six faculties in Special Education Department of College of Education at the fourth week of the Spring Semester-2002 and at the tenth week of the Spring Semester-2002. All interviews will be taped-recorded. Also, the researcher will take paper-pencil notes consisting primarily of major points during both focusing group sessions. It is estimated that each focusing group session will last approximately 60 minutes.

To provide the credibility issue in this study, the researchers adopt a stance of neutrality with regard to the phenomenon, preservice teachers experiences, perspectives and expectations on the use and integration of the technology. In other words, they will not try to prove a specific perspective and manipulate the data from the different sources. This study is exploratory in order to allow insights to emerge from a recursive data analysis process.

Based on the data collected from different sources in this study, the researcher will finally develop a framework to use and integrate assistive technology into Special Education Program of the University in Turkey.

Developing Research Instruments and Data Analysis

To investigate preservice special education teachers' and Special Education faculty's experiences, perspectives and expectations technology use and integration in Special Education program in Turkey, the pre-survey was modified during the pilot studies by the researcher. She handed out a paper-pencil pre-survey to the students in a traditional class session, and the participants were asked to fill out the survey into the class or after the class. Also, the researcher asked her colloquies to fill out the pre-survey in person. All students and faculty as well as the researcher in Special Education program of the university cordially chose to participate at this study.

This research has been operated within an action research approach. The analysis of the students' experiences, perspectives and expectations on use of technology in Special Education has been ongoing process which was started at the Fall Semester-2002 trough written the final report.

The data analysis process in this study was analytic and recursive to inform further decisions on data collected. It also was pre-structured, flexible and open to the discussions with the stakeholders and reviews of related literature. The pre-survey scores of the students were analyzed to find out students' experiences, perspectives and expectations on use of technology at the beginning of the course, and then used to identify and select the interview participants. To make precise statements about the data from the pre-survey, frequency distribution was used in this study. . The survey consisted of three demographic questions and twenty questions regarding students' and faculty's attitudes toward technology use and integration in Special Education program. The three demographic questions provided more background information about the participants. The twenty questions were designed based on a six-point likert scale which does allow a fairly precise estimate of where a person stands on the underlying attitudinal dimensions.

Pre-survey was a confirmation survey to assess the extent to which participants hold similar beliefs, share specific constructs or exhibit comparable behaviors. Furthermore, this quantitative instrument in this study provided replication of the study and comparison of the result with other researchers

The researcher followed a careful data management process to ensure high-quality and accessible data; documentation of data collected, and associated after the study was complete. For these reasons, the researcher regularly has recorded and systematically stored both qualitative and quantitative data into the researcher's computer. She recorded each collected data on the floppy diskettes and CD-ROMs every day as well as printed out each datum twice and filed them into separate folders.

Analysis and Discussion

The present study addressed the following main research question: What are the attitudes and expectations of students and faculty in Special Education program towards technology use and integration into Special Education program? The results of this study provide in detail descriptive analysis and discussion of students' and faculty's attitudes toward using and

integrating technology in Special Education program as a function of their experiences & computing skills.

The researchers decided to look at the students' and faculty's technology experiences and computing skills (such as anxiety, nervousness and self-efficacy, etc.) that might affect their attitudes. Therefore, it is indispensable to begin with an overview of students' technology experiences and computer skills. The answers to the research question need to be placed in context. Thus, twenty items in the pre-survey provided the data regarding the students' previous technology experiences and computing skills.. The surveys consisted of 20 items for which students were asked to rate technology experiences and computing skills on a six-point likert scale. Values from 1 to 6 were assigned to the six-point likert scale: Strongly Disagree (SD)=1, Disagree (D)=2, Barely Disagree (BD)=3, Barely Agree (BA)=4, Agree (A)=5, and Strongly Agree (SA)=6.

Conclusions

As individual learners, students in the Special Education program enjoy studying with technology, because it is a new learning setting for them. Also, technology as an educational tool is different from other instructional media, because it is interactive and collaborative. Students define technology as an interesting way to share and exchange ideas and course information with not only their classmates but also faculty. Moreover, they prefer to be contributor learners rather than passive ones when using and integrating technology in Special Education program. For this reason, technology-based class provides two-way communications in this class.

The majority of students and faculty in this study prefer to collaborate with each other not only in the classroom but also off-the class to integrate technology into Special Education curriculum. These students and faculty feel very comfortable if they interact with each other via technology, although they are unfamiliar this type of new technology-based two-way communication. Additionally, the students in this program are not scared of making mistakes when collaborating with their students. The students or the instructor in Special Education program think that they have to communicate with the parents who have children with disabilities. Finally, not only students but also faculty strongly indicate that they do not have information about their chancing roles in technology-based class. They indicated that they urgently need technology-based pedagogy training courses.

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Bringing Your Research into the Classroom: Inquiry at all Levels

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Objectives:
Participants in this session will:
- gain an understanding of how large research-intensive institutions are supporting faculty,
- share their own views of what constitutes "research" in their fields, and
- learn different ways to bring research and research-based activities into their own courses

Intended Audience:
The session will be of interest to faculty and administrators who are interested in embedding research into the curriculum of undergraduate courses with the goal of encouraging students to explore and engage in further research.

Activities:
This session will include discussion and engage participants in some of the activities that are used in the InSPIRE Academy.

Abstract:
Today's college graduates are faced with a myriad of challenges upon entering the workforce. The Boyer Commission Report (1998) challenged America's universities, specifically its research universities, to capitalize on the strengths of their faculty and develop ways to bring research and research-based experiences into the classroom. The Great Expectations Report (AAC&U, 2002) furthered Boyer's findings by calling on higher education institutions to re-examine their current educational practices, paying greater attention to creating ìlearning-centeredî environments that challenge students to engage in critical thinking, inquiry, and problem solving activities.

At Penn State, we are responding to these challenges by creating more widespread opportunities for students to learn about research and creativity, engage in discovery, and apply their understanding both in and out of the classroom. Through scientific research and the creative arts, faculty members routinely make new discoveries and disseminate their findings. The goal is to leverage this excellence in research to enhance undergraduate education. To achieve this goal, the Schreyer Institute for Teaching Excellence has developed and implemented a faculty development program called the InSPIRE (Integrating Scholarship, Performance, Innovation and Research Experiences) Academy. The Academy is a competitive program designed to capitalize on faculty research strengths and help them integrate one to several different inquiry-based approaches into their teaching.

The program consists of a series of four workshops and working sessions designed to take faculty through the design and assessment process and give them the opportunity to see ëbest practices' from other faculty in similar and dissimilar fields. Institute staff members that specialize in instructional design and assessment lead the sessions. Each session uses a guided approach to model the inquiry process (Bonstetter, 1998) and engages Academy Fellows in activities designed to help them analyze, design, and develop inquiry-based strategies and assessment techniques for their courses. Throughout each workshop, Academy Fellows receive one-to-one consulting during the activities from graduate assistants trained in the instructional design and assessment process. These consultants continue to work with Academy Fellows for three semesters after the completion of the Academy in order to assist with further changes and to assess the impact of the new activities on student learning.

Since the Academy began in spring semester 2004, twenty-five faculty members in disciplines ranging from Chemistry to Metal Arts have participated in the program. Feedback on the program has been positive and InSPIRE fellows have reported that the follow-up support has been beneficial in helping them rethink the way they plan, prepare and design their courses. Therefore, if you are interested in bringing your research into your classroom and engaging your students in activities to enhance inquiry, problem-solving, and critical thinking, attendance at this session is a must. Attendees will learn the specifics of the Academy and be given the opportunity to engage in some of the activities that are used as part of the Academy sessions.

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Playing to the Audience: How to "Spin" Your Presentation for Different Learners in K-12, Higher Education, and Business & Industry

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Objectives:

- Participants will understand and appreciate the differences among K-12, Higher Education, and Business and Industry audiences.
- Given a variety of scenarios, participants will role-play as educators and learners from different sectors, using a rubric to adjust instructional materials for differing audiences.
- Participants will discuss presentations they have given to audiences from different sectors, collaborating to identify additional considerations for instructional design.

Intended Audience:
An appropriate audience for this presentation would include faculty and instructors, instructional designers, and those interested in the design adjustments for presentations to be given to different audiences.

Activities:
Presenters will begin by asking for input from participants who have given presentations to a variety of audiences. This will be followed by a brief presentation/lecture to familiarize the audience with some of the differences in K-12, higher education, and business and industry audiences, as well as the presentation design considerations for each type of audience. Participants will then break into groups and be assigned a role to play in an instructional design scenario. Finally, the groups will share their experiences and observations to facilitate transfer for all workshop participants.

Abstract:
The worlds of K-12 education, higher education, and business and industry differ drastically in terms of purpose and goals, basic values, and contextual features (Davidson-Shivers, 2002; Durzo, 1981; Knowles, 1977; Richey & Morrison, 2002; Stolovitch, 1981; Tasker & Packham, 1993). Frequently, educators find themselves faced with the challenge of giving a presentation to audiences in several of these sectors. Successful instructional presentations are designed with consideration to the audience, and this requires that the presenter consider the context with which

the audience is familiar. Tessmer and Richey (1997) state that "successful instructional designs must be, to some extent, situation-specific. Effective instruction is context-rich," (p. 89) accounting for the learners' immediate and future environments and organizational structures. Contextualizing the instruction to the environment of the learner "makes abstract concepts more concrete, promotes understanding and retention, as well as facilitates reinforcement and transfer of training" (p. 90).

In addition to context, successful instructional designs are also developed with consideration of the audience's culture. Thomas, Mitchell, & Joseph (2002) argued that "culture is central to meaning making and cognition in general and that instructional designers must, therefore, incorporate culture into the systemic [integrated, holistic, and multidirectional] design of instruction" (p. 42). Thomas, et al. (2002) proposed that a cultural dimension be added to the traditional ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model of instructional design. This cultural dimension encourages the presenting educator to reflect on his or her cultural biases, to interact with the audience during the design process, and to consider his or her own thoughts, beliefs, attitudes, desires and feelings toward the cultures represented in the instruction.

In addition to consideration of the context and culture of the audience, educators who must present to a variety of audiences benefit from the use of a rubric to adjust their material to different learners. The form of the presentation, as well as the examples provided throughout, must be developed with the audience in mind ñ what they are used to, what they expect, what will interest and motivate them, and what they will understand.

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Touch Pad Technology: Bringing the College Classroom Alive!

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Objectives:
1. Participants will engage in a presentation using touch pad technology.
2. Participants will explore utilization of Touch pad technology as a pedagogical method for active student learning.
3. Participants will identify various resources for implementing touch pad technology in the college classroom.

Intended Audience:
University/College faculty & administrators, University/College information technology staff

Activities:
Presenters will engage participants through the active use of touch pad technoloyg. A powerpoint presentation integrating touch pad technology will demnonstrate the various ways of utilizing touch pad techonology in the classroom.

Summary data of the implementation of touch pad technology at the University of Cincinnati College of Nursing will be shared.

A handout on various web resources will be available to participants for further information regarding hardware, software and implementation strategies.

Abstract:
An interactive presentation will engage participants in a demonstration of the technology while exploring with them the various possibilities for classroom use as well as anecdotal reports of implementation of this technology into teaching pedagogy. Use of touch pad technology had its origins in medical education and business arenas, but this has more recently been applied to general college classroom use (Copeland, et al., 1998). As students have become more accustomed to interacting with technology, they readily adapt to using technology in education and classroom participation.

Development and dispersion of this technology for classroom use is supported by Everett Rogers 'Diffusion of Innovations' theory (1995). There is limited evaluative literature on the use of this technology. Currently being implemented into the College of Nursing pedagogy at the University of Cincinnati, the presenters are collecting data which will be shared at the conference on student and faculty experiences using this technology.

In any classroom setting professors face many challenges. One of the challenges of teaching is to develop strategies that encourage students to actively think during lectures. When engaged in a presentation, students become active learners and begin to develop critical thinking skills.

Personal response systems promote an interactive classroom environment for professors and students (Robertson, 2000). In a typical classroom, the professor speaks and the students listen. The professor may ask questions for student feedback, but this feedback is usually given by only a few students. Assessment of learning in the classroom is limited to random testing. Learning is optimized when it is an active process, and there are different methods that promote active learning. One innovative method of engaging students in the classroom is through use of a personal response system (PRS).

With a PRS, every student is able to interact with the professor during class; all students can respond anonymously to specific questions without fear of an incorrect answer. Students become active participants and active learners in this process by pressing the appropriate key on an individual hand held remote, similar to a TV remote control, in response to questions. The results of all student responses are then displayed in graph form which gives immediate feedback to the students and the professor. In this way retention of information is maximized. Using this system, students can assess their own understanding and their attention is maintained through interaction with the professor and with each other as they compare their responses to others in the class.

Faculty are able to periodically assess learning during the presentation. By asking questions during a computerized presentation such as power point, the professor can clarify and expose misconceptions, engage and focus student attention and challenge critical thinking, enhance retention of information and assess student mastery of content.

With feedback to posed questions, the lecture can be adjusted to meet student learning needs and give immediate feedback, thus developing a learning module according to student needs.

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"Eleanor's" Extreme Makeover: A Light-Hearted Approach to Serious Curricular and Pedagogical Implications of Alternative Teaching and Assessment

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Objectives:
To introduce wary faculty to student-centered teaching.
To identify strategies which characterize transformative power of alternative teaching and assessment in the general education literature course.

Intended Audience:
All faculty interested in (but wary of) alternative teaching and assessment in general education courses.

Activities:
Active learning strategies for session participants:
Visual metaphors: participants mold PlahDoh to demonstrate diversity issues; participants assist in "extreme makeover" of life-size paper doll to reveal curricular and pedagogical issues associated with alternative teaching and assessment; individual art activity to reveal "perspective" of alternative teaching and assessment.
Brief lecture; much discussion.

Abstract:
Whether in the traditional classroom or in the virtual classroom, alternative teaching and assessment strategies enliven the educational atmosphere and engender learning among all participants. Based upon the principles espoused by Peter Seldin, David Lazear, Marcia Magolda, Deanne Bogdon, Robert Marzano and others, several years ago, the presenter embraced alternative teaching and assessment which expanded widely practiced "lecture/quiz" and "read, write, discuss" teaching modalities. Adapting her curriculum to alternative assessment strategies in a general education literature class (and more recently in online business communication class) put her at risk by relinquishing long held control over students' processing of course material. Like so many of her colleagues, she believed herself responsible for teaching specific information so that her students' accountability and her own were never in question. Alternative assessments also compromised her students' notion of "college classes." Typically, students expected to sit idly in their desks, take copious notes from lectures, memorize facts and perform accordingly on prescriptive, predictable examinations, and write papers. So that students would more actively engage the literature and slosh around in its permeability, the presenter adopted alternative teaching and assessment strategies. Her goal was to create a "community of helpful learners" (reminiscent of John Winthrop) wherein all participants -- students and instructor alike -- would be members of an imaginative contemporary community of

learners and teachers. This consideration meant that, ideally, students and instructor would teach and learn from one another drawing upon their individual expertise. Central to her purpose was to build an infrastructure for the community by validating students' contributions to learning, situating learning in students' own experience, and defining learning as a joint construction of meaning. This meant that the presenter trusted her students to be capable learners who could determine much of what was important to learn and to make their learning a result of their initiatives instead of her control. Like Cecil Clark at Brigham Young University, the presenter exerted her authority (not to be confused with authoritarianism) "by believing in the students . . . and by designing tasks that help students learn." The presenter's experience taught her that nationally and locally sanctioned "read/write/discuss" modality could, indeed, crescendo into a chromatic "read/write/speak/teach/learn/share" fugue.

This light-hearted interactive session asks participants to assist in "Eleanor's" extreme makeover, to envision alternative teaching and assessment strategies for their own classes, and to leave the session invigorated with sample assignments and shared knowledge.

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The Love Letter as a Perfect Argument

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Objectives:
To give students hands on practice at writing a well structured, clearly focused argument. This assignment helps tackle several of the main difficulties that most first year college students come across in their essays: repetition, unlcear organization, understanding their audience, where and why to break up their paragraphs/sections, how to create a complete introduction, how to use evidence to back up each claim, and several others.

Intended Audience:
Anyone who teaches writing or who wants a simple assignment that will demonstrate to students the proper and most succesfull way to present an argument.

Activities:
We will go through the creation of the letter, how the ideas are presented, and beging writing our own letters during the presentation.

Abstract:
It is no secret that most college students have an incredibly hard time with the structure of an essay. They seem to feel that if they follow the old adage ("Tell 'em what you're gonna tell, then tell 'em, then tell 'em what you told 'em"), then they will get repetitive. (Where would they get that idea?) The exercise presented in this workshop was born out of the idea that telling someone "I love you because you're funnyz' is different from "I love you because you're loyal," which is different from "I love you because you can always make me smile." These are all very different statements, but they all add up to one larger central idea: I love you. This is the beginning of the Love Letter as the Perfect Argument.

The workshop will focus on how to move from this beginning through the exploration of many other major essay issues that this assignment can be used to address, such as: recognizing when you're repeating your claims, not proving them; the effects of knowing your reader; the importance of having a clear message that you want your reader to believe by the end of your piece; the proper use of body paragraphs; the real purpose of an introduction; the best approaches to opening and closing an essay. This exercise in writing a love letter gives them ownership of their ideas, and it shows them that the reason they need to add certain elements is not to please a teacher, but to have the deepest and most convincing impact on their reader. If they care about what they are saying, they find it fairly easy to say it, and they start to see the actual purpose of some of the conventions they've been told to follow.

The Love Letter assignment can be adjusted to emphasize nearly all the major elements of writing a good essay. And it may be the first time in many students' education that they are writing something that they truly want to say and something on which they are the ultimate experts. Throughout the rest of the term, it is possible to use this ìperfectî essay as a template for their more complicated works, and since they've all now written a tightly structured, solid essay, we can simply ask them to make any of their current essays ìlook more like the Love Letter,î and this can really help them see what we mean.

The session is designed to provide the details of the assignment and to discuss it strengths and applications to the classroom.

Connecting the Dots: How imagination can save our lives

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Objectives:
This is a workshop based on the power of drawing connections between different texts and current ideas or issues we face in our own lives. There are several goals: to develop students' critical thinking and reading skills; to help empower students' voices and give them the authority to make claims about texts and about the world without worrying about "getting the answer right"; to help strengthen students' writing skills, as all the of thoughts that they come up with will need to be expressed through the written word; and we also want to show them that there is "meaning" all around them-- these students will learn how to make meaning of the various stimuli in their lives. In short, the goals are to develop reading skills, thinking skills, and writing and reasoning skills.

Intended Audience:
The primary audience would be those who teach college writing, particularly those who emphasize critical thinking.

Activities:
We will hand out excerpts from varied texts and take the audience through the process of drawing critical connections between them and creating a classroom-style discussion. We will also go through the process of how we turn these ideas into possible essay topics, and even the most effective ways of organizing all of these thoughts into one coherent piece.

Abstract:
As students become more and more discouraged from developing their own notions of everything from what the grapes symbolize in The Grapes of Wrath to an informed view of ethics and morality, we believe that helping them develop the ability to draw critical connections between academic texts holds the answer to unlocking the greater ability to think individually and to apply these thoughts to the world around them and make that world a better place. In addition, since English composition is essentially their introduction into ìcollege thinking,î developing the skills of analysis, critical inquiry, synthesis, etc. gives them the tools to get the best possible education out of their future classes.

The workshop presents a hands-on experience, helping students develop and refine their inductive reasoning abilities along with their abilities to imagine possibilities. It begins with examination of two texts, for example, Martin Luther King's "Letter from Birmingham Jail" and Plato's "Allegory of the Cave," and a demonstration of how to encourage students to draw philosophical/thematic connections between them. One connection the students might see is that Plato's civilization of cave dwellers is not much different than the "peaceful" city of Birmingham in the 1950s, as described by Martin Luther King. Both are made up of people who are perfectly willing to continue with their lives as they are, but both are unaware of the great injustice that operated below the surface. By making connections students make meaning for themselves using inductive reasoning. From this connection, students begin to see connections to the real world, and we encourage this. We ask them to find a unifying message that both Plato and King share. Perhaps it is, when you know that the status quo all around you is hurtful in the long run, you must break free from it, and you must try to free the others along the way. (This is clearly only one of many major connections a student could draw). The workshop goes on to ask the following questions: How can the students' imaginations have a practical impact on the world around them (especially since they have been told for nearly 12 year that it has no practical application)? Is there a current issue where they see a group of people as living in Plato's cave or King's Birmingham? Who are they? What are there misconceptions? What would Plato and King tell them if they were alive today? Now the student must embody these two thinkers and take on their composite voice.

Next, we examine what happens if we add a third piece of writing. Through this process, we help the students narrow down the thematic thread that ties the works together, with the ultimate goal of helping each student discovering an idea that he or she feels the need to share with others. Now our job as writing instructors comes alive as we struggle to help them through the process of saying what they want to say in the most articulate and convincing way.

The ideas lie idly in those books upon those shelves. Through their imaginations our students can bring them to life by drawing connections, by realizing what is happening in and around them, and hopefully by finding a voice with which to say something that we all need to hear. In addition, students learn how to make meaning of the various stimuli in their lives. Though learning how to think inductively and practicing it, students learn how to 'connect the dots' while including the subtle nuances of the world they have already constructed, correcting their 'meaning.' The workshop examines and explores how to help students make all of these onnections and their implications.

This ability to connect ideas, we believe, is imagination in action, the primary goal of our writing program. We will use a sixty minute interactive workshop to give conference attendees an example of our inductive thinking strategies.

References

Martin Luther King, Jr., "Letter from Birmingham Jail"; Plato, "The Allegory of the Cave."

