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Enhancement of Cognitive Processing Within the Instructional Process

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Objectives:
1. Provide an overview of the history of storytelling.
2. Describe specific cognitive processing that occurs when an individual listens to a story.
3. Demonstrate implementation of the "trance" state within the storytelling process.
4. Discuss the specific cognitive strategies that enhance the transfer of course content into long-term memory.

Audience:
Faculty members and administrators working within educational settings.

Activities:
1. Demonstration of specific storytelling techniques.
2. Sharing of students' learning responses to specific storytelling techniques.
3. Breaking into small groups and presenting an appropriate story to the large group.
4. Summarization of concepts and techniques.

Summary:

This presentation will describe specific methodologies that enhance cognitive processing of lecture content through the utilization of storytelling within the classroom. The purpose is to provide the audience with concrete objectives in the methodology of storytelling and memory facilitation. Real examples (stories) will be used to illustrate the objectives of this presentation and to demonstrate the value of storytelling in the classroom that also increases student understanding and application of lecture content. The primary objectives are to provide a brief overview of the history of storytelling, to describe cognitive processing in storytelling, to demonstrate implementation of hypnotic trance in storytelling, and to focus on the implications of storytelling within most disciplines in the college and university setting. The target audience is geared towards both educators and administrators.

Understanding and explaining the world are critical aspects of intelligence that are deeply rooted in the comprehension of past events as they contribute to, and make new events understandable. All people have their own past experiences that their memories hold on to, and when individuals are exposed to new ideas and frameworks, they attempt to make sense and understand this new material by utilizing what has already been stored in their memory. This results in a more profound and lasting understanding than would have been otherwise possible, with being presented with new content without the application to one's past knowledge base and experiences.

In storytelling, the teller and listener come together in a cognitive and emotional level that allows the listener to relate to the teller from his/her own personal framework, yet grasping the teller's perception of the content at the same time. This represents a remarkable, and yet very common interpersonal experience. Empirical research has shown that what a person remembers the longest is information that has an emotional impact with cognitive significance.

Often, when we are either telling or listening to a story, our habitual mental sets of reference are more or less interrupted and suspended for a moment or two. Hypnotic trance is often defined as the evocation and utilization of unconscious learning. Dr. Milton H. Erickson, "the great genius" of storytelling and trance induction, used anecdote as metaphor to affect what often seemed to be miraculous learning on the part of students. According to him, conversational trance induction is a normal daily occurrence.

All aspects of learning create experiences, whether the content be subjective or empirical in nature. The use of storytelling develops a context for active learning through enhancing the students' cognitive processing. Its use assists in defining technical aspects of the material by providing concise, concrete examples of the content being studied. These "examples" provides the cognitive connection from a student's previous recollections and experiences to the application of new course content.

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Student-Centered Control in the Learning Process?
Involving Students through Peer Assessment and Peer Learning

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Research Purpose
Higher Education in Norway started during fall 2003 the implementation of what was called a "Quality Reform." In this reform, moving towards more student-centered learning was given priority. Portfolio assessment was included in this change as a mechanism, to guide learning and assessment practice. In 2003 the concept portfolio assessment was unknown to most teachers and students in Norwegian higher education, so the change met considerable resistance and even those who were keen to try it often enacted portfolios and peer assessment poorly. During 2006, portfolio assessment practices were surveyed nationally in Norway and locally at the University of Tromsø (Dysthe, Raaheim, Lima, & Bygstad, 2006; Allern 2006). Both the national and the local surveys were based on electronic questionnaires, though the local survey included additional interviews. Findings from both surveys tell us that students do what is obligatory and they are little involved in assessment. One important conclusion is that the students represent a relatively unused resource in Norwegian higher education.

At The Faculty of Social Sciences, University of Tromsø, Norway, a strategic plan for teaching and instruction was approved 1 November 2006. In connection with the implementation of this plan a project has been initiated to stimulate students to play a more active and binding role through strategic use of formative assessment. This has also entailed a changed role for their instructors. The project was therefore designed to focus on the changes involved for both teachers and students moving away from teacher directed instruction towards more peer learning and more self- and peer assessment. An exploratory investigation was carried out during fall 2007 to capture the process and effects that these changes influenced.

Literature Foundation

Our analyses are conducted in the framework of a social-cultural perspective and the current literature on peer learning and on formative assessment through the use of self and peer assessment (Boud, 2003; Boud, Cohen, & Sampson, 2001; Courts & McInerney, 1993; Falchikov, 2005; Klenowski, 2001; Segers, Dochy, & Cascallar, 2003; Sluijsmans, 2002). In addition, the concepts "Zone of proximal Development" (ZDP) (Vygotskij, 1978; Wertsch & Rogoff, 1984) and scaffolding (Stone, 1998; Wood Bruner, & Ross, 1976) have been used to the analyses and discussion.

There are different ways to define self- and peer assessment. Heron focuses on expansion of consciousness about the learning process in his definition of self- assessment (Heron, 1981): "Assessing how I learn and how I provide evidence of what I have learned is really more fundamental than assessing what I have learned." David Boud (Boud, 2003) on the other hand defines it as "the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards." In this work, we chose to define peer assessment as "formative assessment to strengthen the learning process." The peer assessment was the students' response to a draft written by another student. The response was based on shared criterions for this type of texts. The intention was to enhance the students in their learning process by giving and receiving response.

Self- and peer assessment is collaborative work, and skills to do it well need to be developed (Raaheim, 2006). Cooperation between teachers and students seem to be vital in helping the students develop necessary skills. Faculty need to provide scaffolding where needed, a demanding role that requires an understanding of the desired process to master the ability to listen, observe and alternate between being reserved, active and withdraw from the situation (Brandsford, Brown, & Cocking, 2000). At the same time the development of peer assessment may be hindered if the teacher is too active.

Students may develop study habits that can be characterized as "surface" or "deep." What they choose may vary from one situation to another. Self- assessment requires "deep" approach and invites the students to be independent. Self assessment gives no meaning in a social vacuum; it calls for response from both peers and experts. Peer assessment is a valuable learning tool as it may help students 1) develop their skills of assessment, 2) deepen their understanding of the process of assessment, 3) deepen their understanding of a topic or method, 4) develop their skills of group work and task management, and 5) facilitate the development of self- assessment and reflective learning (Brown, Bull, & Pendlebury, 1997).

We developed our study to answer two main research questions: (1) How can we help students develop responsibility for their learning, through peer assessment?, and (2) To what extent does a student or teacher attitude about their role influence development of student responsibility in formative assessment?

Methods

A survey was carried out as an introduction and after exams supplemented with follow-up interviews. Students were introduced to the project at the beginning of the course. Course 1 was

supported by an electronic classroom in which students got feedback from the teacher after having carried out peer assessment. This was a compulsory activity in the course. Viewed against this background the teacher was interviewed and the students answered questions by e-mail.
In course 2 the teacher got assistance to design a course that offered students a structure for peer assessment, but they did not have to participate. The teacher gave feedback to the group and to individual students before they were requested to engage in peer assessment. After the course the teacher was interviewed and students answered questions by e-mail. Their essays within the course, along with the feedback given by peers and the teacher were later analyzed using both quantitative and qualitative methods.

Brief Summary of Findings

To get students involved in peer assessment, a distinct structure seems imperative. A clear and enforced organization can make it easier for the students to join in. In Course 1 a structure was provided and the students did not have to organize the peer assessment by themselves. 60% of those students chose to take part in peer assessment. In Course 2, on the other hand, the students had to find peers to collaborate with and organize the assessment work by themselves. Only 9, 8 % of these students chose to participate in the peer assessment project.

In Course 1 the students had to give the feedback before the teacher would give his. Likewise, the students were given the opportunity to read all the comments to all the submitted texts, and in that way they were given the opportunity to learn from more than one person's performance. By contrast, in course 2, the students were given collective comments to their drafts from the teacher. 42 % of the students availed themselves of the individual feedback option. The students prioritized assessment from the teacher.

Based on these two experiences, it seems that the way the teacher structures the peer assessment signals the value the teacher ascribes to that form of feedback. It is likely that the students to adapt their engagement strategies accordingly, taking more responsibility when a structure is in place that facilitates that, both in terms of working with peers and in terms of how they solicit and use teacher feedback. Early teacher feedback seems to prevent peer assessment.

Our findings from this study and other current research has helped us inform the design the assessment practices for a new first year course at the University of Tromsø that will be the focus of a program of study the next four years. First year students at the Faculty of Social Sciences have to attend a compulsory course called "Analyzing and writing academic texts." One of the learning outcome is "development of peer assessment basic skills." The students are organized in groups of maximum 25 and faculties are leading these seminars. We will end this presentation with a discussion about what the most important elements of that program should be.

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Reflection: A Key to Developing Effective Teachers

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Objectives:
Upon completing this session, the participant will recognize the connection among reflection, self-awareness, and self-assessment.
In order to obtain the aforementioned goal, the following objectives will be mastered:
1. The participant will investigate a framework to facilitate self-reflection.
2. The participant will evaluate examples of completed reflection frameworks.
3. The participant will distinguish among compelling and inept reflective frameworks.

Audience:
The appropriate audience includes faculty members and administrators who work directly with professional development of faculty.

Activities:
Participants in this highly interactive session will engage in large and small group discussion in addition to analysis and evaluation of a framework of self-reflection of teaching practices. The presenters will serve as facilitators.

Description:
Good teachers are self-aware. That is, they know who they are; they have a strong personal identity that permeates their work (Palmer, 1998). According to Cherniss and Goleman (2001), self-awareness is the key to recognizing strengths and weaknesses. As a matter of fact, Boyatzis (1982) found that accurate self-assessment was the foundation of high-performing managers in a sample of several hundred from 12 organizations. Moreover, reflection is critical to accurate self-assessment and, in turn, confident self-awareness. Reflective practice is data-driven, involving self-assessment and data from other sources in order to highlight our strengths and areas for

continued growth. Effective teachers reflect upon their teaching practices in light of who they are in order to improve professionally. However, this process should be systematic.

Wagner (2006) explained that reflective practice leads to a well-defined Faculty Development Plan (FDP) that influences the improvement of student achievement. Through the FDP the teacher may continuously set and attain goals of innovative practices that connect with who the teacher is. As Parker (1998) stated, "the connections made by good teachers are held not in their methods but in their hearts - meaning heart in its ancient sense, as the place where intellect and emotion and spirit and will converge in the human self" (p. 11).

This session will address the connection between reflection, self-awareness, and self-assessment utilizing a framework for reflection that can be used to build a FDP for faculty growth. Teachers should continuously improve in order to make connections with students. The FDP is a systematic means for faculty to make needed improvements. Through reflection driven by self-awareness and self-assessment incorporated in the FDP, teachers and students may succeed.

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Insuring Success of Collaborative Course-Based Learning Centers for Student Empowerment and Faculty Involvement

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Mathematics and science courses are notoriously hard for many students. To increase student success in a large-enrollment (800 students/year) introductory physics course, one of us (R. Bieniek) developed the student-oriented Physics Learning Center [1] for collaborative student learning that implements Bandura's concept of self-efficacy [2] and Chickering and Gamson's seven principles for good practice in undergraduate education.[3] Over fifty percent of the students use it regularly outside of class, even though no course points are associated with it.

The approach blossomed into a campus-wide program of learning assistance: Learning Enhancement Across Disciplines (LEAD). Within a few years (Fall 2006), 51 faculty in 12 departments ran 29 LEAD learning centers, from introductory Russian to quantum chemistry, that were used by 700 students each week.[4] Learning centers (LCs) are designed to attract a large percentage of students with a broad range of backgrounds, academic needs and desires without requiring major changes in normal departmental operations. Discipline-based faculty and accomplished peer instructors staff open-environment LCs during fixed hours each week in lieu of office hours. They act as guides rather than tutors, encouraging students to take greater personal responsibility for their learning in an atmosphere of cooperative engagement and teamwork. Racial, gender, and differential achievement barriers quickly break down.

The approach has not only been successful on a technological residential campus like Missouri University of Science & Technology, but also in exported versions at the commuter campus of University of Nevada at Las Vegas [5], as well as the major urban campus of UC-Berkeley [6]. However, we have learned that there are important but sometimes subtle elements that need to be put in place and conscientiously implemented for such course-based learning centers to be successful. And not all departments have fertile teaching cultures for the full implementation of the Chickering and Gamson's seven principles.

We will use the audience's own backgrounds and experiences to model in an interactive way various successful techniques approaches to get faculty to run and participate in learning centers – even when such educational activities are not folded into faculty reward structures. Furthermore, undergraduate Peer Learning Assistants (PLAs) for the faculty in learning centers can have extremely beneficial impact on student participation and success.[7] We will employ active learning techniques with the conference participants to develop and demonstrate the crucial elements of training techniques that overcome the natural tendency of undergraduate PLAs to just show clients how to solve problems – making everyone feel better, but with very little mastery and empowerment achieved. Undergraduate PLAs can be trained to use modified Socratic methods with learning clients by offering them pre-professional training in leadership, success, and motivational skills that they realize will be beneficial to themselves in their own fast approaching job interviews and careers. We will report research results of the attitudes and views that PLAs have toward their pre-professional training and development.

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University/Community College Partnership:
Online Education Opportunities for our Students

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Many community college students can be categorized as being first generation college students, living in rural areas, having families and/or jobs, and who cannot move away from the area. These individuals normally stop their education after earning an Associate's Degree. This partnership between a university and a community college enables these individuals to continue their education online, earning a Bachelor of Science degree, while maintaining their jobs and without uprooting their families. This degree, a Bachelor of Science in Interdisciplinary Studies, allows the student to build the degree around his/her interests or job needs.

This online degree has been offered to non-traditional students for many years. Based on conversations with community college personnel during the last year, the need became apparent for this program to be offered to community college students. Thirteen community colleges have already signed into a partnership to promote this program to their students. The students must select two or three (depending on the number of hours) concentration areas. Thus the students, many of who already have jobs, can create a unique degree that will assist them in their careers. All of the course work is completed online, thus the students can continue to live in the rural areas and not have to move to the university.

The objectives of this presentation is to assist other universities and community colleges in exploring ways in which we can assist students with their educational needs. To many times the two college systems act in a vacuum without exploring working relationships that will benefit the student. This presentation will detail how this particular relationship was created, the steps both college systems had to take to make the partnership work, and how the students have benefited. In addition, the presenters will discuss how the distance learning model used in this partnership works. Since this is a poster presentation, the audience activities will be limited to discussions and questions/answers with the presenters.

Assisting K-12 and Community College Teachers:
Online Educational Opportunities in the Sciences

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Many K-12 teachers are lacking in formal education in the physical sciences. Both the K-12 schools and the community colleges are in need of instructors who are well versed in these areas. This presentation will discuss how these individuals can obtain M.S. degrees online in Geosciences, Biology, or Interdisciplinary Science (Biology, Chemistry, Geosciences, Math, and Physics).

These degrees are not only offered online but are taught both at a level and in a manner that can be utilized by teachers. The programs are unique in that they provide the student with content designed for their career, provide lectures from university faculty, and provide all other course material on-line. Over 2,000 teachers have completed the programs and over 300 are presently enrolled representing all 50 states. These programs have been very successful and are assisting our K-12 and community college teachers in better preparing our students for science careers.

The objective of this presentation is to assist K-12 teachers and community college instructors in exploring ways in which they can increase their knowledge of the physical sciences in order to better serve their students. Many of our K-12 teachers are inadequately educated in the sciences. While actual courses in the sciences may not be taught until the 8th grade, the teachers find themselves having to teach basic scientific principles in the early grades. Both the high school and college teachers can find themselves having to teach subjects that are out of their area of expertise. Until recently, this meant having to be "self taught". Today, with distance programs like these, the teachers can continue their work and complete degrees to satisfy accreditation and certification needs.

This presentation will detail how these programs assist the teachers and discuss how the distance learning model used in these programs work. Since this is a poster presentation, the audience activities will be limited to discussions and questions/answers with the presenters.

Effective Teaching of Large Classes via Distance Learning

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Mississippi State University offers seventeen degrees through distance learning. The Department of Geosciences is the most active department, offering two Bachelor of Science and one Master of Science degrees. These three programs have been in existence for up to twenty years and have been extremely successful due to six basic principles. These principles are: (1) finding a niche, (2) knowing what your audience needs, (3) knowing what your audience can handle, (4) working within the university's policies, (5) offering a complete program of study, and (6) customer service. A successful distance learning program must (1) identify a specific market need, (2) understand if the clientele needs specific courses, a certification or a degree, (3) identify the type of technology that works best for the prospective students, (4) blend with the on-campus programs so that the only difference is the format of the classes, (5) provide the individuals with a full program of study that satisfies their educational requirements, and (6) recognize that the students are totally dependent on the person on the other end of the phone for their needs.

Over 4,000 students have enrolled in one or more of the Geoscience programs and over 600 students are currently enrolled. Every state in the nation and numerous international countries are represented. Due to the success of the programs, the typical class size is between 100 and 150 students, or approximately twice the size of the corresponding class taught face-to-face. Even with these large class sizes, after the initial offering of the course, the Geoscience faculty find that the workload is normally less for a distance course than an on-campus course due to the technology being used. Distance courses are criticized by some due to the apparent lack of communication between the student and professor and the inability of some students to be self-motivated. These programs utilize active-learning strategies that negate these issues. For instance, there are weekly quizzes that force the students to stay up-to-date on the material. The faculty find that personal connections with and among the students are far greater in the distance courses versus the face-to-face courses. This is due in part to the requirement of students making bulletin board posts and participating in chat rooms. The overall climate of these large classes is conducive to learning due to the systematic approach to the courses, whereby the students know what to expect and can work ahead if needed to accommodate their schedules.

Using WebCT with accompanying lectures on DVD, the faculty can effectively teach large numbers of students. With WebCT creating and grading the exams and providing the instructor with statistics regarding the assessment, the faculty member can spend time working with the students instead of grading assignments. By having the lectures on DVD, the students can review lectures as needed, reducing the number of clarification questions to the instructor. Overall, these distance courses have proven to be extremely effective with test scores equal to those of the on-campus counterparts of less than half the size.

The objectives of this poster presentation are to provide session participants with (1) a clear understanding of how to successfully operate a distance learning program, (2) a comprehension of how to manage large classes through distance learning, (3) the ability to see how personal connections with and among students can be strengthened though distance learning techniques, and (4) an awareness of the technology that can be used in a distance learning environment to reduce the workload on the instructor while maintaining high quality.

Service Learning and Civic Responsibility: Is There a Link?

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Purpose

In 2005, a service-learning experience was incorporated into a core course within a family and consumer sciences program. The initial intent was to make the course content (management and family systems theory) more relevant to the freshmen and sophomore students required to take the course. After the first year, it became evident that the project taught the students more than course content. Qualitative data suggested that the students were becoming more aware of issues within their communities. During the third year that the course was offered, a study was undertaken to determine if participation in the service-learning project did indeed increase the student's sense of civic responsibility.

Review of Literature

Current issues in higher education include an increased interest in areas of social responsibility as well as in student centered learning. Reflecting these issues, the number of service-learning activities in higher education settings has risen sharply since the early 1990's (Bringle, Phillips, & Hudson, 2004). Among similar educational trends (problem based learning, volunteerism, co-operative education, and internships) service-learning is considered unique in that it offers benefit to both the student provider of a service as well as the community recipient of the service (Furco, 1996). Service-learning has numerous definitions, but there is general agreement that the distinguishing traits that characterize service-learning include (1) a commitment to community partnership, (2) learning and academic rigor, (3) intentional reflective thinking, and (4) practice of civic responsibility (Duncan & Kopperud, 2008). Bringle and Hatcher (1999) add structure, feedback, and values clarification as necessary components for a positive learning experience.

Service-learning activities place a greater responsibility on the student to structure the learning experience. Zlotkowski (1999) maintains that a well-designed project is the result of a partnership between the campus and the community with the instructor structuring the service activities to meet the educational goals of the course. When the concept of student centered learning is introduced, the student can take a greater role in structuring the service activity to meet the needs of both the course and the community (Bringle, Phillips, & Hudson, 2004). The instructor then plays the role of facilitator.

Traditionally, civic and socially responsive knowledge have been given lower priority in higher education (Altman ,1996). Eyler and Giles (1999) maintain that there is growing evidence that service-learning is effective in increasing socially responsive knowledge in students, but the literature reveals the need for a greater understanding of the role that service-learning plays in this increase. Bringle and Hatcher (2000) call for scientific research in the area of service-learning to provide a theory base, improved practices, justification for campus resource allocation to service-learning activities, and to create a sound basis for policy development. The use of multiple item scales is recommended for use in research in service-learning classes (Bringle, Phillips, & Hudson, 2004).

Method

Participants

Forty-four undergraduate students enrolled in a Midwestern university family and consumer sciences course provided responses to our survey. After receiving approval from the university's committee on the use of human subjects in research, participants were assessed before the service-learning project was presented, and after the project was finished at the end of the semester. We collected complete data from 34 participants.

Measures

Civic Responsibility. Civic Responsibility was assessed using (a) the Civic Action Scale (Moely, Mercer, Ilustre, et al., 2002) and the Civic Attitudes Scale (Mabry, 1998) tapping participants' cognitive thinking regarding civic responsibility and behavioral intentions regarding civic duties. The Civic Attitudes Scale was comprised of five items and scaled from 1 = strongly disagree to 5 = strongly agree. An example of a question asked was, "It is important to help others even if you don?t get paid for it." Cronbach's alpha for this scale at time 1 was .81 and at time 2 was .89. The Civic Action Scale was comprised of eight items and scaled from 1 = strongly disagree to 5 = strongly agree. An example of a question asked was, "I plan to do some volunteer work." Cronbach's alpha for this scale at time 1 was .93 and at time 2 was .94. Because these two scales were substantively and significantly correlated on both measurement occasions ($r = .70$, and $r = .83$, for time 1 and time 2, respectively), we combined them to create the Civic Responsibility scale (alpha = .93 at time 1, and .96 at time 2).

Covariates. Rosenberg's (1965) self-esteem, student year in school (e.g., 1= freshman), student age, and two questions assessing whether or not the student had previous classroom or outside the classroom service-learning or community service project experience (1 = no experience at all to 5 = a great deal of experience) were included in our analysis as covariates.

Data Analytic Procedure

A repeated measures (Civic Responsibility at 1 and time 2) ANCOVA, including time 1 assessment of self esteem, student's year in school, age, and previous in the classroom and outside of the classroom community service experiences as covariates, was performed using

SPSS 15.0 GLM to test our hypothesis: Participating students will increase their civic responsibility over the course of the semester.

Results

Our hypothesis predicting student increase in civic actions and attitudes as assessed by the Civic Responsibility measure was affirmed. The repeated measures multivariate test for time (time 1 and time 2) controlling for time 1 self esteem, year in school, age, and previous service learning and community experience was significant, $F(1, 28) = 7.83$, $p = .009$, partial η2 = .22. Student civic responsibility increased from 24.41 (SD = 8.47) to 25.41 (SD=9.37), a small effect.

Conclusions

While this study was limited to a single class over the time period of one semester, and its effect was small, our findings add support to the literature base that engagement in service-learning increased socially responsive knowledge and behaviors. Altman (1996) proposed that socially responsive knowledge should be as important a part of the undergraduate curriculum as knowledge of specific content areas and professional skills. Service-learning activities designed with sound learning principles (values clarification, resource identification, active engagement, feedback, etc.) reinforce service-learning as sound pedagogy in the higher education curriculum.

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How to Create a Unique Statistics Project that Students will Enjoy!

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Objectives - Workshop participants will:
1. Discuss how to best choose a topic for a project relevant to students.
2. Learn how to gather student input to create survey questions to allow for a variety of types of questions.
3. Learn how to most efficiently gather a large enough sample so students can do statistical analysis.
4. Brainstorm (and then see student's examples) for how to make it creative and fun!

Intended Audience - While this presentation is typically geared toward instructors of statistics or elementary statistics, anyone who teaches a course with statistics would be able to utilize this project. It may be of special interest to those who teach in the social sciences, education, and business.

Activities - Participants will be actively taken through the first two objectives as would be done in the classroom (audience participation and discussion is vital!). Handouts will be given for discussion of the third objective and student examples will be shown for objective 4.

Summary - In teaching statistics, it is not enough for students to be able to recite formulas and plug in numbers; it is imperative that students understand the concepts. One of the best ways for students to show their understanding of concepts is through writing. The understanding of these statistical concepts, which are often applied across many fields, must be communicated in a way so that everyone can understand, even people who may not understand statistics (Radke-Sharpe, 1991).

Additionally, for people to write it must be a topic meaningful to the writer. It is difficult to analyze and write about a data set; it is near impossible when the data is of no relevance to the writer. This project incorporates student input from start to finish. The topics are chosen democratically by the students, the questions are written by the students, the data is gathered by the students and then compiled for them to analyze. Students are then free to analyze the questions they wish to investigate, as long as they complete the necessary requirements. For example, students may be required to create and analyze a contingency table, correlate two variables, and complete a t-test, but they are not told which survey questions to use. On one hand it makes it much more interesting for the students to be able to choose the variables they wish to investigate, but on the other hand it makes it much more challenging because they must know which types of variables they can use for each test. Students must not only know how to analyze statistics, but also how and when to apply each test. This clearly shows the instructor if the student has mastered the concepts.

There are some drawbacks. While writing is important in statistics, it unfortunately does increase the work load (Stromberyg & Ramanathan, 1996). Additionally, a student created survey will have flaws. But it is through these flaws that the students will learn first hand how to design a better survey. In the project, not only do the students have to complete specific statistical analysis, but they also must write about the demographics, the randomness of the sample, possible biases, whether the survey could be generalized to the population, and how the survey or the sample could be changed and improved. Additionally, students must complete appropriate graphs to support their analysis.

The highlight, though, for many of my students has been that I allow them to complete it in a creative format if they so choose. While a newspaper article and a letter are most common, many other examples (some humorous) will be shown. I often tell my students anything that makes me laugh when I'm knee deep in grading is good for you. This creativity allows students who do not like statistics to have a bit more fun, and they often put in more effort than they otherwise would do. An added bonus for the instructor: when you have 20 or 30 or 60 papers to grade, you often get a chance to smile!

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The Search for Artifacts in a Technological Age:
The Process of Storytelling through Vodcasting

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Objectives:
(a) To enable participants to experience storytelling first, hand, for adaption in their classrooms
(b) To orally, develop, revise stories of experience and personal identity
(c) To examine through ABL how to motivate and encourage faculty to use storytelling within their curricula
(d) To learn more about acquainting faculty with the resources of the storytelling design in order to solve a specific problem: lost stories.
(e) To practice eliciting information that stimulates interest in selected areas through ABL, and;
(f) To apply ABL interrelationships within the area of discipline [relevance between the knowledge and its use]

To be successful in communicating these objectives faculty need to identify, and encourage their students to develop, good listening habits through a sound method of active learning. In this presentation, I will discuss how students learned by experiencing an activity based- cross generational learning model through community engagement by capturing local history with elderly, longtime residents who have fascinating stories to tell.

Audience:
All faculty and Instructors interested in exploring both teaching and learning methods through activity based learning/storytelling as it relates to undergraduates curriculum.

Activities:
Participant will present representative activity based learning material that has been used over the last several years. The following concepts and rational will be discussed using interactive problem solving techniques through handouts of course activities, assignments, and projects that discuss a specific problem (i.e., lost history).

For example, a sample activity can be proposed: Getting Senior Citizens Started with storytelling, “Make a List of Memories.” Students working one-on-one, set a goal for their podcast/storyboard. They ask senior citizens to: “Write down a few words about twenty-five specific memories through their life.” In a group situation, give them ten minutes to list as many memories as they can think of, then have them read their lists aloud. Encourage them to copy and build on each other’s ideas, adding new memories to their lists as they occur. The results from this first assignment are the beginning of teaching the value and importance of a properly capturing lost history through storyboarding. The material in this section can be used in a variety of ways.

Have the senior start a timeline/storyboard of their life. Have them take several pieces of lined paper and write year numbers for each year of their life spaced three spaces apart down the left margin. Then challenge them to come up with at least one memory or event for each year.

Lots of old memories will come flooding back in the process, and these can be added to the memory list as storyboard ideas for the vodcast.

Description:
Why is storytelling so important to us? The simple answer is that storytelling is one of the primary communication ways that we gain historical information. According to Shank, (2002) the "dynamics of conversation, though, are much richer than just the sending and receiving of information." Good interviewers have always been aware of this point, if only implicity.

So how can we gain richer, more explicit understanding of the dynamics of conversation? The quickest way is to look at theories of communication, and especially at models derived from these theories. One of the best of these models is an important model of verbal communication first articulated by Jakobson (1976). This paper looks at the Jakobson's six functions of verbal communication: referential; emotive; conative; metalingual; poetic; and phatic. By looking at the process of storytelling as activity based learning model, the researcher applies Jakobson theory and was able to help identify six primary functions contained in every storytelling/communicative act (Shank, 2002).

Today, even with such competition as video games, and the internet, storytelling is enjoying resurgence in popularity through vodcasting. According to Mood, (2004) our "fast-paced, electronic world has fueled a new interest in the personal, intimate art of storytelling. In fact, research goals for this paper were to accumulate a series of life histories, the special task was to discover women's roles during the early 1900's in the Mon Valley-Pittsburgh Communities. The researchers interest was learning how women saw themselves as women in a specific contexts, the task of creating vodcasts that would then become historical artifacts.

For Example: The PSUGA student assigns the senior: The former gives the latter at least two assigned topics, with instructions to write on one or the other, or anything else of his or her choosing. What matters is that the senior writes a story each week. The story can be any length from half a page to many.

Keep things simple. The student tells seniors to write stories like they are letters to a grandchild or friend. They shouldn't worry about spelling, or grammar, or any of that stuff. Just get the story on paper so you (student) can develop a storyboard for your vodcast.

Keep feedback positive. When you listen to someone tell a story, point out the good things they've done, and talk about what the story means to you. Mention things like how you felt happy, sad or whatever, that you've learned something from hearing/reading the story, and similar reactions. Ask questions about things they may have left out, like, "When did this happen?" or "Where was your brother while all this was going on?" This is a good chance to point out that the value of capturing their story though storyboards -podcasts/computers is that it's easy to add extra stuff without starting from the beginning of the story.

The material in this section can be used in a variety of ways. We have small groups of students develop, create, and promote their podcasts during the semester, again producing historical artifacts. Through an activity based-rubric design the students are then graded.

Finally the rationale:
As an oral art form, storytelling is particularly useful for educators desiring to reach students and other audiences in a fresh, resonant way, through vodcasting. Inspired by the national movement to collect and archive a nation's stories (www.storycorps.net), the storytelling workshop (Pollock, 2006) draws on the narrative of Fisher (1986) and Walter Ong (1982): that we are the stories we tell, and that stories, as orality, are understood differently from other forms of produced communication. Therefore across all disciplines the process for generating, revising, and telling stories from an orality standpoint is both useful and necsssary.

I plan to take faculty on a journey through the process that was used (2007, 2008) and engage them in course assignments and activities that have been successfully taught and will allow an opportunity for open discussion of the results and feedback from the students.

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Suggested Sites for Further Study

By Word of Mouth Storytelling Guild
http://www.shorock.com

International Order of E.A.R.S.
http://www.cornislandstorytellingfestival.org

Jewish Storytelling Coalition
http://www.ultranet.com/~jewish/story.html

National Association of Black Storytellers
http://www.nabsnet.org/

National Storytelling Network
http://www.storynet.org
http://www.greatlifestories.com

Follow Me Home Initiative- Activity Based Learning

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Through a learning process/model using ABL our poster session will have undergraduate research scholars provide the knowledge that independency through technological innovation leads to a healthier and more productive senior citizen. Student research shares the process of conducting qualitative research regarding senior citizens and technology. Empowering active citizenship results in successful aging as defined by the Rowe and Kahn model of successful aging. Current research on the significance of new technologies, "The Blueroof Model" and how imperative it is in the lives of senior citizens are explored through ethnography – longitudinal study. When dealing with successful, healthy aging we explore the advantages that closing the digital divide provides to senior citizens, whether in a personal or social setting. The benefits to education and research shows findings that technology yields a higher participation rate in senior citizens through healthcare, communication reach and an improved sense of self-esteem. As a result of these technological breakthroughs senior citizens will be able to be more self sufficient.

Problem/Statement:
A Successful Activity Based Learning Model-Undergraduate Research

The inability for senior citizens to be socially empowered due to a limitation of technological education defined by 21st century innovation standards is at the core of this study. The integration and performance of computer based activity leads to an improved self esteem and

advanced cognitive ability of a person over the age of 50, as defined by the AARP relative explanation of that who is a "senior."

Purpose:

Senior citizens are continually out of touch with a younger, more educated and more technologically advanced population. As the generation gap widens, so too does the "digital divide." Because of this, successful aging can be linked to empowering active citizenship in part because of a growing awareness and use of computer based activity. Enriching senior citizens lives is at the core of our research study. The ability to posses these necessary life skills for individuals above the age of 50, as defined by the AARP mission statement, leads to a more well rounded lifestyle, where communication, education, self esteem and positive awareness is advanced substantially.

Expert in the Field: Rowe and Kahn

Dr. John Rowe began as a Professor of Medicine and the founding Director of the Division on Aging at the Harvard Medical School and was also the Chief of Gerontology at Boston's Beth Israel Hospital. Rowe currently is a Professor on the Department of Health Policy and Management at the Columbia University Mailman School of Public Health. He has authored over 200 scientific publications, mostly on the physiology of the aging process, including a leading textbook of geriatric medicine, in addition to more recent publications on health care policy. Dr. Rowe has received many honors and awards for his research and health policy efforts regarding care of the elderly. He was Director of the MacArthur Foundation Research Network on Successful Aging and is co-author, with Robert Kahn, Ph.D., of Successful Aging (Pantheon, 1998). Currently, Dr. Rowe leads the MacArthur Foundation's Initiative on An Aging Society and chairs the Institute of Medicine's Committee on the Future Health Care Workforce for Older Americans. Dr. Rowe was elected a member of the Institute of Medicine of the National Academy of Sciences and a Fellow of the American Academy of Arts and Sciences.

Robert L. Kahn attended graduate school and went on to get his Ph.D. in social psychology in 1952. During this same period, Kahn was helping to shape ISR. Shortly after he earned his Ph.D., Kahn became a program director of the Survey Research Center, a position he held for nearly a decade. In 1970, one of his first major works was proven to be a fundamental book in the field of survey methodology, The Dynamics of Interviewing (1957), which Kahn wrote with Charles Cannell.

Over most of the last decade, Kahn has been involved in a MacArthur Foundation-supported multi-disciplinary effort to examine aging. "That has provided a marvelous decade of exciting work," says Kahn, work that he and physician John Rowe wrote up in a well-received book titled Successful Aging (1998). Kahn continues to write and lecture on aging, and is now involved in a National Academy of Sciences panel to develop a multinational agenda for aging research. "Although I retired some 11 years ago, I'm particularly grateful that I can continue working, that ISR has been able to provide an office and secretarial help," notes Kahn. "Not everybody has that option, and ISR is a model of the kind of generosity that makes it possible for me to continue to make contributions to social science."

Annotated Bibliography

1.) AARP Mission Statement. (n.d.). Retrieved October 24, 2007, from http://www.aarp.org/about_aarp/aarp_overview/a2002-12-18-aarpmission.html

This was the definition used for the term "senior citizens" in our literature review, as found in the AARP Mission Statement.

2.) Charness, N., & Holley, P. (2004). The New Media and Older Adults: Usable and Useful? American Behavioral Scientist. Vol. 48(4), 416-433.

This article discusses the impact of the new media on older adults. The researchers, Dr. Neil Charness and Dr. Patricia Holley summarize the developments of the aging population and the use of the Internet and computers. Research shows that only one out of three elderly people (over the age of sixty-five) are using the Internet. As a result, usability is a major issue. Vision along with hearing problems are a major contributor to the uneasiness many older adults feel. In direct correlation, this is one result of the many interfaces of the internet. Therefore, the demands of the new media on older adults are examined along with the physical and psychological changes older adults may have while using the Internet. Lastly, the article provides ideas on how changing interfaces on the internet will put older adults at a great advantage in the new media.

3.) Conway-Welch, Colleen (2001). Medicare: Visions for Reform. Journal of Policy, Politics, and Nursing Practice, 2; 95.

The author of Policy, Politics, and Nursing Practice attempts to inform, educate, and persuade the intended audience at an overly eager pace with the hope of reform in healthcare at the core of debate. The opinions, beliefs, and statements expressed by Colleen Conway Welch are made in earnest to overhaul Medicare and healthcare on a national scale. The article pertains to healthcare reform, through suggestions, at the hope of cutting cost to senior citizens. As the researcher and author attempts to convey to its audience, Medicare will be bankrupt by the year 2030, thus ensuing panic nationally. In order to remedy this event, the federal government should attempt a course of action where more funds are dumped into the healthcare industry to cut down seniors cost and to ensure the existence of healthcare for all that need it. While the journal objectively discusses the soon to be outcome of this catastrophe if nothing is done, it negatively scrutinizes the federal government and at times takes on opinion that is need not warranted. With opinion overshadowing fact, the hypothesis of the author and researcher is interesting yet unnecessary. Finally, the author has credence in her opinions due to her factual statements of population growth, medical technology development, and the notion individuals lifespan will be longer. Thus, this yields fact to her opinion that the healthcare industry must be reformed. Yet, letting personal bias get in the way of this is less than ideal. Welch's citing and statements are of sound principle yet lack a proposed course of action that is currently realistic.