A Play on Words

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Objectives:
1. to provide a proven game plan for active learning in the writing classroom
2.to provide a platform for discussion of other means of engaging students in the writing process, such as the writing of short stories, poetry, journals, etc.
3.to provide knowledge of a writing classroom activity that introduces students to real world outcomes of the writing classroom.
4. to provide a discussion of how this activity will enhance their own classrooms.
5. to provide a discussion of the importance of peer accountability in this activity and across the curriculum.
6. to provide actual participation in active learning by role playing from the perspective of students writing a one-act play.

Intended Audience:
The presentation will be of interest to those who are teaachers of writing who seek out unconventional, innovative ways to engage students in the writing process while improving their writing skills.

Activities:
Through the act of role playing, participants will become more aware of the active learning process from the perspective of their students, and, as they step out of this role, they will be better equipped to direct students through this process with this insight and to help them gain confidence in their writing ability and recognize the satisfaction of a positive writing experience through this mode of active learning. There will be discussions concerning the problems incurred in the activity and how they can be solved in different classroom settings.

Abstract:
In my English 1102 classes, we move through the genres, reading and writing our way through fiction, poetry, then drama. When approaching the segment on drama, I often scramble for ways to engage my students without them becoming overwhelmed by the task of reading plays or being bored silly in the process. In consideration of this problem, I have sought out answers to my questions on how to better facilitate the appreciation of drama in the writing classroom. Upon reading "Learning: Creating Excitement in the Classroom," I knew I had a clue to the answer: "They must read, write, discuss, or be engaged in solving problems" (Bonwell and Eison). My strategy became very clear: I needed to make them active participants in the writing of their own play. They would certainly be reading, writing, revising, and discussing the play's content, and each aspect of writing the play would present a need for problem solving skills. In consideration

of this new information, I decided to challenge my students beyond their comfort zone, requiring them to write a one-act play and then present it to the class. After reading a one-act play from their texts, we discussed the elements of a well-written play and how the students could incorporate that information into the writing of their own one-act play. The students have been very enthusiastic and have worked beyond the classroom. Using a noted active learning strategy, I am having them keep journals, recording their participation, thoughts, and feelings throughout the writing process (Fink). Their last entry will be a final statement on what they have learned through the meta-cognitive complexities presented in this assignment, addressing how they have better connected with the genre of drama and now, having done so, have a greater appreciation for and understanding of the art form. In this endeavor, students begin to "understand visually, graphically, and orally the whole world of team work in writing and 'performance'--again transferable skills of the utmost importance. You are letting students explore dialog--the type of inner dialog more experienced writers gain, but which takes novice writers so much longer to learn on their own (you are speeding up this leaning curve)" (Wallace).

Earlier this spring, Dr. Eric Hobson and I had talked about the positive aspects of active learning in the writing classroom; he and I had discussed many ways to add integrative learning into the classroom setting. I'm sure he will be very pleased to hear about this "writing as active learning" assignment in my writing classroom. He is absolutely right that active learning enhances students' abilities, not only in the writing classroom, but across the curriculum. My students have done a brilliant job of doing what they need to learn.

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“My Jeopardy Dream Board” or “What I Didn’t Do on My Summer Vacation”: Reconsidering the Personal Essay

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Objectives:
To encourage students to write better, more honest personal essays and to teach a variety of rhetorical modes through the guise of the safe ìpersonal essayî format.

Intended Audience:
This presentation is geared toward composition instructors as well as anyone who may use the personal or narrative essay as an assignment.

Activities:
The presentation will describe the “Jeopardy! Dream Board” assignment and ask participants to create, discuss and write their own dream boards using a variety of rhetorical modes as a way to introduce themselves and show what is unique about them.

Abstract:
Imagine being a contestant on “Jeopardy!” and seeing before you six categories whose questions you could answer with no problem, categories that most other people would not know anything about -- for instance, “Eighties Hair Bands” or “Seinfeld Lines.” These categories show how you are unique, define you in opposition to other people and reveal much about who you are. In your first essay for this class, describe your Jeopardy! dream board. To do so, you may use a variety of rhetorical modes to express your very self." Inspired by Douglas Coupland who in his book, Microserfs, introduces characters by listing their dream boards on Jeopardy! this personal essay assignment asks students to describe their dream boards on Jeopardy! as a way to reveal who they are. The dream board approach forces students to steer clear of the mundane and trite and focus on what is really unique about them, and in turn they produce, better, more honest personal essays.

From Snickers to Substance: Parody as a Pedagogical Tool

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Objectives:
This session seeks to:

- Define parody and consider characteristics of parody.
- Analyze the pedagogical value of parodying established works in a variety of fields across the curriculum
- Provide the audience with the means of determining the value of parody.

Intended Audience:

- Instructors who are looking for effective ways to make their material more accessible to students.
- Instructors who are looking for effective pedagogical tools for getting students actively involved in their learning.

Activities:

- Viewing multimedia presentations and hearing explanations of parodies in art and in other fields.
- Working in small groups to analyze parodies and to determine their pedagogical value.
- Having participants discuss parodies in their own teaching or in their fields of specialization.
- Creating parodies in groups.

Abstract:
Since its origins before Aristophanes, parody has been traditionally characterized as a literary form, specifically as a satiric imitation of the style or content of a literary text (Dane, 1988). It now, however, has extended applications, referring to spoofs of established works in any number of areas, not just literature and the arts. To some scholars, parody's ironic nature encapsulates the prevailing temperament of our times. Indeed, Rose (1993) and Hutcheon (2000) have positioned parody as the predominant postmodern genre. Chatman (2001) argues against burdening parody with "an overly expansive definition" and sees value in distinguishing it from

related forms such as irony, satire, and travesty. Regardless of its definition, parody has universal appeal because it enlightens as it entertains.

Educators value parodies for the insights that these usually playful imitations provide into established works in their disciplines. In exploring the effective use of parody in the classroom, this presentation will begin with several parodies from art history and then proceed to examples from across the curriculum. In so doing, the presenters will consider several questions: In what way does a parody clarify the meaning or the virtues of the original work? Does a humorous parody make the subject matter more accessible and attractive to students even if it does not facilitate learning the specific material that is parodied? How much knowledge of the material is necessary for someone to benefit from parody? The presenters intend for these and other questions to help participants recognize the realistic possibilities of parody for teaching in their disciplines.

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Growing the Root of All Evil for Personal and Professional Empowerment

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Objectives:
At the conclusion of this presentation, the participant should be able to:
Identify personal and professional growth opportunities in investment clubs
Understand how to start an investment club
Identify teaching enhancements to be gained from starting and being involved in an investment club.

Intended Audience:
All conference attendees

Activities:
60 minutes. We will initiate the presentation with a short description of Boiler Bucks Investment Club, including recommendations for starting a club for your department/school/college, why we started it, and the individual and group learning that has occurred. Activities will include a personal financial planning workshop, as well as demonstrations of research tools using publicly accessible online computing. Short discussions concerning risktaking, interesting areas for research, and literature surrounding the topic will be held by presentation members. We will conclude with a brainstorm about participant use of this method in their personal and professional lives.

Abstract:
"Give me a fulcrum and a big enough lever and I can move the world." I am sure you have heard this adage many times in your geometry or physics studies, but it holds true for your assets today. Allow me the liberty to define leverage as using what you already have to provide greater opportunities in the future. And this is the very purpose of The Boiler Bucks Investment Club. Ten people meet on the second Wednesday of every month to pool resources (each invests $50/mo into the club), knowledge (research assignments based on sharing what we know with members), and attitude (no one is as smart as all of us!!) for the education and betterment of the group.

Benefits of Investment Clubs
New investors - learn to invest for the long-term, investing small amounts each month while following a proven methodology
Experienced investors - sharpen skills, uncover new opportunities and build knowledge
Club members - take the knowledge gained each month and apply it to their personal portfolio
Investing with others - minimizes risk while learning valuable lessons with others (Janke, 1998)

Whether you are an experienced investor or a complete novice, there are many educational reasons to get involved in an investment club.

If you are a new investor, there is no better way to start investing as the stock market can be a daunting place for a lone investor. In a club situation, risks are shared as you are pooling your subscription as part of a group. Better, more sensible decisions tend to be made collectively as you share your knowledge with others. You may have no knowledge about the stock market itself, but you will certainly have knowledge from your work, your hobbies or just life in general which will mean that you have expertise of a particular industry, company or service to contribute to club meetings - and your confidence will soon grow.

In our particular case, we are academics that teach in a leadership program. Our club experience takes the form of a learning lab, with all group members being involved in the dynamics of the research, testing real theories while engaged in decision making involving the often emotional topic of money! Your group will form in its own way and the resulting benefits will be varied and will, most certainly, be greater than merely financial.

The secret of investment club success is that every member becomes involved in finding out about the companies that may be chosen for the club portfolio (Gerlach, 2002). It's no use

leaving it to the others, the job of finding out these facts must be shared. That way you are contributing effort as well as opinion. It is this pooling of knowledge, as well as resources and money that is the beauty of an investment club and makes it a relatively risk free way to get involved in the stock market and to learn more about yourself. And no one learns more than the teacher!

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Using the prinicples of universal design to promote inclusive instruction

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Objectives:
The audience will:
Increase their understanding of the principles of universal design for instruction

Collaborate with group members to develop inclusive instructional strategies using the principles

Evaluate and reflect on the principles and how they can be used in their own classes

Intended Audience:
The presentation is appropriate for faculty and administrators who are interested in learning more about designing and achieving an inclusive instructional environment.

Activities:
Explanation of the principles of universal design for instruction

Description and discussion of faculty members' instructional activities that implemented the principles of universal design

Participation by the audience in hands-on, small group activities to apply the principles to instructional scenarios

Abstract:
The student population in postsecondary education is becoming increasingly more diverse and includes more students with disabilities, more students of color, more nontraditional-aged students, and more part-time students. As the college population grows and changes, the instructional imperatives change as well. Faculty and administrators alike are looking for more effective means to meet the learning needs of this diverse population (Scott, McGuire, & Shaw, 2003).

Some educators and administrators are using the concept of universal design, a concept that originated in the fields of design and architecture, to design and implement instructional strategies appropriate for a broader range of learners. Scott, McGuire, & Foley (2003) examined the ideas on universal design from the field of architecture and extended them to the design of classroom instruction. They developed the 9 Principles of Universal Design for Instruction as a framework for faculty to use to achieve some of the same purposes that was originally accomplished in the physical environment ñ the design of products and environments to be usable by all people to the greatest extent possible.

One of the primary goals of using the principles of universal design is to be able to build the inclusive elements of instruction into the planning phase and anticipate as many diverse instructional needs as possible. Although the use of the principles of universal design to plan and implement inclusive instruction is only in its beginning stages, faculty members across the country have begun to report on the use of the principles as a helpful way to ìthink throughî their instructional activities before and while they are planning them. Continued practice, dialogue, and faculty and student feedback will help to expand, refine, and validate the use of the principles for effective classroom teaching (Scott, McGuire, & Foley, 2003).

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Strategies to encourage active listening during student presentations

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Objectives:
To increase the audience's knowldege of strategies to increase active learning during student presentations
To stimulate discussion of this topic

Intended Audience:
This presentation is open to any faculty member that believes student presentations are a valuable learning experience for the presenter and for the class

Activities:
I will discuss some strategies that I use to encourage active listening. I will pass out examples of these strategies. I will encourage the audience to provide feedback on my ideas. I will also encourage the audience to share their strategies to increase active listening during student presentations.

Abstract:
The importance of active listening in the learning environment has been the subject of numerous research investigations. There is now even a journal dedicated to listening (International Journal of Listening). In this area of research one can find numerous strategies to encourage active listening (Janusik, 2002). Some of the well-known techniques include such things as; the one-minute paper, the muddiest point, share/pair activities, etc. (Faust & Paulson, 1998).

One area of active listening that is less well-known, but still important is encouraging active listening during student talks. The primary reason why most faculty require oral presentations over written assignments is to develop students' oral communication skills. However, a secondary goal of student presentations is that students will learn from their classmates. To accomplish this secondary objective requires that students actively listen when they are not presenting. Too often during student presentations, I found other students ìtune outî. The purpose of the presentation is to present some strategies to encourage active listening during student presentations. I will present numerous strategies ranging from "weak attempts" to encourage active listening (e.g., telling the class that they can ask questions when the presentation is complete) to moderate strategies (e.g., collecting feedback from the class regarding the student presentation) to strong strategies (e.g., grading students' analysis of the presentation). Additionally, I would like to hear from the audience their ideas to encourage active listening during student presentations.

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There's Something About Mary:
A Problem-based Learning Approach to Academic Motivation

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Objectives:
a) Participants will utilize and develop their problem-solving skills as they work together to identify Mary's motivational "problem."

b) Participants will be able to explain Mary's motivation using theories of academic motivation.

c) Participants and presenters will engage in a discussion of college students' academic motivation and the beliefs and behaviors associated with particular types of motivation.

d) Participants will be able to explain how different dimensions of instruction could encourage certain types of motivation.

Intended Audience:
College professors/instructors from any discipline, especially those concerned with issues related to students' academic motivation.

Activities:
Phase 1: Participants will be introduced to a college instructor's dilemma concerning a Mary, a student in his class. The problem will be introduced by a short written description.

Phase 2: Participants will work in small groups to form questions they would like to ask the college instructor about the given situation.

Phase 3: Participants will ask the college instructor the questions they have formulated.

Phase 4: In small groups participants will discuss possible explanations for Mary's behavior.

Phase 5: Participants and presenters will engage in a whole group discussion about possible explanations.

Phase 6: Presenters will discuss participants' explanations in light of current research on and theoretical approaches to academic motivation, particularly achievement goal theory (Ames, 1992; Dweck & Leggett, 1988). Presenters will also facilitate a discussion on how certain dimensions of instruction/structures of the classroom can help promote certain types of motivation. The TARGET (Ames, 1992, Esptein, 1987) framework will be offered as an instructional tool for educators to use when considering students' motivation.

Phase 7: Presenters and participants will discuss how this activity could be used in a variety of undergraduate courses and how it is an application of the TARGET framework. The discussion will include how the current problem-based learning activity can provide opportunities for students to find and evaluate sources. We will also discuss possibly assessments techniques.

Abstract:
Our presentation has 3 main goals. Our first goal is to educate participants about a current theoretical approach to academic motivation. Our second goal is to illustrate how certain types of instructional activities could encourage certain types of motivation. Our third goal is to demonstrate the use of a problem-based learning activity.

College graduates will be asked to solve complex cross-disciplinary problems in whatever career they chose. As college instructors we should rethink the ways in which we teach undergraduates to ensure that we are engaging students in activities that promote the development of problem solving skills (Duch, Groh, & Allen, 2001). The problem-based learning activity used in this presentation illustrates instructional methods that can be used in a variety of college classrooms. The activity allows students to critically think and analyze a real-life complex problem while it provides the necessary scaffolding to do so effectively.

Through the use of problem-based learning we attempt to bridge together the current and relevant theories about students' academic motivation and the ways in which college professors can structure their courses to promote students' motivation. We discuss students' academic motivation in light of achievement goal theory (Ames, 1992; Dweck & Leggett, 1988). Achievement goal theory posits that academic motivation can best be understood in terms of the goals students bring to academic situations. Numerous research studies have illustrated the relationship between different types of achievement goals (i.e., mastery and performance) and a collection of learning behaviors and outcomes. For instance, students who hold mastery goals (goals concerned with developing understanding and ability over time) are more likely to seek challenges, use effective learning strategies, including metacognitive strategies, report more positive attitudes towards school, and have a higher level of self-efficacy than students with performance goals (goals concerned with demonstrating ability to themselves and others) (Ames, 1992; Ames & Archer, 1988; Elliot & Dweck, 1988; Middleton & Midgley, 1997; Pintrich, 2000; Wolters, 2004). Students who hold performance goals are more likely to use superficial learning strategies (e.g. rote rehearsal)(Meece, Blumenfeld, & Hoyle, 1988; Nolen, 1988), engage in self-handicapping (Urdan, 2004), are less likely to persist in difficult academic situations (Elliot & Dweck, 1988; Wolters, 2004), and avoid asking for help (Karabenick, (2004).

Building on the work of Epstein (1988), Ames (1992) demonstrated how certain structures of the classroom could work together to encourage students to adopt one type of achievement goal over the other. The TARGET (Ames, 1992) framework is used to explain these structures and their influence on students' motivation. During our presentation we not only discuss these structures but we will also analyze the activity used in the presentation in terms of the TARGET framework.

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Turning Ordinary Discussions into Extraordinary Discussions!

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Objectives:

- Analysis of various question types
- Comprehension of Guided Discussion
- Comprehension of Inquiry Based Discussion
- Comprehension of Exploratory Discussion
- Comprehension of Reflective Discussion
- Analysis of Discussion Sequencing for Different Learning Outcomes

Intended Audience:
This presentation would be appropriate for faculty and all interested in promoting class discussion in face-to-face and online classrooms. During the session, the presenter and audience will explore various question and discussion types leading to different student learning outcomes.

Activities:

- Audience will answer questions in writing.
- Audience will discuss the question types.
- Audience will discuss the response types.
- Audience will discuss the sequence of questions.
- Presenter will illustrate different question and discussion methods and the effects of various sequences in class sessions.

Abstract:
A common approach to teaching in college classrooms entails the use of class discussion. Generally the instructor will lecture on a topic and then invite students to discuss the subject more fully through oral conversation. However, while some of these discussions may prove fruitful, at other times the conversations lag or little useful talk is generated during the class session. The professor, feeling the class is losing its punch, retreats to the lecture to boost the energy level in the class (or at least to avoid those pregnant silences). But discussion does not have to be a hit or miss situation. With a little information, professors can use this method as a planned tool to stimulate learning in both online and face-to-face college courses.

Ngeow and Kong 2003 describe one method for using discussion effectively; they recommend giving students conversation tasks throughout stages of discussion. First students begin with the task of guided talk, giving learners a chance to respond to questions in either whole or small groups. At the end of this task, students summarize their findings as a whole class. Then

students move to an inquiry based discussion task that invites them to demonstrate relationships among ideas and to bring in information from outside sources including the text to substantiate their reasoning. A third discussion task involves exploratory talk, which enables students to "hone their analytical skills to arrive at alternative explanations of real-world scenarios" (Ngeow and Kong 1). One other task suggested by the authors invites students to engage in the activity of reflective discussion; students prepare a self-analysis of their roles and contributions to the discussion. Each of these tasks is presented as different stages of discussion in the classroom.

Throughout this method, teachers must be aware of the questions they use to initiate response. Otherwise the tasks may fail to produce the desired results, the conversation may lag, students may not reach course objectives, the professor may find his class lags behind in the course schedule or a host of other discussion related problems may ensue. Applebee, Langer, Nystrand, and Gamoran, 2003 and Mattson-Evans 1992 cite that types of questions asked in discussion affect the outcomes of learning in students. Mattson-Evans 1992 indicates that particular question types elicit greater variety in student response; hence instructors should use questions with the understanding that they may shut down conversation in the classroom if the questions they use only ask for a limited student response. To analyze data in this study Mattson-Evans used four question types: convergent, divergent, cognitive memory, and evaluative. Results indicate that students respond more freely using a variety of response types to convergent questions and most limitedly to cognitive memory questions.

By combining the tasks outlined by Ngeow and Kong with the questioning strategies outlined by Mattson-Evans, instructors should be able to facilitate more intense and rewarding discussions in their classrooms and in online teaching. This presentation will center on a discussion of both questions and the various tasks instructors may use to create meaningful discussion in class sessions.

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Training Students to ask Different Types of Questions

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Objectives:
Assist those who facilitate learning to generate appropriate class-discussion
Inculcate awareness of possible problems of international students with class discussion

Intended Audience:
Faculty

Activities:
Listening to lecturette
Questioning skills
Analysis of questions

Abstract:
In the warm-up introduction, participants will be asked to describe some of their uses of questions in teaching and learning, and the purposes of class discussion. Some , like the presenter, may have had diverse experiences of teaching international students with EFL/ESL language problems.

The types of questions that will be analysed in this session are drawn from Brookfield and Preskill (1999). They include questions that ask for evidence, for clarification, linking, hypothetical questions, cause and effect, summary, attitude and values.

The presentation will be about current research being done in South Africa for a staff union on work-audits, with the aim of assisting staff with regard to a performance management system that may be introduced in our University.

Participants will then be asked to voice their allotted question which the presenter will try to answer appropriately, thereby generating more class discussion. Thus hopefully this session will have a sandwich cake structure for participants: learning something about Performance management, looking at their own questioning skills (meta-learning), and considering how to apply this technique in their own classes.

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How the Program Assessment Process
Improved our Teaching: Tales of a Reluctant Faculty

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Objectives:
1. Share with faculty the positive attitudinal outcomes of a faculty driven design process;
2. To promote quicker development of participants' assessment efforts, distribute the details of the design, the rubrics developed, and the obstacles encountered;
3. To promote the use and success of student professional development efforts, share details, successes, and challenges of the two professional development courses;
4. Identify the issues related to the collection and interpretation of program assessment data; share our plans for the next steps toward continuous improvement.

Intended Audience:
Faculty who are involved in a program assessment process for accreditation purposes; faculty or administrators who would like to foster program assessment acceptance among faculty; faculty who are uncomfortable with newly developing expectations for accreditation motivated assessment programs.

Activities:
- Discussion: How much buy-in is necessary and how do you achieve it?
- Presentation: the FSU CoB process for developing assessment acceptance: learning objectives, rubrics, retreat agendas
- Discussion: To what extent would this process be successful at other institutions and in other colleges (arts, sciences, education, professional schools)
- Discussion: implications of the results of a faculty survey from Colleges of Education and Business regarding acceptance of a new culture of assessment
- Participant evaluation of the usefulness of the learning during this session

Abstract:
Assessment at the program review level has been made increasingly compulsory by accrediting agencies (Middle States, AACSB, NCATE, etc.) For example, the Association to Advance College Schools of Business (AACSB), issued this directive to its members: AACSB accreditation is directed at program-level learning goals of a more general nature. These goals will state the broad educational expectations for each degree program, specifying behavioral competencies a program is intended to instill. The faculty members clarify how they intend for graduates to be different as a result of their completion of the program. By developing operational definitions of the goals and assessing student performance, the school measures its

level of success at accomplishing [such behavioral] goals. (www.aacsb.edu/resource_centers/ Assessment/standards.asp)

While many programs purport to evaluate a student's knowledge through traditional end-point measures like exams and research papers, fewer have developed strategies for measuring student achievement of desirable professional skills and dispositions. Faculty are understandably overwhelmed by the challenge to assess complex behavioral skills and dispositions at the program level (AACSB, 2004a, 2004b, 2004c; Angelo, 1999; Palomba, 2001; Rodrigues, 2002; Suskie, 2000). Some faculty have long been aware of proven methods of class room learning assessment through classic works (Angelo and Cross, 1993) and others attend workshops such as those offered by ISETL and Lilly, although faculty in business schools have come to this more lately. Business school faculty are becoming increasingly aware of the literature on program assessment (especially through AACSB) but are intimidated by the complexity of the assessment process that would seem to be required. The CoB Assurance of Learning committee designed a means by which faculty in four departments reached consensus on student learning objectives and reworked program learning objectives, the details of major curricula, and finally individual course student learning objectives that more accurately reflect the goals for successful professional behaviors. This process was achieved through a short series of retreats and resulted in a higher level of comfort with the required shift toward assessing student learning outcomes. The faculty also negotiated a set of assessment opportunities, distributed the responsibilities, and collaborated to build two unique professional development courses for students. These (1) introduce and clarify program learning objectives, commonly used rubrics, and behavioral expectations early in the CoB programs; and (2) assess achievement of knowledge, skills, and dispositions at the end of the CoB programs. While it is recognized that the assessment design will undergo continuous improvement, faculty are confident that the process is sound and will generate valuable information for program improvement. Furthermore, and most rewarding, is that faculty report that their thinking about course ìdeliveryî has been ìturned on its headî resulting in changing their pedagogy in significant ways, despite their relatively late arrival to understanding alternative pedagogy and student learning research (Enerson, 1994, Kagan, 1993; Knowles, 1977, 1980, 1984, 1990;Millis, 1997).

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Dealing with Change: Assessing Students' Propensity over Time

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Objectives:
1. To identify what we think students would say are significant events and activities that lead to growth in dealing with change.
2. Share research results with participants and discuss the implications of these results.
3. Consider, through participant involvement, curricular and extracurricular activities that have been and might designed to foster growth.
4. Examine and reflect on a measurement device designed to measure students' perceptions that they are feeling more comfortable and better able to manage change.

Intended Audience:
Faculty interested in what students perceive to be those events and activities that lead to growth in their ability to deal with change; instructional designers involved in helping develop appropriate curricular and extracurricular activities toward established student learning goals.

Activities:
1. Draw on participants' experiences with designing activities and experiences that we believe help students develop positive propensity for dealing with change
2. Share survey research results with participants and compare notes.
Brainstorm classroom and extracurricular activities that might promote student growth toward effective change management skills.
3. Share faculty case studies.
4. Discuss the assessment model designed by the College of Business faculty and assess its potential for being maximally effective and transferable to other institutions.
5. Solicit participants' satisfaction with and learning from the session.

Abstract:
Many of us are involved in accreditation reviews that lead us to consider student behavioral learning objectives. As business faculty we collect primary data from boards of advisors, local and regional employers, accrediting agencies, students, and students who are working adults and employers. We know that employers would like us to create an environment in which students

can develop professional behaviors, but also provide guidance for helping them manage their own propensity for coping with ambiguity and change. A survey of College of Business students conducted in 2004 revealed that students believe that certain activities and events contribute to their ability to cope with ambiguous conditions and change, something they can expect to encounter increasingly in their professional lives. More than 500 responses helped the faculty understand that these activities might be more often used in the classroom and in business school related activities and many have designed or redesigned the learning environment to include more of these activities. Finally, the CoB is designing a process to assess how well our programs promote student growth toward more comfort with the change process. This process began with exploring activities that are currently used within classes that we expect promote student learning about managing change. These were then compared to those that the students say contribute to developing a more effective set of behaviors for managing change. Definitions for self-management (Marzano, 1993) were helpful here. This process will be described, instruments shared, and discussed. The presenters have a special interest in feedback from session participants. Ultimately, we hope to have a process that will assure constituents (accrediting agencies, employers, parents) that students are learning critical change management skills and have developed positive propensity to manage change in their personal and professional lives.

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Dos and Don'ts for the First Days of an Active Learning Class:
"An Old Dog Learns a New Trick"

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Objectives:

- Raise questions about fruitful ways to begin a class.
- provide ideas for doing so.
- Seek input from attendees on their own.
- Day One Strategies.

Intended Audience:
Faculty members who want to learn successful active learning strategies for the beginning of the semester

Activities:
A. Narrative Description:

Part I: Attendees will help me to simulate the first day of class by introducing themselves, telling why they are in the "class," and participate in an "ethical dilemma" exercise that invariably leads to active participation and a lively discussion.

Part II: While no actual syllabus will be used, a Syllabus Quiz and Memorandum of Understanding will be distributed for information and discussion purposes..

Part III. Discussion of other Day One and Two strategies among participants..

B. Outline of Activities

Introductions of "students."

Introduction of "professor."

Ethical dilemma exercise.

THINK -- WRITE -- PAIR -- SHARE

Four-person groups for further discussion.
Report out using white boards.

Entire “class” discussion of the results of the exercise.

Syllabus Quiz, MOU, Reflective Essay that is due on Day Three, and samples of references cited will be provided as handouts during the session and can be sent as Word documents upon request.).

Closing discussion on how and why others start their classes.

Abstract:
While most teachers would agree the first day of class is very important, I’m no longer confident I have always done the right things with it. This presentation will demonstrate an alternative to the typical first two days of class.

For much of my career, I began the first day of class by introducing myself, passing out the syllabus, and giving an overview of the class content. All this was for a class that was to be taught using learner-centered, active learning pedagogy!

Imagine my shock when I discovered that many students found the first day to be booooring, wasteful, and not very effective.

I was brought up short on this when I was giving a demonstration of my first day of class to a group of colleagues who were each teaching a section of our First-Year Seminar.

One of my junior colleagues had the temerity to point out that many students don’t show on the first day of class because they weren’t on campus yet, they are enrolling late, they are ìshoppingî for classes, or they know it’s often a waste of time. Even if they do show up, they are being bombarded by input overload by all of their professors and, hence, tend to be brain-numb and retain little of what they see and hear.

My young colleague said that if I mean to use active learning in the class, the first day should actually employ active learning, not just lay claim to it.

Henceforth, I have done so to very good effect. At the end of the first class, I pass out the syllabus and assign it as their first and, in some ways, their most important reading assignment of the semester.

I tell them, “Please study (not merely read) the syllabus as if I am going to give you a test on it that will determine your final grade in the course.”

I spend as much of Day Two as necessary (often most of it) going over the syllabus in detail, answering any and every possible question, and toward the end of class I give them a Syllabus Quiz and have them sign a Memorandum of Understanding to ensure that each student has “very carefully read, understand, and agree to the requirements set forth in the course syllabus and I promise to check my email every day.”

We go over the quiz in the same class ("You may grade your own quiz.") and it doesn't count for anything, but it does serve to underscore important aspects of the course and it certainly gets everyone's attention.

I promise them that I will not read any of their papers until they sign the MOU.

They all sign.

At the end of Day Two I assign them to write a Reflective Essay due on Day Three (handout provided).

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Twice As Nice: Learning Journals

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Objectives:
1. Learn to use student free response journals for students' own learning evidence
2. Obtain teacher instructions for initiating learning journals
3. Use student journal responses to improve instructor teaching and student learning

Intended Audience:
All instructors and educators

Activities:
1. Introduction of participants
2. Introduction of sessionóan overview of content and plans for implementing learning journals
3. Discussionóparticipants discuss possible uses in various disciplines
4. Provide examples of student learning journals

Abstract:
I have learned to begin the journaling process the first class meeting. Educators begin with overviewing the course content, course objectives, the semester calendar of topics, reading assignments, and due dates of tests, research papers, and projects. Only after the course focus has been established is it time to introduce the learning journal.

Students are instructed to keep a learning journal, with one entry per week. The first entry should cover their thoughts and experiences during their first class meeting with you. For example:

1. What was their first impression of you as an instructor?
2. What upcoming topics sparked their interest?
3. Were your syllabus and calendar clear and concise enough to present your expectations of them throughout the semester?
4. Did they feel welcomed, respected, and appreciated?
5. Were they intellectually challenged, yet excited about the learning experience you presented?

Each subsequent class should encourage entries to record their own insights, their personal meaningfulness, and their recognitions of new learnings. I often ask if they have found a use for the learning from class presentations, text readings, or general ìAHAsî that they had not thought of or had not known before.

Rather than collect a student's entire log at the semester end, I usually ask students to reread their journal from the beginning entry and to turn in a final summary. This summary should contain their personal suggestions and learnings throughout the course. Emphasis should be on the course meaningfulness to real-life uses and present or future applications of usefulness of the knowledge learned. All journal credit is awarded on completion, not just on how positive the comments are.

This longitudinal view often affords students the opportunity to affirm the learning they have experienced. Many seem surprised with the learning evidence that is a reward for their hard work.

For the educator, these learning journals contain a wealth of information about what was or was not effective instruction. Teaching methods and strategies can be improved based on these free response assignments. Obtaining written permission to use student responses may also serve as proof of your teaching effectiveness for instructors.

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CPS as a means to draw students into class discussion and participation: an example

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Objectives:

- Introduce the principles of UDI
- Address how incorporating UDI has improved learning
- Demonstrate the use of the CPS system

Intended Audience:
Faculty from all disciplines who teach all class sizes, but especially those who teach large classes

Activities:

- Participate in a sample class exercise using CPS
- Discuss other ways to use the system in the classroom and across the curriculum
- Discuss how to apply UDI principles

Abstract:
In recent years, instructors have begun to implement universal design (UD) principles to the art of instruction. Scott, Shaw, and McGuire (2003) describe nine principles for creating universally accessible course materials. At the heart of these principles is the need to create materials that are minimize the need for special accommodations and later retrofitting (Scott, McGuire, & Foley, 2003). They are also intended to maximize the benefits for all types of learners, not just those with identifiable disabilities.

As part of an ongoing project at CCSU (in conjunction with UCONN) I designed various in-class activities utilizing a course participation system (CPS, often called ìclickersî) to incorporate several of these principles in an introductory psychology class. Basically, the CPS is a setup that includes hardware (several response pads plus a receiver) and software (which delivers the questions, records the responses, and provides feedback).

Here I describe one such exercise, which is unofficially called ìName that Disorder!î.

This tool is used in a hybrid, half-online introductory psychology class, which meets once a week while the remainder of the course requirements are satisfied online. Students read the assigned chapters (in this case, a chapter on psychological disorders) prior to class meeting and then complete in-class exercises. Students may answer review questions to test their knowledge of the information, although discussion often follows the completion of each question (addressing the reasons for the correct answer). This also allows the instructor to gain more immediate feedback as to which points may need further review (rather than wait for quiz or test

scores). Questions can incorporate pictures, and be presented in concert with a variety of multimedia components (video, audio, etc.).

In this particular exercise, students are given a series of ìcase studiesî (fictional descriptions of people exhibiting the symptoms of some psychological disorder) to read at the beginning of class. After enough time elapses for the students to read those case studies and think about the possible disorder exhibited by each (in some semesters I have given the case studies to the students in advance of class), the CPS is used to display questions regarding each case.

Given the case study, "George has not been feeling like himself for the past month. He feels sad most of the day, has difficulty dragging himself out of bed in the morning, and also finds that he isn't motivated to go to work (although he loves his job). His appetite is reduced, and while he used to go out a few nights a week with friends he would much rather stay home and sleep every night," students are asked the following:

George (Case Study 1) is most likely exhibiting:
a. post traumatic stress disorder
b. major depression
c. schizophrenia
d. bipolar disorder

Students respond using their pads, and discussion follows.

Normally, exercises like this require students to make a verbal response. Unfortunately, this often restricts the number of students who actively participate in the exercise. Using the CPS for the initial student response at least allows all students to participate in the first part of the exercise (the question-and-answer), and since they have anonymity there is a reduced fear of making an incorrect response under the scrutiny of their peers. The gamelike format and atmosphere often engage students who normally would lose interest in a more traditional lecture or group discussion exercise.

This format also allows the instructor to track student performance and mastery of the material at various stages in the term.

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NOTE: Two websites that give good descriptions of CPS are:
http://www.physics.mines.edu/classroomcommunicators/assets/describe.html

http://ccv.src.ncu.edu.tw/ccv/2003_ICCE_The%20Features%20and%20Potential%20of%20Interactive%20Response%20System.pdf

"Teaching Us"

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Objectives:
The objectives for the presentation are to assess tools for student motivation, explore innovative teaching strategies and understand student needs.

Intended Audience:
This presentation is intended for faculty who are new instructors or for faculty who would like to utilize innovative techniques in their classroom setting. It is for those most interested in project based learning.

Activities:
Introduction of participants

Introduction of individuals, question,"What are your objectives, expectations in attending this workshop?"

Response to Presentation/ Question and Answer Session - Opportunity for audience to ask questions and provide comments on presentation

Small Group Exercise

A collection of hypothetical examples of teacher/student issues taken from the first year experience of the instructor. Group will analyze the situation presented and provide feedback on recommendations for handling these situations to the larger group.

Based upon feedback, group will then be provided with the actual resolution of the situation.

This exercise is designed to elicit the experience and knowledge of those faculty members at the workshop.

In the spirit of “Teaching Us,” these exercises are designed to enrich all workshop participants and demonstrate that the principle of "Teaching Us" is continual and crosses all boundaries.

Abstract:
The content of the presentation was developed by junior faculty members in response to their desire to combine their graduate education with that of their students. The presentation focuses on the integration of curriculum, role of the student and teacher in educating one another and the need for change and risk taking to allow students the opportunity to grow and develop.

An Expert Performance Approach to Measuring Individual Differences in Study Strategies

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Objectives:
The main goal of the current study is to assess study strategy differences between high-, average- and low-achieving students using techniques borrowed from studies of expert performance, such as retrospective reports and diaries. Previous and alternative methods for assessing study strategy differences will be evaluated. The results of this study will be discussed and compared with previous studies assessing student practice activities with regard to effective study habits and future directions for measurement techniques.

Intended Audience:
This study is most appropriate for faculty, students and educational researchers.

Activities:
The authors would like to invite the audience members to a discussion regarding effective study habits and measurement techniques.

Abstract:
In most research on study behavior students are interviewed about their typical study behavior (Kitsantis, 2002; Sundre & Kitsantis, 2004; Zimmerman & Martinez-Pons, 1986; 1988; 1990). The Expert Performance approach has successfully identified practice activities not only across several domains, but also across expertise levels within domains (Ericsson, Krampe & Tesch-Romer, 1993; Ericsson & Lehmann, 1996; Beamer, Cote & Ericsson, 2005). Drawing on this methodology, the current study will identify practice activities that distinguish high-achieving students from all other students, and not just from their low-achieving peers (Albaili, 1997). Additionally, as more recent studies have demonstrated the superiority of assessing concurrent study behavior, rather than measuring typical study behavior using Likert scales in questionnaires, this study will use concurrent and retrospective methods, such as daily diaries and detailed interviews (Plant, Ericsson, Hill, & Asberg, 2005; Winne & Jamieson-Noel, 2002; Veenman, Prins & Verheij, 2003). As college students study behavior and self-regulated learning strategies may vary across the work week and across the semester we collected week-long diaries for three weeks distributed across the semester (Bol, Warkentin, Nunnery &

O'Connel, 1999). Finally, it is important to determine not only the different types of study strategies and environments used by expert students, but the amount of time students are engaged in these strategies.

Sixty upper-level Bioscience students (20 high-, 20 average- and 20 low-achieving students) completed interviews, questionnaires and daily diaries over a period of three weeks. Three different measurement instruments were used over three weeks in order to: (a) compare various methods of examining students; (b) determine whether a more online measure would better reveal study strategies; (c) determine whether study strategies differ according to context; (d) determine whether high-achieving students are able better able to accurately self-evaluate and plan and organize their study practices. The results of this study are expected to be of interest to students, faculty and educational researchers as it will provide useful insight into effective studying and measurement techniques.

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"Spicing Up Classroom Life via the Case Method and its Variations"

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Objectives:
A To foster interest in and understanding of the case method among those colleagues who may not have incorporated this pedagogical approach into their courses.

B To offer the case method as a pedagogical tool that serves to promote students' consciousness, vicarious experience, and deeper insights that other classroom tools may not as readily foster.

C To provide variations on the case method that may serve to further enliven case-based class work.

D To provide engaging, interactive case method demonstrations to colleagues.

Intended Audience:
Faculty, instructional technologists, those interested in problem-based teaching and learning.

Activities:
Participants will not have had the opportunity to prepare in advance of the presentation, nor will they have time to prepare during the presentation. Therefore, examples will be used with which most professors are familiar (e.g., Wal-Mart).

(I) General Introduction to the Case Method.
Supports Objective A: Introduces the case method and its underlying philosophy.
Length of segment: 10 minutes.

(II) Several Mini-Case Demonstrations:
Case Method Demonstration: Using what audience members already know about an organization such as Wal-Mart, the presenter will demonstrate use of the case method. Supports Objective A, B, and D.
Length of segment: 10 minutes.

Live Case Analysis: The presenter will role-play as the current president of a well-known organization and invite the audience to ask whatever questions they would want to ask him about this organization, its leadership, operations, plans, etc. (ordinarily an organization's real life leader is invited to class and the students write a case analysis based upon this visit. Supports all four of the above objectives.

Length of segment: 15 minutes.

Film Case Analysis: A brief film clip will be shown from a popular film. For example, the scene is set in a boardroom in the movie, ëMeet Joe Black'. The presenter will demonstrate how this is then used to create interest and excitement.
Supports all four of the objectives, especially B and C.
Length of segment: 15 minutes.

Abstract:
The case method was first introduced at the Harvard Business School in the 1920's (Christensen and Hansen, 1986). Since then, it has migrated to most other disciplines, including law, medicine, nursing, the sciences, and education (Erskine, Leenders, and Mauffette-Leenders, 1981; Hutchings, 1993). A case is a written description of a problem or situation. It does not include analysis or conclusions like other forms of stories and narrations. The story is stripped to its bare facts and arranged in a chronological sequence Case participants become decisions makers in real-world, untidy and uncertain settings (Gragg, 1953; Lundberg, Levin, and Harrington, 2000).

In general, the case method follows in four steps: (1) Analysis is conducted so that the situation is understood. (2) The key issue is defined and criteria are established against which solutions can be evaluated. (3) Alternative solutions to the key issue are developed. (4) A plan of action that will resolve the key issue is specified. Its philosophy is based upon principles perhaps first elaborated upon by John Dewey: "Only by wrestling with the conditions of this problem at hand, seeking and finding his own way out, does (the student) think. If he cannot devise his own solution (not, of course, in isolation, but in correspondence with the teacher and other pupils) and find his own way out he will not learn, not even if he can recite some correct answer with a hundred percent accuracy" (Soltis and Dewey, 1971:45)

Several variations to this method will be examined, including: Stakeholder Role Play, Live Case, Life Case, and the Film Case. In the Stakeholder Role Play, several class participants are asked to take on the roles of the various stakeholders from the case. This exercise permits a more penetrating grasp of the reality of multiple constituencies, their perspectives, rights and interests for any given real life situation. In the Live Case, an executive from industry comes into the class and students ask him/her questions corresponding with the course material. Ultimately, the students will have sketched their own case analysis as a team in a challenging and meaningful way. In the Life Case Analysis, a brave organizational leader comes into the class and students ask him/her questions that help them to understand the personal, people, and relationships side of the real world. The film case has students view a gripping story that corresponds with course concepts/processes. The high drama heightens students own consciousness and emotional awareness in the face of complex circumstances.

What each of the above shares in common is that they breath even deeper life and meaning into case analysis by upholding not just the cognitive/analytic demands of a scenario, but multiple constituencies, people, relationships, ethics, and emotions as well. While the world may seem even more uncertain and untidy to students using the above case method variations, the

experience often promotes significant insights, learning, and growth. The spice of added case variety energizes students and re-sparks their interest throughout the semester.

This presentation will demonstrate several of the above case method variations using materials from a Leadership and Classics course to which participants across disciplines can readily relate. The audience will be actively engaged as participants in demonstrations in forty of the fifty minutes of this presentation.

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Using peer review as an active learning strategy in a research course

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Objectives:
1. Identify principles of active learning.
2. Participate in a role-playing peer review exercise.
3. Illustrate the importance of peer review as an active learning strategy.
4. Discuss the applicability of this method in research courses across the disciplines.

Intended Audience:
Faculty, staff development

Activities:
1. Role playing exercises

Abstract:
Group collaboration is a necessary active learning experience for undergraduate students to prepare them for the work environment. One method of achieving this experience is to use a group peer review or evaluation which allows students to provide input into each other's work (Gueldenzoph & May, 2002). Active learning requires students to become involved in the learning process by using higer-ordered thinking skills such as analysis, synthesis, and evaluation (Bonwell & Eison, 1991). In order to implement this process, the faculty need to become a facilitator instead of the traditional lecturer. Faculty had attended focus groups which addressed active learning strategies. Within this group, faculty developed the idea to have students do their own critique within a group setting where the faculty faciliated the process. In a research course, students are required to complete a research article critique. Students originally completed a rough draft and submitted to instructor who in turn gave them feedback. It was felt that students working within groups would benefit from critiquing other research. This strategy was implemented and is presently in the process of being evaluated by the instructors and the students. This presentation will discuss the strategy of active learning using peer review. During the presentation, participants will be actively involved in a peer review activity.