4.) Czaja, S.J., Guerrier, J.H., Nair, S.N., & Landauer, T. K. (1993). Computer communication as an aid to independence for older adults. Behavior & Information Technology, 12, 197 - 207.

The researchers examined the viability of older adults using an electronic text message system to perform routine communication tasks. A communication computer was placed in the homes of thirty-six older women, aged fifty to ninety-five years. The system provided basic electronic mail functions and access to news, movie reviews, and health information. Data concluded that the participants found the system easy to use and found the activities mentally stimulating. The findings suggest that computer-based systems can be a valuable support tool for older adults. This of course is depending on the ability that the system is easy to use. For instance, computer based communications schemes can be used for banking, health care and even facilitating grocery shopping. Older people frequently report problems with these tasks because of mobility issues, inconvenience, and fear of crime. Shopping, banking and even taking control of their health-care online, could improve these problems and allow seniors to play a more active role in their own social lives.

5.) Duay, D.L, & Bryan, V. C. (2006). Senior Adults' Perceptions of Successful Aging. Education Gerontology. 32:6, 423-445.

The researchers, at Florida Atlantic University, use data collected from a qualitative study examining eighteen senior adults about the perceptions of successful aging. Results through the study indicated that successful aging involves engaging with others, coping with changes, and maintaining physical, mental, and financial health. Early studies have shown that successful aging developed out of two conflicting theories: disengagement theory and activity theory. The disengagement theory suggests that successful aging involves an extraction from activities and social interaction. However, for theorists, successful aging involves remaining active in areas of interest and continuing relationships for as long as possible. In an earlier study by researchers, Charness and Holley, older adults have more difficulty seeing displays online. Thus, activities (such as computer operating) become difficult. For that reason, when an older person suffers from the reduction of one physical activity, they may be able to adapt through other avenues of interpersonal communication.

6.) Fozard, J. L. (2005). Impacts of technology interventions on health and self-esteem. Gerontechnology. 5(3), 63-76.

James L. Fozard is a professor at the School of Aging Studies at the University of South Florida located in Tampa Florida. James Fozard is concerned with the impact of four classes of technology impact on five broad classes of human activity: health and self-esteem; housing and daily living; mobility and transport; communication and governance; and work and leisure. The scholarly journal describes how the four classes of technology impact, prevention and engagement, compensation and assistance, care support and organization, and enhancement and satisfaction--relate to health and self-esteem. Along with the physical life enhancements caused by internet technologies, we can begin to look at the impact of these technologies on the mental health of the seniors.

7.) Fozard, J., & Kearns, W. (2007). Gerontechnology: Growing Old in a Technological Society. Springfield, IL, US: Charles C. Thomas Publisher.

James Fozard and William Kearns wrote this book that examines aging in a technological society. "Communication technology relates to almost every human activity. Advances in communication technologies are improving personal security, telemedicine, and creating novel options for maintaining health, treating and managing illness, and communicating with health care professionals" (Fozard and Kearns, 2007). This book identifies the effects that these communication technologies have on us as a society, particularly as we age. There are chapters within the book that directly focus on senior citizens and the affect of internet bases technologies on their lives. They examine opportunities that will affect the everyday living, healthcare, security, and social communication reach. These chapters can be a great asset in reinforcing how internet technologies can be used to improve the lives of senior citizens in multiple levels of lives.

8.) Greaves, C.J., & Farbus, L. (2006). Effects of Creative and Social Activity on the Health and Well-being of Socially Isolated Older People: Outcomes from a Multi-method Observational Study. The Journal of Royal Society for the Promotion of Health, 126(3), 134-142.

The researchers in the United Kingdom in association with the Peninsula Medical School, have conducted a study to determine relationships between social activity and creativity and the health and well being of older people. Using the same guidelines as AARP (65 and older) to define "older people," the researchers investigated interventions in socially-isolated older people to create a deeper understanding of its affect on health and well-being. The findings were that interventions promoting social contact, encouraging creativity, and use of mentoring are more likely to have a positive affect on health and well-being, thereby quality of life. This study is comparative to White et. al's study which investigates social isolation of senior citizens and how computers play a role in prevention of isolation.

9.) Gunter, B. (2005). Digital health: meeting patient and professional needs online. Mahwah, N.J.: Lawrence Erlbaum Associates.

Digital Health by Barrie Gunter investigates the growing trend of the common population retrieving health information through modern communications technologies, such as television, public kiosks, the web and more. Ultimately, this research will provide a rapidly aging demographic to effective information retrieval leading to a higher standard of living.

10.) Havighurst, R.J. (1961). Successful Aging. The Gerontologist, 1, 8-13.

The researcher, Havighurst, came up with the idea of successful aging. In this article, he elaborates on successful aging through the use of the activity theory and the disengagement theory. The researcher explores the two gross theoretical models of successful aging: the activity theory, with emphasis on the maintenance of activities and the attitudes of middle age, and the disengagement theory. The researcher, Havighurst, states that successful aging is an affirmation of values and that people with differing values will define successful aging differently. But through the activity theory and the disengagement theory, people can succeed in successful aging.

11.) Hocking, John E., Stacks, Don W., McDermott, Steven T. (2003). Communication research. New York: Pearson Education, Inc.

This book was used as an instructional method of how research is properly conducted. This book teaches us the basics of research such as: exploring information, the role of theory in communication research, ethics and science, retrieving and evaluating information, methodology, measurement and instruments of measurement, content analysis, and the qualitative methodology.

12.) Klumb, P. L., & Maier, H. (2007). Daily activities and survival at older ages. Journal of Aging and Health, 19(4), 594-611. Retrieved October 23, 2007, from http://jah.sagepub.com.

Authors of this journal article and researchers at the University of Fribourg and Max Planck Institute for Demographic Research in Rostock, Germany, study the affects of interaction of different levels in senior citizens. Daily activities, such as housework, meeting with friends, and learning new tools (including the internet) proved to be useful in keeping senior citizens in the study alert, aware, and healthy during aging. This study examines the stimulation of the brain and the moods in senior citizens with direct effect upon an improved outlook and activeness in their communities. This particular research highlights the importance of stimulation of the senior citizens' brain with direct correlation to quality of life. It corresponds well to the Gilleard study which seems to support a different theory, that once older people (50 and over in the Gilleard study) are introduced to technology, especially the internet, they seem to no longer enjoy the location they are living in.

13.) Kolodinsky, Jane, Cranwell, Michelle, and Rowe, Ellen. (2002). Bridging the Generation Gap Across the Digital Divide: Teens Teaching Internet Skills to Senior Citizens, Journal of Extension, 40, 312-323.

The Teens Teaching Internet Skills (TTIS) Pilot Project was a pilot for a larger, national effort to engage youth in teaching senior citizens computer and Internet skills to navigate and obtain needed information from the Medicare web site. The researchers of this journal wanted to show that showing senior citizens how to use the computer can benefit them in ways such as: socialization, learning new skills, researching special interests, staying informed on current events, personal financial management, developing online companionship, shopping, keeping in touch with family and friends, and assisting the homebound or disabled. Several programs have been established in which youth and young adults teach computer skills to older adults. These programs have shown positive results for both groups, including heightened learning of computer and interpersonal skills from interaction with another generation and improved attitude towards the other generation. Seniors who participate in these programs show a positive change in attitudes towards computers and the Internet, and a gain in confidence in their own proficiency with technology.

14.) Lentzner, H.R., Pamuk, E.R., Rhodenhiser, E.P., Rothenber, R., & Powell-Griner, E. (1992). The Quality of Life in the Year Before Death. American Journal of Public Health, 82(8), 1093-1098.

The researchers that conducted this study, mostly comprised of PhD's, investigate an individual's desire to live a healthy and long life versus the fears that keep senior citizens from doing so as they become closer to death. They use results from the 1986 National Mortality Follow-back Survey to determine elderly who were either "fully functional" or "severely restricted" in their last year before death. This study is extremely important to investigate because according to the studies by Greaves & Farbus and another investigation by Iyer et. al, increased technology improves the quality of life in senior citizens. Between all of this information, it may be possible to conclude that improving the quality of life in senior citizens by stimulating the brain and moods, like suggested by Klumb & Maier, with technology, perhaps the length of life could also be increased. This possible conclusion would be of great concern to the medical community and families with senior citizens.

15.) McCloskey, D.W. (2006). The Importance of Ease of Use, Usefulness, and Trust to Online Consumers: An Examination of the Technology Acceptance Model with Older Consumers. Journal of Organizational and End User Computing, 18(3), 47-65.

McCloskey, a researcher at Widener University conducts a study examining e-commerce participation and attitudes by older U.S. Citizens by distributing questionnaires to senior citizen and retirement communities. Ages ranged from 52-87. This study is extremely important because it uses the Technology Acceptance Model to investigate ease of use, which was concluded to have a reasonably high affect on whether the older people would use the technologies or not. The study also concluded that 59% of the 110 participants had purchased something online which can definitely correlate with the Iyer et. al article which discusses senior citizens use of internet shopping. The use of the Technology Acceptance Model directly is widely accepted and well known.

16.) Opalinski, Laural (2001). Older adults and the digital divide: Assessing results of a web-based survey.. Journal of Technology in Human Services. 18(3-4), 203-221.

This study by Laural Opalinski of the Greater Los Angeles Healthcare System located in Los Angeles, California examines the digital divide between older adults and the young population. . 110 individuals (aged 60-90+ yrs) completed questionnaires concerning personal use, opportunities for learning, family and social connectivity, and technology preferences and perceived barriers. Concepts in each of these questionnaire topics can be explored and examined to understand senior citizens grasp of computer and internet technologies, and allow us to circumvent the perceived barriers and allow us to enhance the seen benefits of such technology.

17.) Rowe, John W., Kahn, Robert L. (1997). Successful Aging, The Gerontologist, 37, 433-440.

The study, completed by Rowe and Kahn looked into the increases in the number of seniors in our society which pose a challenge for biology, social and behavioral science, and medicine. Successful aging is multidimensional with an emphasis on three aspects: the avoidance of disease and disability, the maintenance of high physical and cognitive function, and sustained engagement in social and productive activities. In this article, the researchers define successful

aging and state ways to ensure successful aging in seniors specializing in the fields of staying healthy, maximizing physical and cognitive function, and continuing engagement in life.

18.) Stark-Wroblewski, Kimberly, Edelbaum, Jessica K. and Ryan, Joseph J. (2007). Senior Citizens Who Use E-mail, Educational Gerontology, 33, 293-307.

The researchers of this article noticed the rapid growth of people aging 50 and older in the United States. Similarly, the use of computers, including computer-mediated communication had risen in recent years. Between the years 2000 and 2004, the number of senior citizens who use the Internet increased by 50%. The researchers of this journal reviewed the findings of recent large-scale investigations of computer use among senior citizens. Then reviewed small-scale studies aimed at gaining more detailed information regarding seniors' use of, and attitudes toward, computers. They also reviewed studies examining the potential benefits of computer use by older segments of the population. They found that just over 20% reported using e-mail. This is somewhat higher than figures reported previously, but is consistent with more recent finding that one in five older adults has a home computer. The researchers also found that there are no gender relations in who uses the Internet.

19.) White, H., McConnell, E., Clipp, E., Bynum, L., Teague, C., Navas, L., Craven, S., & Halbrecht, H. (1999). Surfing the net in later life: a review of the literature and pilot study of computer use and quality of life. Journal of Applied Gerontology, 18(3), 358-378. Retrieved October 24, 2007, from http://jag.sagepub.com.

The researchers at Duke University, Duke Institute for Learning in Retirement and West Florida Senior Health Services examine opportunities that computer-based communication, computer, learning, and the internet offer to keep senior citizens from social isolation. The study measures the affects of computer usage upon the seniors' psychosocial well-being. Also examined in the study is the social isolation of the seniors after they lost skills and/or abilities. The article concludes that use of the computer and internet brought back some of the abilities that the senior citizens felt they had lost because of health or emotional issues. The article outlines the results as far as the increasing psychosocial attitude of the seniors after the study. Similarly, this study relates to the Karavidas article in which social tendencies are increased after the increased usage of technology. In addition, the emotions and attitudes of senior citizens at least six months after they lost their driving capabilities, relating to one of the abilities that a senior may feel they have regained partial control by exploring or shopping via the internet thereby increasing their quality of life.

20.) White, H., McConnell, E., Clipp, E., Branch, E, Sloane, L.G., Pieper, C., Box, T.L. (2002). A Randomized Controlled Trial of the Psychosocial Impact of Providing Internet Training and Access to Older Adults. Aging and Mental Health, 6, 213-221.

The researchers noticed that the Internet may provide new opportunities for communication that can help older adults avoid social isolation is they learned to use this technology and felt more confident using it. The researchers conducted this analysis which consisted of a randomized controlled trial that assessed the psychosocial impact of providing Internet access to older adults

over a five-month period. After the trial period was up, the computers were still available for use for another five months. At the end of the trial, 60% of the intervention group continued to use the Internet on a weekly basis. There was also a trend toward decreased loneliness and depression and had more positive attitude towards computers and the users felt more confident. The psychosocial impact of Internet use in this sample suggested tends in a positive direction.

21.) Wood, Eileen; Willoughby, Teena; Rushing, Alice; Bechtel, Lisa; and Gilbert, Jessica. (2005). Use of Computer Input Devices by Older Adults. Journal of Applied Gerontology, 24, 419-438.

The researchers of this journal sampled 85 seniors. The researchers gave the seniors experience in performing two computer tasks using four input devices: touch screen, enlarged mouse, regular mouse, and touch pad. Performance measures assessed both accuracy and time to complete components of the completion of these devices. The participants also completed a survey where they evaluated the devices. The senior citizens also completed a series of measures assessing visual memory, visual perception, motor coordination and motor dexterity. Previous experience with computers had a significant impact on the type of device and the highest accuracy and speed performance. Regression analysis indicated that the mouse was the most demanding device in terms of cognitive and motor-demand measures. The study focused on the relative benefits and perceptions regarding these devices among senior citizen populations.

22.) Research Method Survey Tool: Prekumar, G., & Bhattacherjee, A. (2006). Explaining Information Technology Usage: A Test of Competing Models. The International Journal of Management Science (Omega), 36, 64-75.

Prekumar, a researcher with the College of Business at Iowa State University Ames, and Bhattacherjee, a researcher with the Information Systems & Decision Sciences and the College of Business Administration at the University of South Florida, redirect research focus from technology acceptance to technology continuance or continued usage. They explain the technology acceptance model and contrast it with the expectation-disconfirmation theory which investigates satisfaction of participants. This justifies the use of the technology acceptance model (TAM) which was used in McCloskey's study, but provides a point of view that studies should also be conducted with a combined usage of TAM and the expectation-disconfirmation theory. In terms of the Follow Me Home initiative, the project has all intentions and purpose of investigating the continued usage of the internet by the senior citizens.

Results:
90% Percevived Usefulness
29% percvived ease of use
65% Usage Intention
Sample Size: 50 Citizens

Limitations of the study:
Time (need for a longitudinal study)
Sample Size
Future research could compare gender issues

Direct first hand experience

Conclusion:
The Fastest growing computer user group is one we all hope to join one day. It is the group we call senior citizens. The range of issues that impact on designing for an aging population Technology will show seniors how to access professionals such as doctors and pharmacists to make appoints and order prescriptions. Technology will also show the senior popualtion how to access any arears of interest they have for social activities and improve their intellectual alertness.

Becoming a Mentor: Learner-Centered Training for First-Time Peer Mentors

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Objectives:
Upon completion of this session, participants should be able to:

- Distinguish the mentoring role from other roles on their campus
- Describe approaches for training new peer mentors
- Apply learner-centered strategies (e.g. narrative and social negotiation) to training peer mentors on their own campuses

Audience:
Faculty and campus administrators with responsibility for first-year programs, undergraduate education, or teaching and learning. This session will be of particular interest to any individuals with direct responsibility over undergraduate peer mentoring, peer tutoring, or peer advising programs.

Activities:
The session will begin with a brief presentation designed to contextualize our mentoring program (institution & program characteristics). We will then briefly describe our hiring and training process. The remainder of the session will provide participants with the opportunity to participate in a learner-centered activity designed to model a set of principles/practices that can be used in training new peer mentors. The session will close with an open discussion, allowing participants to share ideas, ask questions of each other, share best practices, etc.

Description:
Undergraduate peer mentoring has gained popularity in recent years because of its promise for increasing retention and persistence to graduation (Beasley, 1997). Additionally, peer mentoring has proven to be an effective teaching/learning strategy for a variety of disciplines (Zepke & Leach, 2005). The mere existence of a mentor does not guarantee positive learner outcomes (Ragins, Cotton, & Miller, 2000); thus, it is critical that mentors understand their role and receive adequate training.

Because peer mentoring is grounded in mutual learning relationships, it is unique among campus support roles including those of teacher, advisor, teaching assistant, and parent (Zachary, 2000). Mentors encourage students to construct their own meaning through personal reflection and social negotiation; consequently, program administrators should be intentional in modeling this approach in mentor training and development activities. One method of facilitating this type of constructivist learning includes the use of personal reflection and narrative. The sharing of stories and narrative accounts facilitates deeper understanding of complex ideas through processes of social negotiation (Schank, 1995).

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Professional Presentations in the Twenty-first Century:
Beyond Academic Public Speaking

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Objectives:
In this poster session, I will:
Describe how channels influence the communication process
Illustrate communication skills associated with professional contexts
Explain the importance of audience and setting analysis
Summarize the communication and organization skills associated with presenting in a group and as an individual.
Show some do's and don'ts and sample technology-enhanced presentations
Offer a checklist for effective mediated presentations

Audience:
All college educators (and ultimately their students)

Background:
Most students get speaking basics in a standard public speaking course. However, the speeches required are most often academic, mirroring a good essay in their organization. Many students want more advanced speaking instruction. Last year I introduced a new course at my school called Professional Presentations. This course is not your typical public speaking course; it draws many returning adult students, current professionals, and students who want to learn practical speaking skills. I teach students how to make as sales pitch, how to run a business meeting, and how to integrate technology into professional presentations. This includes using Power Point, creating a narrated Power Point presentation for folks at a distance, and creating a Podcast. They also practice delivering a presentation in Second Life. For this poster session, I would like to highlight a few of the things we do in this class. Because we're restricted to paper, I can't show real student presentations, but I can put links on the posters so people can check them out.

Description:
This poster session will illustrate some presentation basics including guidelines for using PowerPoint effectively, using PowerPoint narration, visual aids, and how to make good choices regarding mediated presentations. This poster session will provide educators with some good ideas for teaching presentation skills, and it may even help them with their own professional presentations. Some information may be review, but I suspect almost everyone who attends this poster session will learn something new about presentation skills, integrating technology, or about available resources.

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**Many additional online references will be consulted and documented for the poster session.

X-Men as BMOCs (Big Man or Maiden on Campus):
Using Super Hero Metaphors to Engage and Inform

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Research Purpose

The purpose of this qualitative study was to explore how students' understanding of course concepts changed when they watched the X-Men movie and then imagined themselves as good superheroes in an unethical environment. In the past, I have used the standard video case study depicting realistic organizational environments as a method to evaluate retention of and reinforce leadership and ethics concepts near the end of the semester. Feedback from students was that the exercise was beneficial but my growing sense was that the activity was short on creativity and could be more effective. While still positive about using video case studies, I felt that alternate subject matter was worth investigating.

Literature Foundation

A review of the literature revealed that film and comic books depicting superheroes have been used in academia and popular culture to explore social, legal, and moral dilemmas. This trend has been growing in recent years. University teachers have used superheroes to teach consumerism (Belk, 1987), sociology (Hall and Lucal, 1999), cultural studies (Park, 2002), and physics (Feder, 2002). By tackling uncomfortable topics like workplace discrimination in the superheroes' world, students not only see the universality of such issues but are also more open to discussing them since they are essentially seated at a distance from the problem (Springer, 2007). Another benefit is that students find this genre to be more appealing. Westrup (2002), for example, notes that physics students would much rather calculate the lift required for Superman to fly instead of a similar problem from a mundane textbook. As a visual medium, film also addresses the needs of students with different learning styles (Toye, 1989) and the focus on larger-than-life superheroes pursues what Kuh, Kinzie, Schuh and Whitt (2005) call experimenting with engaging pedagogies to help students be more successful in college.

Kolb's (1984) experiential learning cycle provides the theoretical framework for this study. Central to his theory is that adults transform experience into learning, whereby current experiences are made sense of by connecting them to past knowledge and future possibilities.

Fifteen students in an undergraduate course on management participated in this qualitative study that was labeled, "Film in the Classroom." A pre-test post-test design was used in the following

manner. For the pre-test, students were asked to write a 2-3 page paper in which they identified key characteristics of good leaders and how these would be used in an environment characterized by unethical practices. The treatment was watching the first installment of the X-Men movie series. The post-test consisted of writing a second paper, where students were to imagine themselves as an incognito superhero working in a corrupt environment. Students were instructed to use "superhero" as a metaphor for their professional selves, and were to describe their supernatural traits and how they would use them for good in their organization. The assignment concluded with a focus group interview in the form of a chat room session.

Results and Discussion

Although students were given relatively open parameters for writing the first paper, many seemed stuck in "book report" mode. Students were given the assignment to write about personal traits needed to combat an unethical environment but many struggled with the assignment. Conversely, after watching the X-Men movie, students' papers more consistently reflected ethical principles. Every student identified ethical leadership traits and many of their superhero nicknames were laden with moral values.

The overall conclusion of the study is that watching the X-men film and employing the superhero metaphor resulted in students' deeper understanding of course concepts. After the treatment, all students were able to identify character traits that are important components of ethical leadership. They also showed that they understood how their own personal values could be used to promote good ethics in their organizations.

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Non-Traditional Projects in Undergraduate Education:
Exploring "Authentic" Experiences for College Students

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Objectives:
Participants will share goals and implementation of semester/capstone projects currently being used in their courses.

Participants will explore new ideas for course projects and new partners and opportunities for collaboration.

Participants will discuss implementation, practical, and motivational issues related to utilizing non-traditional projects in undergraduate courses.

Audience:
Faculty members who teach undergraduate courses.

Activities:
Small and whole group discussions about non-major course projects, goals, purposes and grading.

Presentation of case studies involving non-traditional and real work projects of introductory astronomy students and education students with museum and community partners.

Write-pair-share of non-traditional projects related to participants' own disciplines

Final whole group discussion about implementation challenges and partnering.

Summary:
Semester/capstone projects are an important part of both students' assessment and student learning in undergraduate courses. Often these projects are used to help students integrate information from a course, make new connections, and create meaningful products they can relate to. In addition, semester projects can be an important part of a learner-centered portfolio in which students exert considerable control over their own learning. In this session we will

explore alternative ideas about authentic and real work projects for undergraduates, and opportunities for non-traditional collaborations with community partners.

Learner-centered education incorporates ideas from research on how people learn (Bransford, Brown, & Cocking, 2000) and include principles of constructivism, social constructivism (Vygotsky, 1978), students' prior knowledge, and the need for active learning (Bonwell and Eison, 1991; Chickering and Gamson, 1987). Important to learner-centered curriculum is the sharing of classroom control in which instructors take on more of a guiding role and students are increased in their own responsibility for learning, including making key decisions about what happens in the class (Weimer, 2002). Assessments in learner-centered education are most effective when they are both authentic and challenging (Huba and Freed, 2000).

Projects for non-majors pose both an interesting challenge and opportunity for instruction in our learner-centered classrooms. Often semester projects are based on the goal of being an authentic experience. "Authentic" learning experiences including the following aspects; have real world relevance, unstructured in nature, are long-term and made of complex tasks, have opportunities to collaborate, lead beyond domain-specific outcomes, and create a polished product that is valuable in their own right (Barab, Squire, & Dueber, 2000; Bransford, Vye, Kinzer, & Risko, 1990; Brown, Collins and Duguid, 1989; Lebow & Wager, 1994).

In university classrooms, authentic projects are often used is to have students engage in activities of "real" practitioners of a given field, e.g. work in a lab, write for a news paper etc. that imbed the principles of authentic learning experiences. We will present case studies of projects used in both introductory astronomy courses and education courses in which students collaborated with non-traditional community partners; museums and service organizations to complete projects. We will brainstorm projects that fit into workshop participants courses and discuss the both the importance and challenges of implementing these types of projects.

Having students engage in meaningful projects where they are both the creator and end user or where they are serving a community need is an additional approach to creating "authentic" semester projects. Non-traditional projects can be both challenging and authentic assessments, leading to both increased learning and motivation (Deci & Ryan 1985; Doyle, 1983)

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The 2007 Distinguished Fellows Presentation Award

Serious Play: Games That Enable the Proceduralization of Complex Content

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Objectives:
At the end of this presentation participants will:

- Have played a set of games that can be used to introduce each of the steps of the Dick, Carey, and Carey (2005) ISD model to beginning IT students
- Be able to brainstorm with peers ways to adapt the games for other situations or subject matter
- Be able to participate in the debriefing of each game
- Receive a set of instructions and necessary materials to play the games
- Be able to discuss with peers the value of using games to enable learning

Intended Audience:
Faculty interested in problem-based teaching and learning

Activities:
The members of this presentation not only will set up and play games that have been proven to enhance the learning of complex content, but also will engage in intensive discussion of the effect of the games on learners and the means by which they achieve that effect.
This presentation will be comprised of
1. Seven different games
2. Individual debriefings
3. Discussion

The games cover needs analysis and instructional goal, task analysis, learner and context analysis, performance objectives and assessment items, instructional strategy, instructional materials, and formative evaluation and revision. Each of them will have a set of instructions for the participants to take with them. The playing of each game will be followed by debriefing and discussion among the participants.

Scope
Typically, Introduction to Instructional Design is among the first courses taken by students seeking a degree in a master program in instructional technology. The concepts of Instructional System Design (ISD) covered in the course are abstract and hard to grasp. Instructors following ISD models such as that of Dick, Carey, and Carey (2005) must cover a large amount of complex content and do not usually have enough time to allow the students to digest it. Students have difficulty translating acquired declarative knowledge into procedural memory in order to transform concept to practice. Macedonia (2005) explains how critical this transformation is to

people whose careers depend on channeling theory into performance, which implies the fluent and graceful implementation of the steps of a process. She goes on to propose "the concept of games as tools for the targeted proceduralisation of declarative knowledge" (p. 135).

This presentation considers how such games are being used to acquaint beginning master level students with each of the steps of the ISD model. The students are enrolled in an instructional technology program at an 8000-student university in the eastern United States. These games are currently in their second semester of full use in both face-to-face and online courses. How participants play the games, commentary from participants on the impact of the games, and directions to set up and play the games are included.

Background

Macedonia (2005) says the process of transforming declarative knowledge into procedural memory is the same for all learners. She explains that only when students can proceduralize declarative knowledge do they become able to perform a set of learned motor and cognitive skills with fluency. Macedonia advocates games to help students achieve this fluency. To become professional instructional designers able to apply the ISD principles to solve organizations' problems, students need to become "fluent" as well, melding a set of cognitive skills into a complementary set of productive behaviors.

Bonwell and Eison (1991) describe how the modern instructor becomes a facilitator and the learners assume a much more involved and responsible role. Franklin, Peat, and Lewis (2003) point out that a powerful incentive for the use of games in education is their ability to make students actively practice the learning process, for playing games requires recognizing problems, devising and implementing solutions, and evaluating and adjusting to the results. That in turn is the ideal situation when introducing students to complex content such as that in an introductory course of Instructional Design.

Forman (2003) emphasizes that games contribute substantially to the acquisition of key learning skills. He promotes the idea that games provide contextualized content that becomes important and significant to players. He points out that games engage the whole player, utilizing both mental and physical skills as the player learns to develop strategies and tactics, expertly implementing them through the input choices afforded by the gamesí interfaces. He concludes that games "can be ideal teaching vehicles as people reflect on what they did in the game and why" (p. 41).

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Web-Based Rubrics as a Tool to Facilitate Teaching and Learning

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Presentation Objectives:
At the end of this presentation participants will:

- □ Have learned about the presenter's evolving experience with rubrics
- □ Be able to brainstorm with peers' ways to adapt rubrics for their own use
- □ Be able to participate in the creation and maintenance of online rubrics
- □ Have acquired an understanding of how online rubrics are structured
- □ Be able to discuss with peers the value of using rubrics to improve teaching and learning

Presentation Audience:
Faculty
People interested in improving teaching and learning

Presentation Activities:
The members of this session will first participate in an interactive presentation that demonstrates and discusses my experience of evolving from the use of paper-based to digital rubrics. Then the group will engage in a hands-on rubric-building exercise, followed by an investigation of the members' ideas and opinions of how rubrics could be used in their own work.

Presentation Summary:
The Instructional Technology (IT) Department of Bloomsburg University of Pennsylvania, where I work, offers a mostly online Master of Science in Instructional Technology (MSIT) program. The MSIT courses are grounded in established theory but also include mostly project-based, hands-on applications of the type our students will be hired to do after graduation. The IT department maintains strong ties with industrial partners through a sister organization, the Institute for Interactive Technology (IIT). These partners keep the MSIT current with market demands by offering advice, requesting specific skills, affording internships to MSIT students, and often hiring graduates. Through this two-part structure, the MSIT combines academic integrity and practitioner-driven activities to produce market-tested, highly employable graduates.

Background
My experience in more than ten years of university teaching agrees with Russell, Elton, Swinglehurst, and Greenhalgh (2006); classroom assessment can exert both negative and positive influences. Students may, for example, focus on learning how to pass an exam instead of learning content and skills; they may limit their learning to the assessment objectives, curtailing creative, constructive application of new concepts. On the other hand, classroom assessment can inform learners of the gap between what they know and what they need to know; it can make them aware of their degree of proficiency in necessary skills.

In my experience, the positive influence of classroom assessment comes from well-delivered feedback, not from grades. Well-delivered feedback, especially in the case of our project-oriented MSIT students, is authentic, directly connected to project outcomes (DiMartino & Castaneda, 2007). "Authentic" describes the work of our MSIT students, who often apply their theoretical knowledge to design and propose training solutions for external clients. They do most of this work in teams, preparing them to work effectively in groups in their careers (Kiker, 2007).

Attempting to deliver adequate, positive feedback to my students, I have progressed from writing comments directly on student papers, to writing comments in tables of assessment criteria, to replacing comments with detailed paper-based rubrics, to using instructional rubrics in a Web-based application that is integrated into our university Learning Management System. Instructional rubrics are designed to assess complicated or extensive projects by breaking down evaluation criteria into elements and indicating the consequences of including or excluding each element (Andrade, 2000). In my case, I make the rubrics available to the students in the course materials package so that they can refer to the applicable assessment criteria while working on their projects. Also, creating digital rubrics permits me to build a database of assessment elements that can be stored, reused, and shared. The results for me and my students have been positive; this method saves me time and frustration and presents my students with effective feedback.

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Cooperative Curriculum: Enhancing Student Experience Through Interdisciplinary Course Development

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Introduction:
In 2001, the University of Arizona fundamentally altered the way they approached their math classes designed for business students. Professors from both the Eller College of Management and the Department of Mathematics worked together to create a completely electronic textbook that teaches students using complex real-world problems. Some of these problems are drawn from recent Nobel Prize winning work in Economics. These problems are made accessible to college freshmen by using computing tools available in Microsoft Office. I was among the first teachers to implement this new course, both at the University of Arizona and now at Nevada State College, and have found that using the electronic text, Mathematics for Business Decisions, gives students the ability to apply the mathematics more directly in their field of study than any other class I have taught.

Objectives:
This presentation will invite participants to share perspectives on cooperation among departments in curriculum design. Many departments require their students to take classes offered by other departments, and there should be communication between the departments to make sure these courses fulfill the needs of the students. A particularly innovative textbook that came as the result of such communication and cooperation will be shown as an example of what can be achieved through cooperative curriculum development.

Audience:
This demonstration should appeal naturally to anyone interested in developing inter-disciplinary courses or utilizing electronic textbooks.

Activities:
First, a brief outline the history of this particular multi-disciplinary course will be presented. Then a discussion on cooperation among departments to develop curriculum will be opened. Next, I will demonstrate the electronic textbook that I use to teach my Finite Math class for business students, and discuss its advantages and drawbacks. The demonstration will culminate with an example of a project that is used in the course.

Description:
Finite Math is a math class designed for business students, and is traditionally taught from a purely mathematical perspective with business examples. Most students found that this class seemed to be irrelevant to the rest of their studies. But by working together, a business school and math department were able to redesign the course and develop a new text which is very different from the traditional text. First, it is entirely electronic. The material is presented in

PowerPoint format, the work is done in Excel, and the homework is done in Word, which are the standard tools in the business world. Second, the class is designed around two large projects, which motivate the students to learn the mathematics needed to find solutions to the problems posed by the projects. Finally, students do their work in teams, similar to the experience that they will find in the actual workplace, and present the results of their projects to the rest of the class. Because this course uses the tools actually used in business and tackles projects that are closely aligned with the real business world, students are motivated to learn the material and retain it far beyond the end of the course.

We should encourage and promote this kind of cooperation among departments and schools in designing our educational curriculum.

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Graduate School Preparation for Students from Underrepresented Groups

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Research Purpose

No published report on graduate school preparation in psychology addresses graduate school preparation for students from a wide variety of backgrounds. The purpose of the proposed project was to test the feasibility and effectiveness of a graduate school preparation workshop for students from varied underrepresented groups. Another purpose of the project was to test the practical effectiveness of a short-term, intensive, graduate school preparation program. The research questions were, Can the techniques for preparing students from one particular background be applied to a variety of backgrounds? and, Can a short-term intensive program have an impact on graduate school preparation? Although the focus of our project was on graduate school preparation for psychology majors, our presentation will explore the applicability of our approach to other disciplines. The research hypotheses from the present project were that a short-term intensive graduate school preparation workshop for students from underrepresented groups would lead to 1) an increase in knowledge about graduate school and psychology careers, 2) a positive change in attitudes related to graduate school, 3) an improvement in the graduate school preparation plans of the participants, and 4) an overall positive evaluation of the workshop by the participants.

Literature Foundation

Almost all of the reported attempts at graduate school preparation programs in psychology do not give consideration to issues related to diversity. One program, reported by Neal-Barnett, Mitchell, and Boeltar (2002), successfully provided preparation support to African-American psychology majors using a variety of techniques aimed at the ethnic and cultural background of the students. As part of training undergraduate students for graduate school, Neal-Barnett et al. (2002) argued that the relationship between a faculty member and a student of color should go beyond mentoring in the traditional sense and focus more on a process of coaching, in which the faculty member actively promotes the student's success. Mentoring – in its typical form – and coaching can be distinguished and the distinction is important. Partly the difference is due to the depth of engagement of the coach into the student's weaknesses, and how to overcome them, rather than the mere presentation of information for success. Partly the difference is due to the coach's acceptance of student weaknesses and willingness to rally resources to overcome them or make them unimportant, rather than mere judgment of a student's strengths and weaknesses.

A key aspect of coaching is working to help the student achieve her or his goals, instead of working to help the student achieve the mentor's goals.

A long-term counseling approach to graduate school preparation has been recommended for psychology majors (Ware, Busch-Rossnagel, Crider, Gray-Shellberg, Hale, Lloyd, Rivera-Medina, & Sgro, 1993). However, various other approaches, of a shorter nature, often over weeks or a semester, also have been shown to be effective (Buskist, 1999; Dodson, Chastain, & Landrum, 1996; Lammers, 2001; Macera & Cohen, 2006; Neal-Barnett, Mitchell, & Boeltar, 2002). For example, Lammers (2001) reported on an informal seminar on graduate school preparation that was by invitation only to the best students in the department. The students met at a mutually agreeable time and did not receive course credit. He showed that the seminar received high ratings from students and that there was a successful graduate school placement rate amongst the participants. The literature on graduate school preparation efforts of an even shorter nature in psychology is sparse, although Neimeyer, Lee, Saferstein, and Pickett (2004) did find that a 6-hour audiotape program could significantly increase graduate school knowledge in undergraduates.

Methods

The two-day workshop was comprised of presentations by Psychologists, each followed by interactive activities involving the Psychologists and the students. The final set of workshop topics included the Graduate School Application Process & Overall Timeline for Preparation, Psychology Careers, Programs in Psychology, Personal Statements and Writing a CV, the GRE/Psychology Subject Test, and Common Obstacles and Myths about Graduate School. The techniques that addressed issues of diversity were an emphasis on "coaching," an incorporation within each presentation of material relevant to students from underrepresented groups, and an assignment of a diverse set of Psychologists as presenters and coaches. We carefully assigned each student to a psychologist (coach) on the basis of the student's expressed area of interest and keeping in mind the goal of forming new relationships between students and faculty members. The project used a pretest/posttest design.

Our presentation at the conference not only will describe the methods that we used to conduct the graduate school preparation workshop, but also will invite the audience to engage in tasks that are relevant to designing similar workshops in their respective disciplines. The purpose of these tasks will be to elicit awareness of and reflection upon issues related to students from underrepresented groups in their disciplines, as well as to prompt conceptualizing about the use of a similar kind of workshop in their home programs.