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Using the Levels of Teaching and Learning as an Interpretive Framework of Instructional Activities

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Objectives:
1. The participant will be able to define and identify the different levels and phases of teaching and learning (concrete, representational and abstract) in different teaching situations.

2. The participants will be able to incorporate the levels and phases of teaching and learning into their own professional practice or help others do the same.

Intended Audience:
Practicing post-secondary educators, including instructors, faculty and supervisors.

Activities:
This could be a poster or face-to-face presentation that will involve the identification of the level and phases of teaching and learning, description of participants own teaching and learning situations as they fit within these phases. The face to face presentation could be divided in six sections: 1) presenter introduces the CRA levels; 2) each participant has a few minutes to describe in writing an exemplary teaching, learning or research activity he/she has carried out in the past, or is planning to implement involving the CRA levels in some way; 3) presenter discusses the interpretive framework based on CRA levels; 4) each participant has a few more minutes to classify his/her activity in terms of the interpretive framework and phases presented; 5) participants share their activities and selected classifications with a partner or in small groups; 6) a whole group discussion follows using small group discussions, examples from the participants, and possible adaptations, recommendations and conclusions.

Abstract:
We will discuss the advantages of using different teaching and learning cognitive levels (concrete (C), representational (R) and abstract (A)) to facilitate the analysis of instructional sequences, and as an interpretive framework for the development of instructional activities. The concrete level involves the use of manipulative materials or objects, the representational level involves the use of pictures or drawings of the objects or manipulative materials, and the abstract level involves the use of words, written symbols, sign language or Braille (without using manipulative materials, objects, pictures or drawings) to model abstract thinking (which happens in the student's mind, and includes imagination and creativity).

These levels, also known as CRA levels, can be used to help students' understand concepts and skills, facilitate students' development of abstract thinking, and meet students' specific needs,

learning styles and interests. One of the first steps for the proper use of these levels is the understanding of their meaning and structure. The author will propose a possible sequence of CRA phases that could be used to analyze instructional activities, and research studies. For this presentation, mathematics teaching and learning will be used as an initial setting, but connections with other areas will be discussed.

Learning activities could contain these levels individually or in combination. In other words, the students might be working on an activity just using the concrete, representational or abstract level independently, or could be using them in combination, like a combination of the concrete level (the teacher asked a question by using manipulative materials or objects) and abstract level (the student answers the question orally).

The presenter will demonstrate how learning activities can be represented as a point somewhere within this interpretative framework, how to adapt different leaning activities in order to incorporate different learning levels, and what should be the overall target of learning activities when it comes to CRA levels.

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The Effect of Varied Cueing Strategies on Complementing Animated Visual Imagery in Facilitating Achievement

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Objectives:
Cognitive theory, particularly cognitive information processing, is the theoretical basis of this study. Cognitive information processing is a branch of cognitive psychology that considers how people take in, process, and act on information and focuses on attention, perception, and memory (Ausubel, 1968). Research suggests that there are limits to the amount of information that learners can attend to and process effectively. Learners need to be actively engaged in processing information, to transfer it from short-term memory to long-term memory, and recall of information is facilitated when the learned material is encoded in some way (GagnÈ, 1985). The key factors for effective encoding of information include ensuring that the material is meaningful and that activation of prior knowledge occurs. Cueing strategies, as selected for this study, may provide a more intense interaction between the learner and the content and thereby facilitate the encoding process.

Specifically, the purpose of this study was to investigate the effectiveness of varied visual cueing strategies, used to complement animation, on cognitive processing and achievement of specific educational objectives. Three questions guided this study. What is the relative effectiveness of selected cueing strategies that complement animated instruction in facilitating achievement of different educational objectives? What is the relative effectiveness of cueing strategies that complement animated instruction in facilitating the achievement of students identified as possessing high and low levels of prior knowledge on tests measuring different educational objectives? Is there an interaction between prior knowledge and the selected cueing strategies?

Intended Audience:
K-12 teachers, College and University Professors, Instructional Designers.

Activities:
Presentation using overhead projector.

Abstract:
The availability of computer related technologies and the increase in software capabilities have facilitated an increase in the use of computer-based technology in learning environments. With the ability to create coursework with graphics and animation, new opportunities exist for teachers and trainers to provide students with a wide variety of learning environments. Research has shown that computer-based instruction enhances learning and fosters positive attitudes toward instruction (Kulik & Kulik, 1985), as well as offers the opportunity for conceptual understanding

through visualization. Visualization is a powerful instructional tool which has been found to be an effective cognitive strategy to facilitate learning (West, Farmer, & Wolff, 1991). However, Research has shown that, before evaluating the effectiveness of a picture, one must first determine whether a textual passage alone elicits adequate internal imaging (Dwyer, 1978). If learners adequately image internally, the inclusion of visuals will probably not result in any additional learning gains. Dwyer (1994) has reported that student achievement improves when visual cues properly designed and positioned are integrated into instruction. One strategy for enhancing the instructional impact of static visualization is adding visuals in motion (animation). In contrast to static presentations, animated presentations can enhance a figure's prominence (Hannafin & Peck, 1988). Only recently have researchers started asking whether animation in instruction can improve learning. Unfortunately, the results of research driven by this question have been conflicting.

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DO PRE-SERVICE TEACHERS BELIEVE IN TECHNOLOGY? THE RELATIONSHIP BETWEEN EDUCATIONAL IDEOLOGIES AND TECHNOLOGY ACCEPTANCE

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Objectives:
This presentation will bring a different perspective to the concept of technology acceptance or adaptation in education. Instead of technical features of technology in education, this study will clarify the effects of educational ideologies on the utilization of technology in education.

Intended Audience:
The audience of the presentation is the people who are interested in the user-related problems affecting technology integration in educational institutions.

Activities:
Discussion will be the main activity to be used during the presentation.

Abstract:
The increasing developments in technology have made the use of educational technologies necessary in order to improve the quality of education in the world. The use of educational technologies, however, has not changed the quality of education as it has been expected. This result directed the literature review to the importance of the user for the educational technology utilization. Regarding this need, Davis (1989) defined a model, which tried to identify the significant factors affecting the use of technology. This model has been called as Technology Acceptance Model (TAM). Currently, the established TAM models have only explained around 40% of the variance in use (Legris, 2003). In accordance with this result, Legris has stated that, "TAM is a useful model, but has to be integrated into a broader one which would include variables related to both human and social change processes, and to the adoption of the innovation model" (p.191). Unlike other TAM models, this study focused on a different variable, educational ideologies.

This study uses O'Neill's (1990) classifications and implications of education ideologies. The educational ideologies are Educational Fundamentalism, Educational Intellectualism, Educational Conservatism, Educational Liberalism, Educational Liberationism, and Educational Anarchism. He mentioned some potential effects of these ideologies on the teachers' applications in the classroom environment. He did not specify any differences in the use of technology in terms of their ideologies.
For this purpose, this study has covered all the students in the Faculty of Education in Middle East Technical University (METU), Ankara, Turkey. The surveys were distributed to 1478

students and 320 students responded the survey significantly. The questionnaire consisted of six sections. These are demographics, educational ideologies, perceived ease of use, perceived usefulness, attitudes toward computer use, and actual use sections were used in the present study. In the study, LISREL 8.30 (Joreskog & Sorbom, 1999) with SIMPLIS command language was used to analyze data for path analysis. The maximum likelihood estimation method was used in all the LISREL analyses.

The results of this study indicated that educational ideologies affected technology acceptance factors significantly. Although the educational ideologies did not affect the frequency of use of educational technology directly, they affected other factors of TAM such as perceived usefulness and attitudes toward the use of technology. There could be two different approaches according to the findings of this study. First, if it is believed that educational technology is useful for every educational practice, their benefits should be emphasized considering different educational ideologies and their overall goals rather than dictating specific educational ideologies. Second, this study started a new discussion, that is, if the acceptance of educational technology is necessary for every person, or we can succeed in education without totally using educational technology in every situation. Every ideology is effective in its scope. Therefore, it might not be necessary to use educational technology in some situations since we might reach the goals of education without using technology every time.

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Your Laboratory Course Giving You those Meaningful Learning Blues? Try Constructing a Vee Diagram with Concept Map for Meaningful Learning Intervention, Assessment Tool, and Remediation Activity

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Objectives:
Participants in the presentation will:
1. Be able to explain the development of the concept map and Vee diagram as an application of cognitive learning theory and the information processing model of learning and memory;
2. Be able to define and differentiate among the 2 primary types of knowledge constructed using a map and Vee diagram:
    a. conceptual knowledge
    b. procedural knowledge;
3. Be able to construct a map and Vee diagram about the information processing model of learning and memory using the information provided in the presentation;
4. Use the map and Vee diagram to describe knowledge about the relationship between concepts in a laboratory exercise;
5. Be able to describe a scoring rubric and its use in a remediative interaction using the Vee as the teacher-student interaction guide;

Intended Audience:
Participants in the presentation who will benefit the most will be anyone interested in meaningful learning outcomes from inquiry type activities. Examples are science laboratory oriented, but any discipline that requires students to utilize both conceptual and procedural knowledge should be able to generalize this activity to their field.

Activities:
a) Introduction to concept maps and Vee diagrams and presenter's global research results;
b) Audience practice in developing concept maps and Vee diagrams;
c) Discuss meaningful learning theory, scoring rubric, and remediative examples;
d) Audience practice in using concept maps and Vee diagrams in laboratory simulation.

Abstract:
Concept maps and Vee diagrams are representations of the conceptual and procedural relationships in a student's knowledge set. Using Vee diagrams with concept maps as laboratory reports can encourage and assess meaningful learning, and provide a platform for remediation. This presentation follows a learning cycle beginning with an exploration phase where participants learn how to develop their own maps and diagrams. Next, the explanation

phase provides a discussion of the theoretical foundations for mapping and diagramming. The presentation concludes with a practical exercise on diagram and map construction and assessment.

Meaningful learning theory (MLT) encourages the learner to become an active, not passive, participant in the learning process. MLT strategies are metacognitive strategies that allow the learner to organize their cognitive structures into more powerful, integrated patterns. Learners who use metacognitive strategies learn more meaningfully because they examine the conceptual, relational and hierarchical nature of the knowledge with which they are working (1; 2; 3; 4; 5). Vee diagramming and concept mapping are two metacognitive strategies for learning and assessment have been combined by Novak and Gowin (3) to enable active learning.

A concept map is a concise, two-dimensional, schematic representation of the collection of concepts and semantic linking relationships in a learner's knowledge set. The physical construction of a concept map is accomplished as learners actively seek and develop concepts with their associated semantic linking relationships (5;6). Dansereau and Cross (7) suggest using relationally guided maps. However, Novak and Gowin (3) claim that the more hierarchically structured, non-arbitrarily organized the map, the higher the understanding given to the representation.

The Vee diagram (so named because the learning tool is in the shape of a letter 'V') is used to build knowledge structures. The Vee relates the knowledge developed from procedural activities performed in laboratory to the concepts and theoretical ideas that guide a scientific inquiry. The Vee helps the learner "see" the interplay between the structural knowledge he or she possesses going into the laboratory, the methodological knowledge he or she develops during the laboratory, and the conceptual knowledge he or she produces from the investigatory processes (3; 5; 8).

Misconceptions, which occur as a result of the interaction of the learner and the instruction, are usually seen in concept maps as a linkage between two concepts that is false or otherwise insufficient (1; 3; 5; 6; 7). Student misconceptions are represented in their Vee diagram as invalid or incomplete conceptual or methodological relationships, or as conceptual relationships that are incongruent with the methodological relationships described in the Vee. When used as an assessment vehicle, Vee diagrams with concept maps allow instructors to recognize misconceptions which would need remediation (1; 3; 4; 5).

Meaningful learning and misconception remediation are cognitively positive attributes of Vee diagram with concept map utilization. In this role, they simultaneously attend to what the learner knows, how this knowledge is organized, and point to any misconceptions held by the learner that need remediation. (1; 4; 5)

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Creating a Community of Co-Learners with Diverse and Transient Student Populations

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Objectives:
Knowledge
This presentation seeks to present participants with:
1. An overall understanding of the basic principles that guide the practices of critical pedagogy, drama in education, and the Reggio Emilia approach and how they can be applied in an early years classroom.
2. A general understanding of the differences between Freire's ìbanking concept of educationî versus Freire's ìproblem-posing concept of education.î
3. An overall understanding of why power should be shared between teachers and students in the classroom.
4. A detailed description of how aspects of critical pedagogy, drama in education, and the Reggio Emilia approach have shaped an urban kindergarten classroom so that power sharing and student exploration and meaning making occur even with a very diverse and transient student population.

Skills
Participants will be immersed in theory and practise so they may have:
1.The ability to implement components of critical pedagogy, drama in education and the Reggio Emilia approach in classrooms with young students.
2.The ability to implement components of Freire's ìproblem-posing concept of educationî in classrooms.
3.Practical suggestions for classroom theory and practise so that they might become more conducive to power sharing and co-learning among students.

Attitudes
Participants will leave this presentation with:
1.An appreciation for the use of age-appropriate, child-centered activities in an early years classroom.
2.An appreciation of how to implement holistic learning activities in the classroom.
3.A desire to reject the corporatization of education as represented by standardized testing scores and instead empower students so they may begin to assess their own growth and progress.

Intended Audience:
This workshop would be considered appropriate for the following participants:
*elementary educators and administrators
*elementary education faculty
*drama educators

*those interested in implementing arts-based or play-based practices in the classroom

Activities:
This is a poster presentation. Additional information will be available to participants in the form of handouts.

Abstract:
Kindergarten is often a child's first school experience. It should be one of empowerment and engagement where students are provided ongoing, multiple opportunities to construct their own sense of power and identity. Power sharing in the classroom may help students in becoming "protagonists, collaborators, and communicators" (Fu, Stremmel, & Hill, 2002, p.6). Too often today's schools work to produce "a servile labour force, a harmless elector and a mindless consumer" (Langen, 2004, p. 22) therefore it is essential to combat this oppression of the mind and instead allow students to become the center of teaching and learning opportunities. Students need to be provided with multiple opportunities to discover their own unique identities as well as create personal, invested meanings about the world around them and their place within it.

Creating a community of co-learners where classroom power is shared between the teacher and students is especially difficult to achieve in a large, urban school where student populations are very transient and diverse (socioeconomic status, culture, religion and beliefs, abilities). My classroom epistemology is that child-centered learning opportunities in a kindergarten classroom should be play and arts-based as well as experiential so that student exploration and personal meaning making are encouraged.

As teacher, I attempt to promote collaborative learning, creativity, and higher order thinking in my classroom, and I reject the corporatization of education as represented by standardized testing and achievement scores (Rochester, 2003). The philosophical foundations that guide my practice are based on Freire's (2003) critical pedagogy, drama in education (Way, 1967), and the Reggio Emilia Approach (Fu, Stremmel, & Hill, 2002). My students are engaged in a problem-posing model of education (Freire, 2003) where they are no longer passive recipients of their teacher's transferred knowledge but instead are empowered members of a community of co-learners.

The students in my class are very diverse and transient. Although it is not uncommon to have students arriving and moving away from the class on a bi-weekly basis, the opportunity for creating a community of co-learners still exists. In my experience, students who are engaged in problem-posing education through play and arts-based techniques appear content and eager to learn, have less behavioural incidents, are capable of assessing their own personal growth and progress, and are adequately meeting curricular expectations.

Kindergarten is perhaps one of the most important and meaningful structured school experiences that a child will have. Early childhood educators must provide students with a classroom environment that encourages personal exploration and meaning making while sharing their power as teacher within the classroom. When students are provided with opportunities to collaborate with peers, express themselves creatively, and utilize higher order thinking skills, they become empowered to create personal understandings about themselves and their places within the world around them. When classroom power is shared, teachers and students become

engaged in personal, meaningful activities, which allow them to successfully teach one another. Components of critical pedagogy, the Reggio Emilia approach, and drama in education will help teachers and students to create their own knowledge, to direct their own learning at an early age, to challenge stereotypical roles and structures of power within the classroom and perhaps to help them challenge societal issues when necessary.

Teachers can begin to share their power by incorporating aspects of critical pedagogy, the Reggio Emilia approach, and drama in education in the classroom (Cook-Sather, 2002; Diaz Soto & Swadener, 2002; Freire, 2003; McLaren, 2004, Richard-Amato, 2002). A community of co-learners can be achieved when a teacher creates a physically and psychologically safe classroom space, when symbols of teacher as boss are removed from the classroom, when all materials and spaces are made available to students, and when multiple opportunities are provided for students to make their own choices. Teachers can achieve this system by encouraging students to work as co-learners in the classroom through a play-based approach, and by providing opportunities for authentic and personal student assessment. Children, then, are no longer merely empty vessels to be filled with the teacher's knowledge, but rather are encouraged at an early age to become active, passionate participants in the learning process. The love of learning and the confidence that this inspires will serve them well not only in the educational system, but hopefully throughout their entire life.

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Evaluation Strategies for Out-of-School Time Professional Development

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Objectives:
1) Participants will understand the term out-of-school time (OST) and why this field is attracting national attention.
2) Participants will understand newly developed research-based strategies for evaluating out-of-school time (OST) professional development forums, and recognize how these methods utilize best practice adult learning principles.
3) Participants will understand how to successfully implement the newly developed OST professional development evaluation strategies.
4) Participants will understand how OST evaluation supports continuous adult learning and increased student learning.

Intended Audience:
- Professional Development Staff (Staff Developers, Trainers)
- Professional Development Researchers / Evaluators
- University Faculty and School-Based Administrative Staff Members
- Out-of-School Time Administrative Staff Members
- Others who are interested in research-based learning and evaluation strategies

Activities:
A combination of large and small group discussions, hands-on activities, brainstorming exercises, question and answer sessions and a brief lecture.

Abstract:
1) Brief Introduction of the out-of-school time (OST) field, the Out-of-School Time Resource Center and Existing Research in the Field of OST Professional Development Evaluation (5 minutes)
2) Brief Discussion of OSTRC research study (15 minutes)

We will discuss how the study developed, its theoretical basis, and how it draws on existing research-based strategies in other disciplines (see references in next section) such as adult learning principles in formal education and early childhood education.

We will then discuss the basic components of the study: hypothesis, research questions, contributions from other disciplines, the mixed method design, data collection, analysis, findings and implications.

3) Large Group Activity (20 minutes)

In order to maximize the opportunity for participants to integrate this new knowledge in their daily lives, we will engage in a group activity that will allow them to practice using the OSTRC evaluation tools.

As a large group, participants will briefly discuss how these tools can be used within their specific environments. We will then split the large group into teams of 3-4 individuals each. Each team will work together as a planning committee for a professional development session, and will then demonstrate to the audience (the other teams and facilitators) how to use the evaluation tool.

This will allow the participants to walk through the process of using these evaluation tools step by step while giving them the opportunity to utilize the facilitators as resources for learning throughout this process.

4) Follow Up Large Group Discussion (10 minutes)

As a large group, the participants will analyze this process and discuss any challenges they faced, possible solutions to these difficulties, what was learned through this process, and what could be done differently.

In conclusion, we will brainstorm how to apply this information to their specific settings as well as how to integrate this into a system of continuous learning.

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Miss Dibble in the Classroom: Grammar Instruction as Joy and Delight

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Objectives:
Participants will gain a repertoire of strategies for --
- turning the interplay between so-called standard English and its sister dialects into a classroom sport;
- recasting garden variety proofreading as an exhilarating and viciously competitive game;
- using sound effects to teach sentence structure;
- putting grammar instruction into the context of joyful language play.

Intended Audience:
teachers of writing and lovers of words

Activities:
Participants will ñ
- discover the Pettersen-Dibble two-column method for contrasting ìstandardî and ìnon-standardî grammatical constructions;
- play a viciously competitive proofreading game;
- use sound effects to elucidate sentence structure;
- meet the renowned Miss Dibble;
- have fun with words.

Abstract:
According to Devet (2002), with the ascendancy of process instruction, grammar study was consigned to the attic "like a mad relative to be hidden away when guests arrive for dinner" (8). However, it is again becoming acceptable to pay attention to grammar (Connors, 2000; Myers, 2003). Grammar is rhetoric (Kolln, 1999). Grammar is information management (2003). Grammar is style (Tufte, 1971). Grammar can be taught in context and thus retain its connection with living breathing language (Weaver, 1998).

Grammar is also a matter of power. The difference between a language and a dialect, my linguist friends are fond of saying, is armies and navies. When prescriptive and descriptive approaches to language are brought into explicit interplay, the notion of correctness is decentered, no longer the one true way. Once that tyranny is broken, the so-called standard dialect becomes accessible because it is no longer a weapon turned against you, but rather a curiosity. When they are not a threat, ways with words invite exploration; when they are not arrayed against you, ways with words are compelling and fun.

Scholars offer us numerous strategies for inviting our closeted grammatical relative back to the table of writing instruction (Devet, 2002; Kolln, 1999; Mann, 2003; Tufte, 1971; Weaver, 1998). In this presentation we will explore an additional strategy: maintaining the touch of madness from the relative's closet. True language play is delirious. What better place for that precious delirium than our very own writing classrooms?