Results

There was a statistically significant increase in the number of planned activities for getting ready for graduate school. While all attitudes started positive and remained positive, there was a significant positive change in one of the attitude subscales (attitude toward being a Psychology professor) and significant negative changes in two of the attitude subscales (importance of graduate school preparation, attitude toward being a psychologist). The positive feedback from the participants was strong. Not only was the overall workshop rated highly, but all but one of the individual presenters received high marks as well. Finally, there was an increase in graduate

school and psychology career knowledge scores from pretest to posttest that approached significance but was not statistically significant.

Discussion/Conclusions

The original research hypotheses were partially supported by the results. 1) There was not a statistically significant increase in graduate school knowledge. 2) There were few changes in attitudes and they included a positive change on one attitude subscale and a negative change on two others. 3) The graduate school preparation plans of the participants improved significantly. 4) The overall evaluations of the workshop were strongly positive. Post-workshop reflection revealed several problems that occurred in planning and conducting the workshop, and some possibly could have affected the workshop outcomes. On the positive side, informal feedback from students and presenters during the workshop and immediately after the workshop was extremely good, which was especially impressive given the vast amount of information that was covered in a short period of time. Also, almost all of the costs of the workshop were covered by various units on campus.

We conclude that the workshop was successful, in that two out of the four hypothesized outcomes were clearly supported. We further conclude that a short-term, intensive workshop for graduate school preparation can be successful, although there might have been negative effects upon students' attitudes toward getting more information related to graduate school and about entering a stressful career due to the large amount of material covered in a short period of time.

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Using Screen Casting Software to Improve Support Online Instruction

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Objectives:
This session seeks to:
1. Familiarize participants with Screen Casting Software
2. Illustrate the different ways Screen Casting software can be used to enhance education, both in traditional classes and in online classes
3. Provide some basic tutorials on how to apply this software for educational uses
4. Review some of the screen casting software available (some of which are free downloads)

Intended Audience:
This session is for educators interested in improving their online courses or in supplementing their traditional classes.

Activities:
There will be a 20 minute presentation on Screen casting and how it can be used for an online class. Those participants with laptops will have a hands-on lesson on creating their first screen cast application.

Description
Screencasts are recording of screen activities, including mouse movements and clicks. You can add audio to explain or emphasize certain points. Screen Capture software can:

- Create single-concept presentations on a specific topic.
- Screen capture any desktop application (for tutorials).
- Import a folder of image files and add narration, animation or an interactive quiz.
- Turn a PowerPoint into a flash slideshow with graphics, narration and background music (Mandel, 2006).
- Record a class lecture of video of the desktop and your voice for playback.

Screen Casting software can be especially useful in an online course. The screen casting software can bridge the gap between the teacher and the student in distance courses by enabling teacher to develop demonstration and orientation tools for the students. A faculty member can create:

- An active Welcome Message
- Syllabus and Blackboard Orientation
- Classroom Concepts and Tutorials
- Interactive tests

These tools help students to navigate through the essential elements of a distance course with ease, right from the start of the semester.

There are a number of available programs that can be used in developing screencasts. Screencast-O-Matic (developed by Big Nerd Software) and Wink (developed by Satish Kumar) are both free software but have limited features. Camtasia (developed by TechSmith) and Captivate (developed by Macromedia) come with a charge, but each offers a substantial educational discount (Peterson, 2007).

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Adults Just Want to Have Fun: Implementing Humor as an Effective Strategy for the Reduction of Stress and Enhancement of Communication in Learning

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Presentation Objectives:
At the end of this session, participants will be able to:
1. Recognize common sources of student stress and its impact on learning.
2. Identify multiple strategies for integrating appropriate humor into lecture, group, and applied/practical formats of instructional delivery.
3. Understand the value of integrating humor into the classroom experience in all disciplines.

Presentation Audience:
This presentation is appropriate for all academic disciplines, with an emphasis on the adult learner, including the non-traditional student.

Presentation Activities:
A brief lecture will be presented utilizing PowerPoint, highlighting common student stressors and the effects of stress on students' physical health, mental health, and ultimately, the ability to learn optimally. The PowerPoint will incorporate elements of humor to demonstrate simple and easy examples of integration of humor within a lecture delivery format. Then willing participants will be broken into groups; each group will be asked to draw slips from two categories, resulting in a random pairing from each category. One slip will contain a content topic or goal, and the other category slip will suggest a "humor modality" to be employed to assist in conveying their content or achieving their learning goal. Each group will brainstorm to develop a creative way of pairing their content with a delivery system that employs humor in some way. Each group will report and/or briefly demonstrate to the rest of the attendees the ideas that they generated for using humor to help produce particular learning outcomes. After the group activities, a very brief lecture summary and group discussion will be conducted, highlighting the ideas and key points discovered from the groups' brainstorming sessions.

Presentation Summary:
Optimal learning is ultimately about effective and empowered communication between instructors and their students. Presentation participants will be presented with a list of some common stressors experienced by the adult learner, as well as common detrimental effects of stress, particularly on educational success (Chan, 2001; Rautopuro & Vaisanen, 2001; Kirby, Biever, Martinez, & Gomez, 2004). Participants will also be introduced to the growing pool of evidence regarding the value of humor in coping with stress (Kess, 2001; Moran & Hughes, 2006; Berk & Nanda, 2006; Booth-Butterfield & Wanzer, 2007).

Data specifically supporting the value of humor in education will be presented to deepen understanding of the helpfulness of humor in the following areas: enhancing effective

communication (Dziegielewski, Jacinto, Laudoadjo, and Legg-Rodriguez, 2003), improving learning outcomes (Kher, Molstad, & Donahue, 1999), improving retention and recall (Garner, 2006), and boosting classroom morale in order to facilitate attentiveness and understanding (Torok, McMorris, & Lin, 2004).

The group activity session will enable the participants to creatively develop practical ideas for utilizing humor in conveying educational content, as well as conceptually anchor the value of making efforts to integrate humor in adult education.

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Collaborative and Interdisciplinary Teaching:
Exploring Strategies, Projects, and Outcomes

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Objective:
To explore strategies, projects, and outcomes of collaborative teaching within different disciplines.

Audience:
Proposed audience members are faculty from all disciplines who are interested in collaborative teaching tips and ideas.

Activities:
During the course of this fun, interactive presentation, participants will be randomly paired with another to explore collaboration ideas within their respective disciplines. Participants will leave with handouts along with materials that they develop during the session.

Description:
We will present the keys to collaborative teaching, some basic considerations, advantages to students/faculty, examples of our collaborative interdisciplinary courses, student testimonials, and 10 tips to get started. During the presentation, participants will discuss and share collaborative teaching possibilities, ideas, and techniques to take back to their own institution and implement into their classes.

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ESL and Quality Teaching: One Person's Experiences as Both an ESL Student and a College Professor

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Objectives:
The session seeks to:
Promote awareness of Challenges facing ESL students in a classroom setting;
Emphasize the importance of clear, detail, and enhanced communication to reduce the language barrier;
Share presenter's own ESL experience both a student and as a College Professor

Audience:
All faculty members teaching traditional lecture or online courses

Activities:
Audience members will participate in an engaging and interactive discussion that will explore the impact of ESL on students' learning and performance in the classroom. Presenter and audience will share their own experience and challenges with ESL students and discuss the ways and strategies that they use to enhance student's learning.

Summary:
ESL students are from a variety of linguistics and cultural backgrounds. They sometimes behave differently in the classroom. For instance, sometimes "the student does not participate actively in group work or collaborate readily with peers on cooperative assignments or displays uneasiness, expresses disapproval, or even misbehaves in informal learning situations or situations involving open-ended learning processes (e.g., exploration) or exhibits discomfort or embarrassment at being singled out for special attention or praise" (British Columbia Ministry of Education, http://www.bced.gov.bc.ca/esl/policy/toc_classroom.htm, May 2008). For these reasons, "ESL services should be provided in a manner that respects students' language and culture of origin and builds on students' existing abilities. Becoming proficient in the use of a second language takes time" (Collier, Virginia, 1989). ESL students cannot afford to wait until they have fully mastered the language to pursue their development in other spheres (British Columbia Ministry of Education, http://www.bced.gov.bc.ca/esl/policy/toc_classroom.htm, May 2008). Therefore, paying extra attention to ESL students and accommodating them in the classroom is necessary to provide them a successful educational experience. Subsequent assessments may suggest alternate placements, but generally speaking, research suggests that holding students back until they have better mastery of language is seldom appropriate (Collier, Virginia, 1989).

The Presenter will share his own real life experience both as an ESL student and as a Professor and will provide the audience some information and experience to improve the art and science of teaching ESL students which are compatible with the body of research in this area.

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From East to West: Bridging the Cultural Learning Styles Critical Thinking Gap for International Students

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Objectives:
Upon satisfactory completion of the session, the participants shall be able to:
1. Define critical thinking as it relates to cultural learning styles
2. Design educational strategies to help develop critical thinking skills for international students within their discipline.

Audience:
Faculty interested in more successfully engaging international students from culturally diverse backgrounds in order to develop their critical thinking skills within their discipline.

Activities:
Think-pair-share used to create learning readiness for using critical thinking in the classroom. The introduction and application of critical thinking strategies for international learners. Small group and whole group discussion about participants' plans for utilizing the strategies.

Description:
We live in a global world, yet students are taught and therefore learn differently depending on their cultural learning styles (Valiente, 2008). These cultural learning styles are reflected in the students' understanding and completion of course assignments, course expectations, course participation and successful completion of course requirements.

Cultural learning styles are instrumental in the identification and development of teaching strategies to improve and eliminate cultural worldview disparities. In order to accomplish this, faculty need to assume a new role as culture brokers to provide culturally sensitive curriculum and assessment of the international learner (Jegede & Aikenhead, 1999).

Teaching strategies must integrate cultural learning into the western curriculum which requires critical thinking (Mangina & Mowlds, 2007). This challenges faculty to create new strategies to transition the learner into a new culture of learning and thinking which can build upon previous cultural learning styles (Manikkty, Anurandha & Hansen, 2007). This workshop aims to help

faculty integrate these transitional strategies into their classrooms to help motivate and integrate international learners.

Both presenters have experience in effectively integrating the international learner through teaching astronomy (a formal science) and nursing (a practical science). A unique mother-daughter team will help guide participants through the process of: 1) identifying cultural competence from each participant's worldview as an enhanced teaching strategy; 2) learning strategies that enhance critical thinking skills in the international student; and 3) how to utilize evidence in creating an enriched classroom experience where international students learn critical thinking skills.

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Instruction v. Learning: Are We Doing What We Believe in our Classes?

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Presentation's Objectives:
Participants will explore the implications of the learning paradigm on classroom practices.
Participants will examine the relationship between personal beliefs and course expectations.
Participants will identify areas of excellence in current learning environments.
Participants will identify specific areas of improvement in the context of student learning.
Participants will explore the benefits of collegial peer review.

Audience Activities:
During the first segment of this workshop participants will create a visual representation of their own taxonomy of learning. In the second segment participants will, in pairs or in small groups, use the created taxonomies of learning as visual rubrics to provide insight and feedback on peers' representative course materials.

Session Description:
"A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists to provide instruction. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists to produce learning. This shift changes everything. It is both needed and wanted" (Barr, R.B. & Tagg, J., 1995, p. 13).

Barr and Tagg's (1995) classic discussion regarding the importance of re-thinking the role of higher education has presented a consistent challenge for faculty. Simply stated, in this paradigm the role of the faculty member is to create dynamic learning environments that are designed to allow students to discover and construct meaning. As this shift in thinking has developed over the years (Tagg, 2003; 2004a; 2004b; 2007; Fear, Doberneck, Robinson, Fear, Barr, Van Den Berg, Smith, & Petrulis, 2003) one of the fundamental questions that has inspired this work is "What is learning?." This interactive workshop is designed to give educators an opportunity to a) explore the implications of the learning paradigm, b) identify their own conceptions of learning, and c) explore, through peer review, how these conceptions of learning are reflected in classroom environments.

Conceptions of learning are very diverse. Bloom (1956), Anderson and Krathwohl (2001), Wiggins (1998), Perry (1970), and Fink (2003) have all provided taxonomies to frame learning. Lee Shulman (2002), while offering his own table of learning, notes that taxonomies "help us to think more clearly about what we're doing and they afford us a language through which we can exchange ideas and dilemmas. They point to the mutually interdependent facets of an educated person's life of mind, of emotion, and of action. They are powerful in these ways as long as we don't take them too seriously, as long as we don't transform mnemonic into dogma and heuristic

into orthodoxy? (p. 42). In the first segment of this workshop, participants will visually represent their own taxonomies of learning (Rehrey, 2007).

During the second segment of this session, attendees will participate in peer review. The collegial development of teaching through peer review (Berk, 2006; Berstein, Jonson, & Smith, 2000; Blackmore, 2005; Chism, 1999; Hammersley-Fletcher & Orsmond, 2005; Hutchings, 1995, 1996; Keig & Waggoner, 1995) has a long an elaborate history. Formative peer review provides educators with tangible evidence that can guide professional reflection. During the second half of the session participants will, in pairs or in small groups, use the created taxonomies of learning as visual rubrics to provide insight and feedback on peers' representative course materials.

The overarching goal of this session is to provide attendees with collegial feedback and insight regarding the implementation of personal beliefs in our classroom environments. In the end participants will, as Argyris and Schoen (1974; 1978) advocate, examine how our espoused theories match and/or deviate from our "theories in use." In the learning paradigm, colleges and universities desire to learn about themselves. In this session, we will learn about how we put into practice our own conceptions of learning in the classroom environments we create with our students.

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No Passport Required: The Evolution of a Study/Travel Course

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According to NAFSA, Association of International Educators, individuals will be far better prepared to meet the demands and challenges of the 21st century if they participate in study/travel programs. These programs include programs for academic credit, service and experiential learning, internships and research, and study of foreign countries and languages. The presenter, who has been preparing students since 2005 for the challenges and demands of the 21st century by providing engaging learning opportunities to learn about another world, another culture and themselves outside the classroom, will share the evolution of her world cultures study/travel course to Puerto Rico, an opportunity that has left the students with unforgettable memories and a life transforming learning experience that cannot be captured in books.

Objectives:
The presenter will show how she 1) identified a tour operator, 2) planned a custom-designed 9-day itinerary into the world of Puerto Rico's culture, history, and ecological, geological, historical and archeological sites throughout the island, 3) promoted the study/travel course on campus and 4) designed the course and travel syllabus. The presenter will also share the evolution of the study/travel course requirements, which have expanded from reflective essay writings of on campus lectures and comprehensive reflective essays of the travel experience to student-created power-point photo essays of their travel and learning experience, book reviews of memoirs or fiction novels written by Puerto Rican authors and dedicated to Puerto Rican history and the Puerto Rican experience and US relations, and a student-produced documentary film. Additionally, the presenter will share samples of student reflective essays and student produced power-point photos essays. By the end of the presentation, the participants will have the knowledge to create their own exciting study/travel course, and take with them helpful guidelines to develop a course syllabus and travel itinerary.

Audience:
Those teaching world cultures, history, foreign languages and other relevant courses.

Activities:
Interactive discussion about creating a study/travel course, syllabus, course requirements and itinerary, and sharing of student-produced work capturing the study/travel experience.

Summary:
Learning should never be limited to the classroom, lectures and books. Whether short-term study/travel programs or extended study abroad programs, the opportunity to travel to another country and be immersed in a new culture opens students' eyes to a world they do not experience and leaves students with an experience that cannot be learned in the classroom. Students see and experience the new culture and the native peoples and their history as they are, and not through

the eyes of tour book writer, a travel agent or a PBS special. The presenter will show how her study/travel course and 9 days in Puerto Rico transformed her students.

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Multiple Perspectives on Graduate Education:
What Could Learner-Centered Graduate Education Look Like?

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Objectives:
Participants will discuss personal experience either as or with graduate students (including roles, expectations, milestones, etc.) focusing specifically on potential challenges.
Participants will brainstorm goals for graduate education and successful mentoring roles and strategies based on their own experience and the research literature.
Participants will map learner-centered principles onto their roles of supporting graduate student development and success.

Audience:
Faculty or graduate students interested in improving graduate education

Activities:
Creation of visual displays of graduate education (either as a student and/or as faculty, as appropriate).
Small and whole group discussions about experiences both as a graduate student and mentoring graduate students.
Think-pair-share activity choosing appropriate principles of learner-centered education to apply to graduate education
Presentation of several studies that discuss the different perspectives on contemporary graduate education (including a study conducted by the authors)

Description:
Graduate school can be one of the most rewarding and daunting experiences of one's life. Recent studies have shown recurring themes of isolation and barriers to being successful, or even completing an advanced degree (Austin, 2002; Nyquist, Manning, Wulff, Austin, Sprague,

Fraser, Calcagno, & Woodford, 1999). One of the most important aspects of a graduate student's education is their support structure, both formal and informal, including faculty mentors, other graduate student colleagues, and family and friends.

Learner-centered education has been widely accepted in undergraduate education. Learner-centered education is built upon research on how people learn and incorporates constructivist and social learning theories (Bransford, Brown, & Cocking, 2000; Vygotsky, 1978). An important aspect of learner-centered education is where "power" is shared, so that control of the educational experience is the responsibility of both the instructor and the student, whereby increasing the students' independence and autonomy (Weimer, 2002). Additionally, authentic assessments with useful feedback are a key piece of learner-centered education (Huba and Freed, 2000). Many learner-centered education principles overlap with adult learning theory with respect to the intellectual capital and motivation that learners bring to the table (Knowles, Holton, & Swanson, 2005). These are particularly relevant in the graduate education setting, in which learners are highly motivated. Taking all of these factors into account, graduate education is an ideal context for applying learner-centered principles.

While in many areas (e.g. authentic assessments, autonomy), learner-centered education abounds in graduate schools, there is also much fertile ground for more wide-spread application of these principles. In this session, participants will reflect on how graduate education can be conducted utilizing many principles of learner-centered education. We will explore multiple perspectives on graduate student roles, expectations, experiences, and development of scholarship. Using the creation of visual representations, participants will reflect on their own experiences of graduate education, either as a graduate student or a mentor. Through group discussion we will explore barriers faced in the implementation of successful graduate education from both the graduate student and mentor perspective.

Further, participants will learn about the results of studies documenting the challenges and practical strategies regarding successful support in mentoring graduate students. These include the use of appropriate pedagogies, cohorts, graduate benchmarks, career development seminars, feedback, and authentic work (Daniell, 2006). Participants will leave with practical strategies for helping graduate students learn, develop as scholars, and prepare for their future professional careers.

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Owning Your I.P.P.E.E.'s: IntraPersonal Patterns for Processing & Expressing Experience

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Description:
The teaching-learning process is about the generation of meaning, and meaning cannot be separated from the context in which it is derived. It is registered through "intrapersonal patterns for processing and expressing experience (or I.P.P.E.E.'s)" that provide for it a defining context. Teachers and students alike employ such patterns as they engage each other in daily interaction. Such mechanisms manifest themselves in the habitual patterns through which students embrace the instructional process; in the habitual patterns through which teachers facilitate it. In the teaching-learning process, such personal patterns become for better or for worse and as a matter of institutional practice, inevitably intertwined.

Meaning is registered on many levels, in many textures, and through many input/output modes. It is multi-sensory, multi-factoral, and multi-layered. And it is conveyed through experiences that stimulate cognitive, emotive, and behavioral sensibilities on various levels and through various means, intended or otherwise. The T-L process - an intentional effort to produce meaningful experiences for both teachers and students - should by definition precisely concern itself with such patterns for processing experience ... For such patterns are implicitly operative in the classroom experience, whether they are explicitly recognized as such, or not. My experiences with various student populations throughout the years (i.e., traditional, non-traditional adult, communication apprehensive, learning differentiated, high school distance learners) have consistently illustrated as much.

Efforts to advance "brain-friendly" teaching and learning practices has systematically confirmed the essential search for personal meaning in human experience as the search for meaningful patterns in what is socially experienced, educationally or otherwise (Gardner, 1999; Levine, 2002; Jensen, 2003; Goleman, 2006). Howard Gardner's "multiple intelligences" frame internal patterns of perception manifested through varied out-put sensibilities. Mel Levine posits individual "systems of mind" as biologically constrained and experientially adaptive life-coping patterns. Eric Jensen highlights patterns of signals & cues in learning environments that definitively influence the T-L process. And Daniel Goleman celebrates the fabric and pattern of human experience as irrevocably social, interactive, realtional at its very core. The construction of "meaning," registered through personal processing patterns within us, is ever shaped and winnowed in the patterns of our relationships to the world about us. In due course, the teaching-learning process should be about effectively merging such processes.

This workshop will provide a means to understanding such intrapersonal patterns for processing & expressing experience, and the impact they have upon the teaching-learning enterprise.

Objectives:
In this workshop, participants will learn to:

1) identify and classify "intrapersonal patterns for processing & expressing experience (I.P.P.E.E.'s)" pervasive in their teaching strategies, 2) help students do so with their learning strategies, and 3) help teachers and students understand which types of T-L strategies specifically work for them, and why so.

Instructor illustrations and student self-reports will be highlighted throughout. Particular attention will be paid to timing & sequencing choices within a given class session.

Format:
1. The instructor will briefly explain the rationale underlying the T-L classification schema at the heart of the experience. Various illustrations will be shared. Self-reports from students will be highlighted as well.
2. Participants will break into small discussion groups to share out and classify some of their own most effective teaching strategies. Depending upon the size of the group, specific teaching modalities may be asssigned to each group to streamline the process.
3. Groups will then be asked to collaboratively identify and explain how certain students with certain learning predispositions ("intrapersonal patterns for processing & expressing experience")respond to certain T-L strategies as opposed to others.
4. Time permitting, participants will lastly reconvene as an at large group to share further insights and possible applications to other classroom experiences.

Target Audience:

This workshop is of general interest to instructors who are currently exploring ways to address varied student learning profiles through creative instructional strategies. It may be of particular interest but is certainly not limited to those who work with non-traditional student populations of all types. It should be of interest to any teacher at any level of the educational process who has ever been concerned with the effectiveness with which their explicit teaching strategies effectively target their students' learning preferences.

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Helping to Make Course and Program Assessment Effective and Painless for the Busy Person: The CUES (Consortium for Upgrading Educational Standards) Assessment Model

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Course and program assessment are basic aspects of college education today. Institutions and programs are required to demonstrate compliance with educational and disciplinary standards set by governing and accreditation agencies such as ABET, NCATE and KBR (Kansas Board of Regents). As educators we are required to implement standards-based instructional practices, methodologies, and programs that measurably enhance student learning and achievement. Yet many educators and programs do not have any formal training or training mechanisms in the area of assessment. Thus, there is a need to prepare pre-service and in-service educators and programs to design, develop, and implement standards-based instructional practices and methodologies that are cost-effective, efficient, and likely to enhance student learning.

Presenters introduce participants to the CUES-AM (Consortium for Upgrading Educational Standards--Assessment Model) as a tool useful in the processes of helping educators successfully to meet their various and varied assessment needs. CUES-AM may be used by itself, or in conjunction with other approaches, to enable busy educators to design, develop, and implement successful course and program assessment.

Presenters will bring samples of syllabi (that indicate course goals and objectives and assignments) used in their classes, and samples of CUES assessment protocols for programs and course/instructional-delivery rating. Participants will discuss what their course and program assessment needs are, what their course and assessment challenges and successes are, engage in meaningful discussion about their concerns and experiences with course and program assessment, and explore whether, and the ways in which, the CUES-AM might help them with the assessment process.

Objectives of the Presentation:
* To share with participants the CUES-AM approach to course and program assessment
* To generate insight into the challenges and successes of course and program assessment processes
* To empower participants to design, develop, and implement effective course and program assessment methodologies

Profile of Intended Audience:
This session would be useful to faculty and administrators at all stages of their careers and in all disciplines

Activities:
* Facilitate discussion among participants about their experiences with course and program assessment, elucidating both their successes and remaining challenges
* Provide participants with an overview of CUES as a tool that helps make the assessment process painless, efficient, and effective
* Provide participants with handouts of CUES-AM protocols for rating course/program instructional-delivery-components
* Participants will have the opportunity to generate a CUES protocol and checklist for assessing a course that they teach and to share with the other particpants their impressions of the value or worth of this approach to course and program assessment

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Learning from iPods: Is Mobile Learning from Portable Digital Media Players for Everyone?

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Mobile learning using portable digital media players (e.g., iPods, Zunes) is becoming quite common in higher education; however, no one seems to be studying whether students actually learn while using these PDMPs. This study examined students learning of an historical inquiry strategy while using iPods. In addition, this research examined the effects of students' working memory capacity on their iPod-based learning. Results indicated that students learn better when stationary, rather than mobile, and that students with a higher working memory capacity learn more than students with a lower working memory capacity.

Within education there is an emerging emphasis for mobile and multimedia-based instructional environments. As research and practice into mobile and multimedia learning progresses a crucial question needs answering: Is Mobile Learning from Portable Digital Media Players for Everyone?

Theoretical Framework

Mobile learning, or mLearning, is typically defined as learning with mobile technologies (Laouris & Eteokleous, 2005) and generally emphasizes the ability to move beyond place-bound teaching and learning environments (Goh & Kinshuk, 2006; Seppala & Alamaki, 2003) while incorporating wireless educational technologies (e.g., mobile phones, personal digital assistants, laptop computers, portable digital media players). Educational research into the efficacy of mobile learning and mobile technologies tends to focus on "their use embedded in classroom practice, or as part of a learning experience outside the classroom" (Naismith, Lonsdale, Vavoula, & Sharples, 2006, p. 11). One arena in which this is especially the case is the use of portable digital media players (e.g., iPods, Zunes). In recent years, educators across the globe have begun to employ portable digital media players, especially iPods, as educational platforms (see Belanger, 2005; Cebeci & Tekdal, 2006; Trelease, 2006). There is, however, a paucity of research addressing the potential individual differences, such as working memory capacity, that may be apparent in the educational use of multimedia instruction on portable digital media players.

Working memory capacity (WMC) represents the ability of an individual to maintain focus on a primary task while also maintaining relevant information in working memory and retrieving

relevant information from long-term memory, especially in the presence of distraction (Feldman Barrett, Tugade, & Engle, 2004; Unsworth & Engle, 2007). Sanchez and Wiley (2006) studied individual differences in attentional control, as measured by working memory capacity (WMC), and reported a significant impact on student learning in a multimedia instructional environment (i.e. students with low working memory capacity, or poor atttentional control, had poorer cognitive performance than students with high working memory capacity).

Thus, the present study was designed to (a) evaluate the effects of multimedia learning in stationary versus mobile learning environments using portable digital media players; (b) validate previous findings (see Doolittle, 2007; Unsworth & Engle, 2007) regarding the existence of a general working memory capacity effect (i.e., high WMC participants cognitively outperform low WMC participants) after engaging in a multimedia tutorial using portable digital media players; and (c) evaluate whether working memory capacity differentially affected multimedia learning in stationary and mobile learning environments using portable digital media players.

Methods

Participants and design. The 84 participants (58 males, 26 females) were derived from a larger sample of 294 students who were administered the OSPAN working memory span test. Of the 294 students, only those participants that scored in the upper (n = 40) or lower (n = 44) quartiles were included as participants. Participants were then randomly assigned to either the stationary (n = 54) or mobile (n = 30) learning environment group. The design of the present experiment was a 2 X 2 factorial design with working memory capacity (low WMC, high WMC) and learning environment (stationary, mobile) as between-subject variables.

Materials and Apparatus

Working memory capacity and the OSPAN task. WMC was measured using the OSPAN operation-span task (La Point & Engle, 1990; Turner & Engle, 1989). The OSPAN task requires participants to solve math sentences aloud (e.g., IS $(2 + 6) \div 2 = 4$) while also maintaining a list of unrelated words in working memory. The mean OPSAN scores for the high WMC and low WMC groups were 28.79 (SD = 5.42) and 5.63 (SD = 2.87), respectively.

SCIM historical inquiry multimedia tutorial. The SCIM historical inquiry multimedia tutorial was 3:30 minutes in length and focused on both historical inquiry and the SCIM strategy. The first section of the tutorial discussed the general historical inquiry cycle including the asking of historical questions, the gathering of historical sources, the analysis of historical sources to yield historical evidence, and the creation of historical interpretations based on the resultant historical evidence that addresses the original historical questions. The second section of the tutorial described the SCIM strategy for historical inquiry. The SCIM strategy consists of analyzing a specific source, such as a letter, by first summarizing the apparent and observable evidence, then contextualizing the source within the time and place in which the source was created, then inferring from the source conclusions that lie beyond the source, and finally, monitoring one's own thoughts for outstanding questions, needs for additional information beyond the source, and the relevance of the source to the guiding historical questions.

Stationary and mobile learning environments. Participants viewed the historical inquiry multimedia tutorials on video iPods with 2.5" view screens and Altec Lansing headphones in one

of two conditions, stationary or mobile. In the stationary condition, participants viewed the tutorial while sitting in a chair at a desk in a computer lab. In the mobile condition, participants were first provided with a random number from 1 to 3 and then asked to walk 25 yards down a hallway, and back, repeatedly, until the tutorial came to an end. Every 5 yards along this walk was a two-sided sign on the floor that included the numbers 1, 2 and 3, and above each number an arrow pointing left or right. Participants were instructed to walk to the side of the sign indicated by the arrow above the number to which they were assigned. This walking and navigating, while engaging in the multimedia tutorial, simulated the type of environment one might encounter while trying to walk across a college campus while learning within a mobile learning environment.

Recall and transfer tests. Participants' recall of the SCIM historical inquiry process was assessed using a single open-ended question: "Please provide an explanation of historical inquiry and the SCIM strategy." Two trained scorers evaluated each response ($r = .92$) such that a response received one point for addressing each of the four stages of the general historical inquiry cycle and two points for defining each of the four SCIM phases. The maximum score for each recall test was 12. Participants' ability to transfer SCIM historical inquiry knowledge was assessed using four short-answer questions: (1) What could you do to increase the validity or accuracy of your historical interpretation?; (2) From an historical inquiry perspective, why is understanding the past so difficult?; (3) How might you go about analyzing a picture taken during the 1920 Great Depression?; and (4) What effect would analyzing three letters about the same topic have on your historical interpretation? Two trained scorers evaluated each response ($r = .81$). Since there were potentially many correct answers to each question, there was no maximum transfer score.

Procedure

Participants entered the lab and were directed to a laptop computer where they logged-in and were given 5 minutes to complete a demographics questionnaire and 5 minutes to complete a historical inquiry prior knowledge assessment. Participants then listened to a 1:30 minute iPod-based video describing how to locate and select videos/movies and how to adjust the volume on an iPod. The participants in the mobile condition then left the computer room and waited at the starting line of a walking course. At the lab instructor's command, each participant would start the multimedia tutorial and begin the walking course. Upon completion, participants in the mobile condition returned to the computer lab. Meanwhile, participants in the stationary condition started the multimedia tutorial while sitting at their desks. After all participants completed the multimedia tutorial and returned to the room, they were given 10 minutes to complete the strategy recall test. Next, participants were given 20 minutes to complete the knowledge transfer test. All questionnaires, assessments and tests were completed on the laptop computers.

Results and Discussion

Does WMC affect cognitive performance? The general WMC effect was confirmed for recall as high WMC students recalled more historical inquiry and SCIM strategy components than low WMC students, resulting in a significant main effect for recall, $F(1,80) = 5.97$, $MSe = 35.89$, Cohen's $d = 0.45$, $p = .01$. Similarly, for transfer, high WMC students generated more valid transfer responses than low WMC students, resulting in a significant main effect for transfer,

F(1,80) = 5.22, MSe = 8.86, Cohen's d = .43, p = .02. These results are consistent with previous findings regarding a general WMC effect (Doolittle, 2007, Unsworth & Engle, 2007), that high WMC students outperform low WMC students on recall and transfer after engaging in a multimedia tutorial.

Does a mobile learning environment affect cognitive performance? There was a significant difference in cognitive performance between participants who learned in a stationary learning environment as compared to participants who learned in a mobile learning environment. Specifically, participants in the stationary learning environment recalled more historical inquiry and SCIM strategy components than participants in the mobile learning environment, F(1,80) = 8.66, MSe = 52.03, Cohen's d = 0.72, p = .00. In addition, participants in the stationary learning environment transferred more historical inquiry and SCIM strategy knowledge than participants in the mobile learning environment, F(1,80) = 7.23, MSe = 12.28, Cohen's d = 0.69, p = .00. These results indicated that participants recalled and transferred more information when learning in a stationary versus a mobile learning environment. Specifically, it was found that students who learned about historical inquiry using a portable digital media player (i.e., iPod), while navigating a walking course that required attention to the path taken, performed significantly more poorly on measures of recall and transfer than students who learned while simply sitting at a desk. These results are in accord with previous findings addressing divided attention, the situation in which an individual must attend to two or more stimuli (Anderson & Craik, 1974; Baddeley, Lewis, Eldridge, & Thomson, 1984; Fernandes & Moscovitch, 2000).

Do individual differences in WMC affect mobile learning differentially? There were also significant interactions between WMC and learning environment. Specifically, participants with low WMC in the mobile learning environment recalled less historical inquiry and SCIM strategy components than participants in any other combination of conditions, resulting in a significant interaction for recall, F(1,80) = 5.15, MSe = 30.94, Cohen's d = 0.56, p = .01. In addition, participants with low WMC in the mobile learning environment also transferred less historical inquiry and SCIM strategy knowledge than participants in any other combination of conditions, resulting in a significant interaction for transfer, F(1,80) = 4.22, MSe = 7.18, Cohen's d = 0.51, p = .04. These results indicate that mobile learning environments are less advantageous to low WMC students than high WMC students. It is not surprising that those students with the poorest attentional control and most susceptibility to distraction - low WMC students - performed the poorest in the condition that required the most attentional control due to the highest level of external distraction - learning while mobile.

Educational Importance

Given the current interest in and use of mobile learning and multimedia learning, a stronger understanding of the effects these environments have on individuals is important. Individual differences in WMC have been shown, generally, to affect learning; these WMC differences also come into play in mobile and multimedia learning environments. Students with the least amount of attentional control – low WMC students – may be highly disadvantaged in these learning environments due to their inability to handle the distractions these learning environments inherently lend themselves to. These individual differences must be considered in the construction of mobile multimedia environments so no students are left behind.

Overcoming Students' Resistance to Learner-Centered Teaching

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The research on teaching and learning has led many faculty to adopt a more learner centered teaching practice where the roles and responsibilities of students change and more effort from students is required. Students, coming from 12 or more years of teacher centered learning, are often unprepared for the changes they must make and resist them, often strongly. This session will present research on why students resist and specific strategies for overcoming this resistance.

Much has been written encouraging faculty to become learner centered. However, our students continue to come to us from teacher centered schools. The National Commission on the High School Senior Year in 2001 concluded that "Despite the efforts of many, the organization and structure of most comprehensive high schools look very similar to those of high schools of generations ago." Our students are not prepared for the new roles and responsibilities that will be required of them in a learner centered classroom. Because learner centered teaching doesn't look like what they know as school and because it asks them to do more work, students become uncomfortable with it and often resist and complain about it, sometimes loudly.

This session is designed to help all content teachers better understand why students resist their new roles and what they can do to overcome this resistance. I will be sharing in the first half of this session research from my new book on this topic that details eight reasons why students resist and what strategies work to help students accept their new learning roles.
In the second half of this session participants will work in pairs to develop ways they can implement some of the suggested strategies in their own courses.

Most students cannot make the adjustments to a learner centered approach to teaching without our help. This session will provide clear advice on how to give students the help they need.

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Plagiarism School: An Alternative that Works

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Objectives:

- Session participants will examine practical ways to avoid plagiarism
- Session participants will examine alternatives to harsh academic sanctions
- Participants will discuss how to prevent plagiarism within their discipline
- Session participants will have a working knowledge of Plagiarism School as an alternative to disciplinary action

Audience:
This session is most appropriate for faculty and administrators that are interested in alternatives to academic sanctions for students who commit acts of plagiarism. The session is designed to teach participants how to use this model within their discipline.

Activities:

- Participants will engage in case studies to identify acts of plagiarism
- Participants will view web sites and tutorials appropriate for classroom use
- Small group discussion on plagiarism and how to avoid it
- Large group discussion regarding how student plagiarism is handled at represented institutions

Summary:
Student plagiarism is a reality in academia. If a student is caught plagiarizing, the consequences can be severe. Faculty often agonize over what action to take; should an intentional infraction be treated the same as one committed out of ignorance or sloppiness (Parameswaran, 2007)? Punishing students for committing acts of plagiarism does not prevent reoccurrences.

Plagiarism School began at Kent State University – Stark as a viable alternative to student discipline. Modeled after Traffic School, this program offers faculty a way of dealing with inappropriate behavior, orientating and educating students on the correct process and procedures (Stern, 2007), and provides rehabilitation. The primary goal of Plagiarism School is to create an opportunity for reeducation and reform for students who commit acts of plagiarism as well as an alternative to academic discipline. However, the program also seeks to orient faculty on practical ways to avoid plagiarism.

The goal of this session is to describe the development, content, and uses of Plagiarism School and some effective ways of combating student plagiarism. Some specific topics with activities will be used to demonstrate how Plagiarism School is used for rehabilitation (example: the use of case studies; ways to avoid plagiarism in course assignments, etc.). Discussion with the audience will follow.

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How to Teach Statistics to Those Who Claim to Suffer from Math Phobia?

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This presentation deals with how to teach statistics in graduate programs which are designed to prepare educational practitioners.

This presentation consists of three parts: a brief presentation of a teaching approach using an analogical method considering the functions of an applied statistician and a chef; an interactive/participatory time for the audience where the participants share useful and effective individual tit-bits in teaching statistics; and compilation and sharing useful suggestions from the session. The latter takes place throughout the session, but eventually leads to form a faculty-network who are struggling with the aforementioned question.
Clearly, the delivery method is interactive/participatory.

The main objective of this interactive session is to provide a forum for higher education faculty who teach statistics in graduate programs which are designed to prepare educational practitioners. With the interactive participation of the audience, common issues or problems will be identified and instructional tidbits will be collected and shared. This session aims at creating a forum for faculty who continue to struggle with such student clientele.

The intended audience consists of faculty who teach statistics (and research methods) in graduate programs which are designed to prepare educational practitioners. Generally, such faculty come from universities and colleges identified as Doctoral Research (DRU) and all categories of Master's (Master's/L, Master's/M, and Master's/S) according to Carnegie Classification.

The activities of this interactive session include:
The presenter provides an opportunity for the participants to briefly explain the issues or problems they are faced with in teaching statistics for those who profess,"I am not good with numbers so, I do not like statistics." This discussion is not aimed at examining the reasons for this phobia prevalent among students in practitioner oriented graduate programs. This discussion allows the session to prepare a list of problems common among the audience.

Then the audience participates in sharing instructional tidbits faculty members use in handling the identified issues. At this point, I will explain my strategy in teaching statistics to such graduate students. I use an analogical approach comparing the task of an applied statistician with that of a chef. Teaching methods, activities, assignment etc. revolve around this analogical method.

Finally, the compiled information will be shared among the participants.
All the required arrangements will be made to compile the major points in the discussion and a mechanism to share them among the participants.

I describe this paper/interactive session with a preamble:
"I am not good with numbers so, I do not like statistics," is a common complaint we hear from students in graduate programs which are designed to prepare educational practitioners. Although this issue stems from many shortcomings in teaching and learning math and science in our P-12 education system, in higher education, we have a responsibility to address this number phobia. Teaching statistics has to be approached from two perspectives: statistics as a part of the continuum of conducting research (i.e., from a quantitative standpoint) and statistics from an applied standpoint. This interactive presentation explains how to integrate these two approaches. Going by the first approach, statistics does not appear from nowhere. It is an integral part of the research process which has a general sequential order of the following: topic, literature review, research question, research design, data collection, data preparation, data analysis, interpretation, and conclusion and recommendation.

In this sequence, in a quantitative research design, data collection, analysis, and interpretation stages are dealing with applied statistics. It is necessary to explain the fact that research question(s), sampling, data collection, and analysis are inextricably interwoven and in the absence of such an understanding, the candidates find it very difficult to grasp the relevance of statistics not only for their studies but also for their professional careers. Therefore, any attempt to teach statistics as a compartmentalized subject area is bound to fail.

The second perspective to teaching statistics to the type of student clientele I am referring here is to design the instructional approach from an applied standpoint. In other words, instructional activities take place on the premise of learning by doing or through trial and error or experience based. One way to approach teaching is to use an analogical model where statistics can be compared with a more mundane activity such as cooking. I will share a brief summary of a published journal article of mine to explain the use of such an approach to teaching statistics to educational practitioners.

I am hopeful that this presentation will be able to spark some interest among higher education faculty who deal with the type of student clientele I am referring here to think of different ways of approaching teaching statistics.

I expect this session to generate some enthusiasm among us who are teaching this subject and to contribute to the overall strength of this conference.

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Falling in Love with Teaching and Learning: Proven Activities for Engaging Students through Classroom Cooperation/Collaboration and Integrating Learning Into Students' Daily Life Experience

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Effective educators aspire to maximize student engagement in classroom discussion and other learning activities. Less discussed, but perhaps most important to eventual learning, is looking for teaching methods which motivate students to reflect and apply their learning to daily life experience. The presenters, a faculty-student team, will briefly introduce some of the cooperative and collaborative curriculum activities that have most effectively engaged students in their program, both within and outside the classroom. They will then lead participants in an experiential activity so that they will leave the session with a taste of how to re-create such an exercise and climate in their own classrooms.

The objectives of this interactive teaching session are the following. First, participants will learn researched ways to build a safe classroom environment and encourage open, engaged discussion, as well as their opposites, through the results of presenter Erbe's research evaluating the most and least effective facilitation of multicultural process dialogue and teaching. (Erbe, 2004) Participants will further consider how they can motivate critical analysis and application of curriculum by students outside the classroom through reflective practice. (Johnson and Johnson, 2000)

The audience for this seminar is all faculty and future faculty who aspire to increase their teaching skills in facilitating stimulating and inclusive classroom discussion and enhance student learning through continuous reflection and application of the curriculum. All are welcome to engage in this evaluation and experience of teaching and learning.

Activities:
Introductions (5 minutes)
Presenter Sharing of Best Practices (15-20 minutes)
Experiential Learning (20-25 minutes)
Evaluative Feedback (5 minutes)

Description:
The interactive lecture is one example of how effective educators aspire to maximize student engagement in discussion and other cooperative and collaborative learning activities. Others include creative use of pairs such as "think-pair-share" and informal small group procedures. More formal activities like structured/constructive controversy and cooperative games can also facilitate potent learning. Less discussed, but perhaps even more important to sustainable learning, is looking for teaching methods which motivate students to analyze and apply their learning to daily life experience outside of the classroom.

The presenters, a faculty-student team, will briefly introduce some of the curriculum activities that have most strongly stimulated students in their program, encompassing all of the above, both within and outside the classroom. The particular learning activities that have worked best and will be related here encompass:

Building commonality and trust within the classroom (Erbe, 2007)(Erbe, 2004)

Encouraging students to share personal understandings and experiences in class (Erbe, 2004) (Cooper, Robinson and Ball, 2003)

Class application of course material through small group activities and interpersonal interactions (Cooper, Robinson and Ball, 2003)

Assigning out-of-class analysis of course material with personal case studies and exchanging case study analysis for "second hand" learning (Erbe, 2004)

Using student experience by, as one instance, maximizing student choice of topics for which they have passion with assignments (projects, debates, essays)

Presenters will lead participants in a sample experiential activity of the above so that they leave the session with a taste of how to re-create such an exercise and spirit in their own classrooms.

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Faculty as Instructional Leaders:
Creating an Environment of Academic Motivation

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Objectives:
1. Participants will examine student motivation to learn.
2. Participants will reflect upon their classroom characteristics and how students perceive their creditability as defined by a leadership dynamics model.
3. Participants will work in teams to develop and share motivational learning strategies based on specific dimensions of the leadership dynamics model.

Audience:
This presentation is suitable for teaching faculty and faculty development professionals of all experience levels. Discussion is geared to the undergraduate experience given the nature of the literature reviewed, but examples from the authors' graduate teaching and faculty development experiences will also be offered.

Activities:
1. Participants will be asked to generate a list of reasons why they think students aren't academically motivated.
2. Participants will identify their classroom leadership characteristics and compare them to what they think students see as important.
3. Participants will work in teams to generate communication/teaching strategies they personally can adapt to their classrooms to develop motivational learning environments.

Description:
This session focuses on the common characteristics between research compiled on effective leadership traits and effective teachers. The goal is to discuss these shared traits and how teachers might create a motivating learning environment by engaging in the process of impression management. In a class activity, students were asked to compile a list of characteristics they perceived an effective teacher should display. This list included the following characteristics: passion, educated in the content, able to communicate content, and understanding or sensitivity. These characteristics parallel the findings of Bain's (2004) work on what the best college teachers do and the leadership attributes identified by Epitropaki and Martin (2004).

Leadership by its very nature encourages individuals to make decisions and move "group members" toward the established goal. This is what we are trying to do in our classrooms. This session integrates research on leadership, motivation, and educational best practices as it applies to image management in the college classroom. The attributes of leader dynamism, sensitivity, intelligence and dedication will be used as the conceptual framework for discussion (Epitropaki & Martin, 2004).

Participants will identify issues involved in motivation and learning, such as level of preparation and perceptions about academic success, that address the question of why our students aren't all motivated to learn. The presentation will then turn the question around to focus on how faculty can address their role in student success by exploring creditability factors students perceive as important in teachers as leaders in the learning process. After presenting the leadership model as applied to the classroom, we will touch on communication behaviors that may aid a faculty member's confidence level in creating an inviting, engaging environment to increase motivational levels in students. Finally, the presenters will engage the participants in a conversation that allows the group to devise additional strategies faculty can use to increase their perceived leadership credibility and the students' motivation to learn.

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The 7 Steps of Emotionally & Cognitively Intelligent Teaching - ECIT

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The 7 Steps of ECIT need to reflect the teachers' vision and mission in life, assess their set of ethics, outline benefits and goals, and demonstrate a carefully crafted design of the teaching task. Thorough evaluation I of content and evaluation II for sustainability round up the 7 steps of Emotionally & Cognitively Intelligent Teaching. Delivery by lecturing and visual support at Interactive teaching session.

The presentation aims at introducing The 7 steps of ECIT = Emotionally and Cognitively Intelligent Teaching as a powerful hands on approach for teachers to facilitate fulfillment and value in learning. Bridging the gap between reaching set learning goals and accommodating individuals' needs to achieve those learning goals has always been among the most challenging tasks of any given course. Based on the author's 3 years' research project at Carinthia's University of Applied Sciences to raise the effectiveness of teaching and to reduce the drop out rate of students, and her diverse teaching experience in Austria as well as in international settings, the author of ECIT has developed valid guidelines that show solid ways to teach cognitive course contents and to meet the emotional needs of learners. The author argues that teachers must develop and reflect on their vision and mission in life, critically evaluate their own set of ethics as a model to meet the ethics of their learners. Benefits and goals have to specified before the design of a course is laid out. It is based on methodology that is coherent with how the brain stores and organizes knowledge, on research in emotional and social intelligence, and on extensive knowledge about learning psychology. To round up the teaching and learning experience a thorough evaluations follow. The 7 steps are centered around the principles of excellence, human dignity, encouragement, and potential. The author will walk the audience through each of the 7 steps of ECIT and illustrate them with practical teaching examples in University and higher education.

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The Synergy of Employing a Joint Active and Experiential Learning Approach to Teaching Short-Term Study Abroad Programs

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Objectives:
This presentation will introduce effective active and experiential learning strategies and techniques for teaching successful short-term study abroad programs that bridge the divide between quality, accessibility and affordability.

Audience:
Faculty and curriculum designers interested in short-term study abroad programs, instructional design and internationalization of education.

Activities:
The participants will engage in active learning exercises that illustrate distinct characteristics of Japanese culture. They will also discuss possible ways of adapting these exercises to different cultures and disciplines. In addition, using the experiential learning cycles model, the audience will work in teams on designing effective assignments for short-term study abroad courses in their disciplines.

Description:
Along with the need for preservation of academic values and quality, the global competition demands affordability, accessibility, and diversity from higher education. As Duderstadt (2003) points out, "the skills race of the 21st Century will value the skills and knowledge of our entire workforce as a key to economic prosperity, national security, and social well-being"(p.8). In an effort to make international experience accessible and affordable for all, the American Council on education launched a new project, Global Learning for All, which among other initiatives, promotes short-term sturdy abroad trips (Adam, 2003). "Short-term" is defined anywhere between two and eight weeks. Obviously, such a length makes the experience accessible and affordable for most non-traditional students. According to Duderstadt and Womack (2003, p.32), eighty-four percent of today's students are adults, older than twenty-two, who do not live on campus and do not attend school full-time. One-third of all students work full-time. An increasing number of students already have families while pursuing their undergraduate degrees. Several major factors to be considered in regard to study abroad experiences include paid-time-off days, absence from family, and keeping students' graduation plans intact. A national study shows that half of all students who study abroad actually participate in short-term programs (Berggoetz, 2004).

Apparently, the convenience of short-term study abroad programs, in terms of time and cost, answers the call for affordability and accessibility. At an implementation level, however, the imperative for accessibility and affordability might begin to threaten the other necessity, the

quality of learning and the preservation of academic values. There are plenty of arguments to support both sides of the debate over quality. Quality of education has lately been the center of attention of educational leaders across the nation and emerges as one of the highest priorities of educational policy (Bok, 2003 Duderstadt). Perhaps D. Cuttino, dean of admissions, enrollment, and external affairs at Tufts University, best summarizes the arguments of the opponents of short-term trips: "the focus of study abroad is 'study,'" founded on serious academic knowledge; otherwise it is a mere passing acquaintance with the culture or a good travel experience (Rooney, 2002). While recognizing the validity of the argument that in-depth comprehensive knowledge takes time, one can not ignore the necessity for affordability and accessibility dictated by our changing societal needs. The characteristic of the student body today, outlined by Duderstadt and Womack (2003, p.32), makes Tufts and other similar universities an exception rather than the norm. As many educators and administrators, involved in study abroad initiatives, justly observe (Adam, 2003; Bollag, 2003 & Berggoetz, 2004) non-traditional adult students cannot afford to spend a semester or a year away from work and family, nor can they afford to pay for a lengthy international experience. The solution seems to rest in elevating and maintaining the quality of short-term study abroad programs.

The participants in short-term programs would rightfully argue that with extra efforts, accelerated programs can match the quality of the regular ones. As in many other endeavors people engage in, quantity and length do not necessarily guarantee quality. Quality is often a function of a complex variety of factors like motivation, expectations, clarity of goals, objectives, guidance, commitment, hard work, smart planning and creative design to name a few. Based on experiential learning cycles model and personal experience in design and implementation of a short-term study abroad program in Japan, the author recommends a three-part structure of short study abroad programs 1) pre-trip academic work, 2) short-term, concrete experience in the designated culture, and 3) post- trip reflection and transferability of knowledge. Such a three-part structure, supported by a variety of active learning projects and exercises fosters learning in which the experience of the learner occupies a central place; the learner analyzes his/her experience by reflecting, evaluating, and reconstructing it in order to draw meaning from it and to further apply the gained knowledge. The author further contends that the synergetic effect of employing a joint active and experiential learning approach to curriculum design and teaching, ensures that short-term study abroad programs, when properly designed and administered, adequately satisfy both categories of educational demands – quality and accessibility, and bridge the divide between effectiveness and affordability.

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A Meeting of the Minds: Understanding the Differences in Expert and Novice Information Processing

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Most college instructors would be considered experts in their content area; however, expertise in a specific domain does not necessarily transfer to expertise as an educator. What should instructors know about the information processing system of the novices they are teaching? This session will explain information storage, describe how novices differ from experts, and demonstrate strategies that encourage students to begin building neural networks of knowledge. Participants will be exposed to a real-life novice learning experience that is guaranteed to surprise and challenge! Participants will then brainstorm about how this information can be applied in the classrooms.

Objectives:
1. Discuss and demonstrate differences between the information processing systems of experts and novices
2. Engage participants in several replications of classic learning experiments, as well as a novel learning activity geared toward simulating novice learning
3. Inspire educators to consider the neural development of the students they are teaching.
4. Highlight the fact that experts have a well-developed network of knowledge from which they can retrieve information almost effortlessly, while students tend to focus on the surface features of individual facts, as opposed to the overall underlying meaning.

Intended Audience:
This session is intended for all educators who have ever become frustrated when students just "didn't get" material that appeared to be crystal clear and who are interested in increasing their awareness of how students receive and process information, ultimately encouraging quality student learning.

Activities:
1. This session will discuss and demonstrate various aspects of the human information processing system through several brief replications of classic psychology experiments, as well as a unique "novice" learning experience initially expected to illustrate the frustration of encountering unfamiliar information. Through repeated examples, the audience will gradually begin to develop an understanding of the unfamiliar material and how to organize it in memory.

2. After the audience participates in the learning activities, they will then discuss their "learning" experience and how it sheds light on things they may have observed in their own classrooms. Participants will be encouraged to share ideas about how this learning experience can be used to develop and present specific course content.

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Presenting a United Front: Raising the Bar for Our Students

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Description:
Is there a mismatch between the professor's expectations and those of the students? Over the last year, a group in one Department in a College of Education has been meeting and discussing the level of readiness of our students to participate in college-level courses and work. The issue is not so much about academics but about dispositions. Students seem unprepared to take on the roles and responsibilities necessary to be active partners in their learning. This discovery prompted a discussion among colleagues and an awareness that "it wasn't just me." We began talking about our observations and concerns and decided a joint effort would be the beginning point to possibly make some changes. From this, we developed a "United Front Group." This group is comprised of professors who teach mostly the entry-level courses in teacher education so we see students as they are beginning their education to become teachers. We call ourselves the "United Front Group" because we were feeling isolated in our efforts to raise the bar for our students and spur them on to excellence. We also wanted our students to know that we talk amongst ourselves and have similar expectations of them.

This united effort, in the short term, has resulted in the faculty involved feeling more hopeful about our work and encouraged to continue having high expectations and standards. This, we feel, has spilled over into our classroom. In the long term, we hope to encourage independent, responsible, problem-solving adults who will enter the teaching force, encouraging the same from their students. We do not want to promote an enabling atmosphere or model this for our students who will become teachers who will then model it for their students, thus perpetuating the vicious cycle.

This session will consist of a dialogue amongst the participants which will be facilitated and led by the session leader. The discussion will center around personal experiences as professors. The leader will also share the ideas her colleagues have developed. A carousel activity will be used for participants to share their concerns or issues related to the different areas (students' attendance, preparation for class, participation, attitude towards learning, and independence) and how they have addressed them. The audience for this session are any professors.

The objectives for the session are:

- Attendees will have two ideas for promoting attendance in class.
- Attendees will discuss various ways of promoting and measuring class participation.
- Attendees will name three ways to encourage students to prepare for class.
- Attendees will engage in a discussion of methods to facilitate independence in students related to problem solving, responsibility, and work ethic.
- Attendees will address students' attitudes towards learning.

Extending Learning beyond the University Classroom and into the Community: A Model for Civic Action and Meaningful Reflection

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A new Natural Resources and Environmental Sciences service-learning course was developed to engage students in relevant and meaningful service that extended learning outside the classroom and into local community schools. In addition to enhancing academic understanding about environmental concepts, students learned how to identify community assets; how to value diversity in underserved populations; how to affect change; and how to develop leadership and communication capacities to inspire environmental action in others to prevent spread of aquatic invaders. This session will provide attendees with concrete examples of what made this course so valuable to the university students and course instructors, as well as the benefits to partnering school teachers and students and community organizations who were keenly interested in the resulting environmental stewardship projects. The presenter will encourage a dialogue with attendees about this service-learning experience and practical advice on how it can be applied in other university settings.

This multi-faceted education project aimed to enhance undergraduate student education through the innovative merger of Extension education and campus service-learning. "Service-learning is recognized for its benefits to student learning and development" (Astin & Sax, 1998). The development of this course marked an exciting opportunity to leverage the expertise and resources of Extension's Illinois-Indiana Sea Grant Program and the capabilities of the University of Illinois' Center for Teaching Excellence to support faculty members in the development of a new service-learning course. Many lessons were learned following the implementation of this pilot course.

Presentation's objectives:
Attendees will better understand how a service-learning course can be an effective instructional tool and can foster civic responsibility and dynamic community partnerships.

Attendees will acquire a sense of the instructional teamwork and careful planning that was necessary to make this course an overwhelming success despite numerous challenges along the way.

Audience:
Faculty members and other higher education professionals who have an interest in exploring innovative approaches to incorporating service-learning in academic courses. Instructors who are interested in the pedagogy that was incorporated to create a robust learning environment.

Activities:
In addition to a PowerPoint overview of the course design and the resulting learning outcomes, there will be a question/answer session and opportunities for participants to share their successful experiences with service-learning in an academic context.

Description:
This presentation will offer practical insights into how this course was developed, the pedagogy that was incorporated into the course design; the continuous reflection process of "What? So What? and Now What?"; the outcomes and impacts of the service-learning experience; and lessons learned and plans for improving the course. Attendees will become aware of how the undergraduate students learned about the ecological and socio-economic impacts of aquatic invasive species and how opportunities were provided for them to teach school children about these issues using a Web-based educational approach. The result of this learning was expressed in leading youth in community stewardship projects that raised awareness and understanding about the need for a balanced approach to the use and protection of aquatic ecosystems. Numerous examples of the resulting Stewardship Projects will be shown in the context of the learning experience for both the University students and school-aged students.

An interactive discussion following the presentation will respond to questions about how these community engagement activities advanced the scholarship of teaching and learning and how these service-learning experiences can strongly influence undergraduate student development. "By engaging students in a rigorous, powerful, and meaningful service-learning experience, teachers can increase students' understanding of course concepts" (Eyler and Giles, 1999), thus providing themselves with greater teaching success, especially with undergraduate students.

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Connecting Disciplines Together and Connecting Them to Student Experience: A Two-way Integration Model

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College education often disconnects disciplines from each other and disconnects knowledge from students' lives. Learning community courses overcome these disconnects by integrating the content of different subjects and by connecting theoretical perspectives to the personal experiences of students. In this interactive workshop we demonstrate (by modeling the learning sequence of a typical day in our "Heroes and Villains" learning community) how curriculum can be designed to combine the insights of multiple disciplines and to relate this knowledge to students' lives.

The objectives of the workshop are to:
1. illustrate an instructional design that
a) connects disciplines (literature, philosophy and social science) together (Robert Louis Stephenson's "Dr. Jekyll and Mr. Hyde," excerpts from Plato's "Republic," and excerpts from Robert Jay Lifton's "The Nazi Doctors" -- as well as references to St. Paul and Sigmund Freud)

and

b) connects learning to student experience (writing about situations where we experience ourselves as two persons engaged in an internal civil war)

2. provide several examples of how this strategy can be used in college classrooms

3. give participants a chance to
a) experience the two-way integration curriculum design
b) ask questions, make observations and offer additional examples of classroom activities that connect disciplines together and connect them to student experience
c) brainstorm and share ideas about how this two-way integration model can be adapted to different classroom settings.

The workshop will include both facilitator presentation and participant interaction.

1. The workshop will begin with a brief instructional activity.

2. The facilitators will provide a theoretical explanation of the two-way integration model and several examples that illustrate how to connect disciplines together and connect them to student experience.
3. Participants will discuss and share ways in which they can integrate contents together and connect them to student experience in different classroom settings.

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Action Research Goes to School:
Encouraging High Quality Teaching through Professional Development

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Introduction and Purpose

The purpose of this study was to examine the role action research plays in the professional development of practicing teachers. To that end, a school-university partnership was established in which three university professors collaborated and coordinated with district and school-level administrators to offer a supported and sustained professional development program. This professional development program was offered as an opportunity for practicing teachers to participate in an action research project in which they could study their own teaching, classrooms and students.

This project was comprised of three main goals: 1) to provide meaningful, sustained, and supported whole-school professional development that has purpose for the individual teacher and is situated within the context of his or her own practice; 2) to develop and encourage reflective practitioners who understand and value the importance of asking questions about their teaching and their students' learning outcomes; and, 3) to inform teachers about the process of action research and its applicability to their daily life in the classroom.

The research questions which guided our study of this professional development opportunity were: 1) What do teachers perceive to be the strengths and/or weaknesses of action research as a form of professional development? 2) What do district and school-level administrators perceive to be the strengths and/or weaknesses of action research as a form of professional development? 3) In what ways does participation in action research impact daily classroom practices and teaching skills? and, 4) What forms of support do teachers need as they participate in a year-long action research professional development opportunity?

Theoretical Framework

As calls for accountability and high quality teaching practices grow louder, it is critical for teacher educators to continually seek new and more engaging ways to encourage high quality teaching practices in the classroom. Encouraging high quality teaching has always been the foundation for professional development opportunities; however, teachers have often remarked that many professional development opportunities are not meaningful to their classroom practice and are, in fact, add-ons that eat up their time with no satisfying result in the end. Engaging teachers in action research may be one way to accomplish both of these goals: encouraging high quality teaching while simultaneously meeting and addressing the individual needs of teachers and their classrooms.

According to the literature, action research is a teaching method that is used to help teachers and other educators uncover strategies to improve their teaching practices (Sagor, 2004). This endeavor requires teachers to design a study in an area of interest they would like to implement in their classrooms or schools. For many classroom teachers in busy school environments, action research may include examining new instructional strategies, assessing a new curriculum program, or evaluating existing pedagogical methods. In several research studies, participating in action research has been the impetus for positive change. Examples of positive change include teacher improvement, self-reflection, collaborative work, and overall learning that enhances classroom practices (Ferrance, 2000; Johnson & Button, 2000; Mertler, 2006; Ross, Rolheiser, & Hogoboam-Gray, 1999; Sax & Fisher, 2001).

Additionally, action research helps break down the barriers between research and practice and encourages teachers to see the value in studying and reflecting upon their practice. Too often, in educational research, there is a breakdown between researchers and practitioners (Johnson, 2005). Whether it is because of lack of time, lack of flexibility in programs, or lack of skills, classroom practitioners are often unable to make the kinds of changes in their own classrooms that are suggested in many educational research studies. Participation in their own meaningful, classroom-based research allows teachers access and opportunity to understand the role of research in their daily classroom practices and, more importantly, allows them to see this endeavor as a way to foster their own professional growth.

Finally, according to Labaree (2000), many teachers work in isolation without the same kinds of professional interactions that are frequently available in other fields. Action research is one way to assist teachers in becoming reflective, dynamic, and active in the examination of their classroom practice. Action research is a form of research that is authentic and meaningful to the teacher-researcher because it is conducted by the teacher in his/her own classroom space.

According to Sax and Fisher (2001), action research allows teachers the opportunities to identify changes they need to make in their teaching practices by providing teachers with the framework to build their own classroom projects. The emphasis on the systematic approach to this kind of research (Johnson, 2005) reinforces the idea of the meaningful nature of the action research process.

Methods

Three professors from a large research intensive university in the southeast United States collaborated with one district-level administrator and two elementary school principals to

provide this model of professional development to the faculty at two elementary schools over the course of two years. A new cycle of action research projects began at the beginning of each school year and concluded at the end of each year. Although entire grade levels participated in these projects by gathering data from across classes, there were one to three lead researchers per grade level, totaling 23 teachers participating in the complete action research process across the two years; 18 during year one and five during year two. Therefore, participants included 23 teachers, three public school administrators, and three university professors.

Throughout both years, the professors met with the teachers monthly to work with them as they completed their action research projects. The school system provided professional leave time for the teachers so that they could attend the training sessions. As a grade level or a specialty area, teachers worked together to determine a topic of study, read the literature, develop the plan, collect and analyze data, and present their results. Results for each grade level's action research study were shared at a meeting with teachers, principals, and district level administrators at the end of each school year. After the end-of-year presentations, school-level and district level administrators were interviewed and teachers were asked to complete a brief survey and to participate in a focus group so that data could be gathered to answer the four research questions guiding this study.

Data analysis involved both quantitative and qualitative techniques. Survey results were analyzed by entering the responses into a statistical software program and running descriptive measures of frequencies and means. The focus group data were transcribed verbatim and were analyzed using a combination of the content analysis and constant-comparative methods. According to Silverman, "Content analysis involves establishing categories and then counting the number of instances when those categories are used" (2001, p. 122). Early categories were based on answering the four research questions involved in this study. Unexpected patterns in the data were represented by developing new categories as they appeared in the data. This was accomplished by applying the constant-comparative method. According to Merriam (1998), the "constant comparative method involves comparing one segment of data with another to determine similarities and differences. Data are grouped together on a similar dimension" (p. 18). These dimensions are grouped together and are given a name to become a category.

Findings

While a complete and thorough description of the findings will be offered in the paper and at the conference, a brief overview of the findings is shared here for the purpose of this proposal. Findings indicate that teachers in this study perceive the strongest advantage of action research as a form of professional development to be the meaningfulness and personal relevance to their own classroom, followed closely by the collaboration opportunities it provided them with their colleagues. As Labaree (2000) noted, teachers often work in isolation. These teachers enjoyed the camaraderie and professional collaboration action research provided them. The administrators noted similar advantages; however, they also noted the advantage that their teachers had to be actively involved in their learning process. They could not be passive participants. The teachers had to choose what they wanted to learn about and were then responsible for making that happen. The disadvantage noted by some participants was the time commitment involved for them to complete the process.

Teachers noted several changes in their classroom practices, while many noted validation for choices and methods currently in use. More than 50% of the teachers said they had learned about effective strategies based on the findings from their research that they would begin or continue to implement in their classrooms. The next largest response was that they were more aware of how to reach all students. The majority of the teacher participants felt this was an effective and meaningful professional development experience; however, three of the teachers did indicate that this was not a positive experience for them overall. They cited, again, the time crunch they felt.

The teachers were offered many forms of support throughout the year as they developed their research. The teachers cited the most helpful forms of support as the guidance and instruction received by the university professors, followed by the leave time and technology support provided by their school system. The teachers also cited the support they received from the university faculty with their data analysis as very helpful.

Finally, perhaps the most significant finding is that these teachers want to continue to study their teaching. They shared that even once the formal action research process was over, they now knew how to be students of their own teaching and how to study their students' learning and progress.

Educational Significance

In light of the most recent focus on teacher accountability measures and high quality teaching, it is timely to consider ways in which we may enhance teacher learning and classroom practice. As Darling-Hammond (1997) noted, the quality of the teacher in the classroom is of utmost importance to the learning outcomes of the students. Since we know that it is not uncommon for teachers to work in isolation without professional interactions (Labaree, 2000), it can be assumed that this environment may lend itself to creating teachers who are isolated, routinized, automatic, and stagnant. Opportunities for professional development that allow teachers to reflect upon their practice and to construct meaning from learning experiences that are situated authentically within their own classroom practice have the potential to invigorate and revitalize teachers and classrooms, as well as enhance the quality of teachers in our schools. Action research is one way this goal may be achieved.

In addition to the paper, the authors will share handouts and suggestions at the conference related to building a strong school-university partnership focused on providing action research as a supported and sustained professional development opportunity.

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How to Teach Basic Writing without Driving Yourself and Your Students Crazy with Boredom

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This session addresses problems in teaching writing to freshman students who come to college with poor academic skills. It consists of a, hopefully, "model" class that will draw participants into a highly-interactive community of readers, writers, thinkers, listeners and talkers. By the end of the session, "students" will have written an essay, met their classmates, and become invested in a longer-term assignment.

My goal is to share ways in which I sometimes am able to generate enthusiasm for writing and reading in my basic composition students, the majority of whom hate to write. My basic premise is that, above all, the basic composition class needs to be a highly social and active place, where students are constantly either writing, reading, listening to each other or talking to one another. Basic writing students do not, in my experience, learn from lectures or demonstrations of or reading about grammar or "the writing process," especially when these are not delivered in the context of actual student writing; they do learn, however, from "doing it," from jumping right in from day one and writing, sharing and listening, rewriting and reflecting. By "doing it" and sharing it, students become invested in what they and their classmates are writing, and once this happens, so does learning.

The audience for my "class" could be anyone who teaches anything, although obviously writing teachers should be the first in line. I have heard teachers in many different disciplines wonder about how to engage their students, and this session would give them some ideas.

The sessions' activities will be those of one of my first day freshman composition classes. I will be giving an interview assignment, followed by an in-class writing assignment based on the interview, which will be followed by some small-group sharing and feedback sessions and then by some larger, whole-class readings, all of it concluded by an assignment for the next class (and no one will fail if they don't do it!). Such a session could comfortably hold up to about twenty or twenty-five "students."

The problem of boredom and motivation, of stimulating a love of learning, in today's college classrooms is a never-ending and constantly growing one. Today's technologically-entranced student has brought even greater challenges to the classroom for any teacher's attempts to transmit or share some kind of cultural and intellectual matter. Solutions abound; some teachers propose technological fixes and advise creating assignments where students can translate Shakespeare into text message language. In 1963, at the Illinois Council of College Teachers of English, Wayne Booth highlighted the high levels of boredom in his freshman comp. classes and proposed using models of excellent writing to inspire students. Another interesting approach can be found in Edward Taylor, Patricia Cranton and others in the section "Teaching for Change"

published online by Wiley InterScience and part of the "New Direction for Adult and Continuing Education" journal, in which concepts about "transformative teaching," "more authentic teaching practices" and "cultural awareness in relationship to authenticity" are discussed. Some of these concepts are also discussed in Mark Edmundson's "Teacher." I share many of the ideas in all of these works; my emphasis in this session, though, will be less theoretical and more practical, a demonstration of how to tap into and engage the knowledge, feelings and desires of our frequently ill-prepared and culturally diverse students by radically changing the freshman comp. classroom atmosphere from a place where teachers talk and students yawn into a place where students write and talk enthusiastically with one another, and, if they do yawn, the teacher might notice and say that he could use a nap himself.

Faculty Perceptions and Communication with Immigrant/International Students: An Initial Exploration

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Numerous studies address specific issues regarding teacher interactions with immigrant and international students, but very few consider the U.S. college faculty's general perceptions of and communication experiences with this growing demographic. This lack of knowledge is significant since the presence of immigrant/international students is steadily growing on college campuses. This study aims to stimulate conversation regarding this new demographic. Data from an exploratory questionnaire will be used to guide an interactive discussion regarding differing faculty perceptions between American and immigrant/international students and what steps might be taken to further equip faculty for their interactions with immigrant/international students.

A review of the literature shows limited information regarding teachers' communication with immigrant/international students in the common contexts of the classroom, office, and lab. This exploratory study increases our understanding by comparing faculty perceptions of communication with immigrant/international students and American students. Responses were collected using voluntary, anonymous participants from the faculty of one campus. A set of quantitative questions explored common communication issues between faculty and students in the classroom, office and lab, as well as issues regarding grading. Participants were also provided opportunities for free response.

Literature and Research Questions
While prior research is limited and focused, it has nonetheless established a helpful foundation for further research. Because of prior work, we at least have a starting point for some key issues facing faculty today. These studies have provided the framework for a number of research questions (RQ) that guided data collection.

Because there has been a rise of IS on our campus over the past 8 years or so, it is safe to say that this will make a difference in the academic experience of faculty and traditional American students. The purpose of the following RQ is to gain a general perception of how faculty feel about the rise of IS on campus:
RQ1: How are faculty responding to the rise of immigrant/international students on campus?

IS face challenges in their studies that AS do not because they not only have to complete the same coursework as AS but they have to work through their language and cultural differences:
RQ1 a: Are the issues that immigrant/ international students struggle with a concern to faculty?

Language and Cultural Influence

Current research has established that cultural background impacts how students learn. For example, the common concept of rote learning is different between some cultures. In a comparative study of Chinese and Australian students, "the enigma of the Chinese learner" was explored. Chinese students who are stereotypically "surface" learners who learn through rote memorization often excel in comparison to Western students. Cooper (2004) concludes that rote learning helps Chinese students to succeed because the Eastern idea of rote learning is different than the Western idea of rote learning. In China, rote learning focuses on using memorization to deepen understanding when students memorize their understanding of significant concepts using repetition. In an effort to refute some of the evidence of the stereotypical Chinese rote learner, Ramburuth (2001) compared Australian students' learning orientations with Asian students' learning orientations. Data showed that despite their differing learning orientations both undergraduate and postgraduate Asian and Australian (local) students were "deep" learners. Additionally, research suggests that cultural background impacts how students write. Kaplan's (1965) study is specific to second-language teaching and explains differences in writing structure across cultures, specifically, English, Semitic, Oriental, Romance, and Russian.
The consensus in research is that language and culture affect how students learn and how they complete their coursework. In light of this background information, the following question is raised:
RQ1 b: Do faculty consider a student's language or cultural influences when grading their work?

Communication Challenges

There were no studies found that compared experiences in various education settings. All related exclusively to the classroom, sometimes a specific classroom such as the ESL classroom. The purpose of the following RQ to find out the most predominant challenges faculty face with IS and if these problems resonate in the three most common education settings- the classroom, office hours, and research:
RQ2: What communication challenges do faculty experience with international students in classes, office hours and labs?

Explanation for IS challenges

It is important to not only find out what communication issues are present, but why they are present. The unique cultural and language backgrounds of each student can lend to their experiences in the United States.

Robert DeHaan (2008) has extensively researched the historical roots as well as the contemporary education systems in India, China and the United States and made the conclusion that each system has the opportunity to learn from the others. To briefly generalize: China's educational system emphasizes detailed memorization, India emphasizes practical knowledge, and Americans focus on "disputation and the testing of ideas." DeHaan's research regarding to Chinese education was supported by Salili who researched Asian learning and motivation. His conclusion was that achievement for Asian students was socially oriented (learning for the

greater benefit of the group), while British subjects focused more on individual success. Carson (1998) also delves into the cultural backgrounds of multilingual students but warns against "falling into the trap of" stereotypes which can lead to overgeneralizations.
The following RQ is guided by this background research and serves the purpose of forming an explanation for some of the communication issues struggled with by faculty:
RQ2 a: How might immigrant/international students' unique cultural and language backgrounds affect their experience in an academic learning context?