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Do You See What I See? Storytelling, Mind Maps, Coffee & Tea: Techniques for Developing Integrated Lesson Plans

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Objectives:
Participants will obtain knowledge on how to build integrated lesson plans with colleagues from different disciplines, using storytelling and mind mapping and posted coffee/tea ideas.

Participants will glean three skills from this session. They will learn to develop content for integrated lessons with colleagues from different disciplines using the following methods: storytelling with objects, mind mapping with topics, and creating nonverbal dialogue with colleagues. They will learn to tap the rich reservoir of knowledge of faculty colleagues that can enrich their curriculum content and lead to integrated lesson plans.

A paradigm shift in attitudes will enable participants to gain valuable ideas and implementation strategies from one another during this session. Productive concepts that take only a little time to understand at this session can be easily adopted with colleagues across disciplines. Attitudes of openness and willingness to engage in curriculum integration and innovative adaptation results from what individuals see, experience, and understand when commonalities and connections are made in this activity.

Intended Audience:
Faculty and faculty administrators who seek to increase the amount of curriculum integration across disciplinary boundaries.

Activities:
Types of activities to be used during this presentation include:
a. Audience participation in a brief discussion on curriculum integration and challenges associated with it.
b. Demonstration by session leaders of how to use storytelling to develop content for integration.
c. Demonstration by session leaders of how to use mind mapping to develop content for integration.

d. Practice by audience using storytelling and mind mapping to develop content for two lesson plans.
e. Demonstration of how to create a place for nonverbal dialogue around the coffee/tea area at work that generates integrated content for lesson plans throughout the semester. Prior to our session we will post a board entitled ìDo You See What I Seeî over the conference coffee and tea table. This will be a nonverbal space for conference participants to put the creative storytelling and mind mapping process in motion, which will be used during the presentation

Abstract:
Many tools to enhance the learning process get shelved because of the perception that there is just too much work involved. The result is that faculty know about strategies that can improve the learning experience for students but they never have time to get around to them. Curriculum integration is one such avenue for enhancing the learning experience.

In "A Guide to Curricular Integration," R. C. Morris says that integrating curriculum requires "more than combining two subjects or turn teaching." Morris says that effective "curriculum integration occurs when knowledge is meaningfully related and connects in such a way that it is relevant to other areas of learning as well as real life" (164).

In "Enhancing Interdisciplinary Instruction in General and Special Education," Gardner, et al cite that "integrated or interdisciplinary instruction is a teaching model" and is defined to include "groupings, relationships between ideals, and a blending of subjects." They define the integrated curriculum as education that is "organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world which is interactive" (161). Another value of this process is that once the storytelling and mind mapping are complete, either or both faculty are able to proceed from that point alone with fresh new content that results in ìblending of subjectsî resulting in ìrelationships between ideasî

In order to take advantage of an existing learning strategy defined by interdisciplinary groups, this session presents an original process using storytelling and mind mapping to enable them to swiftly create content for integrated lesson plans. The result has been that a process shelved for so long because there was no time has become an integral part of their teaching. The power of the process is that it is not time consuming and is effective. All that is needed are faculty from two or more disciplines who want integrated lesson plan content, an object of their choice to build a story, and a few sheets of paper to create a mind map.

The intent of the mind mapping process and the storytelling process is not course development. Rather, the real question is how do faculty colleagues glean from one another and create learning experiences for students that go far beyond our individual expertise by taking time to share experience and knowledge from one using this process.

The process has resulted in integrated curriculum along with integrated scholarship and service initiatives in our newly reorganized College of Technology's School of Technology Studies. Storytelling and mind maps are a process for gleaning curriculum content and enhancing the

learning experience of students as well as promoting collaborative faculty relationships across disciplinary boundaries.

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Do collaborative learning strategies enhance students' performance on group presentation in nutrition?

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Objectives:
The results of this poster presentation will prompt the following:

- Discuss the documented benefits of collaborative learning activities in class.
- Share discipline-specific applications for the selected collaborative learning strategies.
- Reflect on possible ways for integrating collaborative learning strategies in teaching.

Intended Audience:
This poster is designed for faculty who are interested in integrating collaborative learning strategies in their teaching.

Activities:
The poster will list all collaborative learning activities used in class by the experimental group such as the three step interview, learning cell, buzz group, round robin, talking chips.

Abstract:
The idea of team-based learning started with Larry Michaelsen using group activities and assignments to help students learn how to apply concepts and not simply just learn about them. He first started in small classes and then applied it to larger classes. As a result, he stopped lecturing on a consistent basis and used the majority of the class time for group work. The benefits of dividing the class into groups to work on certain activities are the following: i) the students can be afraid of a large class size; ii) this approach facilitates learning; iii) it is more interesting for the faculty [1,2].The main objective in the classroom is to deliver course concepts to students. The team-based approach also gives students the opportunity to apply course concepts. This means that some of the class time should be used for team effort on team assignments requiring the faculty who delivers the activities to design and manage the overall instructional process [3,4]. In order to be successful, the faculty should form and manage the group adequately, make the students aware of their accountability as individuals and as a group [6]. The group activities should enhance learning skills and team-based skills, and the faculty should use constant feedback on the group's performance [5]. The purpose of this study is to

determine whether or not collaborative learning strategies enhance students' performance on group presentations in nutrition. The approach will prompt students to take responsibility for their own and peer's learning. Each student should have an initial understanding of the content through his/her own efforts.

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A Hands-On Demonstration: How to Effectively Use A Combination of Web-Based Courseware and Active Learning to Help Students With Weak Retention and Prerequisite Skills Succeed in Second Level Courses

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Objectives:
Active learning theory
On-line learning: Web-Based Courseware (E-Grade Plus)

Intended Audience:
Any professor finding that students are entering their course with weak prequisite knowledge
Accounting professors
Anyone interested in seeing and trying web-based courseware

Activities:
I will:

- Introduce the theory of both active learning and on-line learning,
- Report on the results of my study to demonstrate the successful results of combining active and on-line learning,
- Demonstrate web-based courseware (E-Grade Plus) in a manner which will actually allow participants to actually try the courseware,
- Have an active discussion of potential uses.

Abstract:
Many students enter a second level course with very weak knowledge and retention of the prerequisite skills needed to succeed. This creates a problem for professors concerning the allocation of time spent on new material vs. the prerequisite material.

This presentation will report on a study which offers a solution to this common problem using a combination of active and on-line learning techniques. It draws upon an exhaustive literature review in the field of active learning, nine years of practical experience of implementing active learning in my classes, and the innovation of learning and effectively using web-based courseware (E-Grade Plus-Wiley Publishing).

Initially, there will be a brief explaination of the concepts and benefits of active learning. The benefits include a greater emphasis on critical thinking and second-level learning skills, much greater retention of material learned, and students becoming more effective life-long learners.

I will report on the results of my own study, which were incredible. The methodology included a pretest, implementation of active and on-line learning for a three week period, followed by a post-test. The mean increased by 63.06% from an initial 50.63% on the pretest to 82.55% on the post-test.

Next, I will do a live demonstration of the web-based courseware allowing some or all the participants hands on experience.

The final portion of the presentation will be an open discussion of this and other on-line and active learning techniques.

References

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Albrecht, W. Steve and Sack, Robert J. 2000. Accounting Education: Charting the Course through a Perilous Future: AAA Web site.

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Report of the Changing Environment Committee. 1998. The Future Viability of Accounting Education. Sarasota, FL: AAA.

Dominos and Teaching: A Simulation Game to Decrease Lecturing

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Objectives:
Participants will be able to:
experience the increased effectiveness of 2-way communication, as compared to 1-way communication
apply the principles to the classroom setting
increase commitment to building learning involvement into the lecture
lead others in the simulation with similar results

Intended Audience:
The presentation is designed for teachers who wish to increase their comitment to minimizing 1-way communication in classroom settings. It will be especially valuable to faculty developers and administrators looking for powerful ways to improve teaching effectiveness

Activities:
Participants, in small groups, will play multiple "rounds" of the domino communication game, with three sets of "rules". The game consists of a sender and a receiver, along with observers. The receiver attempts to duplicate on his tray the pattern the sender is communicating-- After each round, group members rate how accurately the pattern is duplicated and record the time taken for the round. Observers note that as more communication paths are opened, accuracy increases. Finally the groups apply their observations about communication effectiveness to the classroom and conclude with principles to improve teaching and learning.

Abstract:
Active learning is espoused by educators everywhere (Bonwell & Eison, Silberman, Pike), yet many higher education faculty have had few models and lack a true commitment to and/or knowledge of how to apply these findings to their own teaching. This workshop provides educators with an interesting game, which suddenly delivers a powerful message, "If they want their teaching to be effective, one-way communication isn't likely to bring it about." Exploration of methods to diminish 1-way and increase multiple means of communicating during the lecture hour will conclude the session.

References

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Silberman, Mel, Active Training, 2001,

Pike, Robert, Creative Training Techniques, 2nd edition, 2004.

Civic Engagement In A Municipal Setting

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Objectives:
To prepare attendees to design and to deliver a comparable course at their institution.

Intended Audience:
Professors of public administration and political science.

Activities:
Overview of issues in working with local elected officials. Audience will be asked to assume that they are local elected or appointed officials asked to cooperate with a student project and to role play ethical and practical concerns with an indepth study of local government such as privacy issues, possible embarrassing data, release to news media of embarrassing information.

Abstract:
I. Goals and objectives of the service learning/civic engagement course.

II. Description of service project and research undertaken.

III. Dealing with local officials.

IV. Administrative and logistical challenges of delivering the course.

V. Pedagogical process of preparing the students for an effective learning experience.

VI. Discussion of the learning outcomes.

References
General service learning literature.

TRIBES: A New Way of Learning and Being Together. Coming to your classroom soon!

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Objectives:
Participants will acquire information concerning the Tribes Process.
Concepts will be explained and demonstrated using TRIBES strategies.
Positive learning environments will be facilitated.

Intended Audience:
Individuals who work with groups of people (students, faculty, administrators and resource personnel) will find the TRIBES process a way to improve effectiveness and motivation for those groups.

Activities:
Inclusion (small group)
Direct instruction
Individual reflection

Abstract:
The purpose of this presentation is to identify ways to include students in the learning process. By building inclusion, influence and community within a learning environment students claim ownership of their individual learning. This creates a unique learning environment one is which incorporates group inquiry, and student initiated research, presentations, assessments and projects. Jeanne Gibbs founder of the TRIBES process has found a way to incorporate constructivist learning with realistic ways in which students and teachers working together can authentically assess and celebrate academic learning on a regular basis.

References

Gibbs, J. (1999) Guiding your school community to live a culture of caring and learning. Windsor CA.

Gibbs, J. ((2001) TRIBES a new way of learning and being together. Windsor, CA.

Integrating Personal Digital Assistants (PDAs) into the Classroom

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Objectives:
The objectives of this presentation are (1) to evaluate the use of PDAs in a business college classroom, (2) to discuss the effectiveness of using PDAs for instructional purposes, and (3) to provide procedures and assignments for teaching all levels of students in various disciplines to use PDAs for communication and organization.

Intended Audience:
Any teacher who might consider using a PDA in his/her classroom

Activities:
Demonstration of the PDA as a teaching tool and as a learning tool
Activities using the PDA in the classroom
Discussion of other strategies that teachers have used with PDAs

Abstract:
There are several reasons to use PDAs in the classroom: "real world" applications, teaching and learning tool, ubiquitous usage, collaboration, integration.

Some of the applications that may be used in different disciplines are listed (Barksdale, 2005):

Geography and GPS, mapping, surveying
- Math: graphing, calculator, equations
- Science: periodic chart, record observations, gather data with probes
- History: timelines, speeches, current events
- English: dictionary, thesaurus, verb usage, vocabulary, practice handwriting
- Language: foreign words, tutorials, hear
- Literature: e-books
- Business: scheduling, computer applications, stock market
- Music: keyboards, listen, compose
- Physical Education: fitness records

Art: photo album

Teachers thought the use of PDAs in the classroom was effective:
89% - effective instructional tool
93% - can have a positive effect on learning
90% - continue using PDAs (Pryor, 2002)

The advantages of using PDAs are numerous: personal, interactive, accessible, integrative, flexible, easy data capture and downloading, mobile, wireless connectivity, communication-friendly, and motivational for students.

Of course, there are also disadvantages: constrained input/output capability, small screens, indirect printing, thumb pad, and battery power.

Ongoing learning of technology is critical to maintaining a high quality program. The main point, though, is to know when and how to integrate that technology into the education setting so that it is relevant. This PDA study created conditions under which one teacher conducted simple action research to advance technology knowledge in her classroom while creating the conditions for an enriched learning environment. Curriculum development included technology integration and activities to reach the objectives of both the content area and the use of the PDA.

Several Web sites provide lesson plans and activities for using PDAs:

http://www.palmtipsheet.com/issues.html
http://user.pa.net/%7Eankney/#FreeBooks
http://www.freewarepalm.com/
http://www.jumbo.com/
http://www.goknow.com/
http://palm.hice-dev.org/
http://www.mpsomaha.org/willow/technology/wishlist/applications.html
http://kathyschrock.net/power/graffiti.pdf
http://npug.org/scripts/schlabo/dl.cgi?graffiti.zip
http://learninginhand.com/lessonplans.html
http://www.midgefrazel.net/index.html
http://palm.atu.edu/lessons.htm
http://www.learningathand.com

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http://www.palmtipsheet.com/issues.html
http://user.pa.net/%7Eankney/#FreeBooks
http://www.freewarepalm.com/
http://www.jumbo.com/

http://www.goknow.com/
http://palm.hice-dev.org/
http://www.mpsomaha.org/willow/technology/wishlist/applications.html
http://kathyschrock.net/power/graffiti.pdf
http://npug.org/scripts/schlabo/dl.cgi?graffiti.zip
http://learninginhand.com/lessonplans.html
http://www.midgefrazel.net/index.html
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http://www.learningathand.com

Pryor, E. Palm Education Pioneers Research Hub Year-End Status Report. Kent State University, 2002.

Professionalism in Academe: A Reaffirmation of Postulates

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Objectives:
1. Discuss collegiality, collaboration, cooperation and commitment as they relate to professionalism in modern day academe.
2. Suggest approaches that could be taken to enhance one's own professionalism in the academic setting.
3. Relate the concepts of professionalism to the fundamental principles of ethics and trust.

Intended Audience:
Faculty and students

Activities:
PowerPoint Presentation
Discussion
Sample Scenarios for Interactive Discussions

Abstract:
Over the past decade, the role of faculty in the collegiate setting has evolved considerably. Not only is there increased urgency to fulfill the tripartite mission of teaching, research and service, but there is enormous pressure on faculty for the acquisition of external funding and salary buy-outs. They are being asked increasingly ìto do more with lessî. Each of these factors is compounded by working in an environment in which technology has superseded the interpersonal, and communication is transmitted by îelectronic neuronsî rather than cerebral ones. Universities are constantly being challenged to be technologically current, yet frugal; progressive, yet wise guardians of their budgets. Faculty are confronted with enormous pedagogical changes while at the same time struggling to meet the requirements of promotion and tenure. Hence, there has never been a more appropriate moment for a discussion of professionalism as an antecedent to learning and scholarship, and as the foundation for meaningful interactions in the academic community.

Defining a profession and describing professionalism become somewhat difficult (Adams & Miller, 1996; Cruess, Johnston & Cruess, 2004; Ohlen & Segesten, 1998, 1994; Gardner, 1992). Hildegard Peplau, a nursing pioneer when nursing was emerging as a profession, delineated a number of characteristics of a profession. Namely, the members know something better than those they serve; they have certain rights and privileges, and certain standards to meet (Sills, 1998). They are experts, sound decision makers and leaders with specialized knowledge (Adams & Miller, 1996). ìProfessionalism on the other hand is often viewed as a process which certain occupations advance through, with the end state being a profession (Rutty, 1998). And as one author put it, ìÖ[professionalism] isn't something we acquire automatically over time, like adult teethî (Patrick, 2004). The framework of professionalism presented here focuses on the concepts of collegiality, collaboration, cooperation, and commitment based on principles of ethics and mutual trust. As with any systems approach, these concepts are both interrelated and interdependent. When formed into a whole, they represent much more than their individual parts.

In this presentation, each concept is discussed in more detail and discussions are invited on how they can be used in the academic setting by both faculty and students. An opportunity will be provided for participants to use the framework in response to sample educational scenarios.

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Sills, G. (1998). "Peplau and professionalism: The emergence of the paradigm of professionalization," Journal of Psychiatric and Mental Health Nursing, 5, 167-171.

"Come Blog with Us"

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Objectives:
Participants are guided through the establishment of their own personal blog, and they gain the skills needed for maintaining their own blog and posting to other blogs. This course is available online in HorizonWimba.

Intended Audience:
This presentation was developed for faculty members at a university with graduate schools in law, communication, education, psychology & counseling, leadership studies, divinity, government, and business, as well as an undergraduate program. Any instructor can benefit.

Activities:
Internet research within blogs in the fields of law and politics demonstrates the power and effectiveness of blogs as legal decisions are debated, decided, and analyzed. Participants create blogs designed for their own personal and professional use.

Abstract:
Participants learn the advantages and pitfalls of blogging. They experience posting on existing blogs, and they create their own blog. Working either in a computer lab or sharing laptops, they discover the power and intimacy of blogging, whether with students, instructors, primary sources, or experts in a given discipline.

References

Story from BBC NEWS:
Academics give lessons on blogs
By Shola Adenekan
Blogs are increasingly being used by academics and students.
http://news.bbc.co.uk/go/pr/fr/-/2/hi/uk_news/education/4194669.stm
Published: 2005/01/23 00:58:34 GMT
© BBC MMV

Column
Blogging and RSS ó The "What's It?" and "How To" of Powerful New Web Tools for Educators
by Will Richardson, Supervisor of Instructional Technology, Hunterdon Central Regional High School
Multimedia and Internet Schools Vol. 11 No. 1 ó Jan/Feb 2004
http://www.sloan-c.org/publications/view/v3n8/pubsv3n8.htm Retrieved March 28, 2005

Excerpts from the Bulldog Reporter
LEAD STORY / SHOULD PR GIVE BLOGS A PRESS PASS?
How to Deal with ìOnline Detractorsî ó Five Quick Tips for Coping with Bad News Bloggers
February 23, 2005
IN THIS ISSUE: Should PR Give Blogs a Press Pass? Newsletter: 02.23.05
http://enewsrelease.com/bd_index.asp
Retrieved March 22, 2005

www.blogger.com

Applying the Principles of Universal Design Instruction Using a Human Simulator Model

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Objectives:
Participants will:

1. Discuss the nine principles of Universal Design Instruction.
2. Apply the nine principles of Universal Design Instruction to their own disciplines.
3. Identify at least two ways to incorporate Universal Design Instruction into their own courses.
4. Discuss the implications of Universal Design Instruction on student learning.
5. Identify student attitudes related to the principles of Universal Design Instruction.

Intended Audience:
Faculty
Directors of Disability Services
Administrators

Activities:
1. Powerpoint presentation
2. Discussion
3. Demonstration of the essential features of the human simulator model.
4. Participants will consider one learning strategy used in their courses and discuss its usability according to the Nine Principles of Universal Design.

Abstract:
The Center for Universal Design at North Carolina State University defined Universal Design (UD) as the design of products and environments to be usable by all people to the greatest extent possible (The Center for Universal Design, 1997). When principles of UD are applied to the physical environment, adaptations benefit a broad range of users and are built in rather than added on as an afterthought (Scott, McGuire, & Shaw, 2003). When applied to educational settings, diverse student learning needs become an integral component of all instructional planning, which can ultimately benefit all students in the class regardless of disability or at-risk status. (Silver, Bourke, & Strehorn, 1998). Faculty play a major role in selecting and creating

learning strategies that are beneficial to all students. This presentation introduces the Nine Principles of Universal Design Instruction (Scott, McGuire, & Shaw, 2003) and how they can be used to evaluate the effectiveness of a learning strategy in terms of its usability by all students. The benefit is that the faculty designing the course considers the needs of all students prior to implementing a strategy rather than attempting to accomodate students as an afterthought. The presenters will introduce a human simulator model and how it was evaluated for its usability in the classroom according to the Nine Princples of Universal Design. The procedures of how it was used are discussed; student responses to the usablity of the model are also shared.

References

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The Center for Universal Design: Environments and products for all people (1997). Raleigh, NC: North Carolina State University, The Center for Universal Design. Retrieved April 15, 2005, from the World Wide Web: http://www.ncsu.edu/ncsu/design/cud/index.html

Changing Our Teaching Through "Teaching Transformed"

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Objectives:
Participants will examine the Five Standards of Effective Pedagogy, ways to implement them in their own classroom, and critically analyze an action plan for dissemination of these pedagogical principles.

Intended Audience:
This presentation would be most appropriate for faculty and administrators.

Activities:
Activities will include panel discussion using a question and answer format and critical analysis of an action plan.

Abstract:
Teaching Transformed: Achieving Excellence, Fairness, Inclusion, and Harmony (Tharp, Estrada, Dalton, Yamauchi, 2000) describes Five Standards of Effective Pedagogy based on their long term research. These standards are:
Standard I: Teachers and Students Producing Together- Facilitate learning through joint productive activity among teacher and students.
Standard II: Developing Language and Literacy Across the Curriculum- Develop competence in the language and literacy of instruction across the curriculum.
Standard III: Making Meaning: Connecting School to Students' Lives- Contextualize teaching and curriculum in the experiences and skills of students' homes and communities.
Standard IV: Teaching Complex Thinking- Challenge students toward cognitive complexity.
Standard V: Teaching Through Conversation- Engage students through dialogue. (p. 20)

The panel will discuss how they implemented the Five Standards of Effective Pedagogy in their college classrooms, the results, and the problems encountered. The action plan for encouraging the adoption of theses principles by other faculty and teachers will also be shared.