Lee's (1997) article, "What teachers can do to relieve problems identified by international students," identifies several ways that teachers can try to accommodate the international students in their classes. Some suggestions are obvious such as "Professors should speak slowly and clearly," and some are more insightful such as making clear what constitutes good writing in the class, having the student explain their assignment back to the teacher, and providing writing models.

Provided that teachers do try to accommodate their IS, the following RQ tries to find out what methods faculty use in doing this:
RQ2 b: How do faculty attempt to remedy communication challenges?

Methods and Primary Results
Descriptive statistics, correlational analyses and t-tests were conducted as needed on the data. Quantitative results were supported with the use of open-ended responses provided by some participants.

The presence of immigrant/international students on our campus is valued by faculty, but there is concern and confusion about how to handle certain situations and interactions within the learning contexts.

Compared to American students, no single issue is extremely challenging for all professors, but many situations are more of a challenge when they involve immigrant/international students as opposed to American students. The data indicate that the issues that are most challenging for faculty in all three settings are language problems and both verbal and nonverbal misunderstandings.

Some issues are problematic in one learning environment but not another. In the classroom, participation issues are problematic as well as misunderstood pop culture references. Conflicting ideas about the purpose of classes and office hours are a significant challenge, but not research or lab settings. Relational struggles because of gender or age differences are more prominent in the classroom and office than in the lab.

According to commentary from faculty, grading the work of immigrant/international students presents a significant challenge when choosing whether or not to take into consideration a student's language/cultural background. Faculty opinions on the matter vary greatly from each other and across different types of students' assignments.

Implications and Practical Considerations

It is clear that although faculty have some grasp on the types of communication struggles that are present in the common education contexts, there is much inconsistency as it relates to how faculty members deal with these communication struggles. There seems to be conflict regarding how much time and effort should be used to accommodate IS as well as what is "fair" in accommodating to their needs.

A solution to this issue would be standardizing a way of dealing with some of the issues in conflict. If grading the work of IS is an issue, the school should regulate whether or not IS should be allowed additional time and resources (such as a dictionary) on tests. The school could even regulate the grading of subjective assignments such as papers. Perhaps grammar and spelling would not be penalized to the same degree when grading an IS compared to an AS.

Additional training could also be in place, educating faculty about the various cultural backgrounds of there IS. "Intercultural Training" as referred to in Foundations of Intercultural Communication proposes that "through cognitive understanding of customs, values, people, geography, and habits of a specific culture, we can effectively adapt to the culture without experiencing discomfort caused by cultural differences" (Chen & Starosta, 1998).

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Putting the "Human" Back in Humanities:
Redesigning the Large Lecture Course as Hybrid

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Objectives:
By the end of this session, participants should be able to
- Identify and recall the main steps in the process of "hybridizing" a traditional course.
- Evaluate the hybrid model compared to other forms of teaching.
- Analyze their own needs related to large section courses at their schools to determine if the hybrid model will work for them.
- Create a plan for developing a hybrid course for some discipline at their school.

Audience:
Faculty or instructional support specialists interested in seeing the inner workings of a hybrid course.

Activities:
After presenting the case study of our university's course redesign, we will break participants into workshop groups and consult with each on how to move their courses to the hybrid format. Ideas will then be shared among the participants. Forms, sample screens, and process documents will be distribute.

Description:
In 2008, the Center for Teaching and Learning at Cedarville University partnered with the faculty teaching a large Gen Ed course entitled "Intro to Humanities" into a hybrid format. The original course met in a large theater-style lecture hall three times a week for 50 minutes where the professor would use PowerPoint, the Internet, and physical implements (like the piano) to deliver content to a largely passive audience of over 250 students. Wanting greater interaction and higher levels of thinking, the faculty for the class decided to redesign the course as a hybrid. The resulting course divided 350+ students into 16 equal sections. Each section interacted with each other, a designated TA, and the course owner (original professor) over a 12 week period. Each section also met once a week face-to-face for activities and Q&A. This course is now being redesigned in a new phase as a fully online course.

Dealing with Troubled, Emotionally-Challenged, and Difficult Students: Risks, Resources, and Responsibilities

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Recent tragic, news-worthy events of troubled, emotionally-challenged, and difficult students on campus have reinforced to faculty the potential risks, resources, and responsibilities they face in the teaching and learning process. This session defines these student characteristics, identifies appropriate warning signs, discusses faculty interventions and obligations, explains legal and institutional options, and recognizes the often competing-and-coexisting tensions faculty members face in wanting to be a helpful educator while necessarily establishing and safeguarding boundaries with students. Successful strategies, best practices, lessons learned, and pitfalls-to-avoid in shaping and managing the teaching and learning environment in this context will be shared.

Objectives:
Upon completion of this session, participants should be able to:

(1) Define the characteristics of troubled, emotionally-challenged, and difficult students;
(2) Identify the appropriate warning signs that these students are likely to exhibit;
(3) Discuss the range of interventions and obligations that faculty, administrators, and others have in handling these student situations and dynamics;
(4) Explain the legal and institutional options associated with troubled, emotionally-challenged, and difficult students; and
(5) Recognize the often competing-and-coexisting tensions faculty face in the teaching and learning environment

Audience:
Faculty who teach in classroom, online, or hybrid settings are the principal audience for this session. Administrators, student affairs professionals, and other campus stakeholders should find the information useful in providing assistance and support to faculty in dealing with troubled, emotionally-challenged, and difficult students.

Activities:
While there will be a brief (15-minute) presentation on key issues surrounding troubled, emotionally-challenged, and difficult students, the majority of time in the session will actively

engage participants through discussion of successful strategies, best practices, lessons learned, and pitfalls-to-avoid to aid faculty in the teaching and learning environment. Additionally, the presenters will provide for attendees examples of policies, legal frameworks (e.g. Family Educational Rights and Privacy Act), and other resources relevant to the topic.

Description:
Most faculty engage in the teaching-learning process because they are passionate about their subject matter (Brookfield, 1990). Indeed, it is often a shock for new professors to realize that not every student shares their enthusiasm for the discipline (Rotenberg, 2007). Even more shocking for these faculty, however, are the nature and types of student issues and behaviors they must mitigate in the classroom.

Few faculty are afforded the type of training and development to ensure an effective response to troubled, emotionally-challenged, and difficult students. Some faculty choose to confront the behavior directly, with mixed results. Others pass along the information to department chairs, deans, and other administrators, who may or may not document and make appropriate and timely interventions. Finally, some faculty members simply choose to ignore signs of trouble, in the hopes of avoiding escalation or by developing coping mechanisms designed to serve them well through the end of the semester. Faculty often report a desire to know how to handle situations early, and to be aware of the warning signs, institutional resources, intervention strategies, and appropriate boundaries to handle challenging student circumstances (Berry, 1994; Curzan and Damour, 2003; and Richardson, 1999). Thus, the time has never been better to equip faculty with information designed to enhance their effectiveness around these matters.

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Object Lessons: Using Museums to Support Interdisciplinary Curriculum in Undergraduate Learning

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Description:
This session explores the role of museums in undergraduate teaching and learning. While the current generation is being raised to understand visual information, why is the academy still rooted in text? This workshop will offer strategies for engaging visual learners while making abstract ideas tangible and generating a new scaffolding for interdisciplinary thinking. As participants explore the primacy and physicality of objects, the session will situate museums as unique pedagogical resources for the academy.

Activity:
Installation artist Fred Wilson asserts: "All college students should be able to read a museum before they graduate." Participants will deconstruct this statement, learning ways to incorporate museum collections and exhibitions into a traditionally text-based curriculum. Centering discussion on constructivist and self-directed learning, faculty will engage in models of artifact study and visual thinking exercises, while considering the impact of multiple literacies on their own course content.

Museums offer a unique environment for developing critical thinking skills through observation, description, analysis and research of art and artifacts. The session will suggest approaches to "using" the museum, as one might use a library or laboratory in academic work, presenting an accessible framework for integrating museums into a traditionally text-based college curriculum across the disciplines.

Against a backdrop of museum educational theory and politics of display, faculty will learn to "read" objects, images and finally the museum itself. They will identify ways to illustrate concrete manifestations of historical and critical ideas, using material and visual culture as points of departure for larger concepts and issues. The workshop will also present a discreet museum vocabulary, helping to root these practical strategies in a larger narrative of new initiatives for excellence in college teaching.

Expected outcomes:
- To help faculty develop a working knowledge of the vocabulary of museums
- To highlight the benefits of teaching from material culture
- To showcase the pedagogical possibilities of museums in college teaching
- To develop a transferable set of skills for museum literacy
- To seamlessly integrate objects into text-based curriculum

Audience:
Undergraduate faculty working in the humanities, social science or natural sciences.

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Student "Multi-tasking": Attention, Focus, Learning (or not), and Electronic Divertissements

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Are "Generation M" students proficient multi-taskers? Don't believe it! College-aged students today are probably more practiced at task switching than earlier generations, but their brains have not, within a single generation, magically evolved the ability to work effectively on two things at once. Neither professors nor students possess brains capable of attending to two tasks at once with the same focus and engagement – even brain power – as can be mustered when concentrating on a single task. Challenge: Helping students develop the ability to concentrate, and to do so when studying. Solution: Includes ideas and strategies described in this workshop.

Objectives:
At presentation's end, participants will be able to:

- □ Describe some of the research debunking the concept of multi-tasking in favor of the more accurate "task switching"
- □ Explain the difference between "surface learning" and "deep learning" as well as the difference between "surface testing" and "deep learning testing"
- □ Implement a workshop-developed strategy to impress upon students why focused study is necessary and why having multiple distractions during study and learning diminishes recall and deep learning
- □ Provide students with at least one strategy to help them focus on their studying/learning activities
- □ Evaluate their assessment practices to determine if they tend to promote surface learning or deep learning

Audience:
Faculty, instructional designers and technologists, educational psychologists, teacher training educators, faculty developers

Presentation Activities:

- □ Team activity while watching a videoclip to demonstrate the power of focus; winning team members receive a topic-related prize
- □ Visual Text and Graphics Posing Questions and Summarizing Concepts: surprising information about the topic is presented, including definitive neurological proof that "multi-tasking" is a very bad study/learning strategy; "what if" scenarios are presented for group discussion
- □ Small group work to devise deep-learning assessment strategies and processes for grading deep-learning artifacts such that time spent on assessment does not become burdensome

- Dyad work to devise first-day-of-class activities to effectively communicate to students why and how to focus when in class and when studying

Description:
Faculty face many challenges now that are borne of technological innovation. Major among these is the challenge of managing student focus in the classroom. Laptops, cell phones and texting, hand-held data storage devices, iPODs – the list is lengthy, and incoming college-aged students have been reared in an overscheduled, multi-tasked, distraction-laden environment full of short-attention-span infotainment and multiple technological tools allowing rapid task switching among input sources. These students bring with them the assumptions that they can handle multiple tasks simultaneously and that they're proficient at doing so because it's "normal" for them. Time Magazine (Wallis, 2006) dubbed such students "the multitasking generation."

Does this approach to learning serve students? Are iPOD-wearing, laptop-browsing students in classrooms really learning as well as they would without such "multi-tasking?" Fascinating in situ studies show that they are not (e.g., Hembrooke & Gay, 2004), and neuroscientific studies (e.g., Arrington & Logan, 2004; Foerde, Knowlton, & Poldrack, 2006; Just, et al.; Rubinstein, Meyer, & Evans, 2001) provide physiological proof that 1) what students may pass off as "multi-tasking" is actually "task switching," a process whereby attention is switched from one input to the other, 2) there is a price paid for task switching in that re-focusing on the switched-to task requires a "ramp-up time," thereby further diminishing the attention paid to that task, and 3) when attempting to focus on any two tasks simultaneously, the amount of "brain power" ("voxels" in neuroscientific parlance) is dramatically reduced for each divided-attention activity compared to the brain power available to attend to a single input.

Faculty know that deep learning – that kind of learning which supports the ability to think critically, problem solve, and generate novel solutions – requires focus (Wollf, 2001; Zull, 2006). However, students not practiced in that kind of focus present challenges in the classroom, both because they seek stimulation via multiple sources of input and because they have not developed the ability to focus intently for stretches of time. They are not practiced in the art of mindfulness (Langer, 1997).

There are instructional interventions college faculty can take to cope with this challenge. Most important, though, are three concepts: 1) impressing upon students how to focus during study and learning tasks while providing them with tools to do so, 2) assessing in ways that prompt for focused-study learning, and 3) engaging students in class with active learning strategies, scaffolded presentation of material, and in such a manner that minimizes student desire to seek additional inputs.

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Values in the Multicultural Classroom: Their Impact on What We Teach, How We Teach, and How Students Learn

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Objectives:
1) Introduce theory describing the ways in which cultures differ in terms of the values they inculcate.
2) Increase understanding of how one's own culture affects one's behavior at work, including how one shapes curriculum and pedagogy, across disciplinary fields.
3) Develop an understanding of how students' cultural values affect their learning.
4) Demonstrate classroom-tested techniques for using cultural value theory to teach disciplinary specific content.
5) Assist participants to use cultural value theory in their own work.

Audience:
Faculty and staff interested in teaching and learning in a multicultural, global context.

Activities:
1)The presenters will describe a theoretical framework which explains fundamental variations in cultural values, and how these impact a variety of individual behaviors.
2)The participants will do an exercise in which they apply the theory learned to materials taken from literature and organizational behavior classrooms. This exercise has been classroom tested by the presenters, and includes both group work and a brief whole group discussion of the groups' conclusions.
3)The presenters will lead a debriefing of the exercise. This will involve the participants in a guided discussion. Topics that will be included are: the link between their behavior during the exercise and the values common to members of their culture; whether the exercise helped them to learn the material covered; if and how the diversity present among the participants affected their ways of dealing with the issues raised; reflection on how students of varied cultural backgrounds might respond to the exercise; a consideration as to whether or not they would wish to use such techniques in their own classes, and how they could do so.

Description:
Academe is becoming increasingly multicultural. This is true in numerous respects, including personnel, students, and curriculum. A recent search of the index of The Chronicle of Higher

Education for articles on cultural diversity showed 108 had been published in the past three years. The presenters' home campuses, like so many others, have integrated cultural diversity in their missions and learning goals. For example, at St. Cloud State University, the mission states, "St. Cloud State University is committed to excellence in teaching, learning, and service, fostering scholarship and enhancing collaborative relationships in a global community." The College of St. Benedict/St. John's University has as one of its learning goals, "Graduates will be able to communicate sensitivity to and understanding of gender and cultural differences in order to improve the human condition." To achieve these admirable missions and goals, we need to understand the ways in which culture shapes our values.

Culture is closely linked to the concept of values. Lane, DiStefano and Maznevski (28) define culture as follows: "culture consists of a shared, commonly held body of general beliefs and values that define the 'should's' and the 'ought's' of life. These beliefs and values are taught to people so early and so unobtrusively that they are usually unaware of their significance." A similar link between the concepts of values and culture can be found in Hofstede's (1984) definition of culture as "The collective programming of the mind which distinguishes the members of one human group from another. Culture, in this sense, includes systems of values; and values are among the building blocks of culture" (21). The complex nature of culture leads to references to the "majority" or "dominant" values. Cultures are not monolithic, and members may hold and act on varied values.

Theories of how to diagnose cultures can be traced to the work of Kluckhohn and Strodtbeck (1961). These anthropologists developed a model incorporating six cultural values orientations. They believed that there is a set of fundamental questions which must be answered by all cultures, and that the answers fall into a limited set of possibilities. One question Kluckhohn and Strodtbeck indicate that all cultures must answer is "What is the person's relationship to nature?" Our session will focus on this question in our consideration of culture and values. The possible responses to this question include mastery, harmony, or subjugation. "Nature" in Kluckhohn and Strodtbeck refers to the natural environment and to organizational environments. This anthropological theory can also be used to assist in critical analysis of literary texts, as well as visual arts, thus combining the traditional meanings of "culture." As Francesco and Gold put it, "At the most general level, culture is a way of life of a group of people. A narrow meaning of culture refers to the arts"(18). Artists express, and often redefine, the values that inform their milieu.

Students, professors, staff and administrators are all influenced by the cultures to which they belong, including those of their family, ethnicity, profession, and institution. We will address the cultural values that underlie our own teaching and learning, and consider the impact they have on those with whom we work. We will pay particular attention to the differing values our students may bring to the institution, and the impact that this conflict in values has upon the ways in which we strive to create a multicultural learning organization.

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Taking the Mystery Out of Grading: Using Rubrics to Grade Objectively

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"Why did I get this grade?" A complaint often heard from students after you've spent hours grading their project or paper. While you know exactly why you graded the paper the way you did, your students think that you have subjectively assigned a grade and, more often than not, ignore any constructive comments you made. In this session, we will help you develop a rubric to make your grading criteria visually obvious and help your students better understand assignment objectives.

Objectives:
During this presentation, participants will:
- Learn about the benefits of using rubrics as part of the grading process,
- Learn about tools that can be used to develop rubrics,
- Engage in discussion and critique of example rubrics, and
- Develop a rubric to use in their courses.

Audience:
This presentation is appropriate for faculty who teach courses that use projects, presentations, and papers as a form of student learning assessment.

Activities:
This presentation will include the following activities:

- Discussion will be used to engage participants in evaluation and critique of sample rubrics,
- Participants will engage in the development of their own rubrics
- Participants will be given the opportunity to share rubrics and give to each other using a rubric to evaluate rubrics.

Summary:
We have all seen it: students turning to the last page of a paper to see their grade and ignoring the comments we take the time to make. We have all heard it: complaints about the grade and why a subpar paper didn't get an A. The problem is that while we know our grading criteria, we don't always make the criteria obvious to our students.

One way to avoid a majority of complaints is to use a grading rubric. A rubric "is a matrix that explicitly states the criteria and standards for student work" (Walvoord, 2004). A rubric is the best method to use to assess students if your learning outcomes require synthesis of information, learning new techniques or methods, analyzing problems, a written response, or an oral presentation (Pierce, 2006). The most challenging aspect of using a rubric is putting into words the performance standards that you use during the grading process.

In this mini-workshop presentation, we will not only share tips and benefits of using grading rubrics, but also help you develop your own. You will also have the opportunity to receive feedback from others and leave the session with a few sample rubrics you can modify for use in your own course.

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Help! My Program is Being Assessed, What Can I Do?

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Objectives:
During this presentation, participants will:
- Learn about the different types of evidence that can be used to inform the assessment process,
- Learn how to map their courses to the department's goals,
- Analyze their courses and locate measurable learning objectives,
- Locate and select assignments that can provide evidence, and
- Learn a few tips on surviving the assessment process.

Audience:
This presentation is appropriate for faculty and department chairs, specifically those from non-accredited programs, who are engaged in the assessment process.

Activities:
This presentation will include the following activities:
- Discussion will be used to engage participants sharing types of evidence that they could use in their courses,
- Participants will engage in activities designed to help them "map" their courses to departmental goals,
- Participants will be given the opportunity to begin to put together a practical assessment plan for their course.

Summary:
Accountability abounds in higher education. Pressure from parents, legislators, and industry have caused institutions of higher education to require degree-granting programs to go "public" with information on how they are meeting the needs of future graduates (Alexander, 2000). Formal assessment of programs has become the norm and for those who teach in disciplines that do not report to accrediting agencies, the assessment process can seem daunting. However, there are strategies and techniques that all of us can use in our courses to document student attainment of learning objectives; strategies that, once in place, can make the data gathering process embedded within our normal teaching activities.

In this session, you will have the opportunity to engage in activities to see where you course fits within your department curriculum (Allen, 2003) and how you can use assignments and forms of student assessment to gather direct and indirect forms of data (Middle States Commission on Higher Education, 2007). Strategies such as test blueprints, rubrics, and other techniques to connect learning objectives to assignments will be presented and you will have the opportunity to engage in activities to help you learn to use these techniques. If you plan to attend, a copy of your course syllabus will be helpful but not necessary.

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New Ideas and Techniques for Peer Reviewing:
Empowering Students by Absolving them from Feelings of Judgment

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The workshop provides participants with a 60-minute experience in learning and applying techniques designed to help foster their students' abilities to provide valuable feedback on their classmates' writing. Through the use of structured, but open-ended surveys, we seek to help the reviewer comments feel less personally directed, while encouraging deeper feedback. In addition we focus on peer-reviewing as a process in terms of the skills it develops in the reviewer, not just as one-time criticism for the writer.

Many college teachers use peer feedback as an effective way of improving student papers. While most composition theorists emphasize the usefulness of this exercise, many also point out difficulties that arise when students are asked to perform this task. Students tend to have a very hard time giving useful feedback to each other (at least on argumentative writing). Cho, et al (2006) write about three major obstacles that get in the way of this process: students don't take the task seriously, they don't feel qualified to provide feedback, and they feel that, ultimately, they are not the ones grading the paper, so their comments don't really matter. One major obstacle we feel they may miss is the notion that pointing out weaknesses in a paper is just mean; this person worked hard on this paper, and a students doesn't want to hurt his or her feelings by telling them that it's "bad." (Clearly, another obstacle is the notion that if you point out weaknesses in a paper, that this indeed means that paper is bad. This is another concept that is very hard to get students past.)

However, peer reviewing could be an immensely effective learning tool (both for the writer, and perhaps even more so for the reviewer) if used well. We have found that many of the benefits Vygotsky points out that occur within zones of proximal development can be realized through peer reviewing. Also, as class sizes grow, it becomes increasingly difficult for one teacher to give the personal feedback that each paper deserves. Furthermore, as students advance, it becomes important that they learn to take over ownership of their ability to critique their own works and make improvements accordingly, not simply waiting for the teacher to tell them what is "wrong" with the paper so they can "fix" it. Finally, an effective use of peer reviewing can lead to a learning-community feel, in which all students see themselves as having a more interactive role within the classroom.

These last two benefits touch upon one other area that our presentation will emphasize, namely, that peer reviewing is not simply a one-time exercise done to help the writers make their papers better. Rather, we have seen that the greatest effect of peer reviewing seems to be the cumulative effect it can have on the reviewer, who, as he or she sees more and more papers throughout the semester, grows into someone who can spot issue of logic, structure, etc., and hence develops a critical eye for seeing these issues in his or her own work. (This is another way in which we feel that effective peer reviewing can tap into the power of Vygotsky's theory of the zone of proximal development.)

So, in an attempt to reap these many benefits, but at the same time to lessen the negative effects of students feeling judgmental, we have constructed several peer-review surveys that we ask our students to "fill out" as they read their classmates' work. We try to keep the questions focused on the specific elements of writing that the class is working on at the time, and also keep the survey within the language that we, as instructors, use in the classroom. The idea here is that the reviewer is answering the teacher's question, not telling the writer what is wrong with his or her work, so the reviewer is less likely to restrict his or her criticisms due to feelings of being judgmental. We believe that if we ask the right questions, in the right ways, we can see all of the benefits of a peer review workshop, and hopefully work to decrease the issues that get in the way of this very powerful learning tool.

In our workshop, we will hand out selections from student papers along with the corresponding peer-review surveys. We will demonstrate how we implement this technique in our classes with the hope that participants will find new insights as to how they might improve their own use of peer-reviewing, or even possibly add it into classes where they had not thought of adding it before. The workshop will be interactive in that we will ask participants to play the role of students, both as writers and reviewers, and then we will discuss some of the different ways in which our techniques attempt to lower the feelings of personal judgments, while attempting to highlight the benefit that the reviewer gains from critiquing a fellow classmate's work.

Mindfully Resolving Conflicts: Diversity Facilitation

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How do we begin a conversation with people culturally different from ourselves? What if they get angry or hurt? These fears keep us apart and in silence. Explore what it takes to develop authentic and meaningful relationships, even in conflict or misunderstanding. This experiential workshop combines role play, training vignettes/exercises, and discussion to address issues such as racism and cultural differences. Participants will learn to de-escalate a conflict within minutes, replacing adversarial/defensive statements with mindfully and culturally receptive responses. They also learn skills to train others in group process, conflict facilitation and a variety of cross-cultural communication techniques.

How do we begin a conversation with people who are culturally different from ourselves? What if they get angry, offended or hurt? These fears often keep us apart and in silence. Together we will explore what it takes to walk across the room: what we can learn in that journey about ourselves, and, in the process, develop an authentic and meaningful relationship with each other, even in the midst of conflict or misunderstanding.

This experiential workshop combines role play, training vignettes and exercises, and discussion to address issues such as racism and cultural differences. Participants, through mindful listening and inquiry, develop observation, intervention and facilitation skills for working with diverse communities. They learn the nuances of multicultural communication and conflict resolution skills that foster safer, more effective dialogues and improved cross-cultural relations. Also, the participants learn skills to train others in group process, conflict facilitation and a variety of communication techniques.

Workshop Objectives:

- □ Discover a variety of ways to de-escalate a conflict within minutes
- □ Learn how to resolve cross cultural conflicts through the use of twenty-six questions that will foster deeper understanding and compassion
- □ Learn how to replace adversarial and defensive statements with responses that are mindfully and culturally receptive
- □ Become more adept at noticing the difference between responding and reacting through the use of observation and self reflection
- □ Develop the art of associating what is expressed with what is emotionally experienced
- □ Enhance your observational and listening acuity by learning how to translate non-verbal messages into meaningful interventions
- □ Learn the art of inquiry and the effect of intent and impact on all our communications and relationships
- □ Explore different methods that can help create a sense of community between diverse groups and individuals

Traditional methods of facilitation, group process and therapy do not adequately address such issues as racism, sexism and cross-cultural communications and conflicts. Lee Mun Wah has developed a technique called The Art of Mindful Facilitation - a unique way of relating and observing from an Asian and Buddhist perspective. Lee Mun Wah believes that teaching skills to his audiences is essential to practicing diversity work. Throughout the seminar he points out different communication techniques and asks the audience to practice them throughout the session. In that way, when the participants finish his seminars, they have a vast array of skills that will apply to their particular work and community.

Increased diversity in academic, community, and social life naturally leads to a demand for diversity trainers, consultants, and practitioners. It is useful for educators, teacher educators, educational administrators and student leaders, as well as diversity professionals, to understand the theoretical basis that supports the paradigms of valuing differences. By working with aspects of self-identity including gender, ethnicity, and sexual orientation, we increase awareness regarding the values of differences, developing skills and practices that value diversity.

Help Your Students Locate, Evaluate, and Communicate Information Effectively: Tools You Can Use

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"So many sites, so little time. I couldn't find anything about this subject on the Internet! Is it alright if I use Wikipedia? Which one of these 1,500,000 search results is the one I need? "

How often have you heard one or more of these comments from your students in response to a paper you've assigned?

Have you wondered what you can do to better help your students find, evaluate, synthesize, produce, and present information? With these questions in mind, participants attending this presentation will have an opportunity to get some answers by learning how a university in Delaware embraced information literacy across its curriculum. Resources, tools and strategies we researched, discovered, and/or developed will be shared in a dynamic and compact one-hour, highly interactive Powerpoint presentation with lots of useful handouts and opportunities for questions and answers.

Objectives:
As a participant in this presentation, you will:
1) gain a brief understanding and appreciation of information literacy and why it's important in education;
2) learn how information literacy and information technology work together;
3) take away many valuable tools and resources that will allow you to begin to build a culture of information literacy in your own classroom.

You will determine your own "Information Literacy IQ"; learn how to gain access to a free online student IL tutorial; take a look at a university library's "wiki" resource; and take home a ready-to-use rubric that will help you immediately assess your students' abilities to locate, evaluate, and communicate information.

Intended audience:
Anyone interested in helping students become more informationally literate.

Activities:
Participants will participate in a short, self-administered self-assessment of their own information literacy IQ, explore a university library's "wiki" resource, and briefly tour an online IL tutorial that can be downloaded for free for use in your own school library. You also will have time to discuss assignments you might be able to create using a ready-to-use information literacy rubric.

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Critically engaging 21st century learners in class projects through inquiry-based instruction: The case of WebQuests

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Objectives:
At the end of the session audience members will be able to:
1) Describe the structure of a WebQuest
2) Evaluate the strengths and weaknesses of incorporating WebQuests into instruction
3) Design their own WebQuests

Target Audience:
High school and college educators
Activities:
1) Presentation: WebQuest model
2) Discussion: strengths and weaknesses of WebQuests
3) Presentation: structure of WebQuests
4) Discussion: evaluation of WebQuest examples, using rubric retrieved from: http://webquest.sdsu.edu/webquestrubric.html
5) Group work: creation of a WebQuest
6) Final discussion and closing remarks

Description:
The internet provides unlimited access to information, which can help but also hinder learning, as the number of web resources can be overwhelming to students who need to select relevant information for their class projects. One way of helping students systematize web research is through the use of WebQuests, which are inquiry-oriented tasks in which students access information mostly or solely from the web (Dodge, 1995). WebQuests provide opportunities for authentic learning through a "scaffolded learning structure that uses links to essential resources on the World Wide Web" (March, 2003) as well as through a task that encourages learners to

engage in systematized research and meaningful acquisition of new information through their active participation in the inquiry-based learning process. A final twist to this session will be to ponder how to best adapt this learning tool to our new generation of problem-posing (rather than problem-solving) learners, thus making WebQuest-based instruction truly learner-centered.

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Preparing GTAs to teach in the 21st century college classroom:
The case of a student-focused applied pedagogy practicum

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Objectives:
At the end of the session audience members will be able to:
1) Identify components of a student-focused applied pedagogy practicum
2) Evaluate the strengths and weaknesses of such an approach
3) Design strategies for implementation of a teaching practicum

Target Audience:
College educators

Activities:
1) Presentation: student-focused applied pedagogy course
2) Discussion: strengths and weaknesses of such an approach
3) Collaborative work: discuss and develop strategies for the implementation of a teaching practicum at the department/college levels, or beyond
4) Wrap-up

Description:
Graduate teaching assistant (GTA) training programs aim to help GTAs prepare to face the challenge of teaching their own class sections, labs, or even entire courses. So far, several GTA training programs have been implemented in specific disciplines, including communication (Williams & Roach, 1992; Williamson, 2001), sciences (O'Neal, Wright, Cook, Perorazio, & Purkiss, 2007; Rodriques & Bond-Robinson, 2006; Thornburg, Wood, & Davis, 2000), foreign language (Byrnes, 2001; Goepper & Knorre, 1980; McDonough, 2006), civil and environmental engineering (Nicklow, Marikunte, & Chevalier, 2007), English (Duffelmeyer, 2003), and psychology (Davis & Kring, 2001; Prieto & Meyers, 1999). In addition, interdisciplinary

teaching assistant training programs (Burk, 2001; Gunn, 2007; Park, 2004) also exist. However, only a few of these programs focus on a very important aspect of GTA training: actual teaching. Trautwein (1999) incorporated classroom teaching as a method of evaluation of a GTA training program, but overlooked the formative assessment of GTAs who are still in the process of acquiring pedagogy knowledge and need opportunities to improve their teaching skills. In order to fill this gap and empower GTAs to face their teaching assignments and be better prepared to teach 21st century learners, one university developed a centralized student-focused approach to provide a forum for GTAs to locate their teaching self, develop diverse pedagogical strategies, and foster mutual peer-scaffolding.

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Rebalancing Responsibility for Student Learning Back to Students: Comparative Assessment of Cooperative Learning

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This study compared the cognitive and affective learning outcomes (from Bloom's Taxonomy) of students enrolled in an advanced seminar in Learning and Behavior that utilized a lecture/discussion and a cooperative learning pedagogy. Students in the cooperative learning course exhibited stronger academic performance and higher levels of cognitive learning on the core content material when compared to students in the lecture/discussion course. Narrative feedback and observation of students lends further support to the quantitative findings and also suggest that cooperative learning students exhibited more development in the affective domain of Bloom's Taxonomy. Examples of student learning outcomes will further illustrate differences.

This research evaluated the efficacy of a cooperative learning pedagogy relative to a traditional lecture/discussion-based pedagogy in an advanced seminar in the psychology of learning and behavior. In particular, this study sought to determine whether student performance and level of cognitive learning based on Bloom's Taxonomy would be higher in a course that utilized cooperative learning principles or a more traditional lecture/discussion format.

Literature Foundation

A growing body of research findings indicates that collaborative learning is a valid and powerful teaching pedagogy in higher education (cf. Johnson & Johnson, 2000; Resta & Laferriere, 2007; Springer, Stanne, & Donovan, 1999;) and students in higher education with special needs (cf. McMaster & Fuchs, 2002). Previous research suggests that collaborative learning fosters more active engagement with course content, creates greater ownership and personal accountability, (cf. Cooper, Robinson & Ball, 2003). Cooper (1990) identified: positive interdependence, individual accountability, appropriate grouping, student interaction, attention to social skills, and the teacher as facilitator as critical features of a cooperative learning approach.

Methods

This study compared the academic performance on a discrete set of cognitive and affective learning outcomes for a cohort of students that took the two course sequence using a lecture-discussion format and a collaborative learning pedagogy. The lecture/discussion cohort attended lectures and completed a series of worksheets to learn the course content in preparation for four, multiple-choice examinations; whereas the cooperative learning students completed the series of worksheets as part of a project development kit that guided development of four group projects and presentations. Cognitive outcomes were assessed by scores on the examinations or group projects relative to specific learning outcomes and learning levels. Affective outcomes were assessed by course evaluations and observation of group dynamics throughout each course.

Results

Students in the collaborative learning course demonstrated stronger academic performance and higher levels of cognitive learning than did students in the traditional lecture-discussion course. Narrative and observational data suggest that students' gains in the affective domain were greater in the cooperative learning cohort than in the lecture/discussion cohort. Additional narrative statements from course evaluations and professor-student interaction and correspondence also highlighted some of the strengths and liabilities for each pedagogical approach from a learner perspective. Finally, students' demonstrated and self-reported greater improvement of their critical thinking, writing, speaking, and study skills in the cooperative learning course.

Discussion/Conclusion

The quantitative and qualitative indicators suggest that student learning outcomes and the quality of learning experiences were superior in a cooperative learning paradigm when compared to a lecture/discussion paradigm. Unlike in the lecture/discussion course, significantly more students demonstrated learning at the Analysis, Synthesis, and Evaluation levels which is more consistent with the learning outcomes for upper-division courses and research-based seminars. Cooperative learning tasks may also help students to improve and develop skills relative to the affective domain of Bloom's taxonomy because they must learn to interact constructively and effectively with other learners to continue their individual, intellectual growth.

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Immersion Learning: Utilizing Experiential Learning Theory to Facilitate Adult Learning Across Disciplines

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Experiential learning theory is humanistic, pragmatic, developmental and systematic in its applicability to adult learning in different academic disciplines, professions and careers. Addressing widely divergent learning styles it promotes transfer of learning and lifelong learning. This 50-minute session will demonstrate the process used to apply this theory to the teaching and learning of any discipline. Participants will use a blank model form to illustrate the way to teach a particular concept within their discipline. Time will be allotted to allow some participants to share their concept "within the model" with others.

Instructional Objectives - Participants will:
a. be able to identify the salient elements/phases needed to teach concepts within their discipline as learned experiences
b. utilize the experiential learning model called "teaching around the wheel" to illustrate how to teach a concept within their discipline
c. benefit from peer input and examples as others share their experientially applied concepts.

Audience:
Educators of adult learners

Activities are three fold:
Participants will:
a. participate in creating a sample "wheel" using an audience proposed concept (group participation)
b. receive a blank experiential "wheel" to fill in with their discipline specific concept example (individual or pairs activity)
c. share their "wheel" with others in the audience for feedback (group participation)

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YouTube: Imprinting Information "Their" Way

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Objectives:
1. Audience will gain knowledge of the Internet site YouTube.
2. Audience will gain knowledge of YouTube as a memory support in learning
3. Audience will develop skill in using this tool in classroom situations: discussions, lectures, and student presentations.
4. Audience will decide if this tool is of value to them in their own classrooms.
5. Audience will gain understanding of ways to use YouTube in their own classrooms.

Audience:
Any instructor teaching at any level who is interested in using video clips as an instructional tool to imprint information.

Activities:
1. Short clips from YouTube on instruction and today's students
2. Short power point presentation on impact of audio-visual stimuli and memory
3. Small group examination of YouTube site based on discipline
4. Whole group discussion of findings, including merits and pitfalls
5. Whole group discussion of YouTube as an instructional tool
6. Summary of ways to enhance instruction using YouTube in classrooms

Summary:
Psychologists today advocate that information is stored in long-term memory as visual images, verbal units, or both (Clark & Paivio, 1991). In terms of classroom learning, this means that information coded both visually and verbally may be the easiest for our students to learn (Mayer & Sims, 1994). So how do we as college-level instructors expect a student to transfer information gleaned from an auditory lecture from short-term memory into long-term memory with the touch of a pencil to a notepad? Even further, how can we expect a student to then recall that information to engage in an assignment requiring higher order thinking? Using the rationale, "we did it when we were in college, so why can't they?" may require that instructors engage in a reality check when it comes to students in 2008.