References

Tharp, R.G., Estrada, P., Dalton, S.S., & Yamauchi, L.A. (2000). Teaching Transformed: Achieving Excellence, Fairness, Inclusion, and Harmony. Boulder, CO: Westview Press.

Teaching Outside the Box

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Objectives:
1) To find each audience member's "box of teaching"
2) To demonstrate many out of the box teaching ideas for large and small classes.
3) To rejuvenate the teacher.

Intended Audience:
Teachers.

Activities:
Demonstration of "out of the box teaching" teaching techniques

Mapping each teacher in the workshop's teaching style and adding some "out of the box" activities to their current routine.

Abstract:
Tried and true creative methods of teaching including song, poetry, quilts, team ideas all designed to maximize student involvement in the classroom on a day-to-day basis.

Description and Analysis of the Impact of the NSF WALS (Writing for Assessment and Learning in the Natural and Mathematical Sciences) Project on Participants' Learning Outcomes: Both Students and Faculty

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Objectives:
Share an overview of the NSF's WALS project.
Share project outcomes regarding assignment design, goals and objectives and faculty analysis of student progress/success on these assignments.
Interest others in engaging in this process by utilizing CPR software and assignments created for the WALS project.
Share processes for project outcomes analysis and professional development.

Intended Audience:
Appropriate for faculty, administrators, and instructional technologists ñ particularly those in or working with those in the natural and mathematical sciences.

Activities:
Participants will be able to review the poster and handout material and ask questions of the presenters.

Abstract:
In 2003, a team of faculty and faculty developers at Texas A&M University received National Science Foundation (NSF) funding for Writing for Assessment and Learning in the Natural and Mathematical Sciences (WALS), a project that uses Calibrated Peer Review (CPR) software to create and implement student writing assignments in Biology, Mathematics, and Physics. These assignments are designed to both assess and develop students' (a) conceptual understanding, (b) ability to apply information to new contexts and problems, (c) ability to analyze and synthesize data, and (d) ability to write logically and clearly. In addition, information about student learning obtained through these assignments is being used to inform the teaching and learning process (Bransford, Brown & Cocking 2000; Anderson & Krathwohl, 2001; Gess-Newsome, Southerland, Johnston & Woodbury, 2003). This presentation shares some of the products of this project: assignments and analysis of outcomes for both the students and faculty participants.

Three compelling needs in the represented disciplines motivate the project:
The need for assessment tools. Mathematics and science learning that emphasizes conceptual understanding while promoting critical thinking and communication skills is central to producing a scientifically literate workforce and citizenry. Tools for assessing these valuable skills are essential since the way we assess learning is the most powerful signal that we send to students about what is important (Wiggins, 1990). Measures that give insight into student thinking are needed--both to communicate to students that it is their ability to think like a scientist that we value, and to provide information for improvement of teaching methods. And, since faculty, reasonably, seek evidence that a change from more traditional teaching methods will lead to better student learning, lack of adequate assessment hinders widespread adoption of inquiry-based, active learning teaching methods and accompanying professional development. (Guskey, 2002, Wright et al, 1998)

The need for faculty-driven inquiry. Adequate assessment methods and tools are necessary--but not sufficient--for improvement of student learning. Devotion of faculty time and intellectual

energy to careful analysis of results of assessment is also required. While there is a need for assessment methods that can show what students have learned, even more pressing is the need for faculty to investigate questions about optimal conditions under which students acquire deep conceptual understanding and develop these "habits of mind." As Cross and Steadman (1996) write in the introduction to their book, Classroom Research, "Just as students must be actively engaged in formulating their own learning questions and thinking critically about them, so teachers must be actively engaged in formulating their own questions about learning and the impact of their teaching upon it" (p. 2).

The need for students to write. Not only is it important for students to learn to write, writing is, in itself, an effective learning tool. Well-crafted writing assignments promote active reading and critical thinking (Lowman, 1996), and student writing gives a clearer picture of what students have learned than short answer or machine scored multiple choice exams (Elbow, 1997).

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Classes that Click: Active Learning vs. Procrastinate Learning

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Objectives:
At the end of this session participants
(1) Will understand the importance of using class time for effective student learning;
(2) Will participate in active learning activities modeled by the presenters;
(3) Will be encouraged to return to their classes and apply the strategies distributed in handouts from the session.

Intended Audience:
Faculty, Faculty Developers, Academic Leaders

Activities:
Short Dialogues
Think/Pair/Share
Group Application/Role Play
Writing for Reflection and Assessment

Abstract:
In 2001, Richard Light published, Making the Most of College: Students Speak their Minds, a seminal work based on 10 years of research exploring the question,"ìHow can colleges and universities facilitate the best possible undergraduate experience?" This workshop is based on two of Light's surprising findings about the classroom experience. First, students reported that their most significant learning took place outside the classroom, rather than during class- time. Second, students prefer highly structured courses with many assessments and short assignments, rather than courses loosely structured with few quizzes, exams and papers.

While acknowledging that learning outside the classroom is important, one has to acknowledge that faculty have the obligation to make in-class learning more meaningful and significant. Based on student preferences, one way to do this is to intentionally structure class-time to maximize learning through assessment and active learning activities.

This workshop is designed to give participants a variety of teaching-learning strategies to encourage that learning occurs during the class period (active learning) rather than giving information to be learned at a later date (procrastinate learning). These strategies are appropriate for any course content or class level. They will be presented in the context of a four-part teaching-learning model that includes:

Assignment (Teaching/Learning Preparation);
Context (Teaching-Learning Review/Preview);
Assessment (Teaching-Learning Feedback);
Dialogue (Teaching-Learning Conversation).

Three strategies will be explored for each part of the model. Participants will leave with a booklet of at least twelve active learning and assessment activities.

These activities include several that have been used effectively in the academy. For example, Bean, Searles, Singer, and Cowan's Analogical Guide (1990) facilitates an understanding of new information by thinking about the underlying properties of more familiar concepts and comparing them to the new, unfamiliar concepts. Head and Readence's (1992) Anticipation Guides/Reaction Guides can be used to challenge commonly held beliefs about important concepts as well as access students' prior knowledge. Vanderhoof, Miller, Clegg, & Patterson's (1992) Phony Document activity encourages students to read critically and retain information.

Original strategies developed by the presenters includes the following: The Learning Journey compares students' knowledge and encourages collaboration, Experts-on Call emphasizes mastery of factual material, Circle Critique encourages students to complete their homework and critically evaluate others work, and Quick Check, calls on students to retain and report key points.

This workshop is highly interactive and gives the participants the opportunity to play the role of students as they experience creating classes that click.

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The research capstone course as a model system for enhancing the undergraduate research experience in plant science

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Objectives:
The objectives of this poster presentation are to describe the Botany Research Capstone Experience at Miami University, Oxford OH and how it enhances the research learning experience.

Intended Audience:
This poster presentation would be of greatest interest to faculty members interested in enhancing the research experiences of undergraduate students.

Activities:
This will be a poster presentation so activities will be limited to a discussion with individuals visiting the poster.

Abstract:
The value of undergraduate research experience in science is well documented (Randall et al 2004). The research experience helps students to develop critical thinking skills (Bauer 2001) and often stimulates students to pursue further graduate education in science (Hathaway et al 2000). Often, the research experience of undergraduate students is to work under the guidance of a faculty mentor, carrying out specific tasks within the scope of a larger, pre-existing project. Unfortunately, this can lead to what is commonly referred to as "not seeing the forest for the trees." Students often get involved in the details of the work at hand but can fail to see or to be exposed to the larger picture of the community of science and how it works at several levels. To address this problem, we have created what we call a "Capstone Research in Botany" at Miami University in Oxford, Ohio. This Capstone exposes students to the "whole" of how science works, including hypothesis development, proposal preparation, methods for review of current literature, and communication through the presentation and publication of research. Many other undergraduate research based programs incorporate a subset of these topics in their approach (Dooley et al 1998; Smith, D. T. 2001; Smith, T. L. 2001; Randall et al 2004), however we believe our program is unique in providing more complete and comprehensive exposure to the world of scientific research. I propose that this type of capstone course could serve as a model system for enhancing the undergraduate research experience.

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Development and Evaluation of an Exercises in Aviation GIS Computer Manual

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Objectives:
In addition to providing collaborative learning opportunities to improve aviation pedagogy, GIS students and faculty who are equipped with the ability to visualize and depict data formerly confined to tables will be in a superior position to modernize the workplace and enhance the global research infrastructure.

Intended Audience:
The presentation is most appropriate for faculty and administration wishing to expand the use of information technology, especially within the realm of Geographic Informaton Systems.

Activities:
This 50-minute session will outline the development of the aviation GIS exercises, demonstrate several exercises, and examine the evaluation of the exercises.

Abstract:
College students increasingly are exposed to data about their individual disciplines, the local community, and the world. Organizing and using information effectively requires a means of managing, analyzing, and presenting this data. A Geographic Information System (GIS) is an automated system for the capture, storage, retrieval, analysis, and display of spatial data (Clarke, 1995). Originally a tool of geography departments, universities are developing curricula surveying GIS theory and introducing students to the organization, planning, and techniques involved in spatial database administration systems (Star & Estes, 1990; Goodchild, Parks, & Steyaert, 1993; Foresman, 1998). Students at Embry-Riddle Aeronautical University (ERAU) require the ability to conduct spatial analyses, defined as the study of the locations and shapes of geographic features and their relationships (Bailey & Gatrell, 1995; Fotheringham, Brunsdon, & Charlton, 2000; O'Sullivan & Unwin, 2003). The benefits of seeing data displayed graphically on a map in two or three-dimensions, rather than merely in a spreadsheet, are incalculable for answering the questions of what, where, and why, which are among the basic queries of aviation and aerospace. Although GIS is widely used by the aviation/aerospace industry, most GIS

education occurs after graduation in the form of professional training (Kennedy (2002). This fact suggests a need for more aviation oriented GIS undergraduate education. Having successfully implemented Introduction to GIS and Advanced GIS courses for students at ERAU, the authors are developing an Exercises in Aviation GIS computer manual. They have co-authored a similar text, Exercises in Climatology, which is distributed by Prentice Hall, and the publishers have expressed an interest in the proposed aviation GIS manual. Several of these exercises will be presented, which include mathematical and statistical elements, incorporate the scientific method, and encourage students to conduct two and three-dimensional spatial analysis within their respective aviation disciplines. The expertise acquired in GIS courses is being applied in government, industry, and academia to advance the analysis of spatial data and to enhance decision-making capabilities at all levels. As the aviation GIS manual is distributed to the larger academic community, the impacts are expected to be both far-reaching and imminently practical.

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Let's Keep It Real: An Approach to Reality-Based Learning

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Objectives:
Participants will be presented with the mode of operation for the reality-based simulation.

Participants will gain insight in methods and examples in reality-based teaching.

Participants will share strategies for creating opportunities for students to learn in the "real-world."

Participants will gain an understanding of a practical model for carrying out strategies for change in a variety of settings

Intended Audience:
Faculty and those interested in reality-based teaching and learning.

Activities:
The presenter will discuss the process for implemeting the simulation, the structure used, and lessons learned. Partipants will have the opportunity for hands-on learning through small group exercises.

Abstract:
During the fall semester at Columbia College, the Social Work Practice III class participated in a simulation that encouraged "real-world" interaction within the macro discipline of social work. During the course of the semester, the class became a non-profit organization that began from scratch. The students gained insight into how to start an organization, how to run an organization, and all the problems that can be encountered along the way. After learning the PREPARE and IMAGINE models, the class produced a complete community assessment of the target population for the simulated organization. As a final project, the class presented the assessment to a board of directors, which included members of the college faculty, as well as the community. The end product and semester's worth of work encouraged all of the students to become formally aquainted with the macro aspect of social work, gave them a stronger knowledge-base for using social work skills, and a greater appreciation for learning outside the box.

As a part of the presentation participants will have the opportunity to take a look at the organizational material produced by the simulated organization. They will see a copy of the written assessment, copies of the planned processes for program implementation, and a copy of

the organization's policy manual. Participants will also have the opportunity to experience the planning of some aspect of a simulated organization through small group activities.

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Finding the Kernel and Cracking It:
Translating Abstract Ideas into Active Learning Experiences

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Objectives:

- To present two examples of how abstract-conceptual ideas can be converted into active-learning activities.

- To demonstrate the application of the two active learning activities.

- To provide attendees with the opportunity to break down the "kernel" of the abstract-conceptual idea into a set of physical actions that can be compiled to create an active learning session.

Intended Audience:
The ideal audience for this session will be teachers in business and social science classes, and other teachers who want to turn their classroom environments from "Sage-on-the-Stage" variety into "Guide-on-the-Side" varieties, and still be able to "cover" the concepts in these kinds of classes.

Activities:
After a brief presentation of how to zero in on the "kernel" idea in any everyday activity, the participants will be placed in groups. Each group will experience both examples from microeconomics classes. The first will involve the participants in first making a doghouse, out of Lego blocks, and then a swing set, also out of Lego blocks. Each activity will involve all the participants in trying to create the desired objects, and/or recording their behaviors (or steps) to create each. Then they will be asked to try to make both at the same time, using the same amount of Lego blocks. These activities will then be interpreted to show the foundational ideas in economics of factors of productions, technology and scarcity. Time permitting, another active learning activity will be performed that will illustrate the concept of diminishing marginal productivity.

Abstract:
Those following Fink's idea of creating significant learning experiences (Fink, 2003) often struggle to find ways of making their subject's ideas into active learning experiences. This paper proposes a simple way of deconstructing the idea, and its often abstract parts, and finding everyday ways to illustrate the concept. These everyday ways can ideally be demonstrated in the classroom. It continues by illustrating this process for the foundational concepts in economics, and a more technical concept from microeconomics.

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Problem Based Learning: On-Line development, assessment and evaluation

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Objectives:
Participants will examine the fundamental characteristics of PBL

Participants will gain an understanding of PBL as a constructivist approach to on-line assessment and evaluation

Participants will gain an understanding of dynamic assessment

Participants will develop individual, course-specific evaluations that incorporate PBL within a dynamic assessment model

Participants will examine the pros and cons of various on-line assessments when used in conjunction with PBL

Participants will understand the importance of linking instructor objectives to the assessment of PBL activities

Participants will experience the emotional and attitudinal aspects (that are experienced by students) as participants engage in a simulated, on-line, PBL, chat activity

Intended Audience:
This session is designed to target an array of participants from various academic and professional disciplines. It is especially attractive to those participants who are interested in: developing on-line, PBL activities, discovering various assessment and evaluation techniques that accompany the on-line environment, and evaluating the pros and cons of various assessments that are used with on-line PBL evalustions.

Activities:
This session will engage participants in an active examination of PBL in an on-line environment. Participants will discover the "how to's" of using PBL on-line through lecture, discussion, role play, and by viewing an actual on-line course. Guided direction will be given by the presenter, as small groups are created to engage in a PBL activity that simulates an on-line chat. Through this simulated activity, participants will interact using only written communication, with brief transmission delays that model the communications in an on-line environment. This session will also provide participants with a task outline for the development and assessment of an on-line PBL activity.

Abstract:
What was once considered to be the wave of the future has now become the reality. On-line instruction is being delivered by nearly every acadmic discipline and in almost every university, worldwide. As a result, many traditional pedagogical designs and instructional delivery methods have had to be either adapted or completely redesigned to meet the challenges of on-line instruction. Problem based learning, with its inherent constructivist focus, appears to lend itself readily for use in an on-line environment.

The pedagogical elements of problem based learning, with their emphasis on self directed learning, use of prior knowledge, dynamic assessment, application of skills, and cooperative-group nature, are aligned with the instructional nature of on-line learning. Support for the use of PBL can be inferred from Edelson, Pea, and Gomez's (1995) discussion of virtual learning environments: a post modern, on-line, instructional design. In accordance with Edelson, Pea and Gomez's (1996) position, Wilson (1995) asserts that assessment activities should be interwoven throughout the instructional design, be based on authentic, ìreal worldî problems, and that multiple, process-based and integrated assessments be used to evaluate the learner's acquisition and application of knowledge and skill.

Through the use and monitoring of various authentic, on-line activities, assessment of such skills as knowledge construction, group collaboration, interdependence, problem solving, and critical thinking actually becomes more quantifiable and accurate (Jonasson, Peck & Wilson, 1999). As student groups participate in problem based learning activities, the instructor is equipped with a quantifiable record of their individual and collective contributions. In contrast to the problem based learning activities that are delivered in a traditional classroom setting, chat room conversations, threaded discussions, drop boxes, and webliography postings, enable the instructor to assess and evaluate student performance for both quality and quantity.

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Being an Effective Leader in the Classroom: Setting Students up for Success

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Objectives:
Participants will be able to:
- differentiate between encouraging/motivating and discouraging leadership behaviors
- identify methods for demonstrating leadership behaviors which result in higher levels of motivation in students
- provide consultation to each other as they discuss "I hate it when...." experiences with students

Intended Audience:
Faculty--especially those who may be working with students who have had inadequate preparation for academic work and/or who lack confidence in their abilities

Activities:
Beginning with a brief discussion of motivating leadership behaviors, participants will then develop their own "case studies" by beginning with an exercise: "I hate it when...." Following this part of the workshop, we will hold consultation sessions with some participants being instructors and some playing the roles of students.

Abstract:
Some of the principles of Adlerian Psychology have direct application to our role as instructors and leaders within the classroom. For example, "within our self-created life style we live each instant, each act, each choice...if we understand a person's goals, we can understand the person"(Manaster and Corsini, 1995, p. 66). Because we all make choices as to how we carry out our lives, every individual has the "potential to behave in ways which allow them to be happy and successful" (p.66) or which hinder his/her ability to be satisfied, productive and successful. Furthermore it is possible to change our way of achieving our goals and others, including instructors, can have an impact on this process. As leaders in the classroom we can encourage people who feel powerless, who lack self esteem and a desire to cooperate and be productive, and who minimize their potential to move toward a different "life style" which helps them develop a sense of power and confidence (Dinkmeyer and Eckstein, 1996). With these premises established, the workshop will then focus on experiences faculty have had with unmotivated students, how they previously addressed (or possibly ignored) these experiences, and identify leadership behaviors and strategies that can be used to help the students to become more "task oriented" rather than "focusing on punitive self-statements" (Eckstein and Kern, 2002, p. 168).Participants will be able to take away new ideas for addressing those situations that are particularly challenging to us.

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Endurance of Learning:
A Model for Using Active Learning Techniques in Intensive Courses

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Objectives:
1. To identify the challenges of teaching in intensive sessions.
2. To discuss active learning techniques in the context of the endurance of learning model.
3. To examine which active learning techniques could be employed best in intensive sessions.
4. To select active learning techniques for classes with intensive schedules.

Intended Audience:
faculty, faculty and administrators, instructional technologists

Activities:
Some of the activities which may be used are:
1. Pros and Cons- in a team, students will create a list of pros and cons of teaching in compressed sessions.
2. Share Your Wares- Participants identify active learning techniques they have used successfully in the past. Each individual will share ideas in triads, and each triad will share the technique that would be most appropriate for short sessions
3. True or False? A list of statements (half are true and half are false) regarding intensive courses are provided to participants. The list is used as an individual assessment and will provide data for a whole class discussion.

Abstract:
Many colleges and universities are offering courses in the summer which may be "compressed"; the duration may be a week or several weeks with classes meeting more often to meet the requisite hours of a term. Often, when faced with teaching these courses, professors respond with, "How can I teach everything in such a short time?" The challenges of teaching "all our students need to know" in these short sessions may be daunting. There is a concern that our students may not perform as well or learn as much. But, it may come as a surprise that the

research does not necessarily support the idea that performance or learning suffers in these short classes. In one study (Seamon, 2004), a comparison of courses (long and short) revealed no significant difference in performance, and when there was significance, it was in favor of intensive courses.

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Computer Games and Webquests for Math Education

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Objectives:
This research examines preservice teachers' math awareness in learning and teaching math. Often preservice teachers have a fear of math and may cause difficulty in learning and teaching math. This in-progress research project examines the role of creating math Webquests and playing computer games to help students learn and teach math. Computer games allow education students to connect field-based implementation with constructivist theory of coursework. It takes time to change core beliefs regarding the use of games as a teaching/learning strategy. Does the use of games affect preconceived ideas regarding the teaching and learning of math skills?

Intended Audience:
This research is directed towards practicing teachers and teacher educators. It helps inform teachers and teacher educators how core beliefs can change through experimenting with different learning/teaching strategies such as playing and creating computer games and Webquests. By examining and observing what preservice teachers do and say regarding their practice, educators can improve upon the connections between theory and practice. Games and Webquests are found to be useful as teaching strategy and learning tool.

Activities:
Information will be shared about the emerging themes as preservice teachers create Webquests and play games as a method of learning math skills. This session will analyze the Webquests, presurveys, and what preservice teachers learn from their experiences. The Webquests written by researchers and preservice teachers will be presented and examined.

Abstract:
This research examines preservice teachers' math awareness in learning and teaching math. Often preservice teachers have a fear of math and may cause difficulty in learning and teaching math.
Vygotsky suggests that children learn by ìplayingî. He suggests that learning cannot take place unless it is interactive. Therefore students cannot learn if they are not a part of the learning

process. Making games allows students to become active learners and to play with math as they do. Even through there has been little research about the process of making games and it's affect on teaching, there is a great deal about games and how they are useful in teaching.

Kirk and Belovics (2004) believe that with the new generation of computer savvy students, computer-based games offers interactive learning through a familiar method of information delivery, the computer or internet.

Students in an elementary math method courses participated in the study. The presenters examined the presurveys and Webquests to discover students' efforts and reactions to playing and creating computer games and Webquests as practical and effective tools will be explored. Webquests were shared and critiqued by members of the class.

Information will be shared about the emerging themes as preservice teachers created Webquests as a method of learning math skills. This session will describe the Webquests and what preservice teachers learn from their experiences.

This research informs teacher educators how preservice teachers' core beliefs can change through experimenting with different learning/teaching strategies. By examining and observing what preservice teachers do and say regarding their practice, educators can improve upon the connections between theory and practice. Webquests and games are found to be useful as teaching strategy and learning tool. Games:

- encouraged collaboration
- improved memory
- promoted interest
- facilitated higher learning
- demonstrated problem solving
- provided application of knowledge
- helped students digest information
- made decision makers

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What can we do with a glass that is half full? Facilitating Success through Performance Profiling and Goal Setting with Students and Student Athletes

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Objectives:
Discuss questions about what is important to students and student/athletes.
Inquire about ideas from attendees around their own beliefs of individualized goals as well as goals of the their students.
Demonstrate and discuss how Performance Profiling can be used individually as well as in a classroom setting.

Intended Audience:
Everyone who is interested in working pro-actively with students or students athletes in raising self-awareness and actively pursuing goals.

Activities:
A. Narrative Description:

Part 1: Participants will be taken on a journey to briefly discuss the social construction of failure.

Part 2: Participants will engage in a discussion about what is important in the lives of students and student athletes.

Part 3: Participants will walk through the process of Performance Profiling.

B. Outline of Activities:

Video
Discussion of Failure
Small to Large Group Discussion on student attributes of Success.
Performance Profiling Process
Q&A

Abstract:
We talk about student success, we talk about helping students, we talk about engaging students in self-awareness, and we talk about students setting goals... GET THE PICTURE.... Performance profiling is about putting all that talking into action. Performance Profiling helps individuals identify there areas of improvements while also identifying areas of their strengths. We will walk through the process of how failure and success are socially constructed, while

including elements of control theory (Skinner, 1995, 1996) (this is not BF) Personality/Social interaction (Hollander, 1971); Construct theory (Kelly, 1955); as well as the Thomas & Matthew Effects (Merton, 1948; 1968; 1988). By the end of the presentation participants will have a new tool to add to their tool box of strategies to help facilitate growth and development within and around their students.

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A Class of Many Goals: An Online Collaborative Project for Preservice Teachers

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Objectives:
Knowledge – participants will:

- learn definitions of blended learning
- learn the advantages of using an online course delivery system for a collaborative project
- learn instructional approaches for combining the blended learning environment with an online collaboration project
- increase their familiarity with the elements of an online collaborative project

Skills – Participants will acquire skills enabling them to:

- design projects that require students to learn and apply new computer technology skills
- design projects that require students to use higher order learning skills
- make decisions regarding the application of new student management techniques for the online environment

Attitudes – participants will be given opportunities to:

- see the effectiveness of conducting collaborative projects in the blended learning environment
- increase their awareness and determine the benefits of this pedagogy

Intended Audience:
1. College/university faculty who have considered applying blended learning to enhance student learning and satisfaction;
2. College/university administrators who are curious about the use of blended learning to increase student learning, satisfaction, and retention; to reduce problems with lack of classroom space; to increase their knowledge of faculty, student, and technology support;
3. College/university instructional technologists and instructional designers who would like to see one application of the blended environment and the needed support and development issues;
4. College/university students who are interested in the impact of blended learning environments on their educational experience.

Activities:
Participants will be discussing, questioning, and interacting during the presentation. Participants will be involved in defining blended learning, collaboration, cooperation, and project based learning. Using the presenter's course as a model, the audience will collaborate to apply design and collaborative principles in a simple activity to prepare a project for the blended environment.

Participants will be given an overview of the presentation and websites with access to online resources.

Abstract:
Theoretic Foundation

Constructionism provides the framework for the development of the collaborative online project in the Curriculum and Instruction course, Issues in Secondary Education. As an extension of constructivism, constructionism was developed by Seymour Papert and his colleagues at M.I.T. with the purpose of applying Piaget's knowledge theory of constructivism to the field of education. While Papert embraced all of Piaget's theory, he asserted that engagement in the construction of a product within a social setting profoundly embellished the constructivist learning phenomenon. By providing a social setting for the development of an artifact through constructionism, students become engaged in the process, their creativity and originality blossom, interaction and collaboration abound, and their experiences are laced with fun.

Papert stated, "Better learning will not come from finding better ways for the teacher to instruct, but from giving the learner better opportunities to construct" (Cohen, 1993). Constructing knowledge within a social context is effective education and results in the production of something that is easily shared. ìThis view is consistent with the theories of Vygotsky, Lave, Wenger and others. Constructionism particularly applies to learning with digital technologyî (Cannings & Stager, 2003, p. 2). Providing students with opportunities to engage in online collaborative projects enables them to take advantage of the benefits of both collaboration and the online environment. Students share responsibility, actively participate in tandem with one another, and work toward creating a tangible artifact. The online environment introduces them to another level of technology use and integration. Instead of watching their instructor use technology, students are actively participating with the tools required to complete the creation of their ideal high school. The process motivates them to creatively construct their own understanding in an authentic learning environment.

Who Sees the Importance of Collaboration Skills in Teaching?

A cursory look at the literature reveals that collaboration is addressed at many levels throughout the educational system ñ it ranges from branches in the Federal government to the individual teacher. Crandall (1998), writing in the English Teaching Forum on the U.S. Department of State website, in sending out a call for collaboration states,

At the core of each [online forum] is an opportunity to collaborate or cooperate with colleagues from across the curriculum, helping to improve instruction for English language learners at the same time as engaging in professional development for oneself (p. 2).

The State of Maryland, in its Standards for Professional Development Schools has very specific objectives for collaboration. The second standard Collaboration reads, ìPDS partners work together to carry out the collaboratively defined mission of the PDSî (Standards for Maryland Professional Development Schools). The specific outcomes involve the following:

Teacher preparation section
A. collaboratively plan and implement curricula for interns;
B. share responsibility for evaluating interns;
C. collaboratively meets the needs of pre-service mentors;
D. collaborate in planning and implementing content-based learning experiences for PDS partners.

Research and Inquiry section
A. collaboratively examine the action research/inquiry process (p. 1)

Schools, colleges and departments of education (SCDEs) also include references to collaboration in teacher education. One such example can be found in the Teacher Education Program at the University of Maine at Presque Isle. Their program theme is Teaching: An Adventure in Learning Together. They contend, "students, teachers, community members, and others collaborate to create opportunities for learning through shared inquiry" (p. 1). At UMPI "future teachers encounter new ideas and innovative educational practices; where they learn and practice teaching through collaboration with others"(p. 2).

Universities seeking teacher educators are asking for faculty with collaboration skills. Trinity University, in their job posting for a teacher education tenure-track assistant professor stated, "The successful candidate will also collaborate with other teacher education faculty in the on-going design and implementation of individual and program assessments" (Position vacancies, p. 2).

Classroom teachers themselves are emphasizing the importance of collaboration with their colleagues. Anthony Cody (2001), a science teacher in Oakland, California, discussed collaborating with a group of teachers:

The role of our collaborative group has changed over the years. In the beginning, as I struggled to become an effective teacher, it was useful to share some time with a group of supportive people experiencing similar troubles (p. 1). As we grew more experienced, our discussions became less focused on particular strategies and more on the issues we each were dealing with as professionals (p. 2). These discussions have allowed me to wrestle with issues of my conscience. When I am not sure if what I am doing is right, I can bring it to light in the group, attempt to defend it, and see how the group responds (p. 3).

It is obvious that collaboration can be seen at every level of education. For that reason, the online collaborative approach for C&I 212 addresses many levels of goals for preservice teachers at Illinois State University. The design of the course provides students with the opportunity to learn the art of collaboration and the skills of online learning.

Course Design

This 17-week, 2-unit course is divided into two parts: face-to-face (f2f) interactions and online collaboration. The f2f time involves technology training in the use of Blackboard, presentations and discussions of the course issues, and project showcasing. The online collaboration involves

working in groups to complete the eight sections of the collaborative project: mission statement (including a philosophical approach), school demographics, administrative organization, curriculum, technology, scheduling system, a faculty handbook, and a student handbook.

Students in the course are divided into groups of using a technology profile and demographic survey. Year in school, major, and technology skill level were used to form heterogeneous group. Four roles were determined to be applicable for the project administration: leader, researcher, compiler, and editor. Students signed up for a different role for each of the eight sections of the project ñ each student repeats the roles during the project development process. This approach ensures the division of labor throughout the development of the project. In order to create an environment of accountability, each student in the group is required to complete an online peer evaluation on each of his/her teammates every two weeks. This anonymous, 10-item form provides feedback to the instructor on the quality and quantity of work, and the level of involvement of each group member.

Blackboard is used as the course delivery system. Within the course shell, teams are given an asynchronous discussion board, a chat room, a file exchange, and an email tool. The tools are available in each of the eight project components. This structure enables students to work with a non-linear approach, divide their labor efforts, and archive their work. In addition, the instructor can look at the progress of the group work during the semester. The final product is compiled by the teams and loaded into a course discussion area. During the last two weeks of class the teams participate in the Project Showcase, presenting their projects and reviewing those of their classmates.

Conclusions

Issues in Secondary Education is a pivotal course in secondary teacher education at Illinois State University. The blended learning design meets the goals and objectives of the course by tapping into the benefits of the collaborative process, encouraging self-discipline by using the distance learning course delivery system, and honing the technology skills with online tools. Preservice teachers in this course are given authentic experiences to develop their collaborative skills, to wrestle with the multi-faceted issues of secondary education, and to take advantage of the opportunities to reflect on teaching practices for their future in the profession. In addition, they have been entrenched an environment of constructionism resulting in the development of a useable product that they will be able to tap into throughout their careers as teachers.

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Meeting the Standards through Action Research: K-12 Assessment and Accountability

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Objectives:
The overarching objective of this poster presentation is to demonstrate how action research helps teachers understand state standards and its impact on student achievement. This research is presented in three parts, first to present through demonstration an example of a nurturing atmosphere where teacher researchers can safely explore state standards as research issues that impact student achievement. Next to share the ways and the results of teacher researchers who used action research to explore state standards in their K-12 classrooms and its impact on student learning. Finally to discuss strategies that maintains action research as a self-sustaining part of professional development in K-12 schools.

Intended Audience:
Like the objectives the intended audience is also threefold, K-12 teachers, school administrators and university professors. Teachers must teach to the standards. Teachers continue to look for teaching strategies that engage students and that address diverse learners. By engaging and challenging all students test scores improve thereby meeting state standards and federal assessment guidelines. School administrators are held accountable for class content and often school accreditation depends on student outcomes. Classroom action research is a way to measure student learning and provide necessary data for program review and accreditation. Finally, partnering with local schools in action research projects is an excellent way for tenure track professors to engage in scholarly activities to help in the promotion and tenure review process.

Activities:
This poster session is presented through a series of role-plays, dramatic readings using a reader's theatre format and open discussion. The role-plays are various activities used in graduate research classes that foster an atmosphere of collegiality and reciprocity that allow action research projects to grow and develop. The reader's theatre represents the voices of K-12 teachers who conducted action research projects around state standards. The reader's theatre scripts are comprised of their reflections, journals, comments, and e-mails. Finally the discussion includes ways that universities and K-12 school can partner to make student learning more efficient through action research projects.

Abstract:
In the current educational climate of greater accountability student learning is data driven by federal and state mandates such as the No Child Left Behind (NCLB) legislation and various state standards initiatives. While some may question the motives behind such legislation the fact

remains that educational accountability is the atmosphere in which teachers and administrators function. University schools of education are challenged to provide curriculum and programs that produce highly qualified K-12 classroom teachers and administrators. Given this backdrop certain opportunities arise in education. This is a time for universities and school systems to work collaboratively to produce more efficient schools. One of the ways this collaboration can occur is through classroom action research projects. Action research is a way to address learner-centered standards based curriculum without being pejorative. There is evidence that supports action research as a tool that works in the classroom (see Anderson, Herr, & Sigrid-Nihlen, 1994; Parsons, & Brown, 2002; Glanz, 2003; Mills, 2003; Stringer, 2004). However, there is little evidence that demonstrates action research as an ongoing self-sustaining process in most schools. Action research is a way to measure student learning, evaluate programs, curriculum, and pedagogy while providing data useful for school accountability and accreditation reviews.

There are greater opportunities for K-12 schools and university schools of education to work collaboratively to enrich the minds of all students. When schools and university engage in shared action research projects it validates the reflective process and stresses the importance of life-long professional development through the recognition of educational issues, data gathering, learning and teaching strategies, and implementation (Creswell, 2002; Mills, 2000; Stringer, 1999). The combination of pragmatic and theoretical discourse can lead to academic growth that impacts student learning. Collaborative action research is a win-win process for teachers, administrators, professors and especially children.

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Teaching Critical Thinking Skills:
Reading to Learn Strategies, Interdisciplinary Questions, and Urban Legends

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Objectives:
1. Know and understand interdisciplinary questions to teach critical thinking in the following domains: economic, political, social/sociological, psychological, biological, educational, religious, and cultural.

2. Know and understand disciplinary-specific reading to learn strategies.

3. Know and understand reading resources that are enticing to students in higher education and useful in teaching students the skills of critical thinking.

4. Share successful discipline-specific reading to learn strategies.

Intended Audience:
All faculty who teach courses which demand the skill of reading to comprehend.

Activities:
Presenter will provide audience with (1) an annotated list of interdisciplinary reading to learn strategies, (2) written copies of interdisciplinary questions used to teach critical thinking in a variety of academic domains, and (3) an annotated list of educational resources which appeal to students in higher education. The presenter will also demonstrate the use of one of the urban legends from the annotated resources with at least one of the interdisciplinary questions and one of the appropriate reading to learn strategies. Finally, the presenter will solicit discussion of the presented teaching techniques and facilitate audience sharing of similar techniques that have worked in their classrooms.

Abstract:
Paraphrasing the thinking of Stanford psychologist, Sam Wineburg, Harold Orlans, author of "Potpourri in Change," writes, "Reading to extract information, students tend to accept a narrative at its face value and pay little attention to its sources. Knowing how much the report of an event reflects the position and character of the reporter, historians attend closely to its sources. A literary scholar may concentrate on the report's language, 'figures of speech . . . and linguistic mannerisms indicative of social class'" (January/February, 2004). Indeed, "We think critically within the bounds of our disciplines, and features of thought once considered critical in one field often fail to appear in another" (Wineburg, The Chronicle of Higher Education, 2003).

To address the concerns inherent in the statements of Wineburg and Orlans, this presentation will focus on using an enticing educational resource which when combined with reading to learn techniques and disciplinary critical thinking questions can help students to improve their skills of reading comprehension in a variety of academic disciplines.

First, an annotated bibliography of the following urban legend collections by Jan Harold Brunvand will be shared with the audience:

Be Afraid Be Afraid: The Book of Scary Urban Legends. W.W. Norton & Co., 2004.

The Big Book of Urban Legends: 2004 True Stories, Too Good to Be True! With Robert Fleming and R. Boyd. D C Comics, 2004.

The Vanishing Hitchhiker. W. W. Norton & Co., 2004.

The Truth Never Stands in the Way of a Good Story. University of Illinois Press, 2002.

Encyclopedia of Urban Legends. R.R. Bowker LLC, 2001.

Too Good to Be True: The Colossal Book of Urban Legends. W.W. Norton & Co., 1999.

The Baby Train. W. W. Norton & Co., 1993.

The Mexican Pet. W.W.Norton & Co, 1986.

The Choking Doberman. W. W. Norton & Co., 1984.

Readings in American Folklore. W.W. Norton & Co., 1979.

Curses! Broiled Again! W.W. Norton & Co, 1969.

Next, the following list of reading to learn techniques (to teach disciplinary reading comprehension skills) from Content Area Reading by Richard T. Vacca and Jo Anne L. Vacca (2005) will be briefly described, and an annotated description will be shared with the audience:

Selective Reading Guides – "a way of scaffolding reader-text interactions by providing a 'road map' to the important concepts"

Three-Level Guides – guide materials to scaffold reader-text interactions and to lead to the following three levels of comprehension: literal, interpretive, and applied

Pattern Guides – a variation of the three-level guide which creates guides that enable students to experience how the information fits together

Concept Guides – these guides enable students to distinguish between main ideas and details by providing guidance to associate and categorize subordinate information under major concepts

Finally, interdisciplinary questions from Asking Essential Questions by Linda Elder and Richard Elder at The Foundation for Critical Thinking (2001) will be described and shared and shared with the audience.

These questions address thinking and reading skills in the following domains: economic, political, social/sociological, psychological, biological, educational, religious, and cultural.

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Structured Course Evaluation and Self Evaluation:
A Model for Growing Professional Educators

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Objectives:
After this presentation, faculty members will be able to:
1. Conceptualize a new format for their evaluation as professionals to complement current methods.
2. Develop standards for program articulation and instruction in all disciplines.
3. Develop instruments for the evaluation and self-evaluation of all courses.
4. Adapt this instrument for various use in self-reflection, professional achievement, student performance, course efficacy, and peer and student evaluation of course.
5. Juxtapose status quo evaluation mechanisms to to structured self-evaluation, and explain the relative advantages of adding this complement to the evaluation of their success in teaching and learning.

Intended Audience:
This audience is specifically geared for faculty and administrators of institutions of higher learning and, by extension, the nation's k-12 (p-a) schools as well.

Activities:
Presentor and participants will:
1. Conduct discussion that
   a. establishes status quo for course and instructor evaluation in colleges and universities.
   b. identifies area of incompleteness and inadequacy in thes s.q. models.
   c. describes more natural, preferred means of self and peer evaluation for professionals who teach.
   d. identify limits and caveats in the use of a powerful new engine for the analysis of instruction.
2. Presenter will guide participants in constructing preliminary templates for evaluation and self-evaluation in courses they teach, which presenter will collect.
3. Presenter and participants will ask and address questions that may arise during the active examination of these issues.

Participants

Abstract:
Teacher licensure and evaluation issues have come into the national spotlight at both the collegiate and preparatory levels. High-stakes accountability tests for public schools, and teacher

qualification language in No Child Left Behind, make it clear that developing improved evaluation constructs and techniques for rating teacher effectiveness is a critical need in the schooling industry at all levels. However, few serious proposals exist, and those that do exist uniformly suggest the use of external auditing agencies. Self-regulation theory has long been used to develop evaluation methods for professions such as law, medicine, and engineering, and their use in education has been debated for decades. However, the newly-released Encyclopedia of Evaluation (2005) includes only one reference to the scholarly use and record of self-evaluation, and that concerned an educational project in Guyana. Applying self-regulation theory to educational professionals, and using self-generated instruments to measure efficacy, are clear warrants that continue to fly under the national radar.

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The need to improve the evaluation of teachers as professionals is reflected in, for example, Densmore, K. (1991). "The limits of making teaching a profession." Educational Policy, Vol. 5 No. 1 (1991): 44-63.

Discovery Through Self-Assessments

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Objectives:
This presentation will:

- illustrate the use of self-assessments in discovery of personality characteristics
- demonstrate at least one self-assessment instrument for each participant in the session
- demonstrate the power and predictability of understanding personality traits
- share examples of assignments for discovery for the individual and instructor
- share feedback from students on the discovery assignment
- explore additional uses and applications of this model for enhanced learning

Intended Audience:
This presentation/workshop is appropriate for instructors from all disciplines at all levels of their career.

Activities:
Through various exercises and demonstrations, this interactive session allows participants to explore various self-assessment exercises leading to discovery of applications for greater awareness of the learning environment. Utilizing a pair and share format, participants will explore insights for changing personalities for both the instructor and learner as a means to increase learning.

Abstract:
Everyone has a unique personality and telling someone to just be themselves may be giving them wrong advice. In the classroom setting, the dynamics of the personalities between the instructor and student(s) are instrumental to learning. Providing a means for students to assess their own unique personality and behavior has created a very insightful stimulus leading to discovery and behavioral change in the classroom.

In the classroom setting, students and the instructor take self assessments and are encouraged to reflect on how they see themselves as an individual and as a member of the class. With this insight into self, they are to write a reflective piece on their discovery. The assignment question is:

How do you see yourself? Drawing upon the self-assessment tests in the textbook and your own life experience, describe your personality, abilities, learning style, and so forth. In what ways do you see a need to modify or change a behavior? Use concrete examples wherever possible.

Students and instructor are encouraged to reflect on how they see themselves as a member of a team and their ability to ìfit inî or even lead a team. What might be the personality discoveries they need to change for greater effectiveness as a member of a team? The assignment questions are:

- How do other people see you? Ask someone who really knows you to describe your personality traits. Using this input with the self-assessment exercises, how do people characterize you? Do you give people the right impression or wrong impression? How can you improve the impression that people have of you?

- How do you work with others? What are your strengths and weaknesses in group situations? Are you better working in a team or by yourself? Do you have good communication skills? Do you avoid conflict? What conflict handling techniques do you use? Give concrete examples.

As the students finish up the semester, they write a reflective paper on their findings, discoveries, and assessments and to address two more questions to add closure to the discoveries. Those questions are:

- What are your goals in life? Where do you want to be in ten years? What motivates you to achieve your goals? What do you value? If you didn't have to worry about money, what would you do?

- What is one area for improvement? Based on the personal profile that you have constructed throughout the semester, what is one area that you could improve on in the next 12 months? How would improving in this area help you meet your goals?

The results have been remarkable. The insights shared have led many students to change degree objectives. Some have discovered how to better relate to their spouses and friends. Many have discovered the advice to ìbe yourselfî may not be good advice after all. Many now recognize the need for change and have asked for guidance and help to bring about the needed change.