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

So how do we reach them and support their learning in a classroom setting, when their cultural tools are so different than our own? The answer is obvious; we must reach across the textbook and enter their digital world, incorporating some of their media into our "powered down" presentations. Among other means, these presenters have found the Internet site "YouTube" to be a viable bridge to the culture of college students as well as a valuable learning tool that reinforces memory by incorporating both visual and verbal units of information.

So what exactly is "YouTube?" After a brief introduction to the website, the presenters will afford participants the opportunity to explore "YouTube" through a variety of disciplines. Participants will break into groups based on discipline and will review "YouTube" video samples provided by the presenters. During this small group discussion, audience members will focus on an evaluation of the clips along with an exchange of possible ways this medium may be incorporated into instruction. Small groups will then reconvene into a whole, and presenters will record the exchange of ideas on flip charts.

At the end of the session, presenters will exchange sample assignments and presentation power points that they have used in their own classrooms along with others that colleagues at their institutions have utilized. Throughout this exchange, a discussion of the merits and pitfalls of "YouTube" in the college classroom will be deliberated jointly by presenters and audience members.

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The Best Active Learning Strategy: Cut the Lecture – Jigsaw

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Content and Delivery Method:

- □ Introduction
- □ Modeling and Sharing DVD Clips of Jigsaw in Two Classrooms
- □ Participants Jigsaw Conference Learning
- □ Steps to Success
- □ Participants Discuss Practice/Problems

As a member of ISETL for approximately 27 years, this organization has been responsible for helping to keep me abreast of new advances, strategies, theories, technologies, research, and assessments for effective teaching and learning. When I have learned innovative strategies and techniques, I have gone back to the classroom to try to implement them; some worked, some did not, especially on the first try. We educators are always fine tuning our craft to fit our course objectives, time factors, and space requirements. Proof comes when assessing the effectiveness of our instruction according to the levels of applications of their learning to the specific learning objectives.

As I near the end of my professional career, and because I had to move my office this past summer, I had a chance to look back on things that I had learned and tried implementing by the titles of my presentations. The cooperative learning model as presented to me many times by the Johnson brothers and sister Edythe Holubec in the 1990s have had a huge impact on my successful teaching strategies. Finally, I believe I have modified, perfected, and have been most successful in using the jigsaw for the student active learning advocated by John Dewey and the constructivist theorists. Clips of my classroom and interviews of students may help participants of all disciplines find this method useful to enhance student academic achievement.

I will offer my implementation strategy to be modified as needed by participants.

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Context-based Distance Learning Evaluation Model for Developing Nations

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Literature abounds with information on evaluation in general and specific to distance education in developed countries. Numerous evaluation models have been developed, tested and used in evaluating distance education initiatives. Most of these evaluation models find a lot of applicability in developed countries. Very little has been documented about evaluation of distance initiatives in developing nations. Scholars contend that this could be due to lack of evaluation models tailored to the needs of developing nations. Consequently, there is need to address and integrate contextual issues in an evaluation model for developing nations to derive optimal gains from evaluation endeavors.

Distance education programs are not a new phenomenon in developing countries. Numerous efforts have been undertaken to design and deliver instruction at a distance. There has been a lot of proliferation in delivery methods in the developed world leaving the developing world out of step in the mode of program delivery. Such differences bring in not only the evident technological gap, but make existing cultural differences even more pronounced. Such differences do not only affect the delivery and logistical issues of distance education programs but even more importantly, have a bearing on how program evaluations are conducted.

Evaluation defined

Evaluation may be defined as a process of determining program's worth. According to 2001 foundation coalition (2005), it uses assessment information to support decisions on maintaining, changing, or discarding instructional or programmatic practices. NETnet Consortium (2002) discusses two main types of evaluations: formative and summative. Formative evaluations are on going throughout the instructional process and are generally administered to ensure that the course achieves its stated goals. A summative evaluation is conducted upon course completion to determine the overall effectiveness of the class. The focus is on student performance, course relevancy, learner attitudes towards delivery methods, and instructor's teaching style and effectiveness.

Evaluation of distance education programs

Alan and Kirkwood (1988) highlight the need for a project to be structured, from the beginning with design requirements of the evaluator in mind in order to yield a successful evaluation. With the advent of new technologies, distance education design and delivery have become influenced to an extent that even evaluations have correspondingly tended to shift from traditional to new paradigms. However, developing countries seem to be lagging behind in terms of delivery modes. In Malawi for example, print and radio are still the most realistic delivery modes. A distance education program under way at Mzuzu University is utilizing print as a method of delivery. Based on a needs assessment that was conducted prior to the implementation of the program, very few people had computers let alone connected to the internet. In South Africa, the

major delivery mode of instruction in a popular distance education institution is print. With these two cases in mind, one may go further to conclude that the trend should be similar for other developing countries. Differences in delivery mode should necessitate differences in the way distance education programs are evaluated in developing countries.

A number of evaluation studies on distance education have been conducted in developing countries. It is not clear however, whether such studies were based on a particular model or not. For instance, Mutanyatta (1989) conducted formative evaluation of a two year teacher education distance education program in Botswana. The focus was on the administration of the distance education and the course content. However, as one reads through, one sees that the study involved more aspects than just program administration and course content. This oversight may be due to lack of a model which would act like a checklist of issues to be evaluated. On the other hand, inclusion of not-planned-for categories may be a latent result of lack of guiding plan in the name of a model resulting in haphazard evaluation of categories not included in the initial plans of the study. Although such evaluations may yield some handy results, they may be expensive due to inclusion of aspects that were not intended.

While lessons can be learnt from the developed countries on evaluation strategies, an evaluation model that takes into account the developing countries contextual factors would go a long way helping evaluators in such countries conduct meaningful and efficient evaluations of distance educational programs. To achieve meaningful and efficient results, such a model should take into consideration holistic approaches to the design and delivery of distance education programs as suggested by Wilkinson (1998) who views the holistic approach as a systems approach to the study of distance educational programs, which looks at parts of the distance education system and how they are interrelated and also how a change in one part affects all the other parts. The model should also incorporate the design process for distance education courses which most closely resembles the conventional Instructional Design process with an exception that media considerations may be limited in distance education design process (Lockee, 2006). Since media is an important demarcation between the developed and developing countries, an integration of media design process into the mainstream design process would make the model well suited for target users (Danielson, Lockee and Burton, 2000). Another aspect that will be integrated in the model is an evaluation matrix that may be applied to all parts of the distance education system and the design process.

Hence the evaluation model will integrate four aspects namely the systems approach to the study of distance education programs, the Distance Education Design process, media design process and an evaluation matrix. I hope to develop the matrix or modify existing ones.
Alpha testing the evaluation model. The model will be given to my peers alongside an evaluation rubric. They will be asked to evaluate the model based on a set of standards that will be developed based literature researched.

Beta Testing the evaluation model
The model will be used to conduct comprehensive evaluation of the Mzuzu University Distance Education Program (MUDEP) which is currently underway in Malawi. Lessons learnt from using the model will be used to improve on the model.

The Practicability of Learner-Centered Teaching as a Way to Enhanced Learning

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Reforming teaching in America has been, and continue being in the forefront of most educators, policymakers, and researchers since the "Nation at risk" report came out in 1983. Research conducted in this area is usually based on the assumption that, if teaching can be improved, learning will most likely be enhanced too. McCombs and Whisler (1997), argue that there is abundant and accumulating evidence that motivation, learning, and achievement are highly enhanced where learner-centered teaching (LCT) principles and practices are in place. Based on this premise, teacher scholars now believe that, using LCT technique enhances learners' motivation, retention of knowledge, depth of understanding, and appreciation of the subject content taught (Weimer, 2002). The purpose of this interactive session therefore will be to explore the applicability of LCT.

In learner-centered teaching, active-learning replaces lectures, learners are held responsible for their learning and more involving learning techniques like self-directed and/or group collaboration/cooperation in learning are recommended (McCombs & Whisler, 1997). According to Weimer (2002), in order to be learner-centered, there should be at least five key areas of practice that must change. These areas include; i.) classroom balance of power between learners and the instructor, ii.) the perceived function of content in teaching, iii.) the role of the teacher, as perceived by the instructor and the learners, iv.) who carries the responsibility for learning, and v.) the purpose and processes of evaluation. These are fundamental challenges to the way in which teaching in many disciplines is currently done in most Universities and Colleges. Instruction of many courses in these institutions of higher learning is highly structured; where one or two main textbooks are used, administratively teaching is done within a specific time frame, usually a semester, with specific activities are scheduled prior to teaching. Teaching here, is still from the liberal philosophy of education, where learners are assumed to come to class with little or no prior knowledge of the subject, and the instructor seen as an expert equipped with textbook knowledge to deposit (bank) onto students (Freire, 1970). Learners' views are hardly considered in teaching, which gives a disturbing picture (Walstad & Watts 1985). To date, the "chalk-and-talk" approach is predominantly used in many areas of college instruction. The argument for this continued practice is that many positive subjects like hard sciences or business are best taught through lecture method and that its content coverage requires specific structure for consistence.

Based on the foregoing background, and on the already ongoing research (by the proposer), this presentation will explore questions like; a.) can learner-centered teaching be applied in all situations, regardless of area of instruction? b.) How best can teaching be modeled within the LCT principles? c.) what should be the teacher's role?, d.) what is the learner's role? e.) what are the constraints? f.) what are the challenges? During the presentation, the author will facilitate a brain storming session meant to generate answer to these questions and many more that will be

raised by the participants. The discussion conducted will go a long way in assisting those instructors planning to use learner-centered teaching principles to motivate their learners for increased learning.

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Implementing a Writing Intensive Course in Harmony with Cooperative Learning

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This interactive presentation will describe the implementation of a writing intensive course in the Criminal Justice curriculum, adaptable to a variety of disciplines. The assignments include legal briefs designed to promote critical thinking. The briefs are subjected to a review and revision process. During the revision process, the students meet in small groups during class and engage in structured controversies of the issues in the written briefs. The discussion instills analytical thinking to help the students' revision process. This interactive workshop will involve the attendees through reading, writing and engaging in structured controversy mirroring the students. Attendees will be asked to identify similar cooperative learning techniques that have been effective in their own classrooms.

In this presentation, Marie Palladini will use examples of a Writing Intensive Course to illustrate the development and implementation of a WIC at the college level. This presentation will further show how the WIC harmonizes with a cooperative learning technique known as structured controversy. Structured controversy is a technique that uses the strengths of conventional debate and ends with two sides seeking ways to resolve conflict through compromise. Its value has been summarized by Johnson and Johnson (1989) and Johnson, Johnson, and Holubee (1992). Marie will use examples of student work to show how this WIC teaches the disciplinary knowledge of the major and helps students improve their writing through class assignments. Examples include one page briefs based on United States Supreme Court decisions. These briefs are subjected to an in-class peer review process whereby students meet in groups, discuss, and revise each others' written case briefs. Contemporaneous with improving their writing skills, students are unwittingly engaging in the preparatory stage of the structured controversy cooperative learning technique by reading the "other side" of a legal issue in the writing review process. Students ultimately engage in structured controversy using the written briefs as their foundational material.

Attendees will be given summarized Supreme Court opinions and will be asked to participate in a mini writing and structured controversy exercise. They will also be asked to reflect on Marie's presentation and identify principles that have proven successful in their own classrooms.

Undergraduate and Graduate Perceptions of Teacher/Teaching and Implications for Teaching and Learning

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Abstract:
This presentation will share the findings of a study of students feedback and students' perceptions of what constitutes effective/ineffective teaching and teacher, and the implications for customising teaching to cater to undergraduate and graduate students. It will take a presentation cum discussion format, with active input from participants solicited.

Student feedback is widely used to make personnel decisions: merit review, promotion, tenure, and hire-or-fire decisions (Franklin, 2001). Students are closest to the teaching process and are informed evaluators; they are in a unique position to assess their learning experience as well as evaluate the teachers/teaching. However, using such feedback has its limitations, given the tendency to over-rely on the quantitative score. While numbers are usually viewed as more objective and possibly less subject to dispute, and learning has been shown to be highly correlated with ratings teaching effectiveness (Abrami, Cohen, & d'Apolonia, 1990; Cashin, 1988, 1995; Centra, 1993; Marsh & Roche, 1997; McKeachie, 1979, 1997), the comparison of raw scores is arguably problematic. To better understand and augment the meaning of ratings, it is helpful to look also at qualitative feedback. Qualitative feedback is time-consuming to process and an inconvenient tool, but the information offered is undoubtedly rich and reliable. An attempt was therefore made to quantify the qualitative, to interpret and give meaning to numbers. Using STAS (SPSS Text Analysis for Surveys) to analyze the qualitative comments of the best (N=278) and poorest N=278) teachers, it was possible to extract positive and negative descriptors most commonly associated with effective and ineffective teachers/teaching. This enables the drawing of profiles for individuals and helps to differentiate individuals with similar or identical numerical scores but different teaching characteristic. Clearly, this is useful for administrative purposes but, more important from a pedagogical perspective, it is also useful in telling us what students value and consider useful and important for their learning.

Based on this, a further study was made to analyse and quantify students' comments with a view to examining if/what differences there might be between undergraduates and graduates "value systems." Little has been done of such comparative studies. Additionally, the study looked into whether correlations exist between ratings and (i) class size, (ii) expected grade, and (iii) level of difficulty. Qualitative comments provided by undergraduates and graduates to the highest 20% and the lowest 20% of the teachers – as determined by ratings of their overall teaching effectiveness – were analysed and quantified as positive and negative descriptors. Shared responses between descriptors helped to refine the meaning of a descriptor. This is important because the use of descriptors could be influenced by the respondents' maturity level, their command of English as well as their diverse cultural backgrounds, among other things.

The information thus derived not only offers insights into the meaning of student ratings but it also highlights differences between the two student populations. Mindful of the different needs of different learning groups, teachers can develop strategies that are more likely to optimise learning while at the same time guiding less mature learners towards achieving higher order learning outcomes.

Cooperative and Collaborative Strategies: Alternatives in Adult Teaching and Learning in Exploring the Concept of Holistic Healthcare

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This presentation pertains to enhancing the learning experience for students enrolled in a health professions class with exploration of the concept of holistic healthcare through the use of cooperative and collaborative learning strategies.

1. Collaborative learning & Cooperative Learning: participants will engage in group participation activities to explore different aspects of a case study that pertains to a holistic approach to a healthcare problem. A case study will be presented and participants will be divided into groups to address the physiological, psychological social and financial needs and possible solutions in the presented case, (Barkley, Cross & Major, 2005;Millis & Cottrell,1998).
2.Cooperative Strategy: Students are given content to read, blindly, selects a concept and asked to explain the concept (as discussed in the reading material) to the audience.(cooperative learning) The instructor facilitates the process.
3. Results of pre and post-test survey results (previously completed) concerning the use of these strategies in classroom will be shared with the audience.

Objectives:
1) To demonstrate the use of cooperative and collaborative strategies utilized in presenting content in a health related course.
2). Explore pros and cons of utilizing groups in teaching.

Two learning activities:
A). Activity one; the audience will be actively engaged as learners in assigned to (4) groups that address the holistic(Erickson, 2007)health needs of an individual in a healthcare case study (Herrman,2008)type situation and asked to identify problems and possible solutions to healthcare needs. Group One. will address the physical needs, group 2 will address the psychological or emotional needs group 3 will address social needs and group 4 will address spiritual need and future concerns. Each group will share information with with class, demonstrating how each group contributed to designing a wholistic healthcare plan. (collaborative learning). (Kinnaman & Bleich, 2004;and Barkley, Cross, & Major,2005)
B. Activity two: participants will be given a short content handout, asked to read it, then to select a typed paper strip containing a term from a basket, and share the meaning of this term

with the class.(cooperative learning strategy).(Johnston & Cooper, 1997). Followed by discussion of pros and cons of groups in teaching. Results of a student survey on these strategies will be presented.

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The Use of Feedback in One-on-one Teaching and Its Use in Other Learning Settings

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The apprentice model of teaching, found in the aural/oral tradition of music teaching strategies show a predominant focus on feedback and reinforcement within small time periods. This presentation will outline some of the important current research to provide an overview of these strategies. Key strategies are identified and applied across disciplines and class sizes. The delivery method for this presentation will be firstly "open lecture" with accessibility for questions. The session will then focus on role-play interactive activities where the aural/oral model will be modeled by the presenter and re-enacted by the participants, with the use of provided scripts

Presentation objectives:

- Participants will gain an understanding of the one-on-one teaching strategies.
- Participants will discriminate these teaching strategies from other types of teaching strategies.
- Participants will recognize small teaching "frames."
- Participants will see aural-oral teaching strategies modeled.
- Participants will engage in using these teaching strategies with their own content.
- Participants will be encouraged to develop a cross-discipline approach to learning further teaching strategies with a view to arts teaching and learning in general.

This presentation is most appropriate for college faculty and high school educators who teach in classrooms with students in small and semi-large groups. Administrators may also find this presentation rewarding as they can share the teaching strategies with their faculty at their own institutions.

This presentation will focus the second portion on interactive role play, as modeled by the presenter. Participants will be given scripts which they may alter to suit their content, while keeping the strategies intact. This will allow them to understand, demonstrate, and recognize music teaching strategies and how they may be useful in their own learning settings.

While the best practices of teaching and learning have remained, in principle, somewhat stable in the wider educational community, the teaching strategies of music teachers have not been often shared with this community. Music studio teachings have held an oral tradition that takes place in a small room, once a week, one-on-one with a musical instrument.

Recent research in the field of music education has revealed what Duke (2005) calls "teaching frames." These frames (p.161) occur within an instructional period and involve students reaching small goals in small time intervals. These teaching frames are evidenced in all music teaching although may not be necessarily labeled as such. According to Duke, "there is always an

identifiably goal, and it encompasses all of the teacher and student behavior devoted to the accomplishment of the goal" (p. 160). Teacher behaviors include interventions, information, directives, questions, modeling, and feedback. Student behaviors include verbalization, information, question, and musical performance. If the musical performance label is removed and we allow student performance to take its place, then the music teaching strategies can transfer to other learning settings where there is still an identifiable goal.

The key difference of the music teaching strategy is that a teaching frame can happen very quickly and much interaction will occur. For example, Henniger et al (2006) found that frequent and highly positive reinforcement is used in the music studio. The placement of feedback in the instructional sequence has been prominent in music education research for some time. Price (1983) illustrated that students were more successful in accomplishing defined objectives if their teachers used a complete sequential pattern of instruction – teacher instruction, student performance, teacher feedback – than students who received incomplete patterns of instruction. Yarborough and Price (1989) ascertained that teachers with more experience tend to follow each student performance of feedback.

Henniger et al (2006) and Creech & Hallam (2003) provide a detailed literature review of the concepts of effective teaching in the music domain which is suggested for a more in-depth review than can be illustrated here. Current research supports the predominance of positive feedback occurring after each student performance (Brogla-Krupke, 2003; Henniger et al, 2006; Colprit, 2000; Benson & Fung, 2005) and the effects this has on student progress (Costa-Giomi, Flowers, & Sasaki, 2005; Brogla-Krupke, 2003). There are several widely accepted and successful characteristics in the one-on-one music domain (Duke, 1999/2000; Duke & Simmons, 2006). The music teaching strategy uses accepted instructional sequence but it happens in a short time frame. As the frames happen frequently, the level of reinforcement via feedback also increases and the outcome is often higher levels of achievement for students. The sharing, modeling, and practicing of the music teaching strategy may have implications and impact on the wider community of teachers and learners; it also improve achievement for the students of other faculty and administrators.

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Two Thumbs Up! Using Film and Television to Teach Patterns

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Students are not becoming competent but merely cognizant if they cannot transfer concepts to real world scenarios. Here is a way to help develop core concepts but also to see if the students are able to recognize them in new contexts. Stories are a useful teaching tool (Egan, 2005) for analyzing interactions in many fields (such as intercultural communication; resource management, economic strategy, or effective teaching characteristics). Popular films and television provide a common story experience and the range accommodates students' interests. This interactive session will demonstrate and analyze an effective technique for students' transfer of course concepts to realistic scenarios. Handouts include graphic organizers to help students sort observations into useful categories; demonstrations include ways to structure assignments and class session activities. Models for assessment will also be shared.

Objectives:
Participants will be able to define the elements of the technique. Participants will analyze the technique in terms of practical application and in terms of learning theory and research. Participants will troubleshoot the use of the technique in their own courses in terms of student engagement, concept development, and assessment opportunity. Participants will reflect on the alignment of the technique with their teaching habits.

Audience:
All levels of instruction

Activities:
Activities will include all six communication skill areas, both passively receptive and actively expressive. Listening and viewing are the foundational receptive activities. Reading will be limited to handouts intended for future reference. In the manner of a collegial workshop, information will be presented with judicial use of PowerPoint, with examples of the film clips and samples of syllabus applications. Lecture will be limited to concise explanations with many illustrations and demonstrations. Participants will be listening to each other often.

Participants will also be talking to each other often, expressing their background knowledge and their professional opinions. Writing will be limited to processing the concepts in a few well-crafted exercises of practical significance. Informal presentations will occur as participants share their ideas for integrating the concepts presented into their unique contexts.

Description:
The pace will be lively, the mood will be productive and respectful, and the likely result will be an inspired and energized group.

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Expanding Our Vision: Online Instruction

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This session will describe the process of developing online literacy courses using WebCT. Lessons learned will be shared including how to develop an online community, how to decide what content can be in online courses, lessons learned related to logistics, and how to manage the time needed for online instruction. This session is designed for those new to online instruction.

Objective:
The purpose of this session is to introduce teacher educators to online literacy instruction and share insights on course development.

Content:
Many teacher educators are faced with looking for alternative forms of instruction in order to meet the needs of diverse student populations. One option is online instruction; however, there are many questions that need to be addressed for educators to see this as a viable option.

This session is designed to inform teacher educators who are new to online instruction or are just considering this format. Issues will be addressed related to syllabi development, building a community of learners, how to address technical problems, content appropriate for an online environment, module development, grading, and managing the logistics of online instruction. This session will show participants how and where to begin, and how to avoid some pitfalls of online instruction.

In addition, many tips will be shared for course development including useful websites, tips for scanning documents, managing student discussions, and developing online assignments and readings.

Activities:
This session will consist mainly of demonstration and modeling of online literacy course development. Participants will be able to view some online courses, discuss course content, and have an opportunity to share benefits for teacher educators and students. Time will be allocated for questions and comments from participants.

Participants will receive a list of resources for developing online literacy courses and a checklist of suggested steps to follow.

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Divide and Conquer: A New Look at Peer Editing

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The quality of student writing and interaction are both issues in many, if not most, college classes today (Bean, 2001; Brocato, Furr, Henderson, & Horton, 2005; Holtzman, Elliot, Biber, & Sanders, 2005; Pascarella & Terenzini, 2005; Ridgley, 2003). Across the nation both graduate and undergraduate instructors struggle with the question about how to help students improve their writing and not sacrifice time for the content they are supposed to teach (Bean, 2001). I have addressed this issue in my courses by developing a Structured Peer Editing Activity that has significantly improved the quality of my students writing over the last few years. This process allows multiple students feedback for each paper in less time than the one-student one-paper peer editing process that is usually used for peer editing. As part of the activity, my students receive in-depth instruction about how to interact, an important facet of peer learning (Astin, 1993). During my hands-on interactive presentation I will guide attendees through the process of how to choose assignments for Structured Peer Editing, how to divide them into manageable sections for students to edit, and how to design and use checklists and other scaffolding activities that make up Structured Peer Editing. In addition, I will provide field tested examples and handouts that can be adapted for attendees classes and share the quantitative and qualitative data that I have collected in my current study.

Objectives:
1. Attendees will learn the Structured Peer Editing process not by passively listening to a lecture, but by actually designing the activity for a course they teach. They will learn:
   a. How to divide writing assignments into sections for peer editing,
   b. How to design peer-editing activities, and
   c. How to conduct successful peer-editing activities in their own classes.
2. Attendees will leave the session with a complete lesson plan for Stuctured Peer Editing.

Audience:
Anyone who is interested in using peer editing to increase the quality of student writing, primarily in "content" classes (classes in which teaching students to write is not required, but needed).

Activities:
1. Presentation and discussion about designing successful activities, specifically Structured Peer Editing.
2. Whole group discussion about peer editing uses and needs.
3. Small group brainstorming on specific course required papers.
4. Individual and small group designing peer-editing activity.

Description:
I have addressed the problem of poor student writing in my courses by developing Structured Peer Editing. This activity has significantly improved the quality of my students' writing over the last few years. One aspect that makes my process different than other techniques is that it allows multiple students' feedback for each paper in less time than traditional one-student one-paper peer editing processes.

During my hands-on interactive presentation I will guide attendees through the process of choosing writing assignments for Structured Peer Editing, dividing these assignments into manageable sections for students to edit, and designing and using checklists and other scaffolding activities that are a part of this technique. I will provide field tested examples and handouts that can be adapted for attendees' classes. In addition, I will share both qualitative and quantitative data from my current year-long study of the effectiveness of Structured Peer Editing.

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Has Distance Post-Secondary Education Improved Access and Success for Students with Disabilities? An International Perspective

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Distance delivery such as e-learning has the potential to improve access and academic success for those marginalized from post secondary studies by income, geographic isolation or disability. Interactive discussion of the findings from 3 prominent international universities will raise awareness of the disconnect between the rhetoric of delivering positive learning experiences for all students through use of technology/distance delivery and the reality of the challenges that students with disabilities face in accessing and succeeding in courses provided by distance delivery.

This research explores whether distance post secondary education has improved access and course completions for students with disabilities in three prominent universities in Western Australia, New Zealand and Thailand. Interviews with those involved in distance delivery from policy to lecturing levels at each of the universities are supported by analysis of statistics provided by the institution or government sources to determine the impact of distance delivery on progress for these students.

University study holds the promise of career preparation, improved employability and improved quality of life for all students. Yet a Canada-wide study of students with disabilities found 8% of postsecondary institutions reported not having any students with disabilities and that only 1/4 to 1/2 of the enrolled students with disabilities receive disability related services that improve their chances for success (Fichten, Asuncion, Barile, Robillard, Fossey & Lamb, 2003). That European universities recognize the need to use technology to recruit and improve student success is illustrated by an upcoming conference in Maastricht,Netherlands in November, 2008,"Student Mobility and ICT: Can E-LEARNING overcome barriers of Life-Long learning?" In Thailand, internet access is only available in the big cities and tourist havens; so much is yet to be done to realize the promise of e-learning.

Statistics Canada research has shown that distance is a major deterrent to students enrolling in colleges and university (Frenette, 2003). Distance delivery allows students to study within their own community, reducing financial and other psychosocial pressures produced by attendance on campus. For the student with disability, distance technologies for education remove additional barriers to access, allowing them the privacy to interact with classmates without being pre-judged by their disability. Distance technologies, like the internet, support independent learning irrespective of time and geographical location. With the diverse assistive technologies available now, many free or at relatively low cost, many more students with disabilities could benefit if they had the appropriate information and support. Research in Canadian universities indicates

that many barriers to student success can be removed by the use of disability-specific assistive technologies (Moisey, 2004; Fichten, Asuncion & Barile, 2003).

The ACNielson Netwatch 2000 nationwide survey in New Zealand identified 5 factors that correlate with access to the internet for students. They are income level, family education (low have least access), urban vs rural (without broadband coverage, dial up is terrible), ethnicity ("other" more likely to use computers and have access than "native") and age (older have less access). This study also explored what is available in distance delivery technologies in terms of low cost and accessible educational support/programs for people with disabilities (PWD) and for isolated populations.

Although there is evidence in all 3 universities of increased enrollments by distance means for nondisabled students, this is not so for students with disabilities. The barriers that must be overcome include cost of the technologies and technical support for both students and the institutions, broadband width availability, need for individual learning and social support and the social/institutional will to actively recruit students with disabilities and provide the assistive technologies that would improve their academic outcomes.

Show Me What You Know:
Teaching for and with Creativity in the University Classroom

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This interactive session will focus on teaching for creativity in the university classroom. The presenter will provide specific, field-tested teaching strategies which are designed to help the learner relax, concentrate, focus and contribute original ideas in a psychologically safe environment. Handouts will provide a summary of teaching strategies from undergraduate and graduate courses in promoting creative expression.

Objectives:
The participants in this workshop will explore:
1. aspects of their own creativity
2. instructional methods designed to support creativity
3. psychologically safe methods for the adult exploration of creative expression

Audience Profile:
This session is intended for professors who work with university students of any age from any content area. The techniques experienced in this session have been field-tested with students from undergraduate, graduate and doctoral level courses.

Activities:
Participants in this session will explore elements of creative thinking including fluidity, flexibility, divergent thought, and creative problem solving. Participants will also have an opportunity to begin to explore their own approaches to teaching for creative expression. The session is designed to be interactive.

Description:
Creativity has long been studied and has been noted as particularly difficult to capture in measured assessments (Torrance,1963; Sternberg, 2006). In recent years, discussions of the enhancement of creativity, abilities related to artistic expression, and creative problem solving skill development have been the focus of professional education for a range of ages (MENC, 1994; Gardner, 1983; Pink, 2005; Robinson, 2001). The challenge of the modern university professor is that of fostering the creative spirit of today's college student.

Participants in this session will engage in an exploration of their own creative characteristics and processes for facilitating their students' creative thinking. Participants will also have opportunities to engage in sample field-tested class activities designed to encourage creative thinking. These activities are appropriate for adult students at the undergraduate, graduate and doctoral levels. These instructional approaches are a result of the study of effective teaching methods at the university level (Laurillard, 2002; Robinson, 2001; Pink, 2005). As participants

experience and discuss these methods of teaching for creativity, their own creativity will be enhanced. These methods of teaching for creativity can be translated across disciplines, incorporating the process approach to developing the creative spirits of students.

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Academic Enhancement Using An Innovative Online Teaching Strategy

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The purpose of this presentation is to describe an innovative online teaching strategy that provides academic enhancement for at-risk students. Many students enter the university lacking the needed academic skills to compete for entrance into different programs such as nursing. The use of SkillsTutor has proven to be an effective strategy in identifying students' academic deficiencies and developing an individualized remediation plan to promote students' success and increase their chance of being admitted to their selected majors.

Objectives:
1. Describe the components of an online academic enhancement program, Strategies of Success (SOS).
2. Demonstrate the use of SkillsTutor as one of the components of the academic enhancement program.
3. Discuss the multidisciplinary nature of the online academic enhancement program.
4. Discuss the need for and applicability of the academic enhancement program to other disciplines.

Audience:
Post-secondary educators across all disciplines.

Activities:
The presenters will: 1. Show the set-up and components of the Strategies of Success (SOS)program; 2. Demonstrate the use of SkillsTutor program; 3. Facilitate discussion of the need for a similar academic enhancement program in participants' discipline; 4. Assist participants to identify steps to implementing components of the academic enhancement program.

Description:
The Strategies of Success (SOS) program is an online academic enhancement program aimed at students having difficulty being admitted to their majors because of academic deficiencies. The SOS program is a comprehensive program that assesses students' math, reading, and writing skills. The SkillsTutor program is one component of the program that provides extensive pre-testing on basic academic skills. If the pre-testing reveals deficiencies, then the program automatically develops an individualized remediation plan that students complete online. Following the completion of the remediation plan, students take a post test that demonstrates mastery of the material or the need for continued remediation. One advantage of the SkillTutor program is the extensive tracking of student progress and reports that the program generates. Other components of the SOS program include reflective journaling, learning styles assessment, and the use of critical thinking strategies that enhances students' academic enhancement over time and contributes to student success.

Assistance provided by academic enhancement programs can be invaluable in helping students settle into study and successfully complete their studies (Seibold, Rolls,& Campbell, 2007;Abu-Saad, H.& Kayser-Jones, 1981; Sanner,Wilson, & Samson, 2002) . The assistance provided by the program was identified by the completing students as invaluable in helping them settle into study and successfully complete the theoretical and clinical components of the course.

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Who is the Self that Teaches?

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This session will explore our individual identity and its relationship to who we are in the classroom. Participants will engage in an exercise to explore their good and bad moments in the classroom and share those moments with each other. They will help each other to see how our limitations and liabilities are but the flip side of our gifts, how a particular weakness is the inevitable trade-off for a particular strength. We will become better teachers not by filling the potholes in our souls but by knowing them so well that we can avoid falling into them.

Objective:
For each participant to begin to address the central question -- "Who is the self that teaches?"

Audience:
This session is most appropriate for all classroom teachers -- it should be of most interest to those interested in exploring the theme of spirituality in the college classroom.

Activities:
Participants will engage in an exercise to explore their good and bad moments in the classroom and share those moments with each other. They will help each other to see how our limitations and liabilities are but the flip side of our gifts, how a particular weakness is the inevitable trade-off for a particular strength. We will become better teachers not by filling the potholes in our souls but by knowing them so well that we can avoid falling into them.

Description :

“To teach is to create a space where the community of truth is practiced”
--- Parker Palmer

“To educate is to guide students on an inner journey toward more truthful ways of seeing and being in the world”
--- Parker Palmer

If we ask our students to tell us about their good teachers, it becomes readily evident that it is impossible to claim that all good teachers use similar techniques: some lecture nonstop, and some speak very little; some stay close to their material and others let loose the imagination; some teach with the carrot and others with the stick. But in every story good teachers share one trait: a strong sense of personal identity infuses their work.

Bad teachers distance themselves from the subject they are teaching – and in the process, from their students. Good teachers join self and subject and students in the fabric of life. Good

teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that their students can learn to weave a world for themselves.

"Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher."
--- Parker Palmer

This I know to be true for me: In every class I teach, my ability to connect with my students, and to connect them with the subject, depends less on the methods I use than on the degree to which I know and trust my selfhood – and am willing to make it available and vulnerable in the service of learning.

The more familiar we are with our inner terrain, the more sure-footed our teaching – and living – becomes. In lecture hall, seminar rooms, field settings, and even electronic classrooms – the places where most people receive most of their formal education – teachers possess the power to create conditions that can help students learn a great deal – or keep them from learning much at all. Teaching is the intentional act of creating those conditions, and good teaching requires that we understand the inner sources of both the intent and the act.

The central question: "Who is the self that teaches?" By addressing this question openly and honestly, alone and together, we can serve our students more faithfully, enhance our own well-being, make common cause with colleagues, and help education bring more light and life to the world.

If identity and integrity are more fundamental to good teaching than technique – and if we want to grow as teachers – we must do something alien to our academic culture: we must talk to each other about our inner lives – risky stuff in a profession that fears the personal and seeks safety in the technical, the distant, the abstract.

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Posing Questions to Focus and Engage Students

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Objectives:
-to provide participants with a strategy for engaging students meaningfully in course content
-to develop participants' knowledge of effective questioning techniques
-to provide a framework for developing effective questions

Audience:
Faculty

Presentation Activities:
-Modeling of questions and responses: The presenter will pose several questions for participants to respond to, and then will discuss how the questions were developed and how they focus and engage students in the material to be presented
-Discussion and question development: Following the discussion participants will be guided in developing questions for their discipline that could serve to focus and engage their students.

Presentation Summary:
The ability to develop and effectively pose questions may be one of the most powerful tools available to educators. Asking questions can serve a variety of purposes in the instructional process including keeping students cognitively engaged, helping students and teachers identify gaps in understanding, and helping students rehearse information. Effective questions can also create disequilibrium, and serve as scaffolding (Woolfolk, 2007). In addition, questions can serve to focus student attention and help engage students in content that is to be presented by helping them make a personal connection with the content.

Early process-product research examined the relationship between teacher questioning and student achievement (e.g., Redfield & Rousseau, 1981; Winne, 1979). Questioning has also been examined using the IRE (initiation, response, evaluation) format (Mehan, 1979). However, Dillon (1985) asserts that the overuse of the IRE format can result in a lack of student engagement. In constructivist classrooms, the nature of questioning is different. Questions are generally more open-ended, and the instructor responds to student answers in a non-evaluative way. Questions are designed to encourage students to elaborate on existing understanding and typically require high-order thinking (vanZee & Minstrell, 1997b). More recently, Chin (2007) examined the questioning approaches used by teachers and identified questioning strategies that can help students make connections to new material and thus make learning more meaningful. Making learning more meaningful should lead to students who are more engaged in the learning process. Newby (1991) examined four different types of motivational strategies employed by first-year teachers and found that establishing the relevance of material to be learned was more highly correlated with student on-task behavior than any of the other strategies examined in the

study. Strategies that established relevance were those that helped students answer questions such as "Why do I have to learn this?" or "What is the value of this?" (p. 195). These strategies made the learning tasks seem relevant to the students' lives.

In this session, participants will learn how to structure and pose questions that focus student attention and engage students by helping to establish the relevance of the content to be presented, thus making it more meaningful. The session presenter will model how she poses and responds to questions that focus and engage students in material to be presented. Following a discussion of how the questions serve the above purposes, the instructor will provide a structure for developing and posing questions that are likely to focus and engage students in content from any discipline. Afterwards, participants will be guided in using the structure to develop questions they could use in their own courses.

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Encouraging Student Interaction and Engagement in Your College Classroom

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Discover new ways to "spark up" and energize your college or university teaching with engaging and relevant activities that promote interactivity and support learner-centered instruction. Three experienced Education professors will demonstrate and discuss nine easy-to-use instructional approaches that enliven the learning environment while increasing student interest, motivation and involvement. The content of this interactive session will be relevant for faculty from all disciplines.