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You Won't Believe What Your Students Believe!
Integrating Media Literacy into Any Course

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Objectives:
Attendees will be aware of:

- The prevalence of misinformation and misperceptions among college students
- The high level of media consumption by students
- The potential impact on students learning in the classroom
- The potential impact on students when making career choices
- The basics of media literacy and media literacy education
- Specific techniques and lessons for integrating media literacy into a course
- Specific criteria for students to use when assessing the media
- The advantages of implementing media literacy education into their classes

Intended Audience:
This presentation is for teaching faculty in all disciplines instructing students at any level in Higher Education.

Activities:
I plan to use discussion and role playing, beginning the session by asking participants what they know about a given topic and how they found out. This will illustrate the variety of media sources our students encounter and use to form their perceptions and frame their education.

After presenting some material, I plan to do a hands-on exercise in groups. I will have the audience break into groups and work through the current events in the newspaper exercise I discussed previously. I have a worksheet that I have designed to guide the discussion, but they will be encouraged to draw their own conclusions.

After 10 minutes for the exercise, we will spend the remaining time discussing the outcome and how we would implement this type of activity with our classes.

Ideally, participants will see that they can engage the students in an evaluative discussion of the media while still remaining focused on the subject/discipline of their particular course and integrating media literacy skills to encourage critical thinking and cautiousness regarding media messages.

Abstract:
You won't believe what your students believe!

What is Media Literacy and why does it apply in Higher Education?

There is no denying that the media is a strong influence in the lives of students; consider these facts: 60 million newspapers circulate in the U. S. daily (1), the average American watches 1,749 hours of TV a year (2), and 66% of Americans are now online (1). Understanding how the media plays a role in students' perceptions of disciplines or professions, the potential impact on their learning and career choices (3), and ways to diffuse incorrect media messages by integrating media literacy instruction into classes will be of benefit to teaching faculty from all disciplines.

Media literacy is defined as ìthe ability to access, analyze, evaluate and communicate information in a variety of forms including print and non-print messages.î (4) I will review this definition and the basics of media literacy and discuss some of the ways the media affects everyone in academia. Instructors who consciously strive to be aware of the impact that the media has on their students can better assist them in the process of learning, thinking critically, and progressing positively through their academic endeavors toward a satisfying career.

Consider some of these issues and the impact it may have on learning in your classroom:

- Does the media misrepresent your discipline and the scholarly work or research in your area?
- Do incorrect media messages affect your students' career choices? (Consider the portrayal of lawyers, forensics, and the police in both entertainment and news media outlets)
- Does the media impact perceptions of college life? Of the value of a degree? Of expectations for income and careers when they complete their schooling?
- Can you do anything to neutralize this problem?
- How are critical thinking and evaluation skills part of the solution?
- How can I creatively engage students in assignments and exercises that will encourage Media Literacy?

What are the advantages of Media Literacy Education?

Incorporating media literacy and critical thinking skills in any class provides a great service to students. Advantages include empowering students when faced with the ubiquitous entity that is big media, perpetuating a larger world view, honing critical thinking skills, engaging them in the discipline using something they are familiar with (television, print media, radio), and ultimately making them conscious and cautious consumers of media and information.

How can media literacy be integrated?

After exploring the significance of critical thinking and evaluation of the media by students, I will suggest apporaches for incorporating media literacy into courses in a meaningful way that works with any discipline. My suggestions include using historical and current events reported in newspapers and other media outlets; conducting critical and realistic evaluations of professions; contrasting scholarly journal articles with mainstream reporting on issues and research in the discipline; evaluating advertisements that relate to the class/discipline; and more! I will provide a

link to a website with sample lessons and exercises that participants can access anytime after the presentation.

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Taking Your Students on Their Own Hero's Journey

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Objectives:
1.To increase knowledge of the universality of The Hero's Journey
2. To demonstrate the usefulnes of The Hero Journey for teaching psychology, writing, literature and personal growth.

Intended Audience:
Faculty

Activities:
I will begin by leading a discussion of The Hero's Journey and how it applies to a popular film. (A handout will be provided) I will also share student writing with the participants. The group will then work independently on writing their own Hero's Journey based on their own lives. If time permits participants will share their stories with the group.

Abstract:
MCNY, where I teach, is a multidisciplinary institution, which means we frequently integrate subject matter from different disciplines into our courses. I am a licensed psychologist who is also a playwright-novelist.

The students I teach would be termed, "non-traditional." They are mostly women of color whose average age is thirty-three. These students choose to get their education at this time; no one is forcing them to attend. For these women, my Hero's Journey (Campbell, 1973; Jung, 1990; Vogler, 1998) assignment is very meaningful. It gives them a chance to understand their own journeys on a personal level while also coming to grips with Carl Jung's archetypes when studying personality theory. Since the collective unconscious and its archetypes can only be known indirectly these ideas are difficult for students to grasp. When they write their own lives as a Hero's Journey they get to have an experience of the collective unconscious. This assignment also gives students a creative and structured writing assignment. It leads to other types of writing like short-stories and one-act plays and to different ways of thinking about literature and its connection to various psychological topics.

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Critical Thinking: A Five Step Plan for any Classroom

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Objectives:
To present a simple five-step model that can be used to incorporate critical thinking into any classroom or training setting.

To demonstrate the application of the five-step model within the context of an accounting course.

To provide attendees with an opportunity to practice various parts of the five-step model, including the development of appropriate questions and the use of questioning techniques that inspire students to think critically.

Intended Audience:
The ideal audience for this session will be teachers interested in increasing critical thinking within their classrooms; teacher trainers looking for new tools they can share with faculty wishing to encourage more critical thinking; students interested in increasing their critical thinking skills; and administrators committed to producing students with critical thinking skills.

Activities:
After a brief overview of critical thinking and presentation of the five-step model, the audience will be placed in groups. Each group will be assigned a ìtopicî of universal understanding (i.e. success, leadership, interviewing, etc.). Each group will then be tasked with one part of the five-step model and will actively engage in its central objective. The entire five-step model will be demonstrated by the various groups; everyone in attendance will play a role in this activity. The activity will be followed by a group discussion and question answer session.

Abstract:
The theory of critical thinking began primarily with the works of Benjamin Bloom who identified six levels within the cognitive domain, each related to a higher level of cognitive ability (Bloom, 1956). Critical thinking takes place when students are required to perform in the upper levels of this taxonomy. While most teachers believe that developing critical thinking in students is of primary importance (Albrecht & Sack, 2000), few have an idea exactly what it is, how it should be taught, or how it should be assessed (Paul, et al, 2002). The following model is a 5 step framework that can be implemented in any classroom or training setting to move students toward critical thinking.

Step One: What They Should Know. Considering the importance of a course, its placement in a program of study, and its role in providing a base of knowledge, a teacher should carefully identify the key learning objectives that recognize what students should know when they exit the class. To make critical thinking happen, teaching objectives, as well as the activities and assessments, must include some that are tied to the higher levels of Bloom's taxonomy.

Step Two: Participation Through Questioning. Questioning allows the teacher to establish what is known and then to extend beyond that to develop new ideas and understandings. Clasen (1990) posits that although there are many strategies that can impact student thinking, it is teacher questions that have the greatest impact. He went on to indicate that the level of student thinking is directly proportional to the level of question asked. Further, Elder and Paul (2002) proposed that the art of questioning is essential to the art of learning and that, to the extent that they fail to ask genuine questions and seek answers to those questions; students are not likely taking the content seriously.

Step Three: Practice What You Assess. Bonwell and Eison (1991) described active learning as involving the students in activities that cause them to think about what they are doing. Fink (2003) indicated that the concept of active learning supports research which shows that students learn more and retain knowledge longer if they acquire it in an active rather than passive manner. To make learning more active, we need to add some kind of experiential learning and opportunities for reflective dialog.

Step Four: Review, Refine, and Adjust. Teachers should strive to continually refine their courses to ensure that their instructional techniques are in fact moving students toward critical thinking. To accomplish this, teachers should monitor the classroom activities very closely.

Step Five: Provide Feedback and Assessment of Learning. Feedback, like assessment, compares criteria and standards to student performance in an effort to evaluate the quality of work. However, the purpose of feedback is to enhance the quality of student learning and performance, rather than to grade the performance (Fink, 2003). The preceding 5-step model, while conceptual in nature, provides teachers with a useful tool for moving toward a more active-learning environment; one that inspires critical thinking.

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The 2004 Distinguished Fellows Presentation Award Winner
Real Action Heroes: Adventures in Active Learning

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Objectives:
Participants in this presentation will have the opportunity to:

- Discuss the documented benefits of active learning.
- Search an online active learning strategy database by audience, purpose, and class size.
- Select and summarize one active learning strategy from the database.
- Develop and share discipline-specific applications for the selected active learning strategy.
- Reflect on possible ways for integrating active learning strategies in their teaching.

Intended Audience:
This presentation is designed for faculty who are interested in integrating active learning strategies in their teaching.

Activities:
Brief presentation on the Student Success Faculty Development Grant Project at CCSU (5 minutes)

Discussion of active learning benefits (10 minutes)

Presenter will use the Think-Pair-Share strategy, asking participants to work in pairs to list possible benefits of active learning. Presenter will document and display the pairs' responses with Inspiration, a brainstorming and concept mapping software application.

Demonstration of active learning strategy database (5 minutes)

Small group activity (10 minutes)

Divide participants into 8 groups:

1. Assimilating & Organizing Content
2. Checking for Understanding
3. Collaborative Work
4. Discussion
5. Lecture
6. New Content

7. Projects
8. Review

Each group will be asked to search the active learning database and to select and summarize one strategy corresponding to the group's assigned topic. If computer access is not available, hard copies of the database active learning strategies will be provided to the groups.

Small group sharing activity (10 minutes)

Participants in each group will be asked to share how they could use the selected active learning strategy within their teaching discipline.

Whole group sharing activity (8 minutes)

Representatives from the eight groups will share their selected active learning strategies with the entire group.

Reflection activity (2 minutes)

Participants will complete a self-reflective survey on their use of active learning strategies in the classroom, including an open-response section for future plans and professional development.

Abstract:
Active learning is defined as "instructional activities involving students in doing things and thinking about what they are doing" (Bonwell & Eison, 1991). According to a Chinese Proverb written over 2000 years ago: "I hear and I forget. I see and I remember. I do and I understand." More recent research indicates that learners remember 10 percent of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say, and 90% of what they do. Piaget contends that "children do not receive knowledge passively but rather discover and construct knowledge through activities" (Meyers, 1986).

As part of its SACS Quality Enhancement Plan, Clayton College & State University developed a faculty development model focused on active pedagogies that promote student success. The faculty development model spans a five-year period from 2003 - 2008, offering training at three different levels: 1) internal grants for faculty to conduct discipline-specific classroom research projects, 2) biweekly focus groups for faculty within each discipline to discuss and implement engagement strategies, and 3) online, self-directed training modules for faculty to use as a resource on discipline-specific engagement strategies. This session will include a brief description of this project and will explore the active learning database, which was developed by the faculty grant recipients. The database contains over 70 active learning strategies, spanning all disciplines. This session will engage the participants in identifying active learning strategies in the database that they can use in their teaching.

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A Design of a Computer-Conferencing Environment for Encouraging Collaborative Learning of College Students

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Objectives:
This presentation provides insight regarding collaborative learning in general and its affective dimensions in particular. It also demonstrates strategies of encouraging students in collaborative learning in a computer-conferencing environment by engaging the audience in our presentation activities. Such review and demonstration are of primary importance for researchers and practitioners in furthering their explorations and practices in motivational design in a similar environment.

Intended Audience:
The presentation is most appropriate for college program faculty, educational researchers, instructional designers, and educational software engineers.

Activities:
We will invite the audience to experiment with the prototype developed in Macromedia Flash, acting in the roles of the team leader, editor, quality assurance, designer, and developer of a project.

Abstract:
Introduction

Social constructivists advocate peer learning in a learning community. They regard the social aspect of learning-- uses of conversations and interaction with others --as an integral aspect of learning. Higher education has increasingly incorporated collaborative learning in order to better prepare students for work place and to promote meaningful learning (McKeachie, 1994). Many researchers have pointed out that the affective dimensions, being interrelated to cognitive dimensions of peer learning, are of significant importance to its learning outcome (King & Magolda, 1999). Simply forming a group and assigning them a task does not guarantee that the group work collaboratively (Davis & Schlais, 2001). Schrage (1990) defines collaborative learning as one out of a desire or need to solve a problem or to discover something.

Affective Dimensions of Collaborative Learning

The main principle underlying collaborative learning is that students are more motivated to learn if they have an active part in the learning process. People are more likely to learn if they have an active role in forming the learning situation (Freire, 1974). Ames (1992) also asserts that learning environments that emphasize active participation and responsibility on the part of the learner are likely to foster a motivational orientation toward deep-level cognitive processing, persistence and effort.

Stefanou & Salisbury-Glennon (2002) found that if the students in the learning community came to value the external judgments of their instructors and peers, they would score higher in their extrinsic motivation"ìwith issues regarding grades and relative standing in the class". Both researchers continued to propose that if the learning community philosophy could be fully accepted by students, then it could be "reasonable and desirable to see students take on and value the opinions of those in the community" (Stefanou & Salisbury-Glennon, 2002).

After reviewing a large body of research, Wentzel & Watkins (2002) found evidence that "the nature of a student's relationships with peers might contribute to their academic performance indirectly by way of motivational outcomes" (Wentzel, 1991, 1994). They continued to advise that to provide an emotionally supportive environment, the following features should be available: "(a) place that provides opportunities to achieve social and academic goals; (b) safe and responsive environment; (c) place that facilitates the achievement of goals by providing help, advice, and instruction; and (d) place that is emotionally supportive and nurturing" (Ford, 1992).

The Prototype

The application is designed as a game-like virtual environment that allows for real time group work even if students are located remotely from one another. Learning in the environment is project based and each project is treated as a single game. The techniques that are utilized to regulate the game are role play and an individualized profile that contains information regarding to user ratings out of five stars. Role play is used for encouraging active participation of students. In this environment, these roles are identified by a convention termed "suits." These suits are unique to the role and applied to the user's avatar. Each role has its own expected level of participation and achievement in order for the whole group to accomplish a project. The individual ìroaming profileî feature is used in the environment and is believed to help students come to value the external judgment of their peers so that the philosophy of the learning community can be better and more quickly assimilated by most users.

In addition, techniques are used to promote interdependency of students and transparency of task assignment. These techniques cannot only provide a responsive and supportive environment but also overcome the handicap of group work by providing a no-slacker climate. The design also employs the "ARCS model of motivational design" proposed by Keller (1983).

There is no single solution as to how to motivate students in a group learning environment. This design is an exploration by applying principles in previous research. It can serve as a springboard of further research and practice.

Acknowledgement: Thanks for CHRISTOPHER FOLMER and MATTHEW PUFNOCK for working on the prototype.

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Dilemma Analysis Model: Methodolgy for introspection and relection

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Objectives:
Self awareness and acceptance; group dynamics and communication; identification of values and beliefs; semi-structured reflection methodology; dilemma analysis as a teaching method.

Intended Audience:
Teachers, students and student-teachers.

Activities:
Presentation through knowledge visualization (using computer based concept mapping),
Role playing (with the audience) as inner forces in a true situation
Discussion

Abstract:
"When teaching is taken up as identity, it is important for student teachers to actively reflect on the relationship among their values, intentions and practices" (MT Handbook, pg. 5, 2004). Looking back at many years of experience in education, I find that "identity" is the most important tool a teacher can have. Looking at my students' anxiety, facing this challenge, I felt they need help in discovering their own identity. In order to propose a working model for self awareness, I needed a way to detach them from their logical thinking. I needed a way to help them face themselves in emotional, intense situations. I needed them to be able to go back and analyze their choices in the most unpredictable circumstances, facing that "self" they don't know. To detach between the logical and the emotional I recruited Freud's (1923) understanding of identity as the relationships among "Id," "Ego," and "Superego" because of its simplicity and popularity. The identification of these forces helps the reflectors separate their values and beliefs from their selfish needs, fears and passions. This process makes them aware of their internal energies affecting their actions and reactions. Adapting Van Manen (1977) definitions of reflection, DAM is a form of "Critical Reflection" in which social and moral aspects are operated on assessment processes. Critical reflection involves concepts like caring and compassion (Henderson, 1992), thus providing a philosophical foundation and reference to humanistic values. The model has been tried out on student teachers in the MT program and their reactions are encouraging: the students find it a most valuable model for their own reflections and plan to use it with their own students as means of analyzing social and personal incidents. Further research is needed to validate the model and its implications.

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Supplemental Instruction in the Disciplines

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Objectives:

- Participants will be challenged to examine their attitudes toward alternative delivery systems of course content.
- Participants will examine the assumptions about epistemology in their disciplines

Intended Audience:
College and university faculty from all disciplines and administrators in academic support services

Activities:
After a brief presentation of Supplemental Instruction and some information on discipline-specific differences, participants will participate in several collaborative learning strategies, such as: Jigsaw and Matrix. Faculty members will be able to implement these strategies in their courses as alternatives to the traditional format. Participants will discuss disciplinary differences in knowledge, evidence, and collaboration and consider ways to implement learning strategies in their courses.

Abstract:
Supplemental Instruction (SI), developed by Dr. Deanna Martin at the University of Missouri – Kansas City in 1973, is an academic assistance program with peer-led review sessions for selected challenging courses. The sessions are organized to allow students the opportunity to interact as they construct knowledge. SI provides an opportunity and environment in which students can work collaboratively, guided by a peer who has been successful in a difficult course, and learn the strategies necessary for success. This model involves the active participation by students to engage with the content and with one another in tackling difficult concepts, practicing problem solving, organizating of material, processing key concepts, and engaging on a deeper level with material which may be new to many students.

Leaders organize the group study time by using effective strategies for their particular disciplines. These strategies are different and must be presented adequately to assist students in

grappling with rigorous course content in mathematics, science, humanities, and social sciences (Simpson and Nist 1997; Stallworth-Clark, Nolen, and Warkentin, 1998; Bazerman 1981).

Disciplines establish what constitutes knowledge (phenomena) differently. For example, in the natural sciences, knowledge is the way nature is; whereas, in literary criticism, knowledge is a complex state of mind beyond naming. They also differ in ways to establish credible evidence gathering techniques and the extent to which the audience in the field share assumptions about knowledge, evidence, and claims (Bazerman 1981). Often by the time faculty members complete terminal degrees, they are so engrained in the discipline that they may see their way of knowing, their way of gathering evidence, their way of stating claims as the way it is done. By examining these assumptions, faculty members will be positioned better to develop strategies that help students learn best in their disciplines.

This presentation will provide background, demonstration, and participation in discipline-specific strategies that will assist students learn in a group setting.

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Getting it Right Together: Trials, Struggles and Joys of Researching a New Collaborative Course Design Methodology

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Objectives:
1. To present research data collected during the implementation of a new course design process utilizing a collaborative model based on the Fink (2003) model for creating significant learning experiences.
2. To engage the audience in exercises that will facilitate reflection on and practice with alternative course design planning strategies.
3. To gather participant feedback on the feasibility of this model for course design.

Intended Audience:
Faculty, instructional designers, curriculum developers, faculty developers

Activities:
This session will be divided into three sections:
1. Participates will learn about issues related to the process of course design and the collaborative model used by the presenters through a PowerPoint presentation.
2. They will participate in small group exercises to uncover the important components of effective course design that promote student-centered instruction.
3. They will reconvene as a large group and share insights, experiences and recommendations for the presenters.

Abstract:
Learner-centered is now embedded in the language of teaching and learning in higher education. From faculty to accrediting bodies there is consensus on the importance of this concept. Yet, faculty continue to construct their courses, design their syllabus and lead in the classroom from a teacher-centered perspective. Barr and Tagg (1995) insist that universities must move from an "Instruction Paradigm" to a "Learning Paradigm." Easier said than done within institutions who share this goal in name only. This shift requires redefining the teacher's role as "a meta-profession that builds upon and extends beyond content expertise to include expertise in inducing

and assessing student learning" (Arreola, Aleamoni, & Theall, 2001). We see potential for using the course design process as an opportunity to facilitate this change.

Faculty who are moving to a learning paradigm must rethink their own roles, course design, and teaching strategies. Faculty development literature has addressed these issues, with curriculum design models that integrate learning outcomes, active learning, and faculty collaboration (Drew & Vaughan, 2002; Fink, 2003; Lawler & King, 2000). Additional faculty responsibilities such as instructional design, technology integration, and instructional assessment must also be rethought to fit into this learning paradigm. Adult education literature (Brookfield, 1986; Knowles, 1980; Lawler, 1991) has long emphasized the importance of student participation in learning.

To meet this challenge the authors, faculty and instructional designer, collaboratively created a new doctoral-level course, "Improving Teaching and Learning in Higher Education." This paper presents the research project that has integrated aspects of the learning paradigm into this new course, based on a curriculum development model by L. Dee Fink (2003). The course focuses on the Fink's instructional course design model, integration of teaching and learning, multiple assessment measures, as well as documentation of student interaction and performance. The purpose of the research is to assess the collaborative course design model, assess student learning in such a model, and to assess the course as a potential model for future course development, as well as a professional development strategy.

Qualitative data was collected during the process of course development, is being collected during the course, and will be collected afterwards using faculty journals, student focus groups and reflective journals, observations, and interviews. Ongoing discussion by the faculty and designer is influencing ongoing course assessment and possible formative revisions. The data will provide insight into the challenges of this collaborative approach, which will be useful for formative and summative evaluations of the course and in creating a model for a collaborative course design approach. Data will also show how the perceptions of the seventeen students and the teacher changed concerning learner-centered teaching.

We believe the research will be a valuable guide, a practical application, and model for those who wish to move away from a teaching-centered approach and develop courses grounded in learner-centered teaching and assessment practices.

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