Objectives of the session:

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

Audience:
College and University instructors in all disciplines

Activities:
The session will open with a brief overview of research and personal experiences related to developing and using interactive teaching approaches that address adult student learning needs. Each of the three presenters will introduce and demonstrate innovative and easy-to-use ideas and activities that spark group discussions and inspire both student and instructor creativity. Participants will be asked to share their own ideas and favorite activities as well. Our goal is to

encourage instructors to adapt these ideas to their own subject area and to use them in both their on ground and online classrooms.

Description:
Session content is based on the theoretical framework presented by Malcolm Knowles (1984) in The Adult Learner: A Neglected Species. The landmark book focused on the importance of involving adult students in the learning process and the need to build on their past experiences and address their perceived learning needs. Materials presented in this session include best practices and lessons learned from experts in the field of Education who have documented the application of constructivist theory and student centered learning in the college classroom including; Angelo & Cross,(2003), Gonzales & Miller-Nelson (2005)Grunert,(1997),McKeachie & Svinicki(2006)and Zemke & Zemke(1984).

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Ontological Learning amid Challenges to Non-Traditional Students

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Presentation Style:
Power Point Presentation with handouts available. A poster presentation is acceptable if recommended by referees.

Introduction
The challenges for the business students at CSU Dominguez Hills to learn technical subjects are more pronounced because of some of their characteristics:

- A high percentage of them are returning adult students with family responsibilities. They appear tired when attending evening classes and have difficulties to concentrate in class.
- Many of them do not possess a sufficient math background although they are interested in technology and highly motivated to learn.

Accordingly, both the instructors and students at CSUDH and the likes of it face more challenges than their counterparts at traditional universities do. Educators have tried incorporating ontology into classroom learning, resulting into the emergence of various teaching and learning tools and modules. Typical ones include the use of puzzles and games (Hill et al., 2003), knowledge maps (O`Donnell et al., 2002), rich pictures (Monk & Howard, 1998), and multimedia systems for situated learning (Tretiakov et al., 2003). But nearly all of them seem to lack a structure to frame human thinking and a process to facilitate deeper learning while psychologists posit that both the representation framework and the development process can significantly affect learning. Zhang (1997) emphasizes the relationships between external representation of knowledge (i.e., visual and spatial layouts of diagrams) and internal representation of knowledge (i.e., the structure in memory). He suggests that the cues in external representation can trigger a cognitive process that retrieves internal information. Gibson, in an early research study (1979), found that external representations of knowledge can be picked up and stored in memory. While their research findings differ in detail, both show that the structural representations of knowledge, including spatial and visual layouts, play a significant role in knowledge internalization. Equally important is a knowledge development process that facilitates a structural translation from external knowledge to internal knowledge. Engineers in various disciplines often leverage various processes to characterize the functional behaviors of a product (Booch et al., 1999; Blanchard, 2003).

In a fresh direction, we have been exploring novel learning methods that depart from traditional learning mechanisms such as proving, memorizing, and lecturing, and we have gradually focused our efforts on leveraging ontology to help students comprehend the concepts that are otherwise obscure for them to learn. Our approach seems particularly effective in teaching data communications courses that heavily involve imperceptible concepts and tedious details, and require substantial math manipulations. The students taking the courses are representative of our entire student body and most of them are working adult students and have family responsibility. Although many of them are not academically well prepared for higher education, the majority of them have substantive work experience and possess good thinking skills.

Our Approach:
The goal of our ontological learning approach is twofold. One is to engage students to learn a lackluster subject and the other is to facilitate knowledge assimilation so that our adult students would be able to take advantage of their experience and thinking skills when tackling obscure concepts. It is understood that for many years the comparison and contrast method has been extensively explored in classroom learning. However, amid the particular challenges in our educational settings we have experimented with some variations of it. In the rest of this paper, we will describe three core elements of our approach and initial evidence of its effectiveness.

1) Use of Structural Schemas:
The comparison and contrast method when it is accompanied with appropriate schemas could effectively engage students in active learning and facilitate knowledge assimilation. We suggest that a concept that is otherwise obscure become comprehendible if it is presented in a structure and that knowledge gained in this manner retain longer. In our data communication courses, for example, we consider a transportation system analogous to a data communication system. But without the guidance of a rigid schema, students are not able to systematically examine significant similarities and distinctions between the two systems. In terms of this proposition we introduce a concept using a schema. One of the schemas with which we have experimented is defined as such: Each primitive concept should be attached directly to a hierarchy of concepts and a composite concept should be derived from other already established concepts, either primitive or composite. This schema could help guide the learning process to proceed from general to specific concepts and from basic to complex ones. Another ontological schema uses three kinds of relationship (namely IS-A, Has-A and Relates-to) to associate relevant concepts. These two schemas are in fact consistent with each other as shown in Figure 1, but both are uniquely useful because the former is easier to visualize than the latter whereas the latter is more expressive than the former.

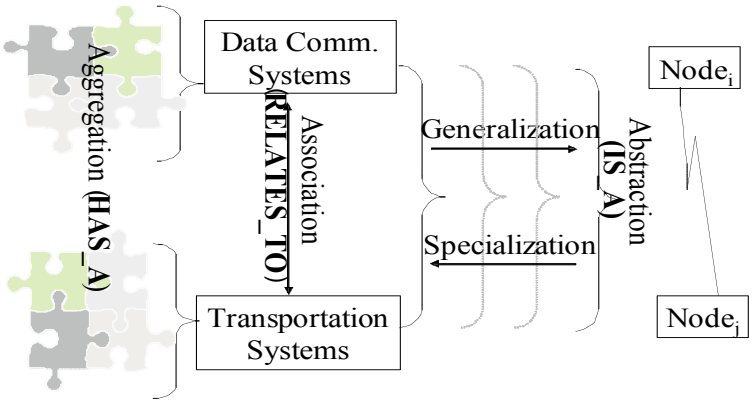

Figure: An ontological schema to facilitate comparison and contrast between two analogous systems.

With help of either of the above two schemas we can conduct conceptual learning at various levels of abstraction. When a data communication system is compared to a transportation system at a highly abstract level, our students recognize that the two systems share a variety of principles because both systems facilitate exchanges between two distant parties regardless of what is transferred. As learning proceeds and details unfold, students attempt to expand the initial base of their understandings. For example, students begin to realize that wide-area networks operate quite differently from interstate freeways when circuit-switched networks and packet-switched networks are introduced while they still remember that both share the same parent concept, namely wide-area networks (WAN), and thus share many characteristics. At an even more detailed level of learning, students realize that domain expertise in one system would overlap little with the other system. One of the benefits resulting from this learning approach is that they can see at which level of detail the data communication system inhere additional complexity because of the differences between data packets and transportation vehicles. Relying on comparable hierarchies, classroom learning can proceed in an iterative and incremental manner in which they can focus on either the depth or the breadth of the knowledge in each round of learning. In a depth-first approach, they may study selected aspects of the concept, such as how a network system works from a user point of view. In a breadth-first approach, they may first understand all basic quality factors of the network system and gradually intensify the understanding of these factors.

2) Use of Scenarios:
In technology, versus science, concepts are usually introduced with regard to use cases. For example, when we introduce wireless technology by saying that it allows mobile users to communicate, we associate a technology to a typical use case. But the introduction of a concept usually quickly dives into technical details without continuously tying them to functional needs of typical use cases, which oftentimes make students feel difficult to visualize and thus burdensome to remember the details. In contrast, as we move along to introduce the details of a concept, we expand each significant user case into typical and atypical scenarios to enable the detailed aspects of a concept become discernible. We have found that revealing the detailed aspects of a use case helps students grasp the principles underlying a concept. Figure 2 highlights such a process for introducing technical concepts. The figure particularly points out that conceptual learning relies on an understanding of the linkage between scenarios that consist of a use case and design techniques.

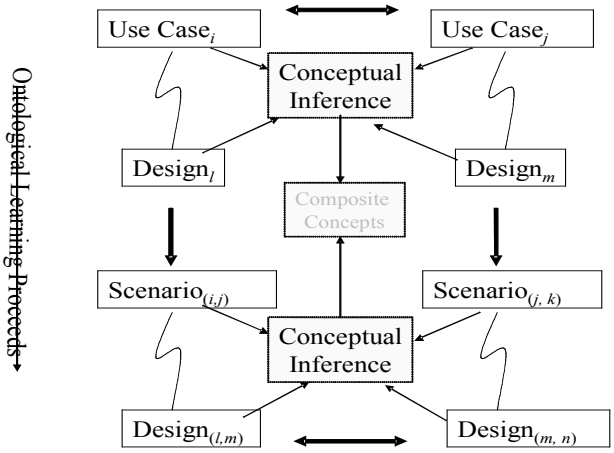

Figure 2: Use cases, consisting of typical and atypical scenarios, facilitate in-depth ontological learning.

To tackle the concepts in wireless data communications, we start from identifying main use cases of wireless human communications. For each significant use case identified, we consider typical and atypical scenarios of it, and here, following, are two of them.

- Scenario One: Discussions in class – only one can talk and the rest listen.
- Scenarios Two: Conversations in a shopping mall – everyone competes for being heard

After characterizing human communications, we move on to compare them with data communications using a tabular structure similar to the one below.

Characteristic	**Similarity**	**Distinction**
Distance		
Media		
Speed		
……		

3) Focusing on Exceptions:

Concepts cannot always be structured in a clear-cut fashion. When a new concept heavily duplicates existing ones while possessing critical distinctions, students have difficulties in assimilating them into their existing knowledge base. Instead of abandoning our ontological pedagogy, we expand it to incorporate contradictory concepts as exceptions to the existing knowledge base. Following the process flow depicted in Figure 3, once a contradictory concept is attached to one or more existing concepts with a sibling relationship, we identify similar phenomena happening in the real world to help students intuitively accept the exception. For instance, asked if in any way traffic collisions can be avoided, students can quickly think of toll roads, and then a discussion of similarity and extinction between two use cases could get the whole class actively involved.

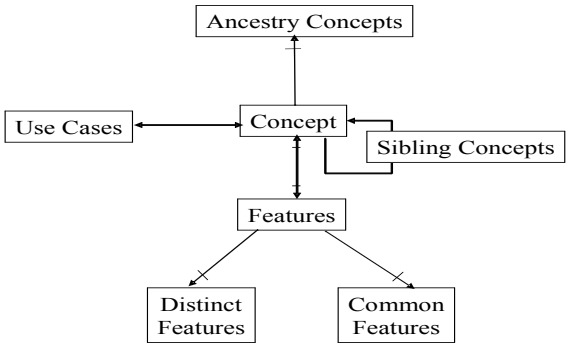

Figure 3: Students can understand exceptional concepts if a learning process facilitates incorporating them.

Exceptional concepts frequently emerge in the IT world, because of the very nature of technology, to challenge existing concepts. One example is that we have long recognized that there are collisions in local area networks, but the full-duplex data transformation--a new technology--basically eliminates collisions in data traffics while it retain most of the other features of traditional local area networks.

Analysis:
We have seen some initial evidence of the effectiveness of the above described pedagogy, and believe that it may be beneficial to many other courses that have similar characteristics of the data communications courses, that is, the subject matters are perplex and involve a lot of details. In such courses, students often feel overwhelmed by excessive materials covered and don't know how to methodically proceed with their learning but memorizing. This particular challenge lead us consider that the most significant benefit of our approach is that it promotes active participation in classroom learning. As a result, students are less likely distracted in class even with an Internet-enabled computer in front of each of them and are more involved in discussions. We have noticed that it is easy to put students to sleep by assigning them to read a few pages of textbook, but it is not hard to get the whole class involved in studying the same kind of material with ontological pedagogy. We have also tried collecting objective evidence of the effectiveness of our approach. One way we have tried to collect such evidence is that we first give out a set of homework questions covering specific topics of data communications and let students know that an upcoming exam will draw questions from these questions. We then give another set of questions that cover the same topics, but the second set of questions leverages ontological learning. Without expressing any preference from the instructor, we have found the students who focused more on the second set of questions can answer the exam questions more methodically and more in detail than the students who focused more on the first set of questions. At this point, another unannounced exam will be given to the same class of students in about two months to attest if our ontological learning method could significantly improve knowledge retention.

Future Work:
We plan to experiment the ontological learning model in more classes and continue to conduct both qualitative and quantitative analysis of it. We are also implementing an interactive web site

with which we can convert the model to an online learning tool so that students can practice wherever and whenever they are convenient.

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Put the Bunny in the Hat: How to Ensure Positive Student Evaluations

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This participatory session reviews professors' classroom practices which are associated with high evaluations. Attendees will be provided with lists for each of the three factors related to positive relationships with students: creating a climate conducive to learning; working with various student temperaments; and, meeting students' motivational needs.

What circumstances create the opportunity for positive evaluations? Business targets productivity; No Child Left Behind relies on high test scores; and, waiters and waitresses assess their appeal by the size of their gratuity. Most institutions of higher learning use a combination of determinants to evaluate their faculty. Research, publications, service, and student feedback assist in ratifying the worth of university and college faculty. While the first three methods of evaluation are often easily quantifiable, student evaluations can be mercurial.

Is it true that faculty in higher education feel pressured to inflate grades to ensure positive evaluations? Do administrators hold the belief that if the customer is not satisfied they will "shop" elsewhere (Saje, 2005). Does grade inflation even equate to student satisfaction?

"Put the Bunny in the Hat: How to Ensure Positive Student Evaluations" will explore three factors that can impact faculty evaluations: classroom climate; students' temperaments; and, students' motivation. The interplay of these three factors is described as reciprocal causation (Bandura, 1989). As professors, we bear the burden of creating positive instructional environments as well as assessing students' qualities and behaviors. The encouraging news is that by addressing these three variables not only are we apt to receive positive evaluations, we will also experience increased engagement by students (Ormrod, 2008). Research has concluded that while these pedagogical methods and concerns do not trump content knowledge, professors who adapted their instruction for students received increased participation, interest, and ratings (Hativa & Goodyear, 2002).

How do environment, temperament and motivation create a climate conducive to positive evaluations? Creating and maintaining a positive classroom environment frees students from worry and distractions so that they may focus on learning. Trust and active engagement both play a role in allowing this to occur (Emmer and Stough, 2001). Temperaments, which surface early in life and are fairly enduring, can affect how students behave in a classroom. When educators

understand that students may not have control over their behavioral idiosyncrasies, they are more likely to make adaptations and exhibit tolerance (Keogh, 2003). Motivation impacts cognitive processing, and cognitive processing affects motivation. Students who believe they have choices, self-worth, and value are more engaged and proactive in their learning (Mischel & Shoda, 1995).

While most in higher education shy away from a customer service model, there is no denying the fact that increased competition due to distance learning opportunities and student satisfaction can play a part in job security. This presentation addresses the belief that we can care both about the quality of our teaching and the students in our class, as in fact, they are inseparable.

Audience:
Educators and administrators who have a desire to better understand factors which impact the evaluation process.

Objectives:
1. Participants will orally share their experiences, regarding instructor/administrative evaluations, generating a list of concerns and positive outcomes.
2. The presenters will review current methods of classroom behaviors which elicit positive evaluations and address participants' concerns.
3. Attendees will use a template provided by the presenters to begin incorporating practices into their courses which result in positive evaluations.

Activities:
1. Was it Magic? Assessing scenarios performed by presenters and attendees who wish to take part.
2. Group discussion regarding past experiences
3. Development of individualized plans

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Why is it so Quiet?: Engaging our Students in Dialogue about Race, Racism, and Privilege

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Having conversations about race, racism, and privilege are often times full of tension and perceived hostility. Nonetheless, conversations related to race, racism, and privilege take place in many college classrooms. Those in attendance will participate in several simulations, exercises, activities, and assignments that can be used when discussing race, racism, and privilege. Additionally, participants will be encouraged to share their own effective instructional strategies related to race, racism, and privilege.

Objectives:
(1) Participants will be able to effectively engage students in discussions related to race, racism, and privilege (2) Participants will be able to utilize particular strategies to manage possible tensions and hostilities related to discussions about race, racism, and privilege (3) Participants will be able to identify available resources to assist in discussing race, racism, and privilege in the college classroom.

Audience:
All higher education faculty regardless of department or course content.

Activities:
(1) Simulation of activity/assignment used to generate student thoughts and reflections related to race, racism, and privilege, (2) Large group dialogue related to successful teaching strategies when discussing race, racism, and privilege in the college classroom (strategies from presenters experience will be included), and (3) Viewing of a short (3 minute) video clip representative of race, racism, and privilege conversation in a classroom (discussion will follow).

Description:
Toni Morrison (1992) reminds us of the long history of silence and avoidance of talking about race, racism, and privilege in the public sphere. With that silence and avoidance in mind, we must establish a framework to begin the dialigue in the university classroom. That framework, situated within the definitions of race, racism, and privilege, ensures that everyone is operating with the same definitions.

1. Race-A socially constructed category linked to positions of power that can change over time (Marx, 2006).
2. Racism-"A system of advantage based on race that advantages Whites in the United States"(Marx, 2006, 5).

3. Privilege-"Privilege exists when one group has something of value denied to others simply because of the groups they belong to, rather than because of anything they've done or failed to do" (Johnson, 2001, 23).

Derman-Sparks & Phillips (1997) believe that discussions about race, racism, and privilege in college classrooms have the power to transform our students. Nonetheless, they recognize the emotion and conflict that can arise through these discussions. In spite of the challenges associated with race based discussions in university classrooms, which are largely white, Tatum (2007) believes that these discussions, grounded in her ABC's of creating inclusive learning environments-affirming diversity, building community, & cultivating leadership-have the potential to assist our students in participating fully in our changing world.

At the core of discussions related to race, racism, and privilege, is the role our students play by assisting in transforming and understanding our democracy. Westheimer & Kahne (1998) contend that without such discussions our students will not only be limited in responding to the many social problems that plague American society, but also lack in sufficient knowledge to understand how some social issues come to the fore, while others remain unattended to.

Through intentional discussions about race, racism, and privilege, often times based on literature, simulations, and cross-cultural experiences/dialogues, students begin to open up and increase their understanding of a deeply rooted social issue in the United States-race/racism (Glazier, 2003).

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From Adversaries to Colleagues:
Improving the relationship between teachers and students

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Objectives:
Participants will learn how to enhance students' intrinsic motivation by delegating decision making to them while still maintaining course coherence and integrity, and learn how to move from an authoritarian to a participatory classroom and from unilateral to collaborative decision making with students. Participants will learn how to give up power without sacrificing order and course coherence.

Audience:
The audience consists of any teacher of any college course.

Activities:
This session will be discussion-based and will highlight key points from the literature and handouts to stimulate participants to read the references for more detail.

Description:
In most college courses today, students give up their freedom and autonomy the moment they walk in the door. The instructor decides the nature of the content of the course, its scope, and sequence. The modes of assessment, the instructional methods, the deadlines, etc. are also determined by the instructor. The student's choices are generally limited to whether they enroll in the course or not, and even this is sometimes determined for them by overall curricular requirements.

Is it reasonable to expect high quality learning to occur in such an autocratic and coercive environment? Research on student motivation stresses the importance of having student autonomy and choice as a condition for enhancing intrinsic motivation. And all of us would agree that the best learning occurs when students want to learn, rather than being forced to do so (even assuming that it is possible to force someone to learn.) Then why is it that this prime condition of learning is observed so rarely in practice? Why is power hoarded so jealously by instructors?

A good measure of the extent of creeping authoritarianism in the classroom is the syllabus. Often handed out and read at the very beginning of a course, this has become a quasi-legal document that lays out all the rules that the students must follow and the punishments that will be meted out if they don't, sometimes spelled out in excruciating detail.

There are benign reasons for this, such as the need for order, consistency, and fairness; the sense of feeling responsible for the learning of all students; and the fear of student dissatisfaction and

complaints. All these things can conspire to give instructors the feeling that they need to make all decisions unilaterally, without consultation with students.

But we seem to have gone so far along this road and become so concerned with tight control that we have forgotten about the negative impact all these measures have on the student's desire to learn. We have forgotten that learning is, at heart, a voluntary act.

In this session, we will see how to reverse this trend.

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Academic Responsibility: How to help our students recognize their role in the classroom

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Objectives:
The objectives of this presentation are:
-to elucidate participants' knowledge of undergraduate students' perceptions of their academic responsibility by providing research data
-to discuss how to clarify students responsibility for classroom performance and conduct to enhance behavioral and academic outcomes via small group exercises
-to provide conference participants with teaching strategies for helping students understand their responsibility for their academic performance and take ownership of their roles as emerging academic professionals.

Audience:
Participants for this interactive teaching session will be community college and university instructors.

Activities:
Activities will include group discussion and small group exercises where participants will generate ideas on addressing academic responsibility in the classroom.

Description:
Academic self-regulation, defined as self-generated thoughts, feelings, strategies, and behaviors designed to attain academic goals (Schunk and Zimmerman 1998), is of increasing concern to university faculty members. This research expands on several earlier studies (e.g. Crandall, Katkovsky, and Crandall 1965; Bandura 1997; Zimmerman and Kitsantas 2005; Schunk and Zimmerman 1998; and Zimmerman, 1994). Anecdotal data suggests that university faculty are continually frustrated with the impact of the self-serving bias many students display when examining their academic performance and students' beliefs that the onus of their education lies strictly within their professors, often prompting students to take a passive role in their own education. Academic responsibility has been studied in a variety of disciplines (Eccles 1983; Halstead, 2005; Bembenutty 2008), but few studies have focused on nontraditional students and ethnic minority students' perceptions of academic responsibility. This session will include a didactic portion, providing data on undergraduate students' perceptions of their roles in

preparing for classes, studying for exams, completing assignments, and utilizing faculty members as resources. Furthermore, in the age of technology, it is necessary to also examine students' uses of the internet and other electronic resources in preparing academic projects. Following the didactic portion, conference participants will engage in small group discussions and exercises to highlight concerns they have about their students' perceptions of their academic responsibility and discuss strategies for elucidating students' understanding of their role in the classroom.

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Just Do It: Using 'Flow' Theory and the Creative Process to Produce Intrinsic Motivation

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Art Educators who use the Flow Theory based on the research of Mihaly Csikszentmihali, and the creative process can produce many more truly inspired students and future citizens, who possess intrinsic motivation and experience the process of creation for its own sake. Incorporating the "Flow " Theory and the creative Process into the art Curriculum can not only create an innovative learning environment, but serve as the cornerstone of producing self motivated students.

This interactive session on Creativity, Flow and Self Motivation will be a combination of informative research on the nature of Creative problem solving, who has it, and how we develop it in our students as well as ourselves.

The research and pertinent information will be communicated via power point, samples, and charts. The interactive portion of the presentation will be composed of Creativity exercises, both verbal and visual, reflective dialogue, and simple "creativity Test".

This presentation is directed to anyone interested in developing their natural right to creatively problem-solve.

The resources are a combination of the following:

*Csikszentmihali, M.1996. Creativity: Flow and the Psychology of Discovery and Invention. New York: HarperCollins Publishers

*Schwartz. Beyaond Conformity or Rebellion: Youth and Authority in America. Chicago: University of Chicago Press.

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Best Practices in Studying and Learning Science, Technology, Engineering, and Math

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Our goal is to help students who struggle to learn and succeed in science, technology, engineering, and math (STEM) courses. We have carried out a survey to gather best practices in studying and learning STEM across the 15 Massachusetts community colleges. We are compiling our data into a guidebook to help teachers address student needs and to help students be more successful. The first version of this guidebook will be presented to attendees. We will have opportunities for brainstorming and discussion to get additional input to make our guidebook more effective.

It is not unusual for a student to approach their STEM teacher to ask "how come I'm doing so poorly in this class while I'm doing fine in all my other classes?" The challenge to succeed in STEM is even more daunting for students with disabilities (Okwis, 1999; NSF, 2000). Whereas a student without a disability may find their STEM course to be a difficult obstacle, a student with a disability is likely to find it to be a barrier to their college success.

In answer to the question posed by the struggling student above, many STEM teachers offer their own suggestions for how a student could study, learn, or take tests better in the STEM course. However, no formal resource exists for this student or for their teacher who is trying to help. As part of a grant funded by the National Science Foundation through the Research in Disability Education program (HRD 0726473), we have chosen to compile a best practices guidebook in studying and learning in STEM. We have carried out a survey across all 15 community colleges in the Commonwealth of Massachusetts to gather the best advice given out by STEM teachers for success in their courses. This data (from over 150 completed surveys) is being analyzed by subject and course component (reading, test taking, etc.) for integration into our best practices guidebook.

The first version of our best practices guidebook will be available for our attendees. It is being designed for use by both teachers and students, as well as for integration into college freshmen seminar courses. Its focus is on those strategies and skills specifically needed for STEM success, beyond those described in general study guides. Our data includes note-taking, reading, test-taking, and studying strategies, and also includes strategies for working with students with disabilities.

Our session will include brainstorming and discussion components to get our attendees feedback and ideas to improve our guidebook. The ideas you bring will be used to create the final version of our guidebook, which will be freely distributed online the following year.

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Partnering in the Community:
Building Capacity and Understanding Diversity

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The session will help participants in all academic areas to better prepare themselves and their students for the diversity of people and issues they will encounter when engaging in service-learning projects that reach out to homeless, low income and immigrant populations in their community. The session will address how to develop lasting community partnerships that can be used as a continuous platform for service-learning in accounting and other pre-professional programs.

Presentation Goals:

- Increased ability to prepare students for service learning activities by exposing them to issues related to diversity before the project actually starts.
- Achieve a better understanding of how to develop lasting and productive partnership with other community-based organizations.
- Become more aware of nontraditional and alternative funding sources to support your service-learning efforts.
- Increase the ability to recognize and utilize the diverse talents and existing networks of faculty, staff and students that are part of the various institutions that form your partnership.

Overview:
Diversity exercise. Introduction, video and group exercises (30 minutes).

Discussion of the history of the Low Income Taxpayer Clinic (LITC) project and the role Chaminade University plays in the project (30 minutes).

Brainstorming session on how to identify personnel and financial resources to help your partnerships and projects. (30 Minutes).

Strategies Participants will Take Away:
Participants should take away a better understanding of alternative methods for exposing volunteers to the issue of diversity. Participants should also gain insight into different ways to create and sustain partnerships with other community-based organizations, including different ideas on how to initially recruit and orient new partners. Participants should also become more aware of how to discover and utilize the many talents already available to them in their own institutions.

Drawing Meanings from Words - Using the Drawing Process in Online Teaching to Clarify Word Meanings

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One challenge presented by distance classes is the absence of communication channels that afford the immediate opportunity for instructors and students to confirm and clarify the intended meanings of course concepts and course vocabulary.

At the heart of this session will be use of the drawing process as a teaching tool to clarify course concepts and course vocabulary in the online teaching venue. My development of the drawing process as a teaching tool will be exemplified by an interactive exercise that illustrates the power of images where words fail, handouts that can be adapted and applied for use another day, and excerpts from teaching videos wherein I use the drawing process to teach.

Leave your rulers at home. Markers and paper will be provided.

Objectives:
To document online teaching situations wherein the drawing process clarifies course concepts and vocabulary
To conduct interactive activity in which participants experience the relationship between words and perception through the drawing process
To create drawing process opportunities for application another day in participants' online classroom
To provide fun during their 50 minutes in this session

Description:
Part One of this workshop will be relevant to the mediation class that I teach online, and it will consist of my visual introduction of the mediation conflict resolution process. The drawings and narrative will support the importance of clarifying the meanings of words which comprise conflict issues – as opposed to presuming that mediation disputants' perceptions of word meanings are the same. (For example, I will show a drawing that conceptualizes the mediation process and I will then compare it to drawings that conceptualize the arbitration and litigation processes.)

Part Two will provide workshop participants with the opportunity to compare words with images and images with words in a relevant activity. (See the activity chronology below.) We will debrief afterward and I will provide a summary of where we've been.

Activities:
The order of the activity follows: Vici Taus -
1. narrates a presentation of cartoons that illustrate the relationship between images, words, and the communication process;
2. splits the audience into dyads (directors and artists), and instructs them to sit back to back;
3. distributes blank pieces of paper and a marker to one member of each dyad and distributes a page which contains images of shapes and lines to the other member of each dyad;
4. instructs the directors to tell the artists how to draw what the directors see on their illustrated papers (The instruction is limited to spoken words only. Eye contact and body language are not allowed.);
5. shows sample video (2-3 minutes) from online instruction in an online class in the Negotiation, Conflict Resolution & Peacebuilding Programs at CSU Dominguez Hills that includes use of drawings;
6. instructs the directors and artists to switch roles and distribute new illustration sheets;
7. assists group to debrief what dyads experienced and learned about images and words.

Audience:
The target audience consists of college instructors who teach on-line classes and those college instructors who are either interested in teaching on-line classes or who will be teaching on-line classes whether or not they are interested in that approach.

The general audience includes anyone who is interested in using the drawing process and drawn images as a teaching tool.

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Use of Drawings and the Drawing Process in the Online Virtual Classroom

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This session is the poster session version of my interactive session to the extent that my experience as a university instructor in the on-line teaching forum has prompted me to push my creativity envelop in efforts to achieve course goals and structure a positive learning experience for my university students in Negotiation, Conflict Resolution & Peacebuilding Programs at CSU Dominguez Hills.

At the heart of this poster session will be posted examples of the drawing products that are relevant to the drawing process that I use as a teaching tool in my on-line classes. I also will have a laptop computer the screen of which will show excerpts from online classes that I teach and in which I use drawings as a teaching tool.

Objectives:
The objectives of the poster session mirror those of the interactive session that I propose:
- To document online teaching situations wherein the drawing process clarifies course concepts and vocabulary
- To conduct interactive activity in which participants experience the relationship between words and perception through the drawing process
- To create drawing process opportunities for application another day in participants' online classroom

Audience:
The target audience consists of college instructors who teach on-line classes and those college instructors who are either interested in teaching on-line classes or who will be teaching on-line classes whether or not they are interested in that approach.

The general audience includes anyone who is interested in using the drawing process and drawn images as a teaching tool.

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Using Refutational Text and Lecture, across Multiple Disciplines, to Dispel Misconceptions

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Objectives:
Our primary goal is to provide participants with hands-on activities that develop the skills needed to effect conceptual change from misconceptions to correct conceptions.

Audience:
Teachers of any sciences at any level; however, we will primarily focus on college introductory level survey courses.

Activities:
1. Introduction and Overview (5 min)
2. Completion and scoring of misconceptions inventory (5 min)
3. Reading over items on the inventory (5 min)
4. Discussion over readings (5 min)
5. Second set of readings (5 min)
6. Discussion over second set of readings (5 min)
7. Presentation of different techniques to incorporate refutational approaches into classroom discussion or lecture (15 min)
8. Overview of our evidence for the effectiveness of this method. (5 min)

Description:
Misconceptions occur in many academic disciplines (see Taylor & Kowalski, 2004 and Kowalski & Taylor, 2004, 2005). Most research and interventions to dispel these have targeted younger students or the "hard" sciences (Hewson, 1996). We provide evidence that the same interventions are effective for college students, over a range of disciplines. We combine the use of refutational text and lecture, a format in which a common misconception is activated, and then evidence is immediately presented that contradicts the misconceptions, and which supports the correct conception (Hynd & Guzzetti, 1998; Limon, 2001; Palmer, 2003; Qian & Alvermann, 200).

Attendees will be provided with samples of refutational and standard classroom texts so that they can see the differences between them. Attendees will also participate in classroom activities that we have developed that can be readily incorporated into either a lecture format or interactive

format with in the classroom. We will also go over our own published data regarding the effectiveness of this approach.

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Exploring the Potential of Teaching and Learning with Web 2.0 Tools

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Objectives:
Participants will be able to:
--Identify a variety of web 2.0 technologies
--Describe and discuss applications of certain web 2.0 tools such as blogs, wikis and social networks
--Discuss the pedagogical framework surrounding such technologies

Audience:
All welcome - this is an overview session

Activities:
During the first half of the session, the presenter will provide participants with a presentation that details attributes and definitions of Web 2.0 and provides examples of specific Web 2.0 applications. After the overview, participants will be divided into small groups, assigned a technology (e.g., blogs) and asked to brainstorm ways in which their assigned technology might be utilized in the classroom. Small groups with then share with the large group so as to provide participants with a list of tools and possible strategies for integration.

Description:
Since the evolution of the web from a somewhat static resource to a more dynamic, "read/write" web, a variety of tools such as blogs, wikis, podcasts and social networking sites have emerged that provide the average user to become a producer of information instead of being merely a consumer. This capability provides educators with the same potential to produce dynamic teaching materials, facilitate collaborative activities, and engage students with communication tools that were previously unavailable. All of this technology comes with low infrastructure concerns -- no need for expensive site licenses and bulky installation disks -- all is at one's fingertips as long as an internet connection is available.

With the available of these new tools and the exponential growth of more new tools, it is imperative that educators become familiar with the range of options and situate the potential of using these tools within a firm pedagogical framework. It is important that opportunities are provided for educators to examine the myriad possibilities in the teaching and learning context.

This session will provide such an opportunity. While the presenter will provide a broad overview of the possibilities, along with examples of specific tools and integration strategies, participants will be provided with opportunities to brainstorm amongst themselves.

A Case for Greater Teaching Impact

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Presentation Objectives:
This presentation will:

- □ Look at the use and writing case study vignette for greater class involvement.
- □ Share an example of a case study assignment and a cast study teach model.
- □ Through a case study, demonstrate the use of a case study as a method of instruction.
- □ Demonstrate the use of a case analysis worksheet tool allowing the student to capture what they really know about the case.
- □ Provide significant opportunities for interaction and sharing of case study experiences.

Presentation Audience:
This presentation/workshop is appropriate for instructors from all disciplines at all levels of their career.

Presentation Activities:
Through sharing of research, experience, exercises and discussion, this interactive session encourages participants to explore avenues for writing, discussing, and facilitating discussion utilizing the case study method.

Presentation Summary:
Appropriate researched case studies are accurate descriptions of real-life situations that call for action on the part of the main character (Welsh, 2008). When the instructor lectures about problems students learn to expect the instructor to provide the right answers. By using case studies, students become involved in the dialogue and discover there are many possible alternative and solutions. They will discover there are "better solutions" and "worse solutions," but never a "right answer." The power of a case study is in allowing the student to test their own best solutions against the wisdom of their classmates in a process of deliberation and dialog.

The Process:
Teaching through case studies engages the student utilizing the inductive learning method. The students are required to read the case and then reflect on the situation. The reflection period forces the student to think about the characters, the situation, and the other elements impacting a solution. Students are encouraged to write their thoughts down and capture their understanding and feels of the case. Once this is completed, the instructor will facilitate the discussion having the students to share but also really listen to what is being shared by others in the class. The power of this is in allowing the students to test their own solutions again this collective wisdom of the class. This active learning leads to discovery leading to a new and perhaps better solution.

Solving the Case:
When the problems in the case bear directly on the student's own life, or they are able to put themselves in the position of the main character in the case study, they cannot just be spectators but must take on the role and responsibility of the main character. This allows them to develop and exercise their own skills and judgment on real-life problems. Yet, it is a safe way to learn how to deal with life problems that may be awkward and difficult.

Preparing for Case Discussion:
A case analysis worksheet provides a tool for the student to capture what they really know about the case. Before using the worksheet, student need to quickly read the case study to get some idea and feel of what the case is about. As they read through the case study encourage them to take on the role and responsibility of the main character and "become" the person in the situation. Capturing the key facts, problems or issues, and working for solutions can be done using the case analysis worksheet. This worksheet utilizes the four-step critical thinking process and includes:
1. Determine what the case is about and what facts are important;
2. Identify the problems, issues, or questions that need to be resolved;
3. List the number of solutions that might be used to solve the case;
4. Determine the best solution.

Case Discussion:
Once the student has completed the Case Analysis Worksheet the instructor may elect to discuss the topic with the entire class involved or break the class into small groups of 4-5 students to discuss the case. The small group discuss provides an opportunity for the student test their individual preparation and to share their insights in the case in a non threatening setting. The discussion will work best if each group is encouraged to follow some very basic rules. These rules were first used by ancient philosopher, Socrates, to maintain a sense of collegiality as he and his contemporaries debated various issues (1993, Michiko, M.).
1. Establish dialogue. Dialogue means talking through and the key to dialogue is to exchange ideas without trying to change other people's minds;
2. Exchange ideas. This gives you the opportunity to compare your own ideas against those of others.
3. Don't argue.
4. Don't interrupt.
5. Listen carefully. Focus entirely upon whoever is speaking. This is difficult at first. It sounds easy, but it takes practiced.
6. Clarify your thinking. To do this, you must first suspend all untested assumptions. Check your assumptions about everything and try to maintain an unbiased view.
7. Be honest. Say what you think, even if your thoughts are controversial. Once people believe they know what you really think, they will usually be more comfortable and open around you.

These same rules apply to the large group or class discussion. When used in the larger setting, the students have the chance to push the quality and quantity of learning beyond the individual or small group. It is in this discussion that students can reach thorough understanding of the case and an optional resolution of the issue or problem. The collective effort of all students in the class aided by the instructor provides the chance to lift students' learning to higher levels.

Case Studies:

Appropriate researched case studies are accurate descriptions of real-life situations that call for action on the part of the main character (Welsh, 2008). When the instructor lectures about problems students learn to expect the instructor to provide the right answers. By using case studies, students become involved in the dialogue and discover there are many possible alternative and solutions. They will discover there are "better solutions" and "worse solutions", but never a "right answer." The power of a case study is in allowing the student to test their own best solutions against the wisdom of their classmates in a process of deliberation and dialog.

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Houston, We Have a Problem!: An Interactive Exercise in Critical Thinking and Problem Solving for Every Classroom

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The challenge of academic institutions in our modern world is to prepare college graduates for global challenges and produce globally focused graduates. As globally focused graduates, it is not enough for individuals to have leadership traits and leadership style, it is imperative that they know how to plan and solve complex problems utilizing critical thinking.

The importance of active learning methods has been demonstrated through various studies. Studies have also shown that classroom assignments must encourage students to use their imagination and stretch their creativity. It has become vital that learning must become intentional and help students to integrate and apply learning. Critical thinking and problem solving are two skills that will only be developed when the teacher creates such a learning environment and this presentation models how this can be done.

Objectives:
The importance of active learning methods has been demonstrated through various studies. This interactive session aims at modeling to the teacher how to make the learning process interactive, creative and imaginative while facilitating problem solving and critical thinking skills.

Audience:
Every teacher and instructor, from elementary to graduate school.

Activities:
This interactive session engages the entire audience in a practical two-group exercise facilitated by the two presenters.

Description:
The audience is divided into two groups with a presenter assigned to each to facilitate the process. One group is the NASA Earth Control in Houston and the other group consists of astronauts stranded on the moon, 25 miles from their lunar ship. The astronauts are given a list of 10 items of which some, when critically evaluated are useless in space; others would be

impractical if given some thought. The astronaut group have 5 minutes to discuss and decide what to take and what to leave. They have one injured member and have to take that in consideration. The other group, at NASA Earth Control, has 5 minutes to discuss and critically evaluate the choices of the astronauts and give their reasoning why there is a problem. The two groups then engage in a discussion about what items they chose and why.

The groups are then facilitated in a discussion to determine how the skills they utilized in the exercise can be useful in other settings and how to utilize it with students.

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Stepping Out of the Box: The Use of Minimally Structured Assignments in the College Classroom

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Recent discussions with junior and senior psychology majors indicate that students enjoy classes that are challenging, that encourage them to participate in less-than-comfortable activities such as oral presentations, and that are taught by instructors who are enthusiastic about the material (VUU Senior Survey, 2008). The challenge for the instructor is to create assignments that meet these criteria while maintaining the relevant goals and objectives of the college curriculum. Many instructors dismiss minimally structured and student-driven activities as irrelevant and juvenile, and published activities incorporating these goals are often directed at elementary and secondary education (Neuroscience for Kids, faculty.washington.edu/chudler/neurok.html). Personal experience indicates, however, that when presented with broad objectives and the freedom to design a project without significant restraints, students often respond with creative and socially relevant presentations incorporating technological and artistic expertise. Past projects have incorporated poetry, rap, public service announcements, art work, short stories and more. While such projects are easily imagined to be relevant to counseling-based psychology courses, projects from experimental psychology courses (Biopsychology, Learning and Cognition) will also be presented.

The objective of this session is to enhance and expand the potential repertoire of activities available within the college curriculum. This session is designed for any faculty seeking new activities that will enhance the classroom experience and engage students in the learning process. Examples of successful student output will be shared, pitfalls will be discussed, and the audience will be encouraged to share their experiences.

WebQuests: A Technophobe's Friend

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Webquests: a technophobe's friend! Webquests are a web tool newer to higher education that can be added to your toolbox with relative ease. Webquests can aid your teaching, whether face-to-face, hybrid, or online delivery by guiding your students through an information treasure hunt. This style of inquiry helps by focusing the search so that students spend less time searching and more time discovering.

This poster session will be a primer on webquests, their ease of creation, and their use as an online teaching tool. I have conducted research on the effectiveness of the webquest in the creation of pre-service teacher portfolios. The results will be available and discussed. There are many webquests and webquest templates out there for a teacher's use. Information on where to find them will be provided as well as insight into their creation and usefulness.

Crash and Burn to Something Learned

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Have you ever given a test that almost EVERYONE failed? I did – and it turned into possibly one of the best teaching and learning experiences my students and I have ever had. This presentation will describe how this event turned the classroom from teacher-centered to learner-centered within the week and how you can use this experience to transform your classroom as well.

This poster session will be a presentation of my experience of perceived and could-be "failure" in the classroom. I will describe the circumstances, the feedback, and then the transformation of my class from a teacher-centered to learner-centered classroom. Student evaluation of this process will be discussed.
The participants will be able to:
1) identify ways that they can turn a "failure" into a success
2) consider various learner-centered techniques to change a similar classroom situation
3) recall another professor's struggle with their teaching methods, their students, and their student evaluations

The Teacher Effectiveness Gumbo:
Connecting Schema Theory and Best Practices Research

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This multimedia highly interactive presentation is designed to first provide related research that demonstrates how Schema Theory impacts the acquisition and understanding of new knowledge and concepts. Specifically, this presentation is designed to present the results of a Teacher Effectiveness project, which was entitled the "Teacher Effectiveness Gumbo". This project which was implemented in an advanced teacher preparation course, was designed to demonstrate the diverse interrelated factors or "ingredients" that impact the qualities/characteristics of an effective teacher. This project first provided opportunities for the teacher candidates to use their schemata to identify and cite examples of the diverse qualities that were reflected in teachers that had impacted their lives in a positive manner. Based on their discussions and examples, then they were to connect their summaries with the related research on "qualities and characteristics of an effective teacher". Participants will have an opportunity to participate in some of the activities that were involved in the "Teacher Effectiveness Gumbo" project.

Objectives:
Given various content, activities and resources, the participants will:
1) Summarize specific research on Schema Theory in relation to the acquisition and understanding of new concepts and information; 2) Discuss characteristics of an "effective teacher" based on best practices research; 3) Demonstrate the sequential steps utilized in the "Teacher Effectiveness Gumbo" project; 4) Describe the connections between Schema Theory and related research to enhance the teacher candidates' knowledge of their roles and responsibilities as "effective teachers."

Audience:
Teacher Educators, School Administrators, K-12 Classroom Teachers, Teacher Candidates

Activities:
Lecture/Discussion Activities,Cooperative/Collaborative Activities, Powerpoint Presentation Discussions, Demonstration/Modeling activities

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Teaching Policy and Developing Professional Identities at Election Time: A Cross-Disciplinary Application of Problem-based Learning

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Elections create an opportunity for problem-based learning across a wide range of disciplines by offering an authentic, open-ended problem, the solution to which entails the pursuit of disciplinary knowledge, the exercise of problem-solving skills and the development of professional identity. This presentation demonstrates how PBL might be designed around an election event, including how that design can take maximum advantage of the problem-based learning approach, including a discussion of the specific successes and challenges that arose from past implementation in an undergraduate teacher preparation setting.

The Presidential election this year brings with it abundant media coverage of the candidates' positions on national concerns, which presents a timely opportunity for post-secondary instructors whose course content includes discussion of public policy. Since most students are voting age, participation in the election process can serve as an authentic learning activity and curricular focal point for discussing public policy and the issues it is designed to address. This is particularly true for any pre-professional courses, as students can connect to the discussion not merely as citizens, but at future professionals whose careers will be shaped by the current and future policies.

Of course, the opportunity to design problem-based learning (PBL) around an election is not limited to every four years. Voting on a candidate or issue in any public forum provides the central learning activity whose "solution" requires investigation of the issues. Although this presentation grew out of a problem-based unit designed specifically for an undergraduate Education course during the primary and then general gubernatorial election in California, it is designed to demonstrate the application of PBL to an elections event, generally. This pedagogical model may be applied to any disciplinary field at any level whose content is bound up in public policy.

As a Constructivist pedagogical strategy, PBL engages students in meaningful and authentic problem solving through collaboration and open-ended discovery (Barell 1998; Torp & Sage 1998). Unlike other active, student-centered approaches, PBL is not designed to lead student to disciplinary conclusions; rather, it requires disciplinary knowledge and develops problem-solving skills in the pursuit of a specific, real-world problem. In doing so, the learning becomes more significant (Dewey 1910; Fink 2003) and transferable (Adams, et al 1988; Brown, Collins & Duguid 1989).

Not surprisingly, the modern form of PBL was developed at the medical school at McMaster University in Canada and has been most fully developed in the context of professional training (Rhem, 1998). Professional settings often revolve around tackling complex problems, so PBL

can draw on future professional contexts to develop knowledge and skills. Further, by immersing students in disciplinary real-world contexts, PBL promotes the development of professional identity (Dorman, Boshuizen & Scherpbier 2007; Gale, Wheeler & Kelly 2007). Consequently, PBL can be particularly effective for course-work that either focused directly on professional preparation or that thematizes aspects of the professional context, e.g., teaching Liberal Studies undergraduates about the social mission of public education.

The democratic process, however, exceeds any particular professional context and often impacts a wide array of public and private groups, which makes it a broadly applicable context for inquiry-based learning. This presentation, therefore, is aimed at all instructors whose courses entail discussion of the impacts of public policy. It demonstrates how PBL might be designed around an election event, including how that design can take maximum advantage of the PBL approach. Further, the presentation discusses both the specific successes and challenges that arose from past implementation in an undergraduate teacher preparation setting. In particular, the author has found that timely PBL was a surprising effective way to engage students in the critical evaluation of political candidates with regard Education policy and, indirectly, for developing student identity as politically active future professionals.

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Implementing Contextual Teaching and Learning at a College of Professional Studies

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In traditional teaching, students find it difficult to make the connections between what they are learning and how the knowledge will be utilized. And many of the graduates are struggling to make the transition from school to work. Faculties in the College of Professional Studies at Clayton State University have been implementing innovative and effective contextual teaching and learning (CTL) strategies to train and prepare the students to make meaningful connections between knowledge and its practical application in a real world context. Under CTL, students work harder, are more interested, and are proactive; students think critically and creatively; and students experience greater and challenging learning progress.

Presentation's Objectives:

- Define the key elements of "contextual teaching and learning" as an innovative teaching strategy.
- Highlight the current need for CTL as an effective and efficient teaching strategy in college and university education.
- Develop an understanding of implementing CTL as a necessary tool in professional education.
- Present successful CTL experiences and examples used in the College of Professional Studies at Clayton State University.

Presentation's Audience:
Educators, students and administrators from all disciplines who are interested in contextual teaching and learning strategy.

Presentation's Activities:
Poster presentation. Participants will be presented a detailed review for CTL, and a detailed description how CTL is implemented in teaching in the College of Professional Studies at Clayton State University. The presentation will include an open discussion and sharing of CTL experiences. Handouts will also be distributed to the participants.

Presentation's Description:
CTL is a non-traditional learning and teaching strategy. United States Department of Education Office of Vocational and Adult Education (2001) defined CTL and Berns and Ericksons (2001) further stated that CTL also helps motivate students to connect the knowledge they are learning and its application to the life contexts as family members, citizens, and workers.
The major elements of CTL include: project-based learning, problem-based learning, inquiry-based learning, collaborative/cooperative learning with an emphasis on self-directed learning, service learning, work-based learning, critical and creative thinking, high standards recognizing and reaching, and authentic assessments.
The result of the present study provides the evidence that CTL is an innovative and effective teaching and student learning strategy. CTL brings significant benefits to the students, educators, universities, industries and communities. As a result of CTL, students are better prepared for the demands of the real world globally.

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Improving Your Course through Embedded Assessment

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Objectives:

- Participants will be able to use embedded items to assess student learning outcomes.
- Participants will understand the practical aspects, both positive and negative, related to assessing student learning outcomes.
- Participants will learn how to use student learning outcomes assessment to subsequent course offerings.

Audience:
The audience for this session is anyone who teaches or provides support to instructors, particularly as it relates to course-level assessment.

Activity:
Participants will read a case study that describes an instructor's efforts to use embedded assessment and provides data. The case study will be a jumping off point for discussion about using this process to assess learning outcomes.

Description:
Effective learning begins with measurable, student-focused learning objectives. These objectives define the teaching strategies and the assessments. The appropriate use of learning objectives improves learning for current students. But it does not necessarily lead to overall improvement of the course unless the instructor closes the loop by using assessment data to improve the course itself.

Over the past several years we have been encouraging and supporting instructor use of a systematic method to help them use assessment data they have already collected from students for making overall improvements to the course. This method entails organizing test data by objective instead of by student. That is, the focus of the results is the performance of the learning objectives, rather than the performance of the individual students. Displaying student performance on test items by objective allows instructors to see the extent to which learning objectives are being met. This provides information they can use to make improvements to the next offering of the course (Walvoord & Anderson, 1998).

We will introduce participants to the use of embedded items (i.e. test items already included in course exams) for outcomes assessment and describe how the practice can benefit teaching and learning. We will showcase the experience of two instructors who have implemented this assessment method in a hybrid course. In addition, participants will discuss a case study focused on embedded assessment.

Opening Communication through Critical Reflection

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Objectives:
Attendees will learn the process of the written Critical Reflection, including:

a. How to design and develop a critical reflection that is suitable for the curriculum of the Attendees;
b. How to use the critical reflection to enhance student engagement;
c. How to use the critical reflection for communication between student and educator;
d. How to use the critical reflection to guide mid-course correction.

Audience:
College educators who are interested in enhancing student engagement in their courses, seeking immediate and direct communication with all students, identifying necessary course improvements as they become apparent and opening communications with students on an on-going basis.

Activities:

- Presentation of and discussion about the design and implementation of the Critical Reflection;
- Discussion of adaptation of the Critical Reflection to other courses and curricula;
- Demonstration of the use of the Critical Reflection in the presentation session;
- Presentation of the field-testing results of the Critical Reflection in my classes.

Description:
The written "Critical Reflection" that is the subject of the presentation consists of a series of questions/probes contained on a single page which is given the student at the beginning of each class session. During the last five to ten minutes of class time, the student responds in writing to the questions/probes and leaves them with the instructor. In this presentation, I will provide a sample of the Critical Reflection that I have used in my courses adapted to the Attendees who will be offered the opportunity to use the device in the course of the presentation. It will provide an opportunity for me to demonstrate to Attendees the manner in which I use the Critical Reflection and will provide a demonstrable experience for them from the viewpoint of the student. I will describe the way in which the various sections of the Critical Reflection may be adapted to a variety of courses as I have used it in more than one. I will demonstrate the process of a communication loop that is developed between teacher and student. The process gives me immediate feedback and alerts me to success and failure during course presentation allowing for adjustment and accommodation to student interests and needs. It provides me an opportunity to respond to student inquiry individually or to the class as a whole at the next class meeting. I will provide a report of the positive field-testing of the Critical Reflection, supported with quantitative and qualitative data obtained through end of course confidential surveys. Handouts

will be provided to document the research-based principles and examples of research-based teaching strategies that promote student engagement.

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Getting our Students to Think!:
Literacy Strategies for the College Classroom

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Objectives:
The goal of the proposed session is to enhance college teaching and learning practices. The objectives of the audience, faculty members include:
1. To heighten awareness of the participants about their students' critical thinking experiences in college classrooms
2. To identify and learn the literacy strategies that can stimulate higher-order thinking skills of their students
3. To obtain a repertoire of pedagogical strategies that can be later implemented as instructional tools to improve their teaching in their classrooms and the learning of their students

Rationale:
As educators, professors often observe that college students, undergraduate or graduate, may demonstrate limited critical thinking skills. They tend to reiterate the literal content of the assigned reading material and not reflect at deeper levels of meaning. Unfortunately, many seem to have difficulty with abstract thinking, therefore lack the ability to be reflective or appropriately critique published works. Critical analysis of current research is crucial to professional development and life-long learning of any discipline. Not only must college students stay abreast of current research in their field, they also must be able to synthesis the information through analytic lenses.

Literacy strategies, often used in elementary and secondary schools, also provide college students with the scaffolding that prompts them toward a greater quality of reflection. The three literacy strategies include: literature circles, double-entry journals, and personal response journals with sentence lead-ins.

The objective of using the double-entry journal is to help students reflect on and process new information from print and non-print sources, such as expository journal articles, narrative literature and media sources. Also referred to as the dialectic, dialogue, or two-column journal, the double-entry journal is a system of note-taking that engages the students in a discussion with the author, reflecting about and questioning specific information (Wood & Taylor, 2006). This

pedagogical technique encourages students to make connections with professional and personal experiences. The students are encouraged to conduct a true transaction with the text.

Another literacy strategy is the personal response journal. This technique asks students to read and respond to both professional and K-12 texts (as well as websites) while making connections to teaching and learning (Parsons, 1990; Youngblood, 1985). The personal response journal is designed to 1) encourage students to read regularly, both professional and children's texts (as well as websites), focusing on multicultural literature for K-12 classrooms; 2) strengthen students' reading, thinking and writing responses and skills while relating to issues; and 3) build community learning by sharing selected parts of responses for daily class discussion.

The third strategy, literature circles, is utilized to develop comprehension, and promote thoughtful discussion and interpretation of shared reading material. Literature circles require students to reflect on a written piece, assume group roles and take the responsibility for their own group discussions. Examples of the six roles include: the critique master who focuses on the contextual and scholarship merits of the article; the connector makes connections between the article and classroom (theory/practice connection). These connections might include happenings in the classroom/school, personal teaching experiences and/or connections with other research/articles.

Self-reflection is the heart of the teaching and learning experience. It occurs daily and helps us to personalize our experiences and insights. The abovementioned pedagogical strategies innovatively enrich every student's learning experience.

Audience:
College and university faculty, undergraduate or graduate, of any discipline

Activities:
Introductions (5 minutes)
Reflection Activity (5 minutes)
Participants will reflect, via reflective guide, on their teaching & learning experiences with student response
Interactive Discussion (5 minutes)
Participants will have opportunity to share their reflective responses and discuss the possible reasons for the lack of critical thinking in their classes
Presentation of Literacy Instructional Strategies (10 minutes)
Presenters, both literacy faculty, will share their "real" stories, with student samples, about the use of these strategies in the college classroom. They will present the theoretical and practical aspects of the strategies.
Small Group Activity (15 minutes)
Assigned groups, each with a facilitator, will cooperatively partake in an authentic simulated teaching and learning experience using the literacy strategies.
Interactive Discussion (5 minutes)
Groups will have opportunity to share their thoughts about the future implementation of literacy strategies at their institutions with all of the participants.
Conclusion/Evaluation (5 minutes)

Description:
The session will be interactive in nature. Participants will partake in a variety of formats such as independent reflective and small group activities, and whole group interactive discussions. The presenters will develop a "community of learners" to facilitate dialogue about pedagogy and research with the participants across discipline areas. Via power point presentation and authentic simulated exercises the participants will learn the theoretical premises and instructional benefits of three literacy strategies (literature circles, double-entry journals, and personal response journals with sentence lead-ins) that can enhance teaching and learning in the college classroom. Presenters will distribute handouts that include the necessary worksheets for the reflective and group activities, information regarding the literacy strategies and a list of practical resources for future implementation.

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Assessment 101: A Quick and Easy Way to Assess Your Courses

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Objectives:
This presentation will present practical information on assessing courses. In particular this presentation will discuss (1) definition and benefits of assessment, (2) steps for assessing courses, (3) incorporation of your grading process, and (4) examples of assessment.

Intended Audience:
The presentation is appropriate for:
(1) Faculty/instructors who are considering assessing their courses
(2) Faculty/instructors who are already assessing their courses
(3) Administrators who are considering incorporating assessment plans

Activities:
1. Discussion of fears and concerns from audience about assessment
2. PowerPoint presentation on steps for assessing courses and incorporating your grading process
3. Demonstration and discussion of assessment conducted on two marketing courses.
4. Discussion of best practices of assessment methods from audience.

Abstract:
Assessment of learning is a key aspect of teaching and is a very important topic in higher education (Biggs 1996; May and Tidwell 2007). Assessment can be defined as "basing decisions about curriculum, pedagogy, staffing, advising, and student support upon the best possible data about student learning and the factors that affect it" (Walvoord, 2006, p. 2). If done properly, assessment can have a significant impact on learning (Black and William 1998).

Despite the benefits of assessment, assessing courses may not feel like an easy process. Some faculty members may feel overwhelmed when beginning an assessment plan. However, assessment can be simple and practical (Walvoord, 2006). There are many mistakes to be avoided (such as making assessment too complicated) and there are many techniques to consider. This presentation will discuss how to quickly and easily do the following:

(1) Develop learning outcomes for courses
(2) Evaluate learning outcomes
(3) Analyze assessment data
(4) Create plans to improve student learning

This presentation will also discuss ways to incorporate current grading system into the assessment process (such as using multiple choice test questions). In addition to these

techniques, two marketing course assessments will be explained and discussed. These two examples will provide an easy to use template for conducting assessments on courses.

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Plurality of Perspectives: An Adventure into Looking Outside of Oneself

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Objectives:
1. Workshop participants will become familiar with perspective taking.
2. Workshop participants will engage in interactive lessons that encourage perspective taking.
3. Workshop participants will create a lesson possibility for their students using perspective taking.

Audience:
This workshop is intended for those who want their students to become more aware of others' perspectives and use that awareness to foster empathy and improve comprehension and gain a deeper understanding in the classroom and beyond.

Activities:
The workshop will begin with an overview of perspective taking and its importance in the classroom. Then participants will break into groups and participate in a variety of activities,

including sub-texting, role playing, guided imagery, and improvisation, designed to demonstrate perspective taking and discuss how each activity can be adapted to the content area of the participants. The workshop will end with a discussion of how participants could use the activities in their higher education classes to promote empathy and deepen comprehension of concepts by teaching students to see multiple points of view and integrate those viewpoints with their own.

Summary:
"Trying on alternative perspectives is a habit of mind that can help students acknowledge that other ways of understanding the world do exist and are worth considering or at least recognizing, even if they choose not to agree with those perspectives" (Thein, Beach, and Parks, 2007). The ability to recognize multiple perspectives, or more than one side to a story, can also aid students with comprehension of complex concepts in any subject area. Recognizing varied perspectives allows students to see the bigger picture and gain a more thorough understanding of the topic. As Gillespie (2006) states, "Through taking the social position of many others, in play and actuality, the child cultivates the diverse perspectives that are sustained by social and institutional structures." This strategy lends itself to the exploration and examination of content material across all disciplines.

Promoting empathy in a cooperative environment, versus a competitive environment, assists in creating an enriched learning environment which some argue promotes a more tolerant learning community (Aronson, 2000). Dewey notes, as quoted in Garrison (1997), "Personality, selfhood – are eventual functions that emerge with complexly organized interactions, organic and social" (p. 39). Perspective taking allows students to move beyond themselves in an attempt to further understand the world around them. An attempt to develop this skill is to promote empathy, understanding, and global cultural awareness.

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Integral Education: Taking the Full Spectrum of Human Consciousness into Account

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In the modern world, academia must deal with a combination of stresses that were virtually nonexistent just a short time ago. With the near-disappearance of America's middle class, students arrive at college under intense pressure to get degrees that will quickly lead to gainful employment. Yet many who come from poor K-12 schools are unprepared for college level coursework. Further, many of them will maintain jobs, perhaps full time, while attending college and thus will spend less than the optimal time on coursework. Meanwhile, faculty members are managing larger class sizes with decreased support systems. Adding to this stressful mix of circumstances is the fact that campus violence sometimes erupts unexpectedly, with tragic consequences. How can we maintain the integrity of higher education while simultaneously struggling to help even our least prepared and most overextended students succeed?

In my presentation, I will walk the audience through the five elements essential to a full-spectrum approach to education today. The focus will be on why we have sometimes missed crucial steps as we have dealt with the onslaught of modern change in the academic world. The five elements that must be included in any "Integral" approach (Wilber, 2000) are: (1) the quadrants of human experience, (2) levels of development, (3) lines of development, (4) types, and (5) states.

The "quadrants" concept has roots in linguistics analysis by Habermas, but is further developed by Wilber (2000). These include "I": internal-individual, such as thoughts and emotions, "We": internal-collective, such as cultural norms, "It": external-individual, meaning the biological body1 and singular elements of the surrounding environment, and "Its": external-collective, meaning social organizations and environmental systems/networks. Although each quadrant affects and is influenced by all others, untangling these conceptual threads can help us be sure that we are creating a complete, integral approach to solving any given educational problem.

Various levels and lines of development are present in all four quadrants, but for a quick example of some of these, one can look at Bloom's taxonomy (Bloom, 1956; Anderson et al, 2001). Although we often focus only on Bloom's cognitive line of development – found in the internal-individual or "I" quadrant, Bloom also included the affective line of development, "I" quadrant, and the psychomotor line of development, which is located within the external-individual or "it" quadrant. Bloom demonstrated how each of these lines of development moves through various levels of development. An example of types can be found in the Myers-Briggs [Personality] Type Indicator (Myers, 1990). An example of "states" is healthy versus unhealthy emotional states, as in calm versus frantic.

Once I have walked the audience through the five elements, I will zero in on one area that is all too often overlooked: the emotional line of development within the internal-individual quadrant. I will then demonstrate some of the various techniques that can be used in the classroom to help advance higher levels of development along this line. These demonstrations will be interactive, with audience participation. Though I will narrow the focus for the sake of these demonstrations, it is my hope that the broader presentation will inspire other faculty members to draw on their own expertise to add to the emerging "big picture" of Integral Education.

Activities:
I will invite participants to join me in quick at-your-desk relaxation techniques used in physical and psychological therapy today (see University of Maryland Medical Center) that can help students not only relax before an exam but them to become aware of the effect that the everyday stress of balancing school and work has on their physical bodies.

In addition, I will show how necessary emotional-line development is to the development of critical thinking. What have been dubbed "hot spots" (Ellis, 2008) in awareness can prevent a student from even listening to the professor, much less thinking critically about the material. "Hot spots" are subject areas that "hook" into a student's emotions via their particular level of understanding and worldview, creating anger and/or mental blocks against the presented material. I will demonstrate ways to help students recognize their own "hot spots" and suggest step-by-step critical reasoning techniques to help them get past these so that they can learn new material and expand their own awareness.

Finally, I will demonstrate techniques used in my own Intercultural Communication classroom that have at least anecdotally been shown to effectively help students get past their biases and prejudices towards other students. This alone can contribute significantly to the overall health of the classroom and the university.

Notes:
1. To simplify the idea of the "quadrants," think of what can and cannot be seen by outside observers. For example, thoughts and emotions are "internal" to the individual (think "soul") in that they cannot usually be directly observed by others. The biological body is "external" to the individual in that it can be directly, objectively observed. In this way, even the "inside" of the body, such as blood and bones, are "external" to the individual.

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Establishing Research Support for an Innovative Teaching Strategy in a Nursing Research Course

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Preparing baccalaureate degree students to be able to participate in evidence-based practice after graduation is a challenge for educators because of students' focus on mastering knowledge and skills. It is important for educators to develop evidence to support teaching strategies. One innovative approach is to prepare baccalaureate students with practical research skills leading to integrative reviews as practitioners.

Purpose:
The purpose of this study was to evaluate the Evidence-based Group Project assignment in a research course to determine whether or not students gained the needed skills to participate in evidence-based practice after graduation.

Literature Foundation:
RNs' (n=1,097) perceptions of their access to tools to obtain evidence and whether they had the needed skills was studied (Pravikoff, et al., 2005). They concluded that RNs didn't understand or value research and had limited preparation that would help them find evidence on which to base their practice. Two authors suggest that nursing research courses need to be taught differently such as evidence users need to be able to ask questions, seek answers and validate the answers they find in order to make decisions in their practice (Levin & Feldman, 2006). Distler (2007) described the development and implementation of a problem-based learning in an advanced practice nurse curriculum. The results and recommendations for implementation are discussed based upon student and nurse educator feedback. Maljanian, et al (2002) describe the Research Roundtable format, an interactive means for providing novice nurse researchers and nursing students with the skill sets required to drive application of existing evidence to nursing practice and conduct outcome studies to derive new evidence.

Method:
This quantitative post-test design utilized a Likert scale designed for the study. IRB approval was obtained and six groups of students over three semesters participated (n=178). The Evidence-based Group Project assignment outcome was a PowerPoint presentation including a problem statement, review of literature, critiques, comparison of research studies and determination whether or not the findings could be used in practice. A 21 item Likert scale was administered after the presentations at the end of the course.

Results:
The findings suggest in part that the students gained skills in better understanding the research process, identifying a clinical problem that needs to have evidence, conducting a review of literature, and critiquing research articles. The students also reported having confidence after

graduation in identifying clinical problems, participating in an integrative review activity, and being better prepared to integrate evidence in their nursing practice. The internal consistency reliability of the instrument was established using a Cronbach Alpha for the entire group (α =.94) and (α=.90-.96) for the individual groups.

Discussion/Conclusion:
The Evidence-based Group Project assignment can be replicated in other undergraduate research courses. Further research is needed to determine if the Evidence-based Group Project assignment could be modified to enhance graduate students' skills in evidence-based practice.

What's Poverty Got To Do with It? : Poverty Simulation Used To Convey The Challenges of Poverty in a Manner That Is Both Compelling And Enduring

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Objectives:
Participants will:
-Discuss their personal experiences of participating in the Poverty Simulation.
-Discuss how the Poverty Simulation may influence their personal interactions with poor families.
-Articulate the relevance of exposing students to issues related to poverty.
-Articulate the need for policy and systems change to meet the needs of poor families.
-Identify how the use of role play as a teaching strategy can convey material in a manner that is both compelling and enduring.
-Describe how conducting a Poverty Simulation can increase their students' awareness and understanding and of issues of poverty.

Audience:
The target audience is faculty, staff, administrators and researchers who want to learn strategies to increase their own and their students' awareness of the day to day struggles of families living in poverty. Students in various fields of study who are interested in learning how to advocate for the poor on both an individual and systemic level are encouraged to attend as well.

Activities include:
-A brief overview of the magnitude and impact of the problem of poverty in the United States;
-Examples of how simulations can be used in post-secondary education to convey material in an engaging and long-lasting manner;
-A brief history and overview of the use of Poverty Simulations;
-An abbreviated Poverty Simulation exercise with session attendees portraying members of poor families trying to meet their daily needs, and the service providers whose purpose is to help them;
-a guided debriefing session where participants discuss their experiences participating in the Poverty Simulation and brainstorm about how the Simulation can be used with their target audience;
-a discussion about ways to evaluate the effectiveness of the Poverty Simulation with participants' students

Description:
According to the 2006 U.S. Census Bureau, one in eight people in the United States live in poverty – this is 37 million people in the world's wealthiest nation (U.S. Census Bureau, 2006). The utilization the MISSOURI'S COMMUNITY ACTION POVERTY SIMULATION (CAPS), a copyrighted learning tool made available by the Missouri Association for Community Action, allows participants the opportunity experience the day to day struggles that low-income families face.

During this interactive exercise for the ISETL, participants will role-play the lives of low-income families. Each family interacts with community resource "staffers" with the task of providing for food, shelter, and basic necessities during a 15-minute "week." During a full Poverty Simulation, the experience takes place over an hour, or four 15-minute weeks.

Although the simulation is fictional, the goal is for the participants to leave the activity with a deeper awareness of the barriers that low-income families face daily. Participants are encouraged to discuss their views of poverty and the potential for change on the local, state and national level.

The Poverty Simulation has been used to influence the attitudes and behaviors toward people living in poverty in a variety of settings and with a variety of target audiences. It has been conducted thousands of times across the United States with policy makers, Department of Social Service caseworkers, church groups and others who encounter the poor or are in a position to affect change. It has been used in academic settings, most notably in Schools of Social Work, Nursing and Medicine. Most famously, National Public Radio featured a story on how the city of Savannah, GA was using the Poverty Simulation (National Public Radio, 2006) to raise awareness of issues of poverty among government, civic and business leaders. This encouraged many to join "STEP UP," the city's anti-poverty effort.

Poverty Simulations have the potential to be used effectively with a variety of students in a post-secondary academic setting. Participants of Poverty Simulations describe the experience as eye-opening and visceral. It is difficult to describe how families can break down, the difficult choices that must be made by the poor by reading about it or hearing statistic after statistic. Taking part in a Poverty Simulation is the best way to experience something as realistically as possible without actually living a life of financial hardship.

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Fostering Active Learning in Large Classes: Strategies That Work

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Objectives:
The objectives of this session are as follows:

- to discuss the benefits of incorporating small-group discussions, partner exercises, and other interactive activities into even the largest lecture-hall classes
- to share the specific strategies and activities I have successfully used to promote active learning in my 250-person Introduction to Ethics course
- to give session participants an opportunity to experience and critique one of the small-group exercises I designed for this class
- to hold an open discussion, in which participants will be able to share their own successes, challenges, and ideas for encouraging active learning in large classes; to provide support for each other; and to address the questions and fears that we all experience when introducing innovative techniques into the lecture hall setting

Audience:
This session is primarily intended for all faculty, regardless of discipline, who are required to teach large lecture-hall classes and who would like to explore methods of promoting active learning in such courses, as well as those who are already incorporating such techniques into their class meetings and are eager to share their experiences and techniques. In addition, teachers of smaller classes who would like to explore alternatives to lecturing and to discuss innovative strategies for small-group work will also find it worthwhile.

Activities:
This 50-minute session will be composed of the following activities:

- brief introduction to both the general literature on this subject and my own experiences (10 minutes)
- participatory example of one of the small-group exercises I use in my course, including a brief discussion of participants? reactions to it (15 minutes)
- general discussion of both my experiences and strategies, and those of other session participants; all participants will be encouraged to share their own techniques, to offer suggestions to each other, and to voice any questions, concerns, or fears that they may have about incorporating these ideas into their own classes (20 minutes)
- conclusion and wrap-up (5 minutes)

Description:
This project grew out of my experiences teaching a lecture-hall Introduction to Ethics course at Kent State University. This course is a popular Humanities elective; it is also required for philosophy majors, as well as for students in several other programs throughout the university. Enrollment is usually around 250 students, most of whom are freshmen and sophomores. As with

many lecture-hall classes, the entire group attends class together on Mondays and Wednesdays; on Fridays, students meet in discussion sections of around 40 each. As instructor of record, I am responsible for one of the groups, while the others are led by one of five Graduate Assistants.

When I taught the course for the first time during the Spring 2006 semester, it quickly became apparent that traditional lectures would not be an appropriate means for obtaining my pedagogical objectives for this course. After reviewing some case studies in which instructors successfully deviated from the lecture-only model in large classes (Barkham & Elender, 1995; Gibbs & Jenkins, 1992, Ch. 2; Monk, 1983), I became convinced that it would be worthwhile to attempt to incorporate similar innovations into my own teaching.

Regardless of the number of students, ethical theory and moral reasoning can only be truly understood in an interactive setting, in which students have the opportunity to discuss theories and issues with their peers, and to engage with views that are different from their own. Thus, during the Fall 2006 semester, I began to introduce some simple group and pair exercises into the lecture sessions. I arranged the seating so that students from the same Friday discussion section would sit together, in order to facilitate group work and enhance the continuity of the learning experience across all of the class meetings. Encouraged by enthusiastic peer reviews and positive feedback from students – as evidenced by the results of both unofficial, anonymous mid-semester questionnaires and official end-of-semester surveys – I significantly redesigned the course during the summer of 2007, expanding and enhancing the level of sophistication of the interactive elements and placing even greater emphasis on student-centered learning.

In reworking the class, I was guided by the literature supporting the importance of active learning in large classes (Gleason, 1986; Weimer, 1987, Ch. 5), and in particular the effectiveness of small-group exercises (Michaelson, 1983; Stanton, 1978; Weaver, 1983). Thus, my first priority was to develop a series of more sophisticated in-class exercises, including not only pair and group work, but also projects and debates in which groups of students from different Friday discussion sections have the opportunity to interact with each other. In essence, rather than accepting the large class size, and the students' relative unfamiliarity with their classmates in other sections, as liabilities, I endeavored to take advantage of them, by simulating situations from outside the classroom in which we are called upon to make moral choices which may have beneficial or detrimental effects on large groups of strangers. For example, in one exercise, groups of students "lobby" legislators (students from other sections) on behalf of a range of causes; the "legislators" must then allocate resources in accordance with their assessment of the strengths of the various arguments.

Although I introduced other innovations into the course, such as threaded discussions on the Vista site which were led by guest faculty members, for the purposes of this presentation I will focus on the various types of group work with which I experimented, both those which I found effective and those which seemed less appropriate for the lecture-hall context.

In this presentation, I will first briefly outline the context of the project and the theoretical grounding of my pedagogical strategies. Session participants will then complete one of the small-group exercises which I designed for the course, and which was perceived by both students and by my Graduate Assistants and me as particularly engaging. After a brief discussion of the

factors which I believe contributed to the success of this and other group exercises (copies of which will be made available to all participants), we will transition to an open conversation on all aspects of this topic. It is my intention to have my experiences serve as the starting point for an exchange of ideas, in which participants will be encouraged to discuss their own experiences, strategies, frustrations, and successes fostering interactivity and active learning in large lecture-hall classes. Those seeking to implement these techniques for the first time will find a community of like-minded instructors to answer their questions, contribute ideas, and provide support and encouragement as we work toward our common goals.

